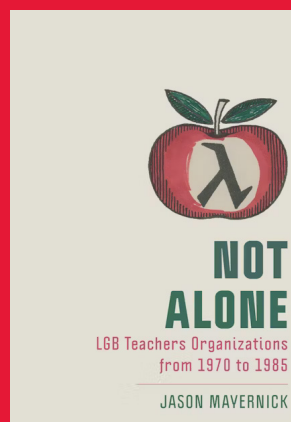
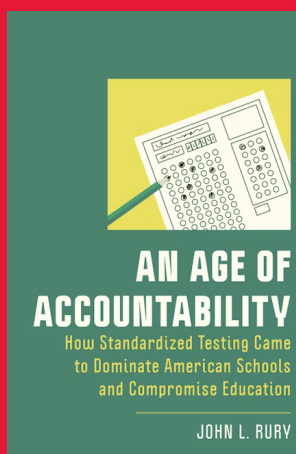
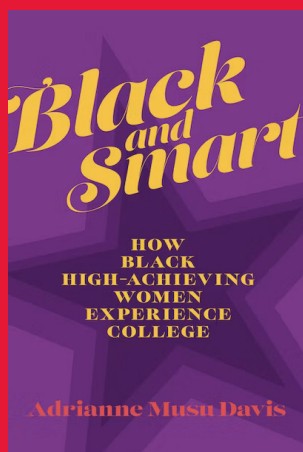
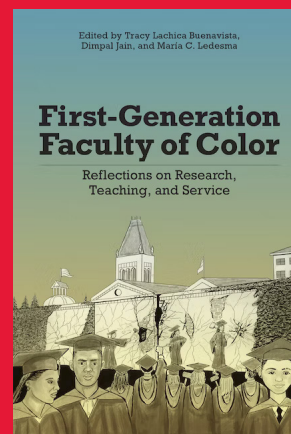
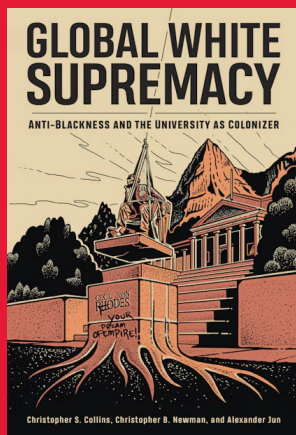
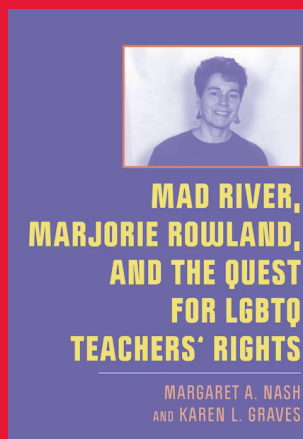


2024 Education



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An Age of Accountability

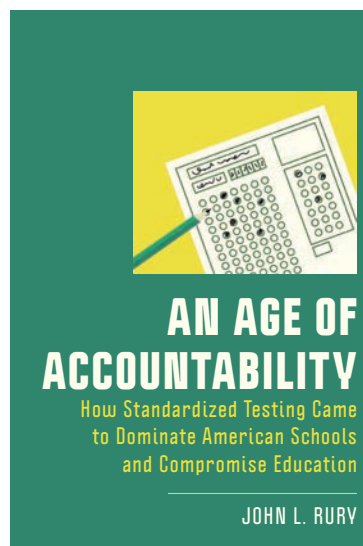
How Standardized Testing Came to Dominate American Schools and Compromise Education

JOHN L. RURY

An Age of Accountability highlights the role of test-based accountability as a policy framework in American education from 1970 to 2020. For more than half a century, the quest to hold schools and educators accountable for academic achievement has relied almost exclusively on standardized assessment. The theory of change embedded in almost all test-based accountability programs held that assessment with stipulated consequences could lead to major improvements in schools. This was accomplished politically by proclaiming lofty goals of attaining universal proficiency and closing achievement gaps, which repeatedly failed to materialize. But even after very clear disappointments, no other policy framework has emerged to challenge its hegemony. The American public today has little confidence in institutions to improve the quality of goods and services they provide, especially in the public sector. As a consequence, many Americans continue to believe that accountability remains a vital necessity, even if educators and policy scholars disagree.

JOHN L. RURY is a professor emeritus of education at the University of Kansas. He is the author of many publications, most recently *The Color of Mind: Why the Origins of the Achievement Gap Matter*.

New Directions in the History of Education



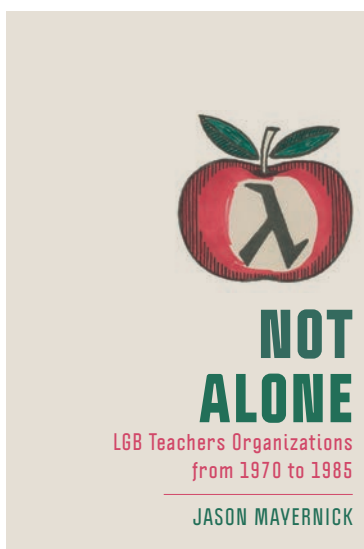
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October 2023

Education



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December 2023

Education • LGBTQ+ Studies
U.S. History

Not Alone

LGB Teachers Organizations from 1970 to 1985

JASON MAYERNICK

Between 1970 and 1985, lesbian, gay, and bisexual (LGB) educators publicly left their classroom closets, formed communities, and began advocating for a place of openness and safety for LGB people in America's schools. They fought for protection and representation in the National Education Association and American Federation of Teachers, as well as building community and advocacy in major gay and lesbian teacher organizations in New York, Los Angeles, and Northern California. In so doing, LGB teachers went from being a profoundly demonized and silenced population that suffered as symbolically emblematic of the harmful "bad teacher" to being an organized community of professionals deserving of rights, capable of speaking for themselves, and often able to reframe themselves as "good teachers." This prescient book shows how LGB teachers and their allies broadened the boundaries of professionalism, negotiated for employment protection, and fought against political opponents who wanted them pushed out of America's schools altogether.

JASON MAYERNICK is an assistant professor of social foundations and leadership education at the University of North Georgia.

New Directions in the History of Education



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December 2023

Eighteenth-Century Studies • Education

Teaching the Eighteenth Century Now

Pedagogy as Ethical Engagement

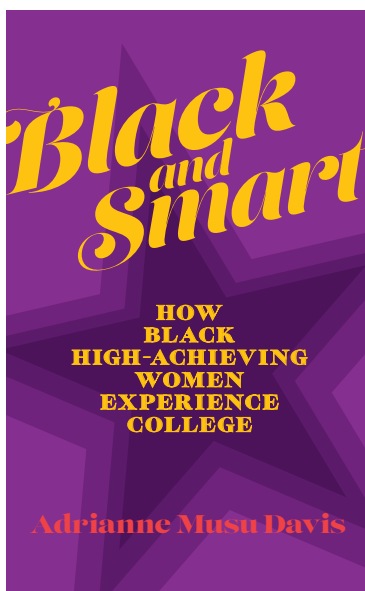
EDITED BY KATE PARKER AND MIRIAM L. WALLACE

In this timely collection, teacher-scholars of “the long eighteenth century,” a Eurocentric time frame from about 1680 to 1832, consider what teaching means in this historical moment: one of attacks on education, a global contagion, and a reckoning with centuries of trauma experienced by Black, Indigenous, and immigrant peoples. Taking up this challenge, each essay highlights the intellectual labor of the classroom, linking textual and cultural materials that fascinate us as researchers with pedagogical approaches that engage contemporary students. Some essays offer practical models for teaching through editing, sensory experience, dialogue, or collaborative projects. Others reframe familiar texts and topics through contemporary approaches, such as the health humanities, disability studies, and decolonial teaching. Throughout, authors reflect on what it is that we do when we teach—how our pedagogies can be more meaningful, more impactful, and more relevant.

KATE PARKER, professor and chair of English, teaches pre-1800 English and European cultural studies and feminism and sexuality studies at the University of Wisconsin–La Crosse.

MIRIAM L. WALLACE, formerly professor of English and gender studies at New College of Florida, is dean of the College of Liberal Arts and Social Sciences at the University of Illinois–Springfield.

Transits: Literature, Thought & Culture, 1650-1850



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 May 2023

Education • African American Studies
 Women's Studies

Black and Smart

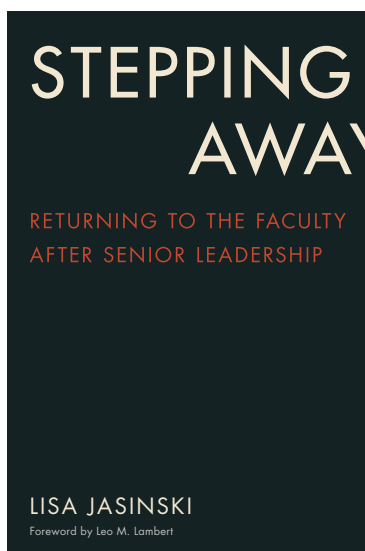
How Black High-Achieving Women Experience College

ADRIANNE MUSU DAVIS

Even academically talented students face challenges in college. For high-achieving Black women, their racial, gender, and academic identities intensify those issues. Inside the classroom, they are spotlighted and feel forced to be representatives for their identity groups. In campus life, they are isolated and face microaggressions from peers. Using intersectionality as a theoretical framework, Davis addresses the significance of the various identities of high-achieving Black women in college individually and collectively, revealing the ways institutional oppression functions at historically white institutions and in social interactions on and off campus. Based on interviews with collegiate Black women in honors communities, *Black and Smart* analyzes the experiences of academically talented Black undergraduate women navigating their social and academic lives at urban historically white institutions and offers strategies for creating more inclusive academic and social environments for talented undergraduates.

ADRIANNE MUSU DAVIS is the administrative dean/director of the School of Arts and Sciences Honors Program at Rutgers University–New Brunswick.

The American Campus



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 978-1-9788-2384-6 paper \$28.95\$
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 July 2023

Education • Leadership

Stepping Away

Returning to the Faculty After Senior Academic Leadership

LISA JASINSKI

FOREWORD BY LEO M. LAMBERT

In no other professional field do senior leaders habitually return to the rank-and-file workforce in the twilight of their careers. Corporate CEOs rarely conclude their working lives by resuming the duties of a mid-level account executive; on the verge of retirement, four-star generals do not return to the infantry. But in academia former senior leaders often conclude their careers by reprising the roles and responsibilities of a professor. Until now, leaders and institutions have been left to navigate these transitions on their own—often learning hard lessons that might have been avoided. *Stepping Away* moves beyond the well-worn clichés of “stepping down” to examine how senior leadership role changes impact individuals and the institutions they serve. Drawn from empirical research involving more than fifty college presidents, provosts, and deans, this book delivers fresh understanding of the challenges and opportunities leaders face as they assume a new place in the social architecture of their campus. Bridging the gap between theory and practice, *Stepping Away* translates research into practical strategies that leaders can use to make this change successfully.

LISA JASINSKI is the senior director of strategic initiatives in the Office of the President at the University of Texas at San Antonio.

The American Campus

Global White Supremacy

Anti-Blackness and the University as Colonizer

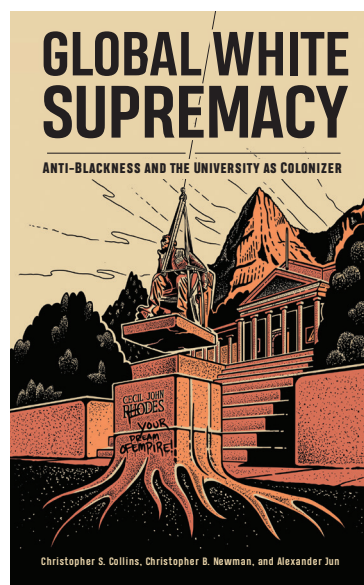
CHRISTOPHER S. COLLINS, CHRISTOPHER B. NEWMAN, AND
ALEXANDER JUN

Knowledge is more expansive than the boundaries of the Western university model and its claim to be the dominant—or only—rigorous house of knowledge. In the former colonies of Europe (e.g., South Africa, Brazil, and Oceania), the curriculum, statues, architectures, and other aspects of the university demonstrate the way in which it is a fixture in empire maintenance. The trajectory of global white supremacy is deeply historical and contemporary—it is a global, transnational, and imperial phenomenon. White supremacy is sustained through the construction of inferiority and anti-Blackness. The context, history, and perspective offered by Collins, Newman, and Jun should serve as an introduction to the disruption of the ways in which university and academic dispositions have and continue to serve as sites of colonial and white supremacist preservation—as well as sites of resistance.

CHRISTOPHER S. COLLINS is a professor of higher education at Azusa Pacific University in Azusa, California.

CHRISTOPHER B. NEWMAN is an associate professor of higher education at Azusa Pacific University in Azusa, California.

ALEXANDER JUN is a professor of higher education at Azusa Pacific University in Azusa, California.



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May 2023

Education • Race and Ethnic Studies

Unequal Choices

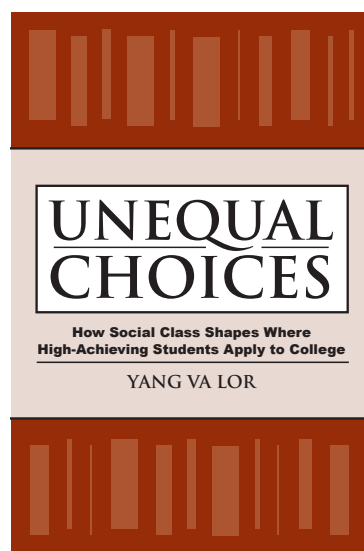
How Social Class Shapes Where High-Achieving Students Apply to College

YANG VA LOR

High-achieving students from socioeconomically disadvantaged backgrounds are more likely to end up at less selective institutions compared to their socioeconomically advantaged peers with similar academic qualifications. A key reason for this is that few highly able, socioeconomically disadvantaged students apply to selective institutions in the first place. In *Unequal Choices*, Yang Va Lor examines the college application choices of high-achieving students, looking closely at the ways the larger contexts of family, school, and community influence their decisions. For students today, contexts like high schools and college preparation programs shape the type of colleges that they deem appropriate, while family upbringing and personal experiences influence how far from home students imagine they can apply to college. Additionally, several mechanisms reinforce the reproduction of social inequality, showing how institutions and families of the middle and upper-middle class work to procure advantages by cultivating dispositions among their children for specific types of higher education opportunities.

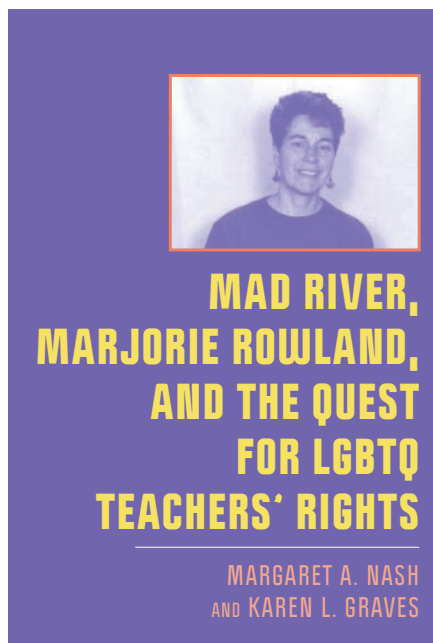
YANG VA LOR is an assistant teaching professor in the department of sociology at the University of California, Merced.

The American Campus



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March 2023

Education • Social Class



Mad River, Marjorie Rowland, and the Quest for LGBTQ Teachers' Rights

MARGARET A. NASH AND KAREN L. GRAVES

"Margaret Nash and Karen Graves have produced the first full history of a true American heroine. Thanks to brave educators like Marjorie Rowland, LGBTQ teachers now enjoy vastly more freedoms than they did in earlier eras. But the fight is hardly over, as this brilliant little book reminds us. We have indeed come a long way, in the struggle for real human equality in our schools. And we also have much farther to go."

—Jonathan Zimmerman, Professor of History of Education, University of Pennsylvania

Mad River, Marjorie Rowland, and the Quest for LGBTQ Teachers' Rights addresses an important legal case that set the stage for today's LGBTQ civil rights—a case that almost no one has heard of. Marjorie Rowland v. Mad River School District involves an Ohio guidance counselor fired in 1974 for being bisexual. Rowland's case made it to the U.S. Supreme Court, but the justices declined to consider it. In a spectacular published dissent, Justice Brennan laid out arguments for why the First and Fourteenth Amendments apply to bisexuals, gays, and lesbians. That dissent has been the foundation for LGBTQ civil rights advances since.

In the first in-depth treatment of this foundational legal case, authors Margaret A. Nash and Karen L. Graves tell the story of that case and of Marjorie Rowland, the pioneer who fought for employment rights for LGBTQ educators and who paid a heavy price for that fight. It brings the story of LGBTQ educators' rights to the present, including commentary on *Bostock v Clayton County*, the 2020 Supreme Court case that struck down employment discrimination against LGBT workers.

MARGARET A. NASH is a professor in the Graduate School of Education at University of California, Riverside. She is the editor of *Women's Higher Education in the United States: New Historical Perspectives* and the author of *Women's Education in the United States, 1780-1840*.

KAREN L. GRAVES is a professor in the department of education at Denison University in Granville, Ohio. She is the author of *And They Were Wonderful Teachers: Florida's Purge of Gay and Lesbian Teachers* and a co-editor of *Inexcusable Omissions: Clarence Karier and the Critical Tradition in History of Education Scholarship*.

New Directions in the History of Education

166 pp 3 b/w images, 3 tables 5.5 x 8.5

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August 2022

Education • LGBTQ+ Studies • Law

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Chapter 2: "I Had to be the Fighter": Marjorie Rowland and Mad River

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Chapter 4: "Coming Out of the Classroom Closet": LGBTQ Teachers' Lives After Mad River

Chapter 5: Conclusion: Movements Forward and Back

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First-Generation Faculty of Color

Reflections on Research, Teaching, and Service

EDITED BY TRACY LACHICA BUENAVISTA, DIMPAL JAIN, AND
MARÍA C. LEDESMA

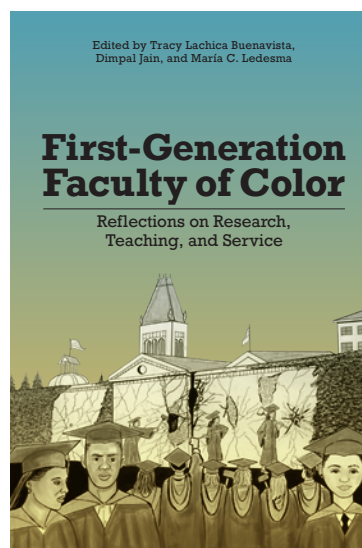
FOREWORD BY CAROLINE SOTELLO VIERNES TURNER

First-Generation Faculty of Color: Reflections on Research, Teaching, and Service is the first book to examine the experiences of racially minoritized faculty who were also the first in their families to graduate college in the United States. From contingent to tenured faculty who teach at community colleges and comprehensive research institutions, the book is a collection of critical narratives that collectively show the diversity of faculty of color, attentive to and beyond race. The book is organized into three major parts comprised of chapters in which faculty of color depict how first-generation college student identities continue to inform how minoritized people navigate academia well into their professional careers, and encourage them to reconceptualize research, teaching, and service responsibilities to better consider the families and communities that shaped their lives well before college.

TRACY LACHICA BUENAVISTA is a professor of Asian American studies at California State University, Northridge.

DIMPAL JAIN is an associate professor of educational leadership and policy studies at California State University, Northridge.

MARÍA C. LEDESMA is associate professor of educational leadership and the founding director of the Higher Education Leadership Program at San Jose State University.



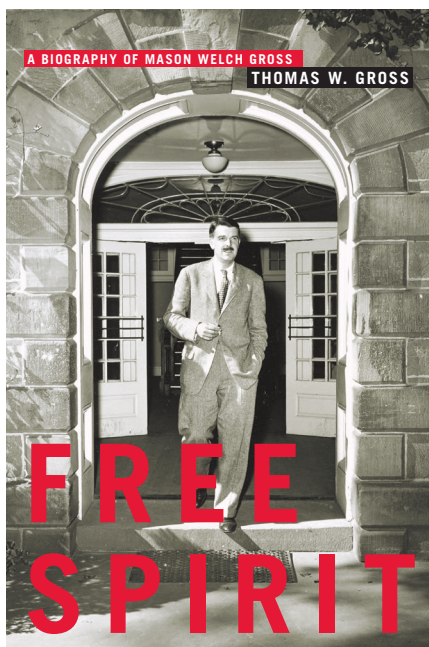
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Higher Education



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Free Spirit

A Biography of Mason Welch Gross

THOMAS W. GROSS

"Gross's life story is an inspiring testament to the power of ideas and principles, one that offers an important lesson and a warning in our era."

—Chris Rasmussen, Associate Professor of History,
 Farleigh Dickinson University

"This truly engaging and eminently readable biography recounts with insight, candor, and empathy the compelling life and the exemplary, highly principled career of the author's father. It is particularly valuable for its treatment of how Mason Gross successfully met the recurring challenges he confronted during his eventful presidency of Rutgers."

—B. Robert Kreiser, author of *Miracles, Convulsions, and Ecclesiastical Politics in Early Eighteenth-Century Paris*

The Mason Gross School of the Arts in New Brunswick, New Jersey, stands as a memorial to one of Rutgers University's most influential leaders. Gross started teaching at Rutgers as an assistant professor of philosophy in 1946, but quickly rose through the ranks to become the university's provost in 1949 and finally its president from 1959 to 1971. He led the university through an era when it experienced both some of its greatest growth and most intense controversies.

Free Spirit explores how Gross helped reshape Rutgers from a sleepy college into a world-renowned public research university. It also reveals how he steered the university through the tumult of the Red Scare, civil rights era, and the Vietnam War by taking principled stands in favor of both racial equality and academic freedom. This biography tells the story of how, from an early age, Gross came to believe in the importance of doing what was right, even when the backlash took a toll on his own health.

Written by his youngest son Thomas, this book offers a uniquely well-rounded portrait of Gross as both a public figure and a private person. Covering everything from his service in World War II to his stints as a game show personality, *Free Spirit* introduces the reader to a remarkable academic leader.

THOMAS W. GROSS is a retired firefighter, military officer, and emergency physician who earned his MD from the Rutgers Medical School in Piscataway, New Jersey. His award-winning weekly medical column appeared in the California newspaper *The Marin Independent Journal* from 2004 to 2009.

The Marion Thompson Wright Reader

MARION THOMPSON WRIGHT

EDITED AND WITH A BIOGRAPHICAL INTRODUCTION
BY GRAHAM RUSSELL GAO HODGES

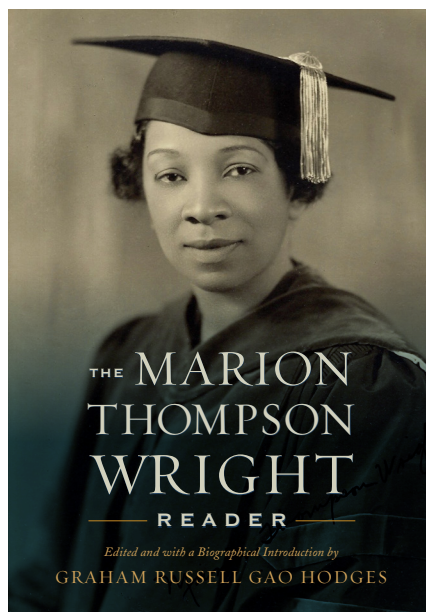
"The Marion Thompson Wright Companion has great potential to be the book of record on African American history in the state. The extensive research, numerous examples, and textual connections make this book a major contribution to New Jersey black history."

—Maxine Lurie, author of *Envisioning New Jersey: An Illustrated History of the Garden State*

In *The Marion Thompson Wright Reader*, acclaimed historian Graham Russell Gao Hodges provides a scholarly, accessible introduction to a modern edition of Marion Thompson Wright's classic book, *The Education of Negroes in New Jersey* and to her full body of scholarly work. First published in 1941 by Teachers College Press, Thompson's landmark study has been out of print for decades. Such rarity understates the book's importance. Thompson's major book and her life are significant for the histories of New Jersey, African Americans, local and national, women's and education history. Drawing upon Wright's work, existing scholarship, and new archival research, this new landmark scholarly edition, which includes an all-new biography of this pioneering scholar, underscores the continued relevance of Marion Thompson Wright.

MARION THOMPSON WRIGHT (1902-1962) was a professor of education at Howard University. She wrote *The Education of Negroes in New Jersey* (Teachers College Press, 1941).

GRAHAM RUSSELL GAO HODGES is the George Dorland Langdon, Jr. Professor of History and Africana and Latin American studies at Colgate University. He is the author or editor of sixteen books, including *Slavery and Freedom in the Rural North: African Americans in Monmouth County, New Jersey, 1660-1870*; *Root & Branch: African Americans in New York and East Jersey, 1613-1863*; and *Black New Jersey* (Rutgers University Press).



352 pp 20 b/w images 7 x 10
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Black Space

Negotiating Race, Diversity, and Belonging in the Ivory Tower

SHERRY L. DECKMAN

“Sherry Deckman has written an important volume about how space, place, and identity are racialized through campus life that is truly a gift. People should read, reflect, and hopefully struggle with the complexity presented in this study because of its implications for how we work towards diversity, equity, and inclusion in higher education.”

—W. Carson Byrd, Faculty Director of Research Initiatives, National Center for Institutional Diversity, University of Michigan

Protests against systemic racism have swept across elite colleges and universities, raising questions about what it means for Black students to belong on these campuses. Sherry L. Deckman takes us into the lives of students in the Kuumba Singers, a Black student organization with racially diverse members and a self-proclaimed safe space for anyone but particularly Black students, as a case study in exploring race, diversity, and safe space.

SHERRY L. DECKMAN is an associate professor of education at Lehman College, City University of New York in the Bronx. She is the coeditor of *Humanizing Education: Critical Alternatives to Reform*.

The American Campus



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Education • African American Studies

WHITHER COLLEGE SPORTS



*Amateurism, Athlete Safety,
and Academic Integrity*

ANDREW ZIMBALIST

384 pp 31 tables 6 x 9

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November 2021

Sports • Education • Economics

Whither College Sports

Amateurism, Athlete Safety, and Academic Integrity

ANDREW ZIMBALIST

Intercollegiate athletics is under assault from all sides. Its economic model is yielding increasing and unsustainable deficits and widening inequality. Coaches and athletic directors are the highest paid employees at FBS universities by factors of five to ten, or more. Athletes are being cheated on their promised education, do not receive adequate medical care and are not allowed to receive cash income. Substantial change, either toward reasserting the intended primacy of education for intercollegiate athletes or a further surrender to commercialism, is coming. This book lays out the starkly different paths that college sports reform can follow and what the ramifications will be on the athletes and on the institutions in which they are enrolled.

ANDREW ZIMBALIST is the Robert A. Woods professor of economics at Smith College in Northampton, Massachusetts. He is the author of twenty-eight books, including books on college sports, baseball, the Olympics, and Title IX.

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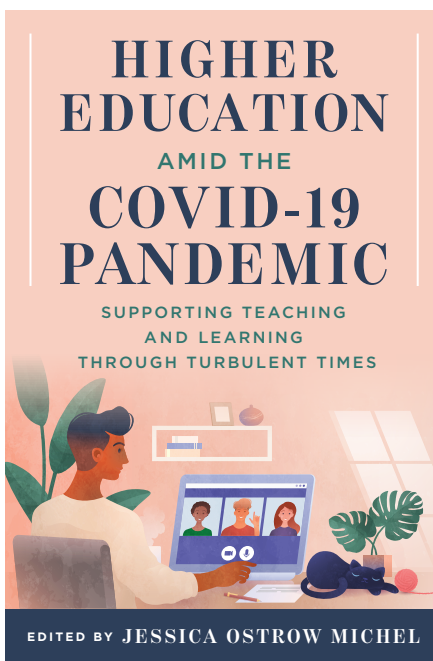
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Andrew Zimbalist

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August 2021
Spring Summer 21

Education

Higher Education amid the COVID-19 Pandemic

Supporting Teaching and Learning through Turbulent Times

EDITED BY JESSICA OSTROW MICHEL

"The global pandemic continues to threaten so much of the work that we do across higher education. The perspectives provided in this extremely timely and impressive volume can inform how academic leaders approach teaching and learning in navigating this crisis and future crises."

—Ralph Gigliotti, author, *Crisis Leadership in Higher Education: Theory and Practice*

The outbreak of COVID-19 caused unprecedented upheaval as countries across the globe raced to curb the already catastrophic spread of the disease while also planning for changes in every sector of society. In particular, the pandemic had a major effect on U.S. higher education, shifting most institutions to pivot to online teaching and forcing instructors and students adapt to a "new normal." With so much uncertainty abounding, *Higher Education amid the COVID-19 Pandemic* documents first-hand experiences from faculty and students in order to help navigate the path to supporting teaching and learning in the wake of such turbulent times, and beyond. The essays in this volume contextualize the setting of higher education as the outbreak occurred, explore how faculty and students adapted their work-life (im)balance as they transitioned to distance learning, describe teaching and learning across institution types (such as community college, tribal college, historically black college and university), provide strategies for adjusting teaching based on discipline (such as art, biology, and education), and look at emerging trends in the future of the professoriate. With essays from a diverse range of experts, this volume can serve as a comprehensive guide to many affected higher education communities.

JESSICA OSTROW MICHEL is a postdoctoral research fellow in the School for Environment and Sustainability at the University of Michigan in Ann Arbor.

Scarlet and Black

Making Black Lives Matter at Rutgers, 1945-2020

VOLUME THREE

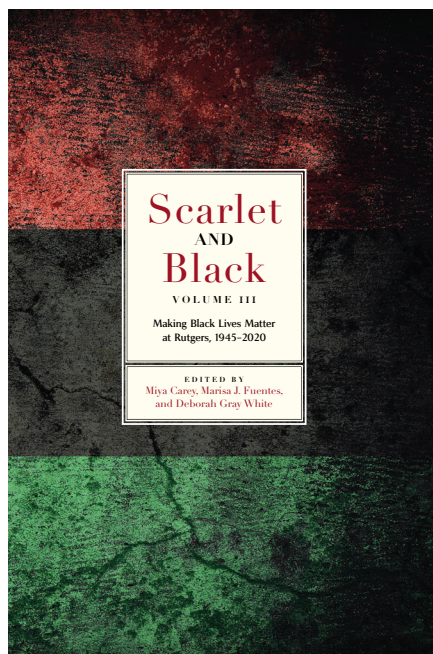
EDITED BY MIYA CAREY, MARISA J. FUENTES, AND
DEBORAH GRAY WHITE

The 250th anniversary of the founding of Rutgers University is a perfect moment for the Rutgers community to reconcile its past, and acknowledge its role in the enslavement and debasement of African Americans and the disfranchisement and elimination of Native American people and culture. *Scarlet and Black, Volume Three*, concludes this groundbreaking documentation of the history of Rutgers's connection to slavery, which was neither casual nor accidental—nor unusual. Like most early American colleges, Rutgers depended on slaves to build its campuses and serve its students and faculty; it depended on the sale of black people to fund its very existence. This final of three volumes concludes the work of the Committee on Enslaved and Disenfranchised Population in Rutgers History. This latest volume includes essays about Black and Puerto Rican students' experiences; the development of the Black Unity League; the Conklin Hall takeover; the divestment movement against South African apartheid; anti-racism struggles during the 1990s; and the Don Imus controversy and the 2007 Scarlet Knights women's basketball team. To learn more about the work of the Committee on Enslaved and Disenfranchised Population in Rutgers History, visit the project's website at <http://scarletandblack.rutgers.edu>.

MIYA CAREY is an assistant professor of history at Binghamton University. Her forthcoming manuscript examines the role of social organizations in coming-of-age black girls in Washington, DC, in the twentieth century.

MARISA J. FUENTES is an associate professor in women's and gender studies and history at Rutgers University, New Brunswick. She was recently appointed presidential term chair in African American history. She is the author of *Dispossessed Lives: Enslaved Women, Violence, and the Archive*.

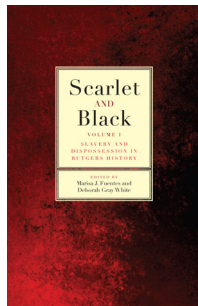
DEBORAH GRAY WHITE is a Board of Governors Distinguished Professor of History at Rutgers University, New Brunswick. She is the author or editor of numerous books including, *Ar'n't I A Woman? Female Slaves in the Plantation South*.



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Education • Teacher Preparation

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Mapping the Way from Teacher Preparation to edTPA® Completion

A Guide for Secondary Education Candidates

JASON C. FITZGERALD AND MICHELLE L. SCHPAKOW

"A keen deconstruction of the learning segment alongside guidance that connects theory, preparation, and practice. Preservice teachers and programs will find this text integral in preparing for the performance assessment."

—Michelle Anderson, associate professor of education, Aquinas College

As nationwide calls for educational rigor and accountability continue across the U.S., many states have made the edTPA®, a teacher performance assessment, a requirement for teacher certification. The edTPA® is a subject-specific performance assessment that requires aspiring teachers to plan, implement, assess, and reflect upon a learning segment, while demonstrating pedagogical skills related to their disciplines. While it is designed to promote teaching excellence, the edTPA® can drive already-stressed teacher candidates to their breaking point, as it places them in an unfamiliar classroom and asks them to quickly display their knowledge and savvy.

This book is here to help teacher candidates not only survive the challenge of the edTPA®, but also thrive. It maps out precisely what steps aspiring secondary education teachers should take to ensure successful completion of the edTPA®. Demystifying the language used in the assessment, it uniquely connects edTPA® requirements with what teacher candidates learn within their teacher preparation programs, showing them how the assessment relates to what they are already doing in their classrooms. The strategies in this book draw on both academic research and practical experience to guide student teachers as they plan for their edTPA® portfolios and for their teaching careers beyond.

JASON C. FITZGERALD is a faculty member at Monmouth University in West Long Branch, New Jersey, where he teaches secondary social studies education and educational leadership courses. Formerly, he served as a professor-in-residence, teaching and mentoring candidates and early-career teachers inside the school context. He has taught about the edTPA® since 2012 at two universities.

MICHELLE L. SCHPAKOW is a faculty member in the Department of Curriculum and Instruction at Monmouth University in West Long Branch, New Jersey. She serves on the university's edTPA® implementation committee and assists with the mentorship and supervision of student teachers. She also works for Pearson Education as an edTPA® scorer.

Premed Prep

Advice from a Medical School Admissions Dean

SUNNY NAKAE

"Sunny Nakae draws on her years of experience as a medical school admissions officer, balancing wise advice with a personal perspective to help guide readers through this stressful process. With a positive, encouraging tone and an emphasis on self-care, *Premed Prep* is a fun, helpful resource for any student looking to apply to medical school."

—Glenn Cummings, Associate Dean and Director of Health Professions Advising at Bryn Mawr College

If you're a student hoping to apply to medical school, you might be anxious or stressed about how best to prepare. What classes should you take? What kinds of research, clinical, and volunteer opportunities should you be pursuing? What grades and MCAT scores do you need? How can you stand out among thousands of applicants?

Premed Prep answers all these questions and more, with detailed case studies and insider tips that can help premed students authentically prepare and enjoy the journey from the very beginning. Dr. Sunny Nakae draws from her many years of experience as a medical school admissions dean to offer wise and compassionate advice that can help premed students of all backgrounds. She also has specific tips for students who are first-generation, minority, non-traditional, and undocumented.

Both forthright and supportive, Dr. Nakae's advice is offered in a keep-it-real style that gives premed students a unique window into how admissions committees view and assess them. The case studies are drawn from her years of supporting students en route to medical school. *Premed Prep* covers how to approach preparation with a focus on exploration and growth, and how to stop obsessing over med school application checklists. This book will do more than help you get a seat in medical school; it will start you on the process of becoming a successful future physician.

SUNNY NAKAE, Ph.D., M.S.W., is a clinical associate professor of social medicine, population, and public health and Associate Dean for Student Affairs at the University of California-Riverside School of Medicine. She has previously held administrative positions at the University of Utah School of Medicine, Feinberg School of Medicine at Northwestern University, and Loyola University Chicago Stritch School of Medicine.

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College Prep • Education • Medicine

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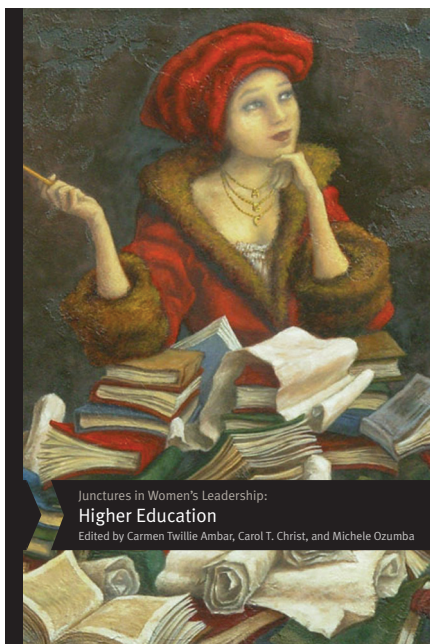
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Junctures in Women's Leadership:
Higher Education
Edited by Carmen Twillie Ambar, Carol T. Christ, and Michele Ozumba

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New Foreword to the Series

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Junctures in Women's Leadership: Higher Education

EDITED BY CARMEN TWILLIE AMBAR, CAROL T. CHRIST, AND MICHELE OZUMBA

"Each of the essays in this volume offers compelling examples of the transformative power of women's leadership in higher education at all types of institutions. Beyond detailing familiar and persistent barriers that have slowed women's progress at the highest levels in the academy, the authors showcase models for reforming institutional and organizational cultures in ways that promote structural change and value women's authentic leadership styles."

—Lynn Pasquerella, President of the Association of American Colleges and Universities

"With these profiles of twelve extraordinary women, we gain rich, new insights into the myriad ways they both navigated—and transformed—higher education. Profoundly idealistic—and profoundly pragmatic—they are the role models we need at a time when women still have yet to win their fair share of top leadership roles. Read this book for its powerful lessons—and equally powerful inspiration."

—Paula A. Johnson, President of Wellesley College

Junctures in Women's Leadership: Higher Education illuminates the careers of twelve women leaders whose experiences reveal the complexities of contemporary academic leadership through the intersection of gender, race, and institutional culture. The chapters combine interviews and research to create distinct case studies that identify the obstacles that challenged each woman's leadership, and the strategies deployed to bring about resolution. The research presented in this volume reveals not only theoretical factors of academic leadership, but also real time dynamics that give the reader deeper insights into the multiple stakeholders and situations that require nimble, relationship-based leadership, in addition to intellectual competency. With chapters written by many of today's leading women in higher education, this book brings into sharp focus the unique attributes of women leaders in the academy and adds a new dimension of analysis to the field of women's leadership studies. Women leaders interviewed in this volume include Bernice Sandler, Juliet Villarreal García, and Johnnetta Betsch Cole.

CARMEN TWILLIE AMBAR is the president of Oberlin College, Ohio.

CAROL T. CHRIST is chancellor at University of California, Berkeley.

MICHELE H. OZUMBA is the former president of Women's College Coalition, a nonprofit membership organization of women's colleges and universities in the United States and Canada.

Junctures: Case Studies in Women's Leadership

Leading for Tomorrow

A Primer for Succeeding in Higher Education Leadership

PAMELA L. EDDY AND ELIZABETH KIRBY

FOREWORD BY ADRIANNA KEZAR

"The authors of this compelling and informative book are to be commended on expanding traditional notions of administration to include the skills necessary to succeed in these complex and networked times."

—Julie E. Owen, coeditor of *Handbook for Student Leadership Development*

When faculty climb the ranks into leadership positions, they come with years of knowledge and experience, yet they are often blindsided by the delicate interpersonal situations and political minefields they must now navigate as university administrators. What are the specific skills that faculty need to acquire when they move into administrative positions, and how can they build upon their existing abilities to excel in these roles? What skills can other mid-level leaders learn to help in their positions?

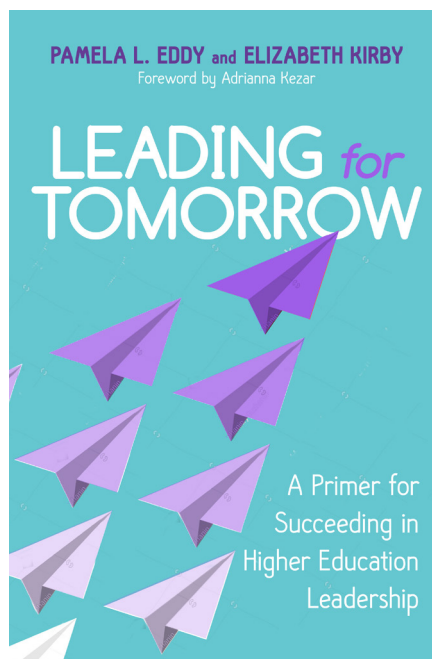
Using an engaging case study approach, *Leading for Tomorrow* provides readers with real-world examples that will help them reflect on their own management and communication styles. It also shows newly minted administrators how they can follow best practices while still developing a style of leadership that is authentic and uniquely their own.

The book's case studies offer practical solutions for how to deal with emerging trends and persistent problems in the field of higher education, from decreasing state funding to political controversies on campus. *Leading for Tomorrow* gives readers the tools they need to get the best out of their team, manage conflicts, support student success, and instill a campus culture of innovation that will meet tomorrow's challenges.

PAMELA L. EDDY is a professor and department chair in Educational Policy, Planning, and Leadership at the College of William & Mary in Virginia. She is the author or editor of twelve books, including the co-edited collection *Critical Approaches to Women and Gender in Higher Education*. Eddy serves as the editor-in-chief for *New Directions for Community Colleges*.

ELIZABETH KIRBY is the Dean of the College of Education and Human Services at Central Michigan University, Mt. Pleasant. She has over thirty years of experience in K-12 and higher education and has held a variety of administrative roles within the college.

ADRIANNA KEZAR is co-director of the Pullias Center for Higher Education and a professor of higher education at the University of Southern California Rossier School of Education.



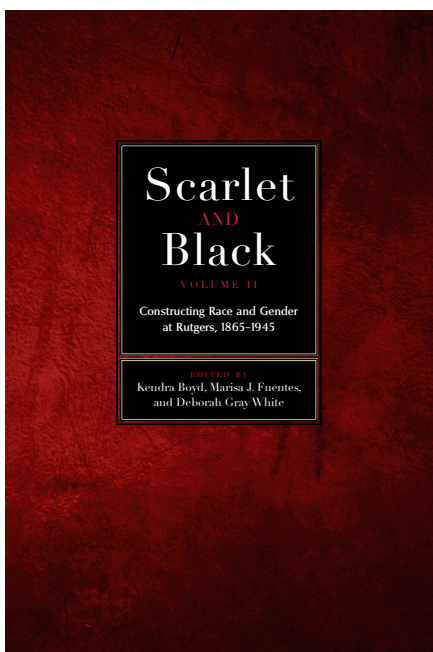
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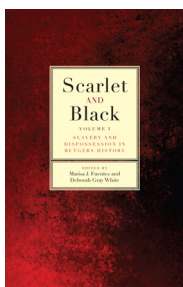
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Scarlet and Black

Volume Two

Constructing Race and Gender at Rutgers, 1865-1945

EDITED BY KENDRA BOYD, MARISA J. FUENTES, AND
 DEBORAH GRAY WHITE

The 250th anniversary of the founding of Rutgers University is a perfect moment for the Rutgers community to reconcile its past, and acknowledge its role in the enslavement and debasement of African Americans and the disfranchisement and elimination of Native American people and culture. *Scarlet and Black, Volume II*, continues to document the history of Rutgers's connection to slavery, which was neither casual nor accidental—nor unusual. Like most early American colleges, Rutgers depended on slaves to build its campuses and serve its students and faculty; it depended on the sale of black people to fund its very existence. This second of a planned three volumes continues the work of the Committee on Enslaved and Disenfranchised Population in Rutgers History. This latest volume includes: an introduction to the period studied (from the end of the Civil War through WWII) by Deborah Gray White; a study of the first black students at Rutgers and New Brunswick Theological Seminary; an analysis of African-American life in the City of New Brunswick during the period; and profiles of the earliest black women to matriculate at Douglass College.

To learn more about the work of the Committee on Enslaved and Disenfranchised Population in Rutgers History, visit the project's website at <http://scarletandblack.rutgers.edu>

KENDRA BOYD is an assistant professor of history at York University, Toronto, Canada.

MARISA J. FUENTES is an associate professor in women's and gender studies and history at Rutgers University, New Brunswick. She was recently appointed presidential term chair in African American history. She is the author of *Dispossessed Lives: Enslaved Women, Violence, and the Archive*.

DEBORAH GRAY WHITE is a Board of Governors Distinguished Professor of History at Rutgers University, New Brunswick. She is the author or editor of numerous books including, *Ar'n't I A Woman? Female Slaves in the Plantation South*.

Women Artists on the Leading Edge

Visual Arts of Douglass College

JOAN M. MARTER

*"Joan Marter's *Women Artists on the Leading Edge: Visual Arts at Douglass College* is a significant account from an actual participant of the pioneering art program for women students developed at Rutgers after WW II [and] detail[s] and celebrat[es] the decisive role Douglass played as an incubator for artistic innovation by women."*

—Ellen G. Landau, author of *Lee Krasner: A Catalogue Raisonné, Reading Abstract Expressionism: Context and Critique*

"At long last, the extraordinary history of how this college fostered the growth of such celebrated artists as Alice Aycock, Jackie Winsor, and Joan Snyder is being thoroughly recounted by esteemed art historian Joan Marter."

—Robert Hobbs, author of *Alice Aycock, Sculpture and Projects*

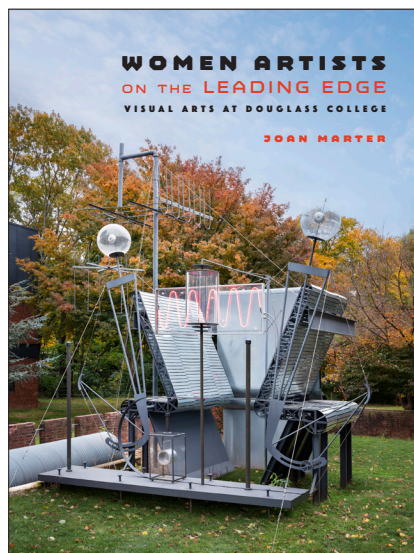
"This book's recollections of creative growth by former students forms an institutional history of the confluence of interdisciplinary arts, feminist values, and innovative pedagogy in stimulating achievements by women"

—Suzaan Boettger, author of *Earthworks, Art and the Landscape of the Sixties*

The women who studied with avant-garde artists at Douglass were among the first students in the nation to be introduced to performance art, conceptual art, Fluxus, and Pop Art and to experience new approaches to artmaking that rejected the predominant style of the 1950s: Abstract Expressionism. The New Art was espoused by faculty including Robert Watts, Allan Kaprow, Roy Lichtenstein, Geoffrey Hendricks, and others who advocated that art should be based on everyday life.

Ultimately, the artistic careers of these young women have reflected the successful interaction of students with a cutting-edge faculty. From this BA and MFA program in the Visual Arts emerged women such as Alice Aycock, Rita Myers, Joan Snyder, Mimi Smith, and Jackie Winsor, who went on to become lifelong innovators. Even before the inception of the women's art movement of the 1970s, these women students were encouraged to pursue professional careers, and to remain independent in their approach to making art. From these directions emerged a "proto-feminist" art of great originality identified with women's issues. The legacy of these artists can be found in radical changes in art instruction since the 1950s, the promotion of non-hierarchical approaches to media, and acceptance of conceptual art as a viable art form.

JOAN M. MARTER is Editor-in-Chief of *Woman's Art Journal* since 2006. She is the author of numerous books, exhibition catalogs and articles. Titles include *Women of Abstract Expressionism* (Yale 2017) and *Off Limits: Rutgers University and the Avant-Garde, 1957-63* (Rutgers 1999). Dr. Marter is Distinguished Professor Emerita at Rutgers, where she taught Art History for 38 years.



192 pp 81 color photos 9 x 12
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Art • Women's Studies • Education

Part 1

Visual Arts Faculty at Douglass College
Interview with Geoffrey Hendricks
Interview with Roy Lichtenstein

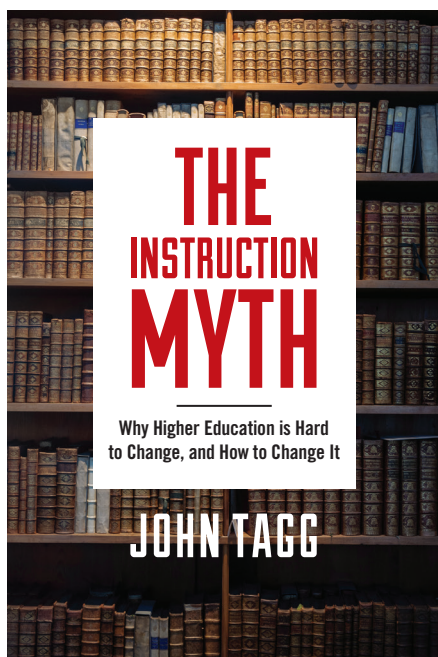
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Alice Aycock
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Linda Lindroth
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Rita Myers
Mimi Smith
Joan Snyder
Ann Tsubota
Jackie Winsor
Interview with Alice Aycock
Interview with Letty Lou Eisenhauer
Interview with Mimi Smith

Part 3

The Women Artists Series at Douglass College
Mary H. Dana Women Artists Series at 21 Years
Exhibitions at the Walters Hall Art Gallery, Douglass College

Conclusion



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General Interest • Education

The Instruction Myth

Why Higher Education is Hard to Change, and How to Change It

JOHN TAGG

"The Instruction Myth is among the most well thought out and well-researched studies on the issues related to students' learning in higher education and the continuing struggles higher ed has to move from being teacher and course centered to learner centered [...] Everyone who works in higher education should read this book."

—Terry Doyle, author of *Learner Centered Teaching: Putting the Research on Learning into Practice*

"Any administrator who wants to distinguish his or her institution from others, can and should do so by creating a truly learning-centered educational program. In this book, Tagg lays out the challenges that will have to be dealt with in such an endeavor and describes several tools for achieving the changes needed."

—L. Dee Fink, author of *Creating Significant Learning Experiences*

"As a higher education diagnostician, Tagg writes with wry acumen to prescribe the needed solutions, including some bitter pills that are clearly necessary given the logic presented in this important book."

—Jeff King, executive director, Center for Excellence in Transformative Teaching & Learning

Higher education is broken, and we haven't been able to fix it. Even in the face of great and growing dysfunction, it seems resistant to fundamental change. At this point, can anything be done to save it?

The Instruction Myth argues that yes, higher education can be reformed and reinvigorated, but it will not be an easy process. In fact, it will require universities to abandon their central operating principle, the belief that education revolves around instruction, easily measurable in course syllabi, credits, and enrollments. Acclaimed education scholar John Tagg presents a powerful case that instruction alone is worthless and that universities should instead be centered upon student learning, which is far harder to quantify and standardize. Yet, as he shows, decades of research have indicated how to best promote student learning, but few universities have systematically implemented these suggestions.

This book demonstrates why higher education must undergo radical change if it hopes to survive. More importantly, it offers specific policy suggestions for how universities can break their harmful dependence on the instruction myth. In this extensively researched book, Tagg offers a compelling diagnosis of what's ailing American higher education and a prescription for how it might still heal itself.

JOHN TAGG is a professor emeritus of English at Palomar College in San Marcos, California. He is the author of *The Learning Paradigm College*.

Living When Everything Changed

My Life in Academia

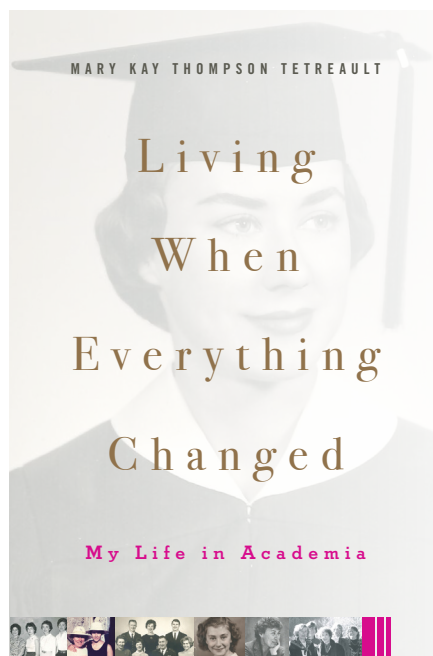
MARY KAY THOMPSON TETREULT

Entering the academy at the dawn of the women's rights movement in the late 1960s and early 1970s, the first generation of feminist academics had a difficult journey. With few female role models, they had to forge their own path and prove that feminist scholarship was a legitimate enterprise. Later, when many of these scholars moved into administrative positions, hoping to reform the university system from within, they encountered entrenched hierarchies, bureaucracies, and old boys' networks that made it difficult to put their feminist principles into practice.

In this compelling memoir, Mary Kay Thompson Tetreault describes how a Catholic girl from small-town Nebraska discovered her callings as a feminist, as an academic, and as a university administrator. She recounts her experiences at three very different schools: the small progressive Lewis & Clark College, the massive regional university of Cal State Fullerton, and the rapidly expanding Portland State University. Reflecting on both her accomplishments and challenges, she considers just how much second-wave feminism has transformed academia and how much reform is still needed.

With remarkable candor and compassion, Thompson Tetreault provides an intimate personal look at an era when both women's lives and university culture changed for good.

MARY KAY THOMPSON TETREULT is provost emerita at Portland State University in Oregon. She is also the author or coauthor of several books, including *The Feminist Classroom: Dynamics of Gender, Race, and Privilege*.



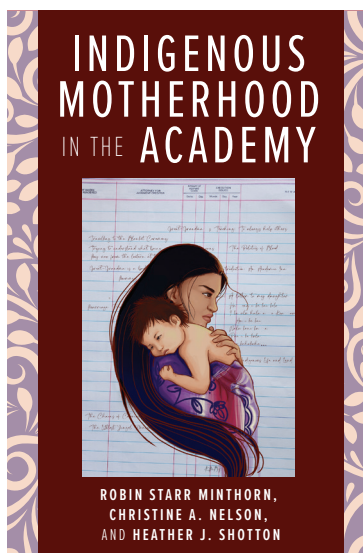
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Spring Summer 19

Education • Women's Studies • Memoir



Indigenous Motherhood in the Academy

BY ROBIN STARR MINTHORN, CHRISTINE A. NELSON, AND
HEATHER J. SHOTTON

"This book on Indigenous Motherhood eloquently weaves together the beauty, strength, and resilience of those who transform academic spaces for the benefit of Indigenous students, families, and communities. This is the book I yearned for as a graduate student and Indigenous mother-scholar."

—Jennifer Brant, University of Toronto, co-editor of *Forever Loved: Exposing the Hidden Crisis of Missing and Murdered Indigenous Women and Girls in Canada*

Indigenous Motherhood in the Academy fills a longtime gap in higher education literature that has excluded Indigenous women scholars' voices. The essays cover diverse topics such as acknowledging ancestors and grandparents in one's mothering, how historical trauma and violence plague the past, how culture and place impact mothering, how academia impacts mothering, how mothering impacts scholarship, and how to negotiate loss and other complexities between motherhood and one's role in the academy.

ROBIN STARR MINTHORN is an associate professor of educational leadership and the director of the EdD program at the University of Washington, Tacoma.

CHRISTINE A. NELSON is an assistant professor of higher education at the University of Denver in Colorado. She is of the Diné and Laguna Pueblo tribes of the southwest.

HEATHER J. SHOTTON is an associate professor and the department chair of Educational Leadership and Policy Studies at the University of Oklahoma in Norman.

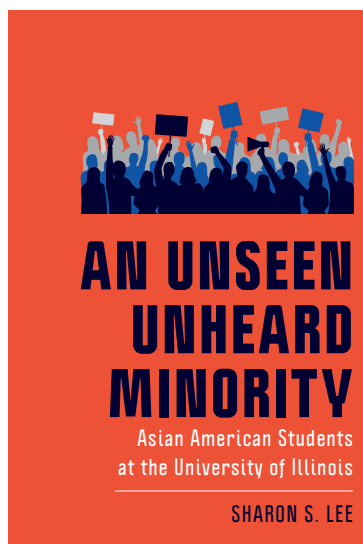
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Indigenous Studies • Parenting
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An Unseen Unheard Minority

Asian American Students at the University of Illinois

SHARON S. LEE

FOREWORD BY JOY WILLIAMSON-LOTT

"This timely and interesting study of Asian American activism in the Midwest asserts that the model minority myth led to Asian American students' exclusion from protected minority status even though they still faced discrimination on and off campus."

—Stephanie Hinnershitz, author of *A Different Shade of Justice: Asian American Civil Rights in the South*

"Lee presents a vibrant history of Asian American college students in the Midwest—far from typical Asian American population centers—and how they forged their own agenda for racial justice."

—OiYan Poon, Colorado State University

As they were not underrepresented, Asian American students at the University of Illinois Urbana-Champaign were denied minority student services. Over many decades, Asian American students fought to be seen and heard, challenging the university's narrow view of minority students, and changing campus resources for Asian Americans.

SHARON S. LEE is a teaching assistant professor in education policy, organization, and leadership at the University of Illinois Urbana-Champaign.

New Directions in the History of Education

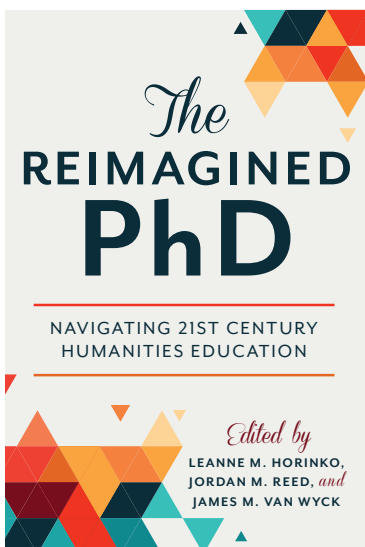
192 pp 18 b/w images, 1 table 6 x 9

978-1-9788-2444-7 paper \$29.95\$

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December 2021

Asian American Studies • Education
History



196 pp 5 b/w images 6 x 9
 978-1-9788-0911-6 paper \$29.95S
 978-1-9788-0912-3 cloth \$120.00SU
 August 2021
 Spring Summer 21

Education

The Reimagined PhD

Navigating 21st Century Humanities Education

EDITED BY LEANNE M HORINKO, JORDAN M REED, AND
 JAMES M VAN WYCK

FOREWORD BY LEONARD CASSUTO

"This book provides an invaluable resource for humanities PhDs struggling to find their way in an incredibly challenging graduate school climate. This is a necessary book that I recommend enthusiastically to students and faculty members alike."

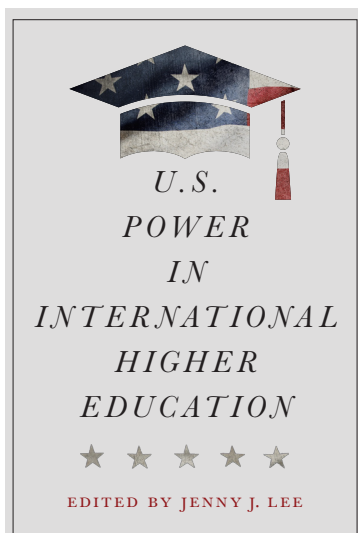
—Greg M. Colon Semenza, professor of English, University of Connecticut, Storrs

Prompted by poor placement numbers and guided by the efforts of academic organizations, administrators and faculty are beginning to feel called to equip students for a range of careers. Yet, graduate students, faculty, and administrators often feel ill-prepared for this pivot. *The Reimagined PhD* assembles an array of professionals to address this difficult issue. *The Reimagined PhD* normalizes the multiple career paths open to PhD students, while providing practical advice geared to help students, faculty, and administrators incorporate professional skills into graduate training, build career networks, and prepare PhDs for a variety of careers.

LEANNE M. HORINKO is the graduate program assistant at Princeton University.

JORDAN M. REED teaches history and writing at Morristown-Beard School in Morristown, New Jersey.

JAMES M. VAN WYCK is an assistant dean for professional development at Princeton University in New Jersey.



232 pp 7 b/w images, 5 tables 6 x 9"
 978-1-9788-2077-7 paper \$32.95S
 978-1-9788-2078-4 cloth \$120.00SU
 July 2021
 Spring Summer 21

Education

U.S. Power in International Higher Education

EDITED BY JENNY J. LEE

"U.S. Power in International Higher Education provides a welcome critical perspective concerning the complexities of global higher education relations."

—Philip G. Altbach, founding director, Center for International Higher Education, Boston College

"Sharp, focused, and highly original, this collection will permanently change thinking about international higher education in the United States."

—Simon Marginson, professor of higher education, University of Oxford

U.S. Power in International Higher Education explores how internationalization in higher education is not just an educational endeavor, but also a geopolitical one. By centering and making explicit the role of power, the book demonstrates the United States's advantage in international education as well as the changing geopolitical realities that will shape the field in the future. The chapter authors are leading critical scholars of international higher education, with diverse scholarly ties and professional experiences within the country and abroad. Taken together, the chapters provide broad trends as well as in-depth accounts about how power is evident across a range of key international activities. This book is intended for higher education scholars and practitioners with the aim of raising greater awareness on the unequal power dynamics in internationalization activities and for the purposes of promoting more just practices in higher education globally.

JENNY J. LEE is a professor in the Center for the Study of Higher Education at the University of Arizona in Tucson.

Special Admission

How College Sports Recruitment Favors White, Suburban Athletes

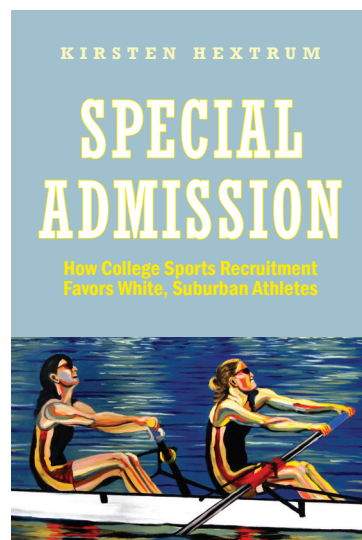
KIRSTEN HEXTRUM

"Special Admission is a truly outstanding work that provides a point of informed entry into a previously largely neglected topic. It is a graphic indictment of an institution which—despite all reifying allusions to the contrary—is a highly effective engine of social differentiation."

—David L. Andrews, author of *Making Sport Great Again: The Uber-Sport Assemblage, Neoliberalism, and the Trump Conjuncture*

Special Admission contradicts the national belief that college sports provide upward mobility opportunities. Kirsten Hextrum documents how white middle-class youth become overrepresented on college teams. She charts the historic and contemporary relationships between colleges, athletics, and white middle-class communities that ensure white suburban youth are advantaged in special athletic admissions. Suburban youth start ahead in college admissions because athletic merit—the competencies desired by university recruiters—requires access to vast familial, communal, and economic resources, all of which are concentrated in their neighborhoods. Their advantages increase as youth, parents, and coaches strategically invest in and engineer novel opportunities to maintain their race and class status. Thus, college sports allow white, middle-class athletes to accelerate their racial and economic advantages through admission to elite universities.

KIRSTEN HEXTRUM is an assistant professor of educational leadership and policy studies and a faculty affiliate in women's and gender studies at the University of Oklahoma in Norman. [The American Campus](#)



260 pp 6 tables 6 x 9
978-1-9788-2120-0 paper \$34.95\$
978-1-9788-2121-7 cloth \$120.00\$SU
August 2021
Spring Sumemr 21

Education • Sports

Disputing Discipline

Child Protection, Punishment, and Piety in Zanzibar Schools

FRANZISKA FAY

"Disputing Discipline insightfully examines the tensions produced between global, decontextualized child protection policies and vernacular practices of care including Muslim children's relational achievement of social and moral personhood in Zanzibar. By arguing for the need to decolonize the child protection apparatus in Zanzibar, it makes an important addition to existing studies that interrogate the hegemony of universal certitudes, like children's rights, not to debunk these, but to better fulfill their assurances."

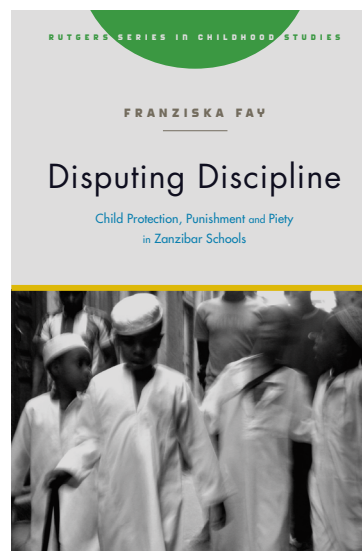
—Sarada Balagopalan, author of *Inhabiting 'Childhood': Children, Labour and Schooling in Postcolonial India*

"Disputing Discipline is an important intervention in universalist children's rights discourse. Fay's nuanced and sensitive treatment of a highly polemic topic demonstrates what happens when development initiatives fail to reckon with religious and cultural specificities. This book clearly and compellingly articulates the need to decolonize international child protection efforts, if they hope to succeed. Scholars and practitioners alike take heed."

—Kristen Cheney, author of *Crying for Our Elders: African Orphanhood in the Age of HIV and AIDS*

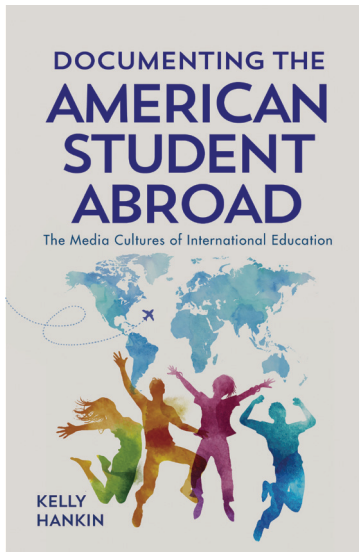
FRANZISKA FAY is a postdoctoral researcher in anthropology at the Research Centre 'Normative Orders' at Goethe University in Frankfurt, Germany.

Rutgers Series in Childhood Studies



260 pp 20 b/w images 6 x 9
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April 2021
Spring Summer 21

Childhood Studies • Education
Anthropology



208 pp 6.125 x 9.25
 978-1-9788-0768-6 paper \$32.95S
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 January 2021
 Fall Winter 20-21

Media Studies • Education

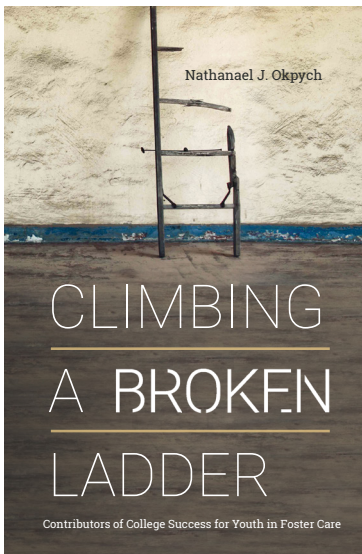
Documenting the American Student Abroad

The Media Cultures of International Education

KELLY HANKIN

One in ten undergraduates in the U.S. will study abroad. Extolled by students as personally transformative and celebrated in academia for fostering cross-cultural understanding, study abroad is also promoted by the U.S. government as a form of cultural diplomacy and a bridge to future participation in the global marketplace. In *Documenting the American Student Abroad*, Kelly Hankin explores the documentary media cultures that shape these beliefs, drawing our attention to the broad range of stakeholders and documentary modes involved in defining the core values and practices of study abroad. From study abroad video contests and an F.B.I. produced docudrama about student espionage to reality television inspired educational documentaries and docudramas about Amanda Knox, Hankin shows how the institutional values of “global citizenship,” “intercultural communication,” and “cultural immersion” emerge in contradictory ways through their representation. By bringing study abroad and media studies into conversation with one another, *Documenting the American Student Abroad: The Media Cultures of International Education* offers a much needed humanist contribution to the field of international education, as well as a unique approach to the growing scholarship on the intersection of media and institutions.

KELLY HANKIN is a professor of film studies in the Johnston Center for Integrative Studies at the University of Redlands in California. She is the author of *The Girls in the Back Room: Looking at the Lesbian Bar* and numerous articles on the intersections between gender, sexuality, and media.



258 pp 15 b/w images, 30 tables 6 x 9
 978-1-9788-0916-1 paper \$34.95S
 978-1-9788-0917-8 cloth \$120.00SU
 January 2021
 Fall Winter 20-21

Education • Social Work

Climbing a Broken Ladder

Understanding Contributors of College Success for Youth in Foster Care

NATHANAEL J. OKPYCH

“Few studies have used long-term data on former foster youth to illuminate the challenges faced on the path toward college completion in such a balanced and confident way as *Climbing a Broken Ladder*. Okpych’s work straddles both social work and educational studies while greatly advancing both fields.”

—Jacob Paul Gross, University of Louisville

Although foster youth have college aspirations similar to their peers, fewer than one in ten ultimately complete a two-year or four-year college degree. What are the major factors that influence their chances of succeeding? *Climbing a Broken Ladder* advances our knowledge of what can be done to improve college outcomes for a student group that has largely remained invisible in higher education. Drawing on data from one of the most extensive studies of young people in foster care, Nathanael J. Okpych examines a wide range of factors that contribute to the chances that foster youth enroll in college, persist in college, and ultimately complete a degree. Okpych also investigates how early trauma affects later college outcomes, as well as the impact of a significant child welfare policy that extends the age limit of foster care. The book concludes with data-driven and concrete recommendations for policy and practice to get more foster youth into and through college.

NATHANAEL J. OKPYCH is an assistant professor in the school of social work at the University of Connecticut in Hartford.

The American Campus

College Belonging

How First-year and First-Generation Students Navigate Campus Life

LISA M. NUNN

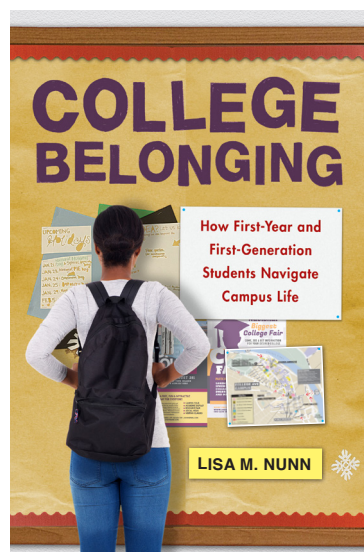
"Administrators have long persisted with a problematic notion of inclusion that puts the responsibility on individual students, without thought to what belonging looks and feels like. In this fabulous book, Nunn skillfully argues that institutional context shapes the most salient forms of belonging. Nobody has tackled the issue of belonging quite in this way, and the intervention is so needed."

—Laura T. Hamilton, author of *Parenting to a Degree: How Family Matters for College Women's Success*

College Belonging reveals how colleges' and universities' efforts to foster a sense of belonging in their students are misguided. Colleges bombard new students with the message to "get out there!" and "find your place" by joining student organizations, sports teams, clubs and the like. Nunn shows that this reflects a flawed understanding of what belonging is and how it works. *College Belonging* shows that belonging is something that members of a community offer to each other. It is something that must be given, like a gift. Individuals cannot simply walk up to a group or community and demand belonging. That's not how it works. The group must extend a sense of belonging to each and every member.

LISA M. NUNN is a professor of sociology and the director of the Center for Educational Excellence at University of San Diego. She is the author of *Defining Student Success: The Role of School and Culture* and *33 Simple Strategies for Faculty: A Week-by-Week Resource for Teaching First-Year and First-Generation Students* (both Rutgers University Press).

Critical Issues in American Education



216 pp 6 x 9
978-1-9788-0765-5 paper \$28.95S
978-1-9788-0766-2 cloth \$120.00SU
February 2021
Fall Winter 20-21

Education • Sociology

Crossing Segregated Boundaries

Remembering Chicago School Desegregation

DIONNE DANNS

"In a nation still grappling with segregation, this timely book elevates the voices of Black, Latinx, and white students to craft a compelling collective narrative of the experience of desegregation."

—Elizabeth S. Todd-Breland, author of *A Political Education: Black Politics and Education Reform in Chicago since the 1960s*

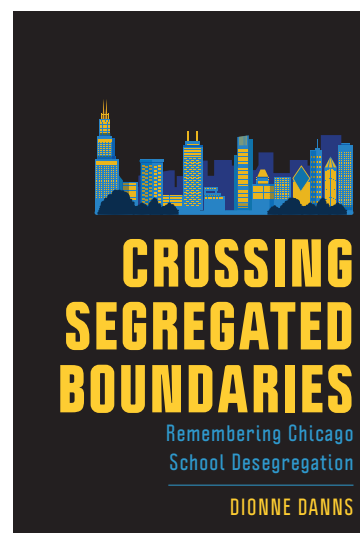
"Thoughtful and well-written, *Crossing Segregated Boundaries* complicates a literature that people think they know well. This book will be celebrated by Chicagoans and by anyone interested in school desegregation, race and education, and the experiences of minority students during desegregation."

—Hilton Kelly, author of *Race, Remembering, and Jim Crow's Teachers*

Scholars have long explored school desegregation through various lenses, examining policy, the role of the courts and federal government, resistance and backlash, and the fight to preserve Black schools. However, few studies have examined the group experiences of students within desegregated schools. *Crossing Segregated Boundaries* centers the experiences of over sixty graduates of the class of 1988 in three desegregated Chicago high schools.

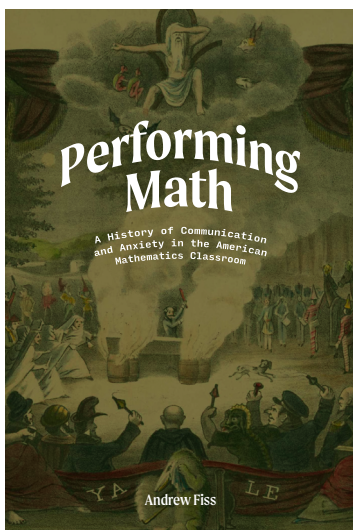
DIONNE DANNS is an associate professor at Indiana University, Bloomington. She is the author of *Desegregating Chicago's Public Schools: Policy Implementation, Politics, and Protest, 1965-1985* and *Something Better for Our Children: Black Organizing in Chicago Public Schools, 1963-1973*, and the co-editor of *Using Past as Prologue: Contemporary Perspectives on African American Educational History*.

New Directions in the History of Education



246 pp 8 b/w images, 7 tables 6 x 9
978-1-9788-1005-1 paper \$34.95S
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October 2020
Fall Winter 20-21

Education • History



224 pp 6 b/w images 6 x 9
 978-1-9788-2020-3 paper \$34.95\$
 978-1-9788-2021-0 cloth \$120.00\$SU
 November 2020
 Fall Winter 20-21

Education • Mathematics • History

Performing Math

A History of Communication and Anxiety in the American Mathematics Classroom

ANDREW FISS

"Through an impressive array of evidence and historical accounts, *Performing Math* convincingly shows that mathematics education has often had a significant theatrical component. Without a doubt this book illuminates mathematics and its place in American culture in new and surprising ways."

—Amir Alexander, author of *Proof! How the World Became Geometrical*

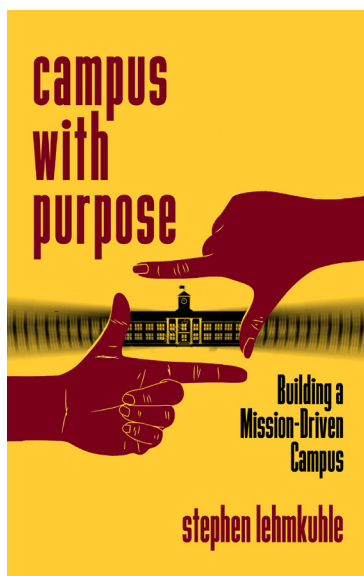
"Andrew Fiss's examination of ways in which American textbook authors, teachers, and students have communicated mathematical ideas over the past two centuries gives new meaning to the phrase classroom performance."

—Peggy Aldrich Kidwell, coauthor of *Tools of American Mathematics Teaching, 1800–2000*

"*Performing Math* tackles the important topic of mathematics education from a distinctive angle. The author has unearthed fascinating accounts of American students creating performance events out of the seemingly undramatic materials of the mathematics classroom and the mathematics textbook. This book should intrigue anyone with an interest in American history and will be of particular value to historians of mathematics and historians of education."

—David Lindsay Roberts, author of *Republic of Numbers: Unexpected Stories of Mathematical Americans through History*

ANDREW FISS is an assistant professor in technical communication at Michigan Technological University in Houghton, Michigan.



168 pp 5.5 x 8.5
 978-1-9788-1836-1 paper \$19.95\$
 978-1-9788-1837-8 cloth \$120.00\$SU
 October 2020
 Fall Winter 20-21

Education

Campus with Purpose

Building a Mission-Driven Campus

STEPHEN LEHMKUHLE

"This book provides the rare opportunity to see how an inaugural president and his colleagues created an agile, responsive institution. It pushes leaders in higher education to think broadly about our purposes, look in the mirror and acknowledge what we can do better, and ask the hard questions to help us adapt to changing times."

—Freeman Hrabowski, President of the University of Maryland, Baltimore County

"*Campus with Purpose* is a fascinating read that draws upon the rich knowledge that Stephen Lehmkuhle amassed as the inaugural chancellor at the University of Minnesota, Rochester. The author's experiences are important examples for other university leaders, proving that presidents can create change rather than manage change."

—Robert Zemsky, author of *Checklist for Change: Making American Higher Education a Sustainable Enterprise*

Through personal and engaging anecdotes about his experience as the inaugural chancellor at the University of Minnesota-Rochester, Lehmkuhle describes how higher education leaders can focus on campus purpose to create new and fresh ways to think about many elements of campus operation and function, and how leaders can protect the campus's purpose from the pervasive higher education culture that is hardened by history and habit.

STEPHEN LEHMKUHLE was the inaugural chancellor for the University of Minnesota, Rochester between 2007 and 2017. Prior to 2007, he served for a decade as the vice president for academic affairs at the University of Missouri. Dr. Lehmkuhle has published widely in visual neuroscience.

The Synergistic Classroom

Interdisciplinary Teaching in the Small College Setting

EDITED BY COREY CAMPION AND AARON ANGELLO

"Unique and excellently written, *The Synergistic Classroom* illuminates honest yet hopeful realities about the overlooked system of interdisciplinary teaching in educational institutions. This comprehensive volume provides successful methods of teaching that can easily be implemented to enhance interdisciplinary courses."

—Vicki L. Baker, author of *Charting Your Path to Full: A Guide for Women Associate Professors*

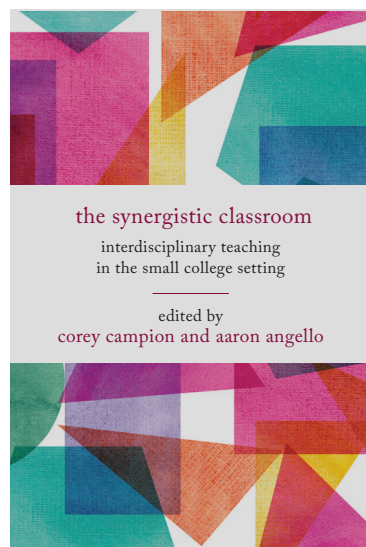
"*The Synergistic Classroom* provides concrete examples of how to create interdisciplinary experiences that engage students in the curriculum, foster critical thinking, and support team work. This is a great exploration of the heart of professorship—to facilitate learning."

—Amy Rottmann, Lenoir-Rhyne University

Among the many challenges confronting the liberal arts today is a fundamental disconnect between the curricula that many institutions offer and the training that many students need. Taken together, the contributions in this volume invite reflection on a variety of important issues that attend the work of small college faculty committed to expanding student learning across disciplinary boundaries.

COREY CAMPION is an associate professor of history and global studies and the director of the master of arts in humanities program at Hood College in Frederick, Maryland.

AARON ANGELLO is the Sophie. M. Libman NEH Professor of Humanities at Hood College in Frederick, Maryland.



228 pp 1 table 6 x 9
978-1-9788-1841-5 paper \$29.95
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October 2020
Fall Winter 20-21

Education

Hebrew Infusion

Language and Community at American Jewish Summer Camps

SARAH BUNIN BENOR, JONATHAN KRASNER, AND
SHARON AVNI

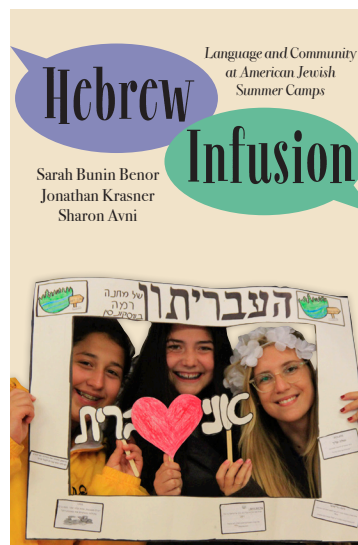
"A lively, evocative, and wide-ranging account of American Jewry's complex and often maligned relationship with Hebrew, this important book is as much about community as it is about language. In finding creativity where others have found fault, *Hebrew Infusion* challenges us to rethink our assumptions about the cultural grammar of the modern Jewish experience."

—Jenna Weissman Joselit, Charles E. Smith Professor of Judaic Studies & professor of history, George Washington University

SARAH BUNIN BENOR is professor of contemporary Jewish studies at Hebrew Union College and courtesy professor of linguistics at the University of Southern California.

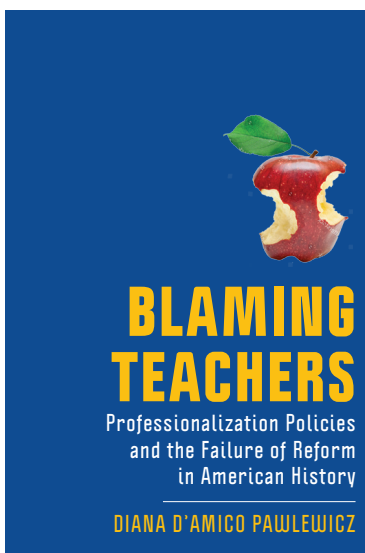
JONATHAN KRASNER is the Jack, Joseph and Morton Mandel Associate Professor of Jewish Education Research at Brandeis University, Waltham, Massachusetts.

SHARON AVNI is professor of literacy and linguistics at Borough of Manhattan Community College, City University of New York, and a research associate at the Research Institute for the Study of Language in Urban Society at the CUNY Graduate Center.



326 pp 23 b/w images, 7 tables 6 x 9
978-0-8135-8873-5 paper \$27.95 \$
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July 2020
Spring Summer 20

Jewish Studies • Education
American Studies • Childhood Studies



251 pp 8 b/w images, 1 table 6 x 9
 978-1-9788-0842-3 paper \$34.95 S
 978-1-9788-0843-0 cloth \$120.00 SU
 August 2020
 Spring Summer 20

Education • History • Labor

Blaming Teachers

Professionalization Policies and the Failure of Reform in American History

DIANA D'AMICO PAWLEWICZ

"This accessible and appealing history has an important message for various stakeholders in the professional status and image of teachers."

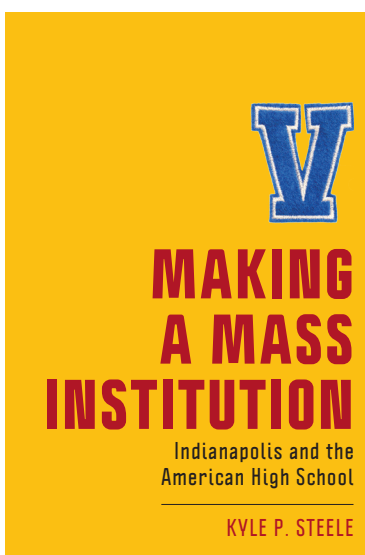
—Christine A. Ogren, coeditor of *Rethinking Campus Life: New Perspectives on the History of College Students in the US*

In *Blaming Teachers*, Diana D'Amico Pawlewicz reveals that historical professionalization reforms subverted public school teachers' professional legitimacy. Superficially, professionalism connotes authority, expertise, and status. Professionalization for teachers never unfolded this way; rather, it was a policy process fueled by blame where others identified teachers' shortcomings. Policymakers, school leaders, and others understood professionalization measures for teachers as efficient ways to bolster the growing bureaucratic order of the public schools through regulation and standardization. Beginning in the mid-nineteenth century with the rise of municipal public school systems and reaching into the 1980s, *Blaming Teachers* traces the history of professionalization policies and the discourses of blame that sustained them.

DIANA D'AMICO PAWLEWICZ is a historian of education reform and social policy and an assistant professor in educational foundations and Research at the University of North Dakota in Grand Forks supported by the Elnora Hopper Danley Professorship.

New Directions in the History of Education

New Directions in the History of Education is a new series from Rutgers University Press



252 pp 13 figures, 2 maps, 14 tables
 6 x 9
 978-1-9788-1439-4 paper \$32.95 S
 978-1-9788-1440-0 cloth \$120.00 SU
 July 2020
 Spring Summer 20

Education

Making a Mass Institution

Indianapolis and the American High School

KYLE P. STEELE

"The details in this valuable case study bring to life the story of discrimination on the basis of race and social class."

—Robert L. Hampel, author of *Fast and Curious: A History of Shortcuts in American Education*

Making a Mass Institution describes how Indianapolis, Indiana created a divided and unjust system of high schools over the course of the twentieth century, one that effectively sorted students geographically, economically, and racially. Like most U.S. cities, Indianapolis began its secondary system with a singular, decidedly academic high school, but ended the 1960s with multiple high schools with numerous paths to graduation. Some of the schools were academic, others vocational, and others still for what was eventually called "life adjustment." This system mirrored the multiple forces of mass society that surrounded it, as it became more bureaucratic, more focused on identifying and organizing students based on perceived abilities, and more anxious about teaching conformity to middle-class values. Steele argues that high school, as it evolved into a mass institution, was never fully the domain of policy elites, school boards and administrators, or students, but a complicated and ever-changing contested meeting place of all three.

KYLE P. STEELE is an assistant professor of educational leadership and policy at the University of Wisconsin, Oshkosh.

New Directions in the History of Education

New Directions in the History of Education is a new series from Rutgers University Press

Diversity Regimes

Why Talk Is Not Enough to Fix Racial Inequality at Universities

JAMES M. THOMAS

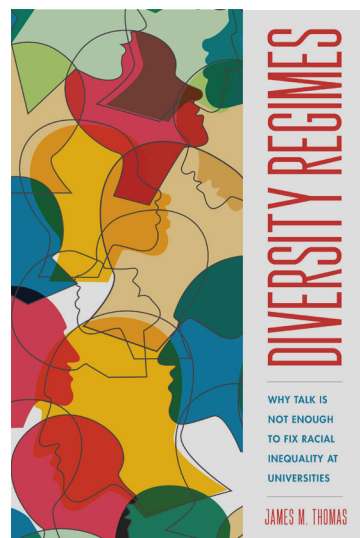
"Thorough and insightful on many levels, *Diversity Regimes* provides a unique exploration of how the approaches taken to diversity work in higher education can reinforce instead of redress racial inequality on college campuses."

—W. Carson Byrd, coeditor of *Intersectionality and Higher Education: Identity and Inequality on College Campuses*

As a major, public flagship university in the American South, so-called "Diversity University" has struggled to define its commitments to diversity and inclusion, and to put those commitments into practice. In *Diversity Regimes*, sociologist James M. Thomas draws on more than two years of ethnographic fieldwork at DU to illustrate the conflicts and contingencies between a core set of actors at DU over what diversity is and how it should be accomplished. Thomas's analysis of this dynamic process uncovers what he calls "diversity regimes": a complex combination of meanings, practices, and actions that work to institutionalize commitments to diversity, but in doing so obscure, entrench, and even magnify existing racial inequalities. Thomas's concept of diversity regimes, and his focus on how they are organized and unfold in real time, provides new insights into the social organization of multicultural principles and practices.

JAMES M. THOMAS is an associate professor of sociology at the University of Mississippi in Oxford. He is the author of *Working to Laugh: Assembling Difference in American Stand-up Comedy Venues*.

The American Campus



204 pp 3 b/w images, 4 tables 6 x 9
978-1-9788-0041-0 paper \$29.95 S
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May 2020
Spring Summer 20

Education • Race & Ethnic Studies
Sociology

Charting Your Path to Full

A Guide for Women Associate Professors

VICKI L. BAKER

FOREWORD BY PAMELA L. EDDY

"Informative and timely, *Charting Your Path to Full* will help real faculty achieve their professional goals. The exercises in the book will be beneficial to professors with numerous identities, in different disciplines, and at different institutional types."

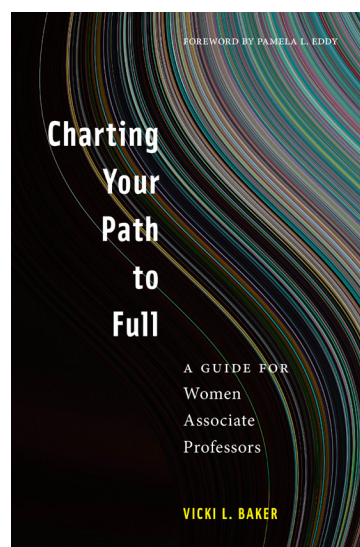
—Lisa Wolf-Wendel, coauthor of *Academic Motherhood: How Faculty Manage Work and Family*

"This excellent volume on the experiences of women at mid-career helps to diagnose and to transform the conditions, policies, and practices that get in the way of women's advancement. Each chapter helps us clarify goals, develop community, integrate work and family, and advance work that brings us joy."

—KerryAnn O'Meara, Director, University of Maryland ADVANCE Program

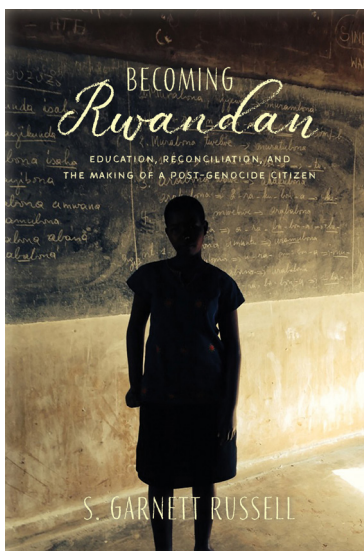
Charting Your Path to Full is a data- and literature-informed resource aimed at helping women in the professoriate excel in their careers, regardless of discipline and institution type. Vicki L. Baker draws on human resources, organizational studies, and positive organizational psychology to help women first focus on their joy as the primary driver of career and personal pursuits, and provides action steps, "To Do" lists, and additional tools and resources to lay out a clear step-by-step approach to help women academics reach their goals.

VICKI L. BAKER is a professor of economics and management at Albion College in Albion, Michigan, and an instructor in business administration at the Pennsylvania State University's World Campus.



228 pp 6 images, 10 tables 6 x 9
978-1-9788-0593-4 paper \$26.95 S
978-1-9788-0594-1 cloth \$120.00 SU
April 2020
Spring Summer 20

Education • Careers • Women's Studies



Becoming Rwandan

Education, Reconciliation, and the Making of a Post-Genocide Citizen

S. GARNETT RUSSELL

*"Interesting and informative, **Becoming Rwandan** brings forth a new set of voices that adds to our understanding of post-genocide nation-building in Rwanda."*

*—Molly Sundberg, author of **Training for Model Citizenship***

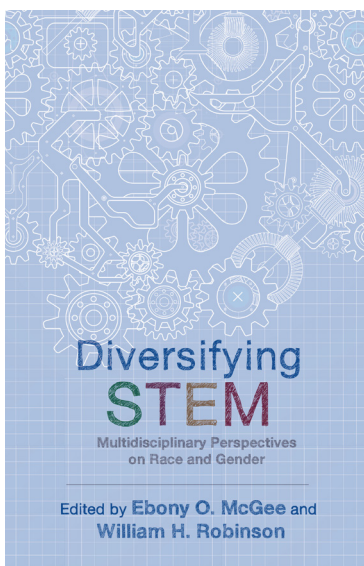
In the aftermath of the genocide, the Rwandan government has attempted to use the education system in order to sustain peace and shape a new generation of Rwandans. Their hope is to create a generation focused on a unified and patriotic future rather than the ethnically divisive past. Yet, the government's efforts to manipulate global models around citizenship, human rights, and reconciliation to serve its national goals have had mixed results, with new tensions emerging across social groups. *Becoming Rwandan* argues that although the Rwandan government utilizes global discourses in national policy documents, the way in which teachers and students engage with these global models distorts the intention of the government, resulting in unintended consequences and undermining a sustainable peace.

S. GARNETT RUSSELL is an assistant professor of international and comparative education and the director of the George Clement Bond Center for African Education at Teachers College, Columbia University in New York.

Genocide, Political Violence, Human Rights

182 pp 23 b/w images 5.5 x 8.5
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Fall Winter 19-20

Human Rights • Education
African Studies • Sociology



Diversifying STEM

Multidisciplinary Perspectives on Race and Gender

EDITED BY EBONY O. MCGEE AND WILLIAM H. ROBINSON

"In their edited collection, Ebony O. McGee and William H. Robinson explore the complex nature of race and gender within the STEM fields. For far too long, researchers and practitioners in STEM have avoided the intersection of race and gender as well as the pervasiveness of racism and sexism. McGee and Robinson, along with their authors, break down the wall that has stood in front of these discussions for decades."

*—Marybeth Gasman, coauthor of **Educating a Diverse Nation: Lessons from Minority-Serving Institutions***

*"**Diversifying STEM** is a compilation of sound and comprehensive research... accessible to multiple stakeholders both in and outside of the field of STEM education. Parents, teachers, administrators, policymakers, college students and researchers could benefit from this work."*

—Crystal Hill Morton, Indiana University School of Education - IUPUI

This volume allows practitioners, teachers, students, faculty, and professionals to reimagine STEM across a variety of educational paradigms, perspectives, and disciplines, which is critical in finding solutions that broaden the participation of historically underrepresented groups within the STEM disciplines.

EBONY O. MCGEE is an associate professor of diversity and STEM education at Vanderbilt University in Nashville, Tennessee.

WILLIAM H. ROBINSON is a professor of electrical engineering and the associate dean for academic success in the school of engineering at Vanderbilt University in Nashville, Tennessee.

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Education • Science • Technology
Race and Ethnic Studies

Fight the Tower

Asian American Women Scholars' Resistance and Renewal in the Academy

EDITED BY KIEU LINH CAROLINE VALVERDE AND
WEI MING DARIOTIS

"*Fight the Tower* is engaging. Readers will immerse themselves in the lives of these authors, will readily find their own lives in these courageous narratives, and will find nurturing and applicable guidance."

—Yolanda Flores Niemann, co-editor of *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*

"A searing indictment of the oppressive working conditions encountered by Asian American women faculty and graduate students, and an inspiring chronicle of the struggles for liberation."

—Carmen Gonzalez, co-editor of *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*

Fight the Tower is a continuation of the Fight the Tower movement, which supports women standing up for their rights to claim their earned place in academia and to work for positive change for all within academic institutions.

KIEU LINH CAROLINE VALVERDE is an associate professor of Asian American studies and the founding director of the New Viet Nam Studies Initiative at the University of California, Davis, and author of *Transnationalizing Viet Nam: Community, Culture, and Politics in the Diaspora* and co-founder of the social justice movement, Fight the Tower.

WEI MING DARIOTIS is an associate professor of Asian American studies at San Francisco State University. She is co-editor of *War Baby/Love Child: Mixed Race Asian American Art*.

Crisis Leadership in Higher Education

Theory and Practice

RALPH A. GIGLIOTTI

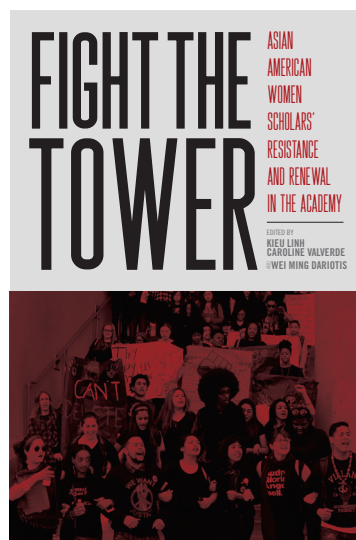
"If ever there was a book for its time, *Crisis Leadership in Higher Education: Theory and Practice* by Ralph Gigliotti is it. The crises befalling higher education today are coming fast and furious, and the demands placed upon academic leaders are numerous. Crisis management requires a highly coordinated effort, a heightened sensitivity to context, serving the needs of multiple constituencies, and seamless execution. Dr. Gigliotti's book is a rich study of the most current academic crises, a practical exploration of the lessons learned, and a competencies scorecard that is a valuable tool. Although leadership in higher education has historically been a neglected area of research, Ralph Gigliotti admirably steps in to fill that gap. This book is a must read for leadership scholars and academic practitioners alike."

—Gail T. Fairhurst, author of *The Power of Framing: Creating the Language of Leadership*

"The issue of crisis communication is vital in today's historical moment. *Crisis Leadership in Higher Education* is unlike any book I've ever seen, blending the voices of administrators with the literature on crisis in order to offer insights that will be valuable to the community of academic administrators."

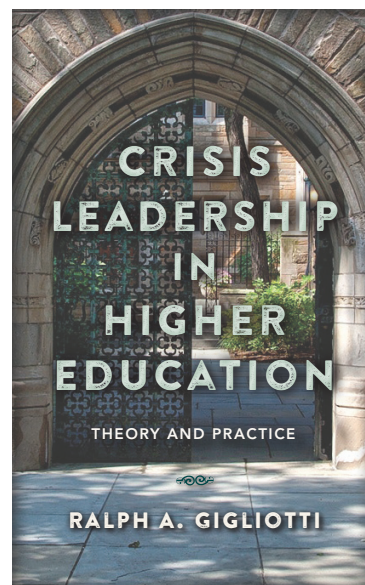
—Janie Harden Fritz, Ph.D., author of *Professional Civility*, editor of *Journal of the Association for Communication Administration*

RALPH A. GIGLIOTTI is the director of leadership development and research in the Rutgers University Center for Organizational Leadership. He is the co-author of *A Guide for Leaders in Higher Education: Core Concepts, Competencies, and Tools* and *Leadership: Communication and Social Influence in Personal and Professional Settings*.



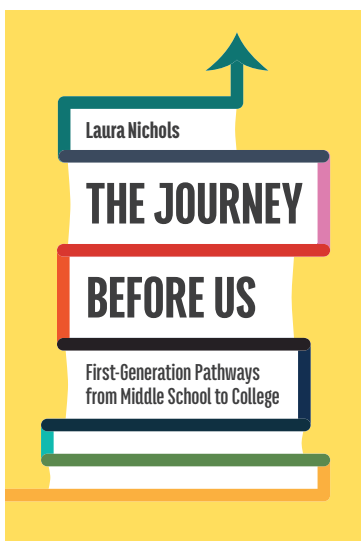
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Education • Asian American Studies
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Education • Leadership
Communications



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Education • Sociology

Journey Before Us

First-Generation Pathways from Middle School to College

LAURA NICHOLS

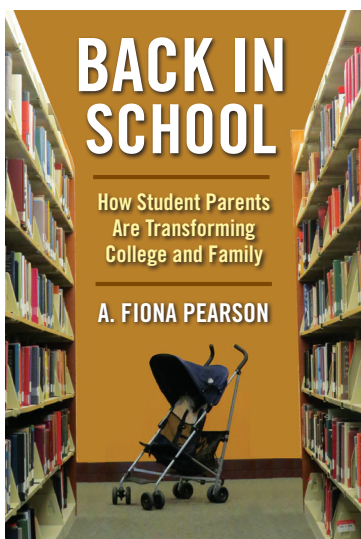
"In this approachable yet informative work, Laura Nichols explores why first-generation students struggle to remain on the journey toward college enrollment and completion. This thoroughly-researched book is very impressive!"

—Susan A. Dumais, Lehman College and the Graduate Center, City University of New York

More students are enrolling in college than ever before in U.S. history. Yet, many never graduate. In *The Journey Before Us*, Laura Nichols examines why this is by sharing the experiences of aspiring first-generation college students as they move from middle-school to young adulthood. By following the educational trajectories and transitions of Latinx, mainly second-generation immigrant students and analyzing national data, Nichols explores the different paths that students take and the factors that make a difference. The interconnected role of schools, neighborhoods, policy, employment, advocates, identity, social class, and family reveal what must change to address the "college completion crisis." Appropriate for anyone wanting to understand their own educational journey as well as students, teachers, counselors, school administrators, scholars, and policymakers, *The Journey Before Us* outlines what is needed so that education can once again be a means of social mobility for those who would be the first in their families to graduate from college.

LAURA NICHOLS is an associate professor of sociology at Santa Clara University in California. She is the co-editor of *Undocumented and In College: Students and Institutions in a Climate of National Hostility*.

Critical Issues in American Education



202 pp 6 x 9
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 July 2019
 Spring Summer 19

Education • American Studies • Culture
 Family • Public Policy

Back in School

How Student Parents are Transforming College and Family

A. FIONA PEARSON

"Rich in history and policy, *Back in School* is a strong cultural analysis of the ways that student parents understand their own decisions to return to higher education. A compelling read!"

—Lisa Nunn, author of *Defining Student Success: The Role of School and Culture*

Fifty years ago, students who were parents were a rarity in college classrooms, but by the beginning of the twenty-first century, over a quarter of all undergraduate students were parents. In *Back in School*, A. Fiona Pearson explores how these student parents navigate cultural norms and institutional resources, forging pathways as they journey to become better parents and successful students. *Back in School* examines how policy makers, professors, college administrators, counselors, and social workers provide or deny access to child care, tutoring, financial aid, or other campus- or community-based resources. Pearson further explores how social norms and governmental and organizational policies influence access to these resources and student parents' experiences on campus and at home.

A. FIONA PEARSON is a professor of sociology at Central Connecticut State University in New Britain.

The American Campus

Unequal Higher Education

Wealth, Status, and Student Opportunity

BARRETT J. TAYLOR AND BRENDAN CANTWELL

"Unequal Higher Education is well-conceptualized, rigorous, and thought-provoking—a welcome addition to higher education literature. This book is a must-read."

—Michael S. Harris, author of *How to Get Tenure: Strategies for Successfully Navigating the Process*

American higher education is often understood as a vehicle for social advancement. However, the institutions at which students enroll differ widely from one another. Some enjoy tremendous endowment savings and/or collect resources via research. Other institutions rely heavily on student tuition payments. *Unequal Higher Education* identifies and explains the sources of stratification that differentiate colleges and universities in the United States. Barrett J. Taylor and Brendan Cantwell use quantitative analysis to map the contours of this system. They then explain the mechanisms that sustain it and illustrate the ways in which rising institutional inequality has limited individual opportunity, especially for students of color and low-income individuals.

BARRETT J. TAYLOR is an associate professor of higher education at the University of North Texas in Denton. He is the coeditor of *Higher Education, Stratification, and Workforce Development: Competitive Advantage in Europe, the US, and Canada*.

BRENDAN CANTWELL is an associate professor of higher, adult, and lifelong education at Michigan State University in East Lansing. He is the coeditor of *High Participation Systems of Higher Education*.

The American Campus

Intersectionality and Higher Education

Identity and Inequality on College Campuses

EDITED BY W. CARSON BYRD, RACHELLE J. BRUNN-BEVEL, AND SARAH M. OVINK

"Accessible and engaging, Intersectionality and Higher Education will have a great impact on the field. This is a meaningful and powerful book."

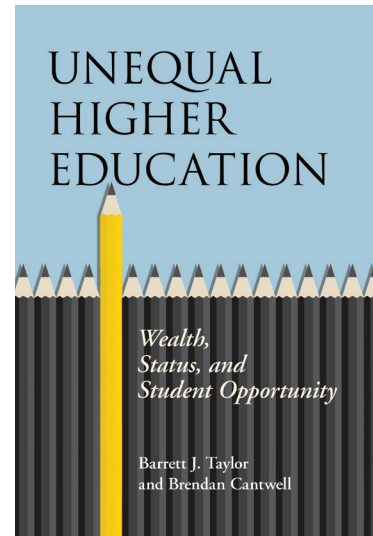
—Robin J Phelps-Ward, assistant professor at Clemson University

Though colleges and universities are arguably paying more attention to diversity and inclusion than ever before, to what extent do their efforts result in more socially just campuses? *Intersectionality and Higher Education* examines how race, ethnicity, class, gender, sexuality, sexual orientation, age, disability, nationality, and other identities connect to produce intersected campus experiences. Taken together, this volume presents an evidence-backed vision of how the twenty-first century higher education landscape should evolve in order to meaningfully support all participants, reduce marginalization, and reach for equity and equality.

W. CARSON BYRD is an associate professor in the department of sociology at the University of Louisville in Kentucky. He is the author of *Poison in the Ivy: Race Relations and the Reproduction of Inequality on Elite College Campuses* (Rutgers University Press).

RACHELLE J. BRUNN-BEVEL is an associate professor of sociology at Fairfield University in Connecticut. She is the coeditor of *Intersectionality in Educational Research*.

SARAH M. OVINK is an associate professor of sociology at Virginia Polytechnic Institute in Blacksburg. She is the author of *Race, Class, and Choice in Latino/a Higher Education: Pathways in the College-For-All Era* (Palgrave Macmillan).



206 pp 17 b/w images, 10 tables 6 x 9

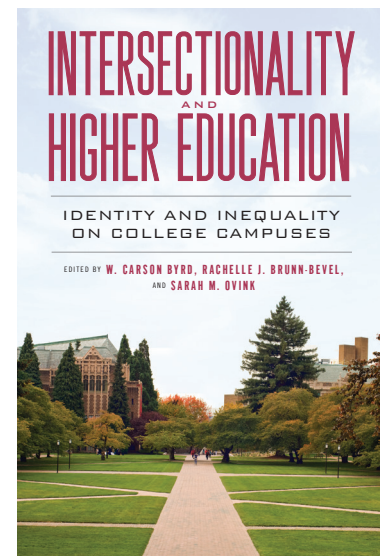
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May 2019

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Education • American Studies



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6 x 9

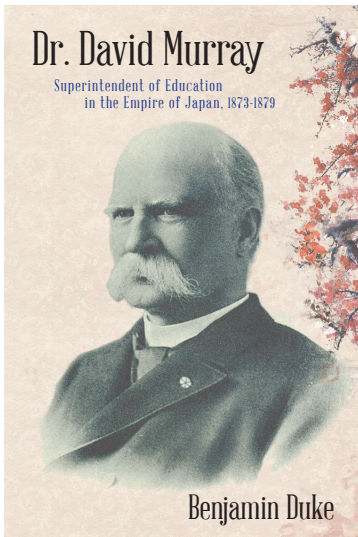
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Spring Summer 19

Asian Studies • Education • Biography

Previously announced

Dr. David Murray

Superintendent of Education in the Empire of Japan,
1873-1879

BENJAMIN DUKE

This is the first biography in English of an uncommon American, Dr. David Murray, a professor of mathematics at Rutgers College, who was appointed by the Japanese government as Superintendent of Education in the Empire of Japan in 1873. The founding of the Gakusei—the first public school system launched in Japan—marks the beginning of modern education in Japan, accommodating all children of elementary school age. Murray's unwavering commitment to its success renders him an educational pioneer in Japan in the modern world.

Benjamin Duke has compiled this comprehensive biography of David Murray to showcase Murray's work, both in assisting around 100 samurai students in their studies at Rutgers, and in his unprecedented role in early Japanese-American relations. This fascinating story uncovers a little-known link between Rutgers University and Japan, and it is the only book to conclude that Rutgers made a greater contribution to the development of modern education in the early Meiji Era than any other non-Japanese college or university in the world.

BENJAMIN DUKE is professor emeritus of International Christian University in Tokyo, Japan, where he was chairman of the graduate faculty of education. He is the author of several books including, *The History of Modern Japanese Education* (Rutgers University Press).



292 pp 18 b/w images, 1 table 6 x 9
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June 2019
Spring Summer 19

Anthropology • Women's Studies
Sociology • Education

Mothering from the Field

The Impact of Motherhood on Site-Based Research

EDITED BY BAHIIYYAH MIALLAH MUHAMMAD AND
MÉLANIE-ANGELA NEULLY

The heated national conversation about gender equality and women in the workforce is something that women in academia have been concerned with and writing about for at least a decade. Overall, the conversation has focused on identifying how women in general and mothers in particular fair in the academy as a whole, as well as offering tips on how to maximize success. Aside from a long-standing field-specific debate in anthropology, rare are the volumes focusing on the particulars of motherhood's impacts on how scientific research is conducted, particularly when it comes to field research.

Mothering from the Field offers both a mosaic of perspectives from current women scientists' experiences of conducting field research across a variety of sub-disciplines while raising children, and an analytical framework to understand how we can redefine methodological and theoretical contributions based on mothers' experiences in order not just to promote healthier, more inclusive, nurturing, and supportive environments in physical, life, and social sciences, but also to revolutionize how we conceptualize research.

BAHIYYAH MIALLAH MUHAMMAD is an assistant professor in the department of sociology and criminology at Howard University in Washington, D.C.

MÉLANIE-ANGELA NEULLY is an associate professor in the department of criminal justice and criminology at Washington State University in Pullman.

Reformed American Dreams

Welfare Mothers, Higher Education, and Activism

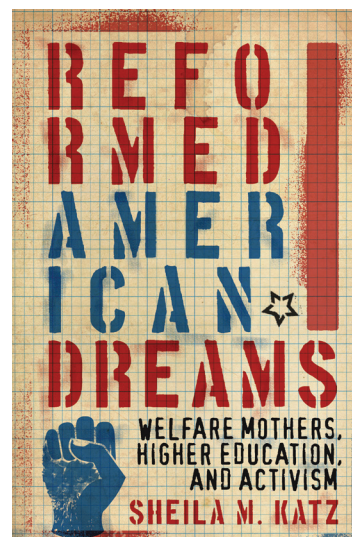
SHEILA M. KATZ

"Sheila Katz's study of single women with children on CalWORKS in the San Francisco Bay Area should be read by those who have stereotyped low-income women in need of assistance, who we often gratuitously denigrate. Katz's interviews demonstrate these women are willing to work and [...] seek to advance their fortunes and those of their children by seeking higher education. It is an important, empathic, empowering story."

—Robert Hauhart, author of *Seeking the American Dream*

Reformed American Dreams explores the experiences of low-income single mothers who pursued higher education while on welfare after the 1996 welfare reforms. This research occurred in an area where grassroots activism by and for mothers on welfare in higher education was directly able to affect the implementation of public policy. Half of the participants in Sheila M. Katz's research were activists with the grassroots welfare rights organization, LIFETIME, trying to change welfare policy and to advocate for better access to higher education. *Reformed American Dreams* takes up their struggle to raise families, attend school, and become student activists, all while trying to escape poverty. Katz highlights mothers' experiences as they pursued higher education on welfare and became grassroots activists during the Great Recession.

SHEILA M. KATZ is an assistant professor of sociology at the University of Houston in Texas. She is a founding board member of the National Center for Student Parent Programs and previously taught at Sonoma State University.



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