





of the world

An anthropology professor in her mid-fifties conceals her identity, registers as a freshman, moves into a dorm, and uses her expertise in ethnographic fieldwork to research college life and today's college students.

A Companion to Cognitive Anthropology offers a comprehensive overview of the development of cognitive anthropology from its inception to the present day and presents recent findings in the areas of theory, methodology, and field research in twenty-nine key essays by leading scholars. Demonstrates the importance of cognitive anthropology as an early constituent of the cognitive sciences Examines how culturally shared and complex cognitive systems work, how they are structured, how they differ from one culture to another, how they are learned and passed on Explains how cultural (or collective) vs. individual knowledge distinguishes cognitive anthropology from cognitive psychology Examines recent theories and methods for studying cognition in real-world scenarios Contains twenty-nine key essays by leading names in the field

"Built on interviews and detailed surveys of almost a thousand recent college graduates from a diverse range of colleges and universities, *Aspiring Adults Adrift* reveals a generation facing a difficult transition to adulthood. Recent graduates report trouble in finding decent jobs and developing stable romantic relationships, as well as in assuming civic and financial responsibility--yet at the same time, they remain surprisingly hopeful and upbeat about their prospects. ... Analyzing these findings in light of students' performance on standardized tests of general collegiate skills, the selectivity of institutions they attended, and their choice of major, Arum and Roksa not only map out the current state of a generation too often adrift, but enable us to examine the relationship between college experiences and tentative transitions to adulthood"--Back cover.

In this provocative collection of essays with a distinctly critical and nuanced approach to how democracy is taught, learned, understood, and lived, authors from four continents share their visions on how democracy needs to be cultivated, critiqued, demonstrated, and manifested throughout the educational experience. The collective concern is how we actually do democracy in education. The essays argue that democracy must be infused in everything that happens at school: curriculum, extra-curricular activities, interaction with parents and communities, and through formal organization and structures. One of the book's central questions is: Are educators merely teaching students skills and knowledge to prepare them for the world of work, or is education more about encouraging students to thrive within a pluralistic society? This book reveals that democracy is an ethos, an ideology, a set of values, a philosophy, and a complex and dynamic terrain that is a contested forum for debate. From seasoned veterans to emerging scholars, these writers challenge the idea that there is only one type of democracy, or that democracy is defined by elections. Using a range of theoretical, conceptual, and methodological approaches, each essay makes a compelling case for how education can advance a more critical engagement in democracy that promotes social justice and political literacy for all. Diverse examples illustrate the theme of doing democracy. With its numerous models for teaching and learning to encourage critical thinking and engagement, this book is certain to be an invaluable resource to educators, researchers, students, and anyone with a passion for democratic ideals.

My Freshman Year What a Professor Learned by Becoming a Student Cornell University Press

The essential survival guide for college students Getting into college takes plenty of hard work, but knowing what your professors expect of you once you get there can be even more challenging. *Will This Be on the Test?* is the essential survival guide for high-school students making the transition to college academics. In this entertaining and informative book, Dana Johnson shares wisdom and wit gleaned from her decades of experience as an award-winning teacher in the freshman classroom—lessons that will continue to serve you long after college graduation. Johnson offers invaluable insights into how college academics differs from high school. She reveals how to maximize what you learn and develop good relationships with your professors, while explaining how you fit into the learning environment of college. Answering the questions that many new college students don't think to ask, Johnson provides tactical tips on getting the most out of office hours, e-mailing your professor appropriately, and optimizing your performance on assignments and exams. She gives practical advice on using the syllabus to your advantage, knowing how to address your instructors, and making sure you're not violating the academic ethics code. The book also offers invaluable advice about online courses and guidance for parents who want to help their children succeed. *Will This Be on the Test?* shows you how to work with your professors to get the education, grades, and recommendations you need to thrive in the classroom and beyond.

To reclaim the public university is to focus our energies on teaching all our students well, educating them for a new, increasingly complicated age. To deliver on this promise, we must interrogate the general education we provide for our students, for that is the vast, unrecognized ground we stand on. It is what students and faculty do most in common. If we can get educating our students right, generally and liberally, then we will have laid a claim to what the public university needs to be.

"Most Americans are unaware that the United States is a major terminus for the people of Tonga, an island nation in the South Pacific. Small examines Tongan migration to the United States in a transnational perspective, stressing that many of the new migrant populations seem to successfully manage dual lives, in both the old country and the new. To that end, she describes life in contemporary Tongan communities and in U.S. settings."—Library Journal "The central idea of *Voyages*—that Tonga and all Tongans exist at this moment in time in a transnational space—comes through vividly and powerfully, and the durability of this image is testimony to the success of Small's experiment in ethnographic writing."—The Contemporary Pacific "Voyages is a valuable contribution to the literature on immigration and on Asian Americans. Its clear, informal prose style also makes it an ideal book for undergraduate or graduate classes in anthropology, sociology, cultural geography, or Asian American studies."—International Migration Review "To write a book that is both educational and entertaining is to be at once scholarly, thoughtful, and witty—a major achievement. Cathy Small understands what migration has meant, and still

means in everyday lives, as she empathizes with the plight of islanders uncertain over their landfall and destiny, and she captures their own stories beautifully. Voyages is one of the most passionate and compassionate books on the South Pacific in recent years."—Pacific "Small weaves her stories and analysis with a clarity and compelling attentiveness to logic that do not sacrifice intricacy and nuance."—Journal of Asian American Studies In *Voyages*, Cathy A. Small offers a view of the changes in migration, globalization, and ethnographic fieldwork over three decades. The second edition adds fresh descriptions and narratives in three new chapters based on two more visits to Tonga and California in 2010. The author (whose role after thirty years of fieldwork is both ethnographer and family member) reintroduces the reader to four sisters in the same family—two who migrated to the United States and two who remained in Tonga—and reveals what has unfolded in their lives in the fifteen years since the first edition was written. The second edition concludes with new reflections on how immigration and globalization have affected family, economy, tradition, political life, identity, and the practice of anthropology.

"Music education researchers who are looking to understand the "dim secrets that startle our wonder" look to qualitative research. *Approaches to Qualitative Research: An Oxford Handbook of Qualitative Research in American Music Education* is a resource for music education researchers, music education graduate students, and P-16 music teachers. I begin this Preface by locating qualitative research in music education within the larger field of qualitative research in social sciences and humanities research, within qualitative research in education, and within music education research in general"--

Highlighting examples of research in real-world settings throughout, this textbook provides an overview of the research process, covering both quantitative and qualitative methods, statistics, ethics, measurement and more. A concluding chapter shows students how to write up and present their research to various audiences.

Many college students rely on their friends for more than just having fun. But surprisingly, we know very little about what college students friendships look like, or how they might benefit from these friendships, socially and academically, in the short and long term. At a time when only four out of ten students graduate from four-year colleges within four years, understanding friendships may help better assist students and institutions in drawing on friends benefits and avoiding their pitfalls. In this book, sociologist Janice McCabe explores how friendship networks matter for college students lives both during and after college. In doing so, she identifies different types of friendship networks for instance, the extent to which young people have tight cohesive friendship groups, or move effortlessly through different social circles and how these networks are associated with social and academic success for students from different race, gender, and class backgrounds. The benefits of friendship are not the same for all friends, and these benefits also are not the same for all students; McCabe finds instead that friendship network type influences how friends matter for students academic and social successes and failures."

Explore cultural anthropology and its relevance in today's world with Gary Ferraro and Susan Andreatta's *CULTURAL ANTHROPOLOGY: AN APPLIED PERSPECTIVE*, Tenth Edition. This contemporary book provides interesting real-world examples and applications of the principles and practices of anthropology, helping readers appreciate other cultures as well as their own--and apply what they learn to situations in their personal and professional life. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

In spite of soaring tuition costs, more and more students go to college every year. A bachelor's degree is now required for entry into a growing number of professions. And some parents begin planning for the expense of sending their kids to college when they're born. Almost everyone strives to go, but almost no one asks the fundamental question posed by *Academically Adrift*: are undergraduates really learning anything once they get there? For a large proportion of students, Richard Arum and Josipa Roksa's answer to that question is a definitive no. Their extensive research draws on survey responses, transcript data, and, for the first time, the state-of-the-art Collegiate Learning Assessment, a standardized test administered to students in their first semester and then again at the end of their second year. According to their analysis of more than 2,300 undergraduates at twenty-four institutions, 45 percent of these students demonstrate no significant improvement in a range of skills—including critical thinking, complex reasoning, and writing—during their first two years of college. As troubling as their findings are, Arum and Roksa argue that for many faculty and administrators they will come as no surprise—instead, they are the expected result of a student body distracted by socializing or working and an institutional culture that puts undergraduate learning close to the bottom of the priority list. *Academically Adrift* holds sobering lessons for students, faculty, administrators, policy makers, and parents—all of whom are implicated in promoting or at least ignoring contemporary campus culture. Higher education faces crises on a number of fronts, but Arum and Roksa's report that colleges are failing at their most basic mission will demand the attention of us all.

Illustrates the widespread applications of the Framework for Success in Postsecondary Writing, especially the eight habits of mind, in helping students to be successful not only in postsecondary writing courses but also in four arenas of life: academic, professional, civic, and personal.

Ethnography of Black engineering majors navigating campus life at a historically White university. An in-depth ethnography of Black engineering students at a historically White institution, *Black Campus Life* examines the intersection of two crises, up close: the limited number of college graduates in science, technology, engineering, and math (STEM) fields, and the state of race relations in higher education. Antar Tichavakunda takes readers across campus, from study groups to parties and beyond as these students work hard, have fun, skip class, fundraise, and, at times, find themselves in tense racialized encounters. By consistently centering their perspectives and demonstrating how different campus communities, or social worlds, shape their experiences, Tichavakunda challenges assumptions about not only Black STEM majors but also Black students and the "racial climate" on college campuses more generally. Most fundamentally, *Black Campus Life* argues that Black collegians are more than the racism they endure. By studying and appreciating the everyday richness and complexity of their experiences, we all—faculty, administrators, parents, policymakers, and the broader public—might learn how to better support them. Antar A. Tichavakunda is Assistant Professor of Higher Education at the University of Cincinnati.

American higher education is more expensive than ever and the rewards seem to be diminishing daily. Sociologist Tim Clydesdale's new book, however, offers some rare good news: when colleges and universities meaningfully engage their organizational histories to launch sustained conversations with students about questions of purpose, the result is a rise in overall campus engagement and recalibration of post-college trajectories that set graduates on journeys of significance and impact. The book is based on a study of programs launched at 88 colleges and universities that invited students, faculty, staff, and administrators to incorporate questions of meaning and purpose into the undergraduate experience. The results were so positive that Clydesdale came away from the study arguing that every campus (religious or not) should engage students in a broad conversation about what it means to live an examined life. This conversation needs to be creative, intentional, systematic, and wide-ranging, he says, because for too long this core liberal educational task has been relegated to the margins, and its attendant religious or spiritual discourse banished from classrooms and quads, to the detriment of higher education's virtually universal mission: graduates marked by thoughtfulness, productivity, and engaged citizenship."

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