
National Adjunct Walkout Day Nawd Its About A Movement Not A Moment

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The legacy of the Black Panther Party's commitment to community health care, a central aspect of its fight for social justice Can we re-imagine divine power as deeply related to the changing world? Can we re-imagine the creation of the world as an ongoing process of co-creation in which every individual from particles of atoms to human beings plays a part? Can we re-imagine Goddess/God as the most relational of all relational beings? Can we re-imagine the world as the body of Goddess/God? If we can, then we can understand the deeper meaning of female images of divine power, including Goddess, God-She, Sophia, and Shekhina. Many traditional understandings of divine power begin with thinly disguised rejections of the female body and connection to the natural world. Women theologians from Jewish, Christian, Goddess, and other traditions are re-

imagining divine and human power as embodied, embedded in a changing world, and deeply related to all beings in the web of life. Drawing on the work of process philosopher Charles Hartshorne - whose insights deserve a wider hearing - Carol P. Christ offers intellectual foundations for deeply held feelings about the meanings of female images of divine power. Her gift is the ability to make complex ideas seem simple and radically new ideas seem familiar. This book is addressed to everyone who has ever wondered about the implications of re-imagining God as female. Brad Pasanek's unusual work is the written report of a massive digital humanities project that involved searching 18th-century texts for the many ways writers use metaphors to characterize the mind. The book takes a selection of broad metaphorical categories that the author discovered in his digital research - including animals, coinage, metal, rooms, and writing - and examines particular examples within each category. Pasanek also frames the "dictionary" elements of the project with a more theoretical discussion of what he calls "desultory reading," a form of "unsystematic perusal" of writing exemplified in the way we approach dictionaries. Pasanek not only argues that 18th-century thinkers largely employed desultory

reading, but also that his work on this very project is itself an instance of this approach. The project succeeds twofold: in treating 18th-century writing as its topic and in exemplifying its approach. Pasanek maintains an accompanying website (<https://metaphorized.com>) that collects the results of his digital searches.

A powerful and heartbreaking novel that chronicles the epic story of two families, two sons, and two marriages Siri Hustvedt's *What I Loved* begins in New York in 1975, when art historian Leo Hertzberg discovers an extraordinary painting by an unknown artist in a SoHo gallery. He buys the work; tracks down the artist, Bill Wechsler; and the two men embark on a life-long friendship. Leo's story, which spans twenty-five years, follows the evolution of the growing involvement between his family and Bill's—an intricate constellation of attachments that includes the two men; their wives, Erica and Violet; and their children, Matthew and Mark. The families live in the same building in New York, share a house in Vermont during the summer, keep up a lively exchange of thoughts and ideas, and find themselves permanently altered by one another. Over the years, they not only enjoy love but endure loss—in one case sudden, incapacitating loss; in another, a different kind, one that is hidden and slow-growing, and which insidiously erodes the fabric of their lives. Intimate in tone and seductive in its complexity, the novel moves seamlessly from inner worlds to outer worlds, from the deeply private to the public, from physical infirmity to cultural illness. Part family novel, part psychological thriller, *What I Loved* is a beautifully written exploration of love, loss, and betrayal—and of a man's attempt to make sense of the world and go on living.

The Poetics of Personification

Classism for Dimwits

Thinking with Marshall Berman

She Who Changes

The Forty-Year Assault on the Middle Class

Grounding Human Rights in a Pluralist World
The Troubling Rise of For-Profit Colleges in the New Economy

An essential American dream—equal access to higher education—was becoming a reality with the GI Bill and civil rights movements after World War II. But this vital American promise has been broken.

Christopher Newfield argues that the financial and political crises of public universities are not the result of economic downturns or of ultimately valuable restructuring, but of a conservative campaign to end public education's democratizing influence on American society. *Unmaking the Public University* is the story of how conservatives have maligned and restructured public universities, deceiving the public to serve their own ends. It is a deep and revealing analysis that is long overdue. Newfield carefully describes how this campaign operated, using extensive research into public university archives. He launches the story with the expansive vision of an equitable and creative America that emerged from the post-war boom in college access, and traces the gradual emergence of the anti-egalitarian "corporate university," practices that ranged from racial policies to research budgeting. Newfield shows that the culture wars have actually been an economic war that a conservative coalition in business, government, and academia have waged on that economically necessary but often independent group, the college-educated middle class. Newfield's research exposes the crucial fact that the culture wars have functioned as a kind of neutron bomb, one that pulverizes the social and culture claims of college grads while leaving their technical expertise untouched. *Unmaking the Public University* incisively sets the record straight, describing a forty-year economic war waged on the college-educated public, and awakening us to a vision of social development shared by scientists and humanists alike.

Discusses aircraft, airships, automobiles, bridges, buildings and other structures, chemical and environmental disasters, dams, medical disasters, nuclear plants, ships, spacecraft, and submarine disasters.

In 1948 the General Assembly of the United Nations adopted the Universal Declaration of Human Rights which declared that every human being, without "distinction of any kind," possesses a set of morally authoritative rights and fundamental

freedoms that ought to be socially guaranteed. Since that time, human rights have arguably become the cross-cultural moral concept and evaluative tool to measure the performance—and even legitimacy—of domestic regimes. Yet questions remain that challenge their universal validity and theoretical bases. Some theorists are "maximalist" in their insistence that human rights must be grounded religiously, while an opposing camp attempts to justify these rights in "minimalist" fashion without any necessary recourse to religion, metaphysics, or essentialism. In *Grounding Human Rights in a Pluralist World*, Grace Kao critically examines the strengths and weaknesses of these contending interpretations while also exploring the political liberalism of John Rawls and the Capability Approach as proposed by economist Amartya Sen and philosopher Martha Nussbaum. By retrieving insights from a variety of approaches, Kao defends an account of human rights that straddles the minimalist – maximalist divide, one that links human rights to a conception of our common humanity and to the notion that ethical realism gives the most satisfying account of our commitment to the equal moral worth of all human beings.

An eye-opening, first-hand account, this work debunks the myths about a "classless" society, the causes of poverty, and the equality of opportunity.

Homan offers an in-your-face exposure of America's dirty little secret of classism.

New Translations on Politics, Bureaucracy, and Social Stratification

Transforming the Humanities in the Postprint Era

Alif the Unseen

Goddess and God in the World

Conversations in Embodied Theology

How Democracies Can Protect Expression and Promote Equality

The Black Panther Party and the Fight Against Medical Discrimination

In this book about communities of practice in the international, higher education sector, the authors articulate the theoretical foundations of communities of practice (CoPs), research into their application in higher education, leadership roles and how CoPs sustain and support professional learning. Research demonstrates that communities of practice build professional

and personal links both within and across faculty, student services and administrative and support units. This book describes how community of practice members may be physically co-located and how social media can be used to connect members across geographically diverse locations. It positions higher education communities of practice within the broader community of practice and social learning literature, and articulates the importance of community of practice leadership roles, and the growing focus on the use of social media for community of practice implementation. The multiple perspectives provide higher education leaders, academic and professional staff with the means to establish, or reflect on existing CoPs, by sharing insights and critical reflections on their implementation strategies, practical guidelines and ideas on how community of practice's theoretical underpinnings can be tailored to the higher education context.

An appraisal of literary personification in the light of developments in poststructuralist thought.

Named one of the New York Times Book Review's 100 Notable Books of the Year ** Publishers Weekly's Best Fiction Books of 2014 ** NPR Best Books of 2014 ** Kirkus Reviews Best Literary Fiction Books of 2014 ** Washington Post Top 50 Fiction Books of 2014 ** Boston Globe's Best Fiction of 2014 ** The Telegraph's Best Fiction to Read 2014 ** St. Louis Post Dispatch's Best Books of 2014 ** The Independent Fiction Books of the Year 2014 ** One of BuzzFeed's Best Books Written by Women in 2014 ** San Francisco Chronicle's Best of 2014 ** A Nancy Pearl Pick ** PopMatters.com's Best of 2014 Fiction Winner of the 2014 LA Times Book

Prize for Fiction Finalist for the 2014 Kirkus Prize Hailed by The Washington Post as “Siri Hustvedt’s best novel yet, an electrifying work,” *The Blazing World* is a masterful novel about perception, prejudice, desire, and one woman’s struggle to be seen. In a new novel called “searingly fresh... A Nabokovian cat’s cradle” on the cover of *The New York Times Book Review*, the internationally bestselling author tells the provocative story of artist Harriet Burden, who, after years of having her work ignored, ignites an explosive scandal in New York’s art world when she recruits three young men to present her creations as their own. Yet when the shows succeed and Burden steps forward for her triumphant reveal, she is betrayed by the third man, Rune. Many critics side with him, and Burden and Rune find themselves in a charged and dangerous game, one that ends in his bizarre death. An intricately conceived, diabolical puzzle presented as a collection of texts, including Harriet’s journals, assembled after her death, this “glorious mashup of storytelling and scholarship” (*San Francisco Chronicle*) unfolds from multiple perspectives as Harriet’s critics, fans, family, and others offer their own conflicting opinions of where the truth lies. Writing in *Slate*, Katie Roiphe declared it “a spectacularly good read...feminism in the tradition of Simone de Beauvoir’s *The Second Sex* or Virginia Woolf’s *A Room of One’s Own*: richly complex, densely psychological, dazzlingly nuanced.” “Astonishing, harrowing, and utterly, completely engrossing” (*NPR*), Hustvedt’s new novel is “Blazing indeed:...with agonizing compassion for all of wounded humanity”(Kirkus Reviews, starred review). It is a masterpiece that will be remembered for years to come.

Vice President Joseph Biden has blamed tuition increases on the high salaries of college professors, seemingly unaware of the fact that there are now over one million faculty who earn poverty-level wages teaching off the tenure track. *The Chronicle of Higher Education* ran a story entitled “From Graduate School to Welfare: The PhD Now Comes with Food Stamps.” Today three-fourths of all faculty are characterized as “contingent instructional staff,” a nearly tenfold increase from 1975. *Equality for Contingent Faculty* brings together eleven activists from the United States and Canada to describe the problem, share case histories, and offer concrete solutions. The book begins with three accounts of successful organizing efforts within the two-track system. The second part describes how the two-track system divides the faculty into haves and have-nots and leaves the majority without the benefit of academic freedom or the support of their institutions. The third part offers roadmaps for overcoming the deficiencies of the two-track system and providing equality for all professors, regardless of status or rank.

What I Loved

The Googlization of Everything

Storying Our Experiences in Higher Education

(And Why We Should Worry)

The University in Ruins

Somebodies and Nobodies

Disrupting the Digital Humanities

Tracing the roots of the modern American University in German philosophy and in the work of British thinkers such as Newman and Arnold,

Bill Readings argues that the integrity of the modern University has been

linked to the nation-state, which it has served by promoting and protecting the idea of a national culture. But now the nation-state is in decline, and national culture no longer needs to be either promoted or protected.

In *Goddess and God in the World*, leading theologians Carol P. Christ and Judith Plaskow debate the nature of divinity, proposing a new method called embodied theology. They agree that the transcendent, omnipotent male God of traditional theology must be reimagined. Carol proposes that Goddess is the intelligent embodied love that is in all being. Judith counters that God is an impersonal power of creativity that includes both good and evil. Rooting their views in experience and questioning each other, they offer a fruitful model of theological conversation across difference.

Need to learn how to wrap your head around Git, but don't need a lot of hand holding? Grab this book if you're new to Git, not to the world of programming. Git tasks displayed on two-page spreads provide all the context you need, without the extra fluff.

In the beginning, the World Wide Web was exciting and open to the point of anarchy, a vast and intimidating repository of unindexed confusion. Into this creative chaos came Google with its dazzling mission—"To organize the world's information and make it universally accessible"—and its much-quoted motto, "Don't be evil." In this provocative book, Siva Vaidhyanathan examines the ways we have used and embraced Google—and the growing resistance to its expansion across the globe. He exposes the dark side of our Google fantasies, raising red flags

about issues of intellectual property and the much-touted Google Book Search. He assesses Google's global impact, particularly in China, and explains the insidious effect of Googlization on the way we think. Finally, Vaidhyanathan proposes the construction of an Internet ecosystem designed to benefit the whole world and keep one brilliant and powerful company from falling into the "evil" it pledged to avoid.

Caught in the Web of Words
Lessons in Independence and Proficiency

Paying the Price

A Critical Look at Salaried Professionals and the Soul-battering System that Shapes Their Lives
Mobility Work in Composition
Equality for Contingent Faculty
Reading Wellness

For the past few hundred years, Western cultures have relied on print. When writing was accomplished by a quill pen, inkpot, and paper, it was easy to imagine that writing was nothing more than a means by which writers could transfer their thoughts to readers. The proliferation of technical media in the latter half of the twentieth century has revealed that the relationship between writer and reader is not so simple. From telegraphs and typewriters to wire recorders and a sweeping array of digital computing devices, the complexities of communications technology have made mediality a central concern of the twenty-first century. Despite the attention given to the development of the media landscape, relatively little is being done in our academic institutions to adjust.

In *Comparative Textual Media*, editors N. Katherine Hayles and Jessica Pressman bring together an impressive range of essays from leading scholars to address the issue, among them Matthew Kirschenbaum on archiving in the digital era, Patricia Crain on the connection between a child's formation of self and the possession of a book, and Mark Marino exploring how to read a digital text not for content but for traces of its underlying code. Primarily arguing for seeing print as a medium along with the scroll, electronic literature, and computer games, this volume examines the potential transformations if academic departments embraced a media framework. Ultimately, *Comparative Textual Media* offers new insights that allow us to understand more deeply the implications of the choices we, and our institutions, are making. Contributors: Stephanie Boluk, Vassar College; Jessica Brantley, Yale U; Patricia Crain, NYU; Adriana de Souza e Silva, North Carolina State U; Johanna Drucker, UCLA; Thomas Fulton, Rutgers U; Lisa Gitelman, New York U; William A. Johnson, Duke U; Matthew G. Kirschenbaum, U of Maryland; Patrick LeMieux; Mark C. Marino, U of Southern California; Rita Raley, U of California, Santa Barbara; John David Zuern, U of Hawai'i at Mānoa.

This direct and powerfully written book on the real history and status of women from a feminist analysis perspective, will re-orient and challenge commonly assumed knowledge. Drawing from disparate events, topics, and interpretations, Jacqueline Homan's *Without Apology* brilliantly

synthesizes the realities and experience of being female in a patriarchal construct. If you possess two X chromosomes, and want to know what to do next, you must read it.

A tour-de-force of a debut that blends classic fantasy -- the fascinating, frightening, sometimes-invisible world of the djinn -- that's genies to some of us -- with the 21st-century reality of a super-hacker in mortal danger in a repressive security state on the Arabian Gulf. Alif (that's his handle) is a brilliant young superhacker working out of his mother's small apartment, and his computer has just been breached. While Alif scrambles to protect his clients -- dissidents and outlaws alike, whoever needs to hide their digital traces, he and his friends realize that they've been found by 'the Hand' -- maybe a person, maybe a program, but definitely able to find anyone, and that could lead to prison, or worse. Alif, with the help of his childhood friend Dina, an ancient book sent to him in secret by his lost love (who may be frighteningly connected to the Hand) and a terrifying protector who almost looks human, must go underground -- or rather, find a way into the hidden world of the djinn. They wrote the mysterious book centuries ago, and have knowledge that might just allow Alif to infiltrate the most sophisticated information technology the world has ever seen, and perhaps save himself, his loved ones, and freedom itself. With shades of Neil Gaiman, Philip Pullman, William Gibson, and the timeless *Thousand and One Nights*, *Alif the Unseen* is a tour-de-force debut with major potential -- a

masterful, addictive blend of the ancient and the more-than-modern, smuggled inside an irresistible page-turner.

A "bracing and well-argued" study of America's college debt crisis—"necessary reading for anyone concerned about the fate of American higher education" (Kirkus). College is far too expensive for many people today, and the confusing mix of federal, state, institutional, and private financial aid leaves countless students without the resources they need to pay for it. In *Paying the Price*, education scholar Sara Goldrick-Rab reveals the devastating effect of these shortfalls. Goldrick-Rab examines a study of 3,000 students who used the support of federal aid and Pell Grants to enroll in public colleges and universities in Wisconsin in 2008. Half the students in the study left college without a degree, while less than 20 percent finished within five years. The cause of their problems, time and again, was lack of money. Unable to afford tuition, books, and living expenses, they worked too many hours at outside jobs, dropped classes, took time off to save money, and even went without adequate food or housing. In many heartbreaking cases, they simply left school—not with a degree, but with crippling debt. Goldrick-Rab combines that data with devastating stories of six individual students, whose struggles make clear the human and financial costs of our convoluted financial aid policies. In the final section of the book, Goldrick-Rab offers a range of possible solutions, from technical improvements to the financial aid application process, to a bold, public sector-focused "first degree free" program. "Honestly one of the most exciting books I've read, because [Goldrick-Rab has] solutions. It's a manual that I'd recommend to anyone out there, if you're a parent, if you're a teacher, if you're a student."—Trevor Noah, *The Daily Show*

Lower Ed
Unmaking the Public University
Communities of Practice
Metaphors of Mind
James A.H. Murray and the Oxford English Dictionary
A Novel
Overcoming the Two-Tier System
Weber's Rationalism and Modern Society rediscovers Max Weber for the twenty-first century. Tony and Dagmar Waters' translation of Weber's works highlights his contributions to the social sciences and politics, credited with highlighting concepts such as "iron cage," "bureaucracy," "bureaucratization," "rationalization," "charisma," and the role of the "work ethic" in ordering modern labor markets. Outlining the relationship between community (*Gemeinschaft*), and market society (*Gesellschaft*), the issues of social stratification, power, politics, and modernity resonate just as loudly today as they did for Weber during the early twentieth century.

AARP Digital Editions offer you practical tips, proven solutions, and expert guidance. *AARP Allergic Girl* is an indispensable guide for living a full life with food allergies--from an Allergic Girl who lives it. Millions of Americans concerned about adverse reactions to food are seeking the advice of medical professionals

and receiving a diagnosis of food allergies. Allergic Girl Sloane Miller, a leading authority on food allergies, has been allergic since childhood. She now lives a full, enjoyable life full of dining out, dating, attending work functions, and traveling. With tested strategies and practical solutions to everyday food allergy concerns, Allergic Girl shows how readers can enjoy their lives too. Informed by personal narratives laced with humor and valuable insights, Allergic Girl is a breakthrough lifestyle guide for food-allergic adults, their families, and loved ones. In Allergic Girl, you will discover: How to find the best allergist and get a correct diagnosis How to create positive relationships with family, friends, and food How to build a safe environment wherever you are Real-world scenarios scripted from the author's life as well her work with clients and other leaders in the field Enjoy your food-allergic life to the fullest. Let Allergic Girl show you how.

In *The Future of Our Schools*, Lois Weiner explains why teachers who care passionately about teaching and social justice need to unite the energy for teaching to efforts to self-govern and transform teacher unions. Drawing on research and her experience as a public school teacher and union activist, she explains how to create the teachers unions public education desperately needs. Lois Weiner is a professor at New Jersey City University and has been a life-long teacher union activist who has served as an officer of three different union locals. She is the author of *The Global Assault on Teaching, Teachers, and their*

Unions: Stories for Resistance. Mobility Work in Composition explores work in composition from the framework of a mobilities paradigm that takes mobility to be the norm rather than the exception to a norm of stasis and stability. Both established and up-and-coming scholars bring a diversity of geographic, institutional, and research-based perspectives to the volume, which includes in-depth investigations of specific forms of mobility work in composition, as well as responses to and reflections on those explorations. Eight chapters present specific cases or issues of this work and twelve shorter response chapters follow, identifying key points of intersection and conflict in the arguments and posing new questions and directions to pursue.

Addressing matters of knowledge transfer and meaning translation, immigrant literacy practices, design pedagogy, academic career changes, student websites, research methodologies, school literacy programs, and archives, *Mobility Work in Composition* asks what mobility in composition means and how, why, and for whom it might work. It will be of broad interest to students and scholars in rhetoric and composition.

Contributors: Anis Bawarshi, Elizabeth Chamberlain, Patrick Danner, Christiane Donahue, Keri Epps, Eli Goldblatt, Rachel Gramer, Timothy Johnson, Jamila Kareem, Carmen Kynard, Rebecca Lorimer Leonard, Andrea Olinger, John Scenters-Zapico, Khirsten L. Scott, Mary P. Sheridan, Jody Shipka, Ann Shivers-McNair, Scott Wible, Rick Wysocki

Facilitating Social Learning in Higher Education

Teaching and Learning Like a
Feminist
When Technology Fails
A Toolkit for Making-Learning-
Creating-Acting
Generous Thinking
Teachers Unions and Social Justice
University, Inc.

Ultimately, *The Gig Academy* is a call to arms, one that encourages non-tenure-track faculty, staff, postdocs, graduate students, and administrative and tenure-track allies to unite in a common struggle against the neoliberal Gig Academy.

"*Teaching and Learning Like a Feminist* is a conversation between academics in Women's Studies and Gender Studies about the politics of pedagogy in higher education. What does it mean to embody feminism in universities today? Written in a creative narrative style, Mackinlay explores the discursive, material and affective dimensions of what it might mean to live the personal-as-political-as-performative in our work as teachers and learners in the contemporary climate of neo-liberal universities. This book is both theory and story and aims to bring feminist theorists such as Virginia Woolf, Hélène Cixous, Sara Ahmed and bell hooks together in conversation with Mackinlay's own experiences,

and those of women she interviewed, in their diverse roles as 'feminist-academic-subjects'. The fluid writing style presented is a deliberate attempt to enact a 'post-academic' form of literature and is playfully punctuated by black and white drawings. *Teaching and Learning Like a Feminist* captures the precarious position of Women and Gender Studies in universities today, as well as the 'danger' inherent in grounding teaching and learning work in feminist politics. Mackinlay wraps herself in both and invites us to do the same. This book is designed to stimulate reflection and lively class discussion and is appropriate for courses in curriculum studies and pedagogy, education, feminism and feminist theory, gender and women's studies, and narrative inquiry. It can also be read by individual teachers and researchers interested in feminism. "Mackinlay re-envisages how feminist knowledge can be articulated through her audacious and engaging mix of reflection, analysis, narrative, poetry, and line drawings. This is a refreshingly personal and powerfully collective analysis of doing feminism in hostile institutions. It will give

heart to many." - Alison Bartlett, The University of Western Australia, Perth
This highly readable book is a love story about feminism at the same time as a rigorous investigation ... a must read for undergraduate students and for scholars-who-don't-identify-as-feminist, core reading for gender courses at all levels, and mandatory reading for feminist and gender academics." - Julie White, Victoria University
Elizabeth Mackinlay is an Associate Professor in the School of Education at the University of Queensland.
Reexamines the prerogatives that accompany status in relations between individuals, groups, and nations. Many of the difficulties faced in personal relationships, schools, and the workplace stem from the misuse of power associated with rank. [Note to the reader].
When teachers talk about what they want for students, "a love for reading" is inevitably near the top of the list. Even as they work to ensure students' continuing progress as readers, what ignites passion more than anything is the chance to instill confidence, curiosity, and joy in students. In Reading Wellness, Jan Burkins and Kim Yaris will remind you why you became a teacher in the first place. They want children and teachers to thrive as readers, to feel the deep satisfaction that comes with meaningful encounters with texts. They define reading wellness as "weaving together all the facets of our reading lives . . . so that we can be our best reading selves." Readers read for relaxation, for information, and for aesthetic experience, discovering favorite books and authors and learning to choose texts. For this to happen, teachers must teach in ways that create energy and enthusiasm for reading, even as they teach to required standards. Built around a framework of four intentions--alignment, balance, sustainability, and joy--Reading Wellness offers teachers a series of lessons that help children read closely and carefully while still honoring their interests, passions, and agency as readers. The lessons here, which have been field-tested in grades 1-5, are interconnected and empower classroom communities, are filled with anecdotes and insights, and are practical, sustainable, and frequently joyful. Reading Wellness encourages each teacher to

shape these ideas in ways that support personal ideals and goals while nurturing a love of reading and a passion for lifelong learning.

Navigating Educational Leadership Positions

When the State Speaks, What Should It Say?

The Blazing World

How America's Colleges

Betrayed Their Faculty, Their Students, and Their Mission

An Eighteenth-Century Dictionary

WPAs in Transition

The Corporate Corruption of Higher Education

This book details the battle one must fight to be an independent thinker, showing how an honest reassessment of what it means to be a professional in today's corporate society can be remarkably liberating. Poignant examples from the world of work reveal the workplace as a battleground for the very identity of the individual.

Schmidt contends that professional work is inherently political—that the unstated duty of professionals is to maintain strict "ideological discipline." Career dissatisfaction evolves as workers lose control over the political component of their creative work. After reading this insightful book, no one who works for a living will ever think the same way about their job. Jeff Schmidt lives

in Washington, D.C., where he is an editor for *Physics Today*.

Class ends. Students pack up and head back to their dorms. The professor, meanwhile, goes to her car . . . to catch a little sleep, and then eat a cheeseburger in her lap before driving across the city to a different university to teach another, wholly different class. All for a paycheck that, once prep and grading are factored in, barely reaches minimum wage. Welcome to the life of the mind in the gig economy. Over the past few decades, the job of college professor has been utterly transformed—for the worse. America's colleges and universities were designed to serve students and create knowledge through the teaching, research, and stability that come with the longevity of tenured faculty, but higher education today is dominated by adjuncts. In 1975, only thirty percent of faculty held temporary or part-time positions. By 2011, as universities faced both a decrease in public support and ballooning administrative costs, that number topped fifty percent. Now, some surveys suggest that as many as seventy percent of American professors are working course-to-course, with few benefits, little to no security, and extremely low pay. In *The Adjunct Underclass*, Herb Childress draws on his own firsthand experience and that of other adjuncts to tell the story

of how higher education reached this sorry state. Pinpointing numerous forces within and beyond higher ed that have driven this shift, he shows us the damage wrought by contingency, not only on the adjunct faculty themselves, but also on students, the permanent faculty and administration, and the nation. How can we say that we value higher education when we treat educators like desperate day laborers? Measured but passionate, rooted in facts but sure to shock, *The Adjunct Underclass* reveals the conflicting values, strangled resources, and competing goals that have fundamentally changed our idea of what college should be. This book is a call to arms for anyone who believes that strong colleges are vital to society.

Jennifer Washburn, a scholar and journalist, reveals how the growing influence of corporations over universities compromises the future of all those whose careers depend on a university education, and all those who will be employed, governed, or taught by the products of American universities.

How should a liberal democracy respond to hate groups and others that oppose the ideal of free and equal citizenship? The democratic state faces the hard choice of either protecting the rights of hate groups and allowing their views to spread, or banning their views and violating citizens' rights to freedoms of expression, association, and religion. Avoiding the familiar yet problematic responses to these issues, political theorist Corey Brettschneider proposes a new approach called value democracy. The theory of value democracy argues that the state should protect the right to express illiberal beliefs, but the state should also engage in democratic persuasion when it speaks through its various expressive capacities: publicly criticizing, and giving reasons to reject, hate-based or other discriminatory viewpoints. Distinguishing between two kinds of state action--expressive and coercive--Brettschneider contends that public criticism of viewpoints advocating discrimination based on race, gender, or sexual orientation should be pursued through the state's expressive capacities as speaker, educator, and spender. When the state uses its expressive capacities to promote the values of free and equal citizenship, it engages in democratic persuasion. By using democratic persuasion, the state can both respect rights and counter hateful or discriminatory viewpoints. Brettschneider extends this analysis from freedom of expression to the freedoms of religion and association, and he shows that value democracy can uphold the protection of these freedoms while promoting

equality for all citizens.
Weber's Rationalism and Modern Society
Without Apology
Re-imagining the Divine in the World
Adventures in Modernism
College Costs, Financial Aid, and the Betrayal of the American Dream
Mapping Labor in the Neoliberal University
Education for Judgment
"All too often, defining a discipline becomes more an exercise of exclusion than inclusion. Disrupting the Digital Humanities seeks to rethink how we map disciplinary terrain by directly confronting the gatekeeping impulse of many other so-called field-defining collections. What is most beautiful about the work of the Digital Humanities is exactly the fact that it can't be tidily anthologized. In fact, the desire to neatly define the Digital Humanities (to filter the DH-y from the DH) is a way of excluding the radically diverse work that actually constitutes the field. This collection, then, works to push and prod at the edges of the Digital Humanities – to open the Digital Humanities rather than close it down. Ultimately, it's exactly the fringes, the outliers, that make the Digital Humanities both heterogeneous and rigorous. This collection does not constitute yet another reservoir for the new Digital Humanities canon. Rather, its

aim is less about assembling content as it is about creating new conversations. Building a truly communal space for the digital humanities requires that we all approach that space with a commitment to: 1) creating open and non-hierarchical dialogues; 2) championing non-traditional work that might not otherwise be recognized through conventional scholarly channels; 3) amplifying marginalized voices; 4) advocating for students and learners; and 5) sharing generously and openly to support the work of our peers."--Back cover.

This unique and celebrated biography describes how a largely self-educated boy from a small village in Scotland entered the world of scholarship and became the first editor of the Oxford English Dictionary and a great lexicographer. It also provides an absorbing account of how the dictionary was written, the personalities of the people working on it, and the endless difficulties that nearly led to the whole enterprise being abandoned. "It is a magnificent story of a magnificent man, one of the finest biographies of the twentieth century, as its subject was one of the finest human beings of the nineteenth." --Anthony Burgess "A moving and dramatic story . . . sometimes tragic, often comic, ultimately triumphant." --Times (London) "A biography that possesses many of the virtues of James Murray

himself--grace, humor, intelligence, curiosity, and scholarship." --Time "In her vivid biography, Murray's granddaughter brings his remarkable personality to life, and provides an unexpectedly fascinating account of the OED's long and difficult birth." --Times Literary Supplement "A gripping, engaging story; endearing, too. The daily round of a big Victorian family, with its jokes, games, and treasured seaside holidays, is entrancingly evoked." --Sunday Times (London)

Frustrated by the lack of opportunities to research, create learning experiences or make a basic living within the university on our own terms, para-academics don't seek out alternative careers in the face of an evaporated future, we just continue to do what we've always done: write, research, learn, think and facilitate that process for others. As the para-academic community grows there is a real need to build supportive networks, share knowledge, ideas and strategies that can allow these types of interventions to become sustainable and flourish. There is a very real need to create spaces of solace, action and creativity. Para-academics mimic academic practices so they are liberated from the confines of the university. Our work, and our lives, reflect how the idea of a university as a place for knowledge production, discussion and learning, has become distorted by neo-liberal market forces. We create alternative, genuinely open access, learning-thinking-making-acting spaces on the internet, in publications, in exhibitions, discussion groups or other mediums that seem appropriate to the situation. We don't sit back and worry about our career developments paths. We write for the love of it, we think because we have to, we do it because we care. Reviews 'This is a hugely important book for anyone who feels (as I often do) alienated or marginalised by corporate academic life. It not only gives a voice to a growing constituency of para-academics; it also articulates a series of alternative visions for the future of the university, driven not from the centre but from the margins, the borderlands, the places where the interesting stuff happens. As such, it should be read not only by those who already work in the margins, but by all academics, students, researchers and administrators from across the academy who wish to find out what they are missing.' Gary Rolfe, author of *The University in Dissent* 'Academia is dying, and in the process compulsively crushes the desires for learning, creating, teaching, cooperating it claimed to foster. It is a relevant and important political gesture to invent a name, para-academics, for those who refuse to be crushed, who do not sadly dream

about a return to the past, when the "worthy ones" were identified and separated from the flock, but inhabit interstices, inside, outside and in-between, activists and bridge-builders where separation prevailed. It is claiming they are alive, not just surviving, and are part of the fragile creation of a collective future worth living.' Isabelle Stengers, author of *Cosmopolitics* and co-author of *Women Who Make a Fuss: The Unfaithful Daughters of Virginia Woolf* 'This important new book is simultaneously a critique, a lament and a re-envisaging. It is a compelling portrait of the new topographies of higher education and a testament to the power, inventiveness and resilience of those who work within, across and beyond its new spaces.' Ruth Barcan, author of *Academic Life and Labour: Hope and Other Choices* "At its best, discussion teaching has an extraordinary ability to stimulate learning. Through a skillful orchestration of questioning, listening, and response it helps students master course material and critical judgment skills in tandem. *Education For Judgment* unravels the intricacies of successful group leadership and shows how you can consciously practice those elements that turn an average class into a great one. You'll discover practical advice on how to negotiate a 'contract' for the conduct of the group, how to lead a discussion without stalling it, getting students to talk to each other, guiding participants to adopt new and thoughtful roles, the ethics involved in choosing material, how to encourage independent thinking, structuring technical material, how to evaluate student participation, creating a sense of closure and accomplishment, much, much more"--Unedited summary from book cover.

The Future of Our Schools
Significant Technological Disasters, Accidents, and Failures of the Twentieth Century
Adventures in Living Well with Food Allergies
AARP Allergic Girl
Overcoming the Abuse of Rank
The Artistry of Discussion Leadership
Comparative Textual Media

Marshall Berman was a political theorist, urbanist, and public intellectual that gave a generation a way to think about what it means to be modern. He offered a vision of Marx as a preeminent modernist and humanist, which served as a touchstone for his exploration into the complexity of our modern world and lives. Marshall was singularly capable of seamlessly weaving together the ideas of Dostoevsky and Kurtis Blow, the experiences of St. Petersburg and the South Bronx. In so doing, he helped make sense of the maelstrom of modern life into which we are born, and helped buttress a sense of optimism in the midst of a chaos

in which all that is solid melts into air. *Adventures in Modernism: Thinking with Marshall Berman* is a testament to just how deeply and broadly his influence can be felt, as its contributors consist of theorists, architects, media critics, urbanists, and historians from across the globe. Some essays demonstrate the potential for applying Marshall's methods of analysis into new locales such as Iran or Scotland. Others return to familiar places like the South Bronx or Times Square in order to stretch or update Marshall's analyses. Some essays engage Marshall as a theorist, and analyze his ideas of public, urban life, and of modernism and modernity. Another explores the impact Marshall's work has in the classroom, as well as his own role as a teacher. Collectively, the essays that comprise this volume reflect deeply on Marshall's work, and speak to its continued relevance in helping to not only decipher, but to find meaning in our modern world. *Meditating on how and why we teach the humanities, Generous Thinking* is an audacious book that privileges the ability to empathize and build rather than simply tear apart. *WPAs in Transition* shares a wide variety of professional and personal perspectives about the costs, benefits, struggles, and triumphs experienced by writing program administrators making transitions into and out of leadership positions. Contributors to the volume come from various positions, as writing center directors, assistant writing program administrators, and WPAs; mixed settings, including community

colleges, small liberal arts colleges, and research institutions; and a range of career stages, from early to retiring. They recount insightful anecdotes and provide a scholarly context in which WPAs can share experiences related to this long-ignored aspect of their work. During such transitions, WPAs and other leaders who function as both administrators and faculty face the professional and personal challenges of redefining who they are, the work they do, and with whom they collaborate. *WPAs in Transition* creates a grounded and nuanced experiential understanding of what it means to navigate changing roles, advancing the dialogue around WPAs' and other administrators' identities, career paths, work-life balance, and location, and is a meaningful addition to the broader literature on administration and leadership. Contributors: Mark Blaauw-Hara, Christopher Blankenship, Jennifer Riley Campbell, Nicole I. Caswell, Richard Colby, Steven J. Corbett, Beth Daniell, Laura J. Davies, Jaquelyn Davis, Holland Enke, Letizia Guglielmo, Beth Huber, Karen Keaton Jackson, Rebecca Jackson, Tereza Joy Kramer, Jackie Grutsch McKinney, Kerri K. Morris, Liliana M. Naydan, Reyna Olegario, Kate Pantelides, Talinn Phillips, Andrea Scott, Paul Shovlin, Bradley Smith, Cheri Lemieux Spiegel, Sarah Stanley, Amy Rupiper Taggart, Molly Tetreault, Megan L. Titus, Chris Warnick

"The best book yet on the complex lives and choices of for-profit students." —The New York Times Book Review As featured on The Daily Show, NPR's Marketplace, and Fresh Air, the "powerful, chilling tale"

(Carol Anderson, author of *White Rage*) of higher education becoming an engine of social inequality

“p>Lower Ed is quickly becoming the definitive book on the fastest-growing sector of higher education at the turn of the twenty-first century: for-profit colleges. With sharp insight and deliberate acumen, Tressie McMillan Cotton—a sociologist who was once a recruiter at two for-profit colleges—expertly parses the fraught dynamics of this big-money industry. Drawing on more than one hundred interviews with students, employees, executives, and activists, *Lower Ed* details the benefits, pitfalls, and real costs of the expansion of for-profit colleges. Now with a new foreword by Stephanie Kelton, economic advisor to Bernie Sanders’s presidential campaign, this smart and essential book cuts to the very core of our nation’s broken social contracts and the challenges we face in our divided, unequal society.

The Para-Academic Handbook
Body and Soul

The Adjunct Underclass

The Gig Academy

Pragmatic Guide to Git

A Radical Approach to Saving the University

Disciplined Minds