

## Campus Life Undergraduate Cultures From The End Of The Eighteenth Century To The Present

A Critical Survey from the Silent Era to the Present  
 American Students Organize  
 Coming of Age in New Jersey  
 High-impact Educational Practices  
 Experts, Collegiate Youth and Business Ideology, 1929-1941  
 Transforming Undergraduate Education  
 Scandal and Reform in Intercollegiate Athletics  
 Founding the National Student Association After World War II : an Anthology and Sourcebook  
 "I Love Learning; I Hate School"  
 Understanding the Working College Student  
 Binge  
 A Reader  
 A History of Women's Physical Education in Twentieth-Century America  
 A History of the Baby-boom Generation  
 Journal of Moral Theology, Volume 9, Special Issue 2  
 Does Liberal Education Have a Future?  
 Great Depression and the Middle Class  
 College Football and American Culture in the Cold War Era  
 From Woodrow Wilson to the Present  
 Living on Campus  
 Collegiate and Community Culture in the Bluegrass, 1880-1917  
 Culture, Class, and Gender in American Higher Education  
 Born at the Right Time  
 Fostering Success among Racially Diverse Student Populations  
 University Ethics  
 American Thought and Culture, 1860-1880 : with a New Preface  
 Excellence Without a Soul  
 Alma Mater  
 The Rise of Universities  
 Higher Education in the United States: A-L  
 Taking the Town  
 Design and Experience in the Women's Colleges from Their Nineteenth-century Beginnings to the 1930s  
 New Perspectives on the History of College Students in the United States  
 College Life through the Eyes of Students  
 Design and Experience in the Women's Colleges from Their Nineteenth-century Beginnings to the 1930s  
 Creating Campus Cultures  
 Undergraduate Cultures from the End of the Eighteenth Century to the Present  
 The Worlds Black Students Make at a Historically White Institution  
 Educational Equity

*Campus Life Undergraduate Cultures From The End Of The Eighteenth Century To The Present* Downloaded from [ecobankpayservices.ecobank.com](http://ecobankpayservices.ecobank.com) by guest

### ELVIS LILIAN

**A Critical Survey from the Silent Era to the Present** Rowman & Littlefield  
 Today's colleges and universities face countless uncharted challenges and possibilities. They are often prized as national treasures, yet, in tough economic times, they are becoming a major focus of contestation and controversy. This richly comprehensive survey takes a frank look at both polarities of the puzzles of academe. Presenting multiple perspectives on a wide array of crucial issues, the book features realistic representations of students, faculty, curriculum, administration, and the socio-cultural conditions that shape higher education. The incisive essays are written by practitioners on the front lines of the academy's battle to validate and sustain its core principles in a complex, rapidly evolving world. They afford valuable insights into the postsecondary scene for all who seek to nurture its development in these uncertain, troubled times. The text will appeal to students, faculty, administrators, student life professionals, and policymakers who shape human

potential. In the end it will leave them with sobering thoughts about the present and future of higher education, an institution that still warrants their constant care and vigilance.

**American Students Organize** University of Chicago Press  
 Historians have dubbed the period from the Civil War to World War I "the age of the university," suggesting that colleges, in contrast to universities, were static institutions out of touch with American society. Bruce Leslie challenges this view by offering compelling evidence for the continued vitality of colleges, using case studies of four representative colleges from the Middle Atlantic region u Bucknell, Franklin and Marshall, Princeton, and Swarthmore. A new introduction to this classic reflects on his work in light of recent scholarship, especially that on southern universities, the American college in the international context, the experience of women, and liberal Protestantism's impact on the research university. According to Leslie, nineteenth-century colleges were designed by their founders and supporters to be instruments of ethnic, denominational, and local identity. The four colleges Leslie examines in detail here were representative of these types, each serving a particular religious denomination or lifestyle. Over the course of this period, however, these colleges, like many others, were forced to look beyond

traditional sources of financial support, toward wealthy alumni and urban benefactors. This development led to the gradual reorientation of these schools toward an emerging national urban Protestant culture. Colleges that responded to and exploited the new currents prospered. Those that continued to serve cultural distinctiveness and localism risked financial sacrifice. Leslie develops his argument from a close study of faculties, curricula, financial constituencies, student bodies, and campus life. The book will be valuable to those interested in American history, higher education, as well as the particular institutions studied. "This book continues the story started by Veysey's *Emergence of the American University*. Its innovative approach should encourage scholars to study colleges and universities as parts of local communities rather than as freestanding entities. Leslie's findings will substantially revise currently accepted accounts of the history of education in the late nineteenth century."--Louise L. Stevenson, *Franklin and Marshall College*

**Coming of Age in New Jersey** Peter Lang Pub Incorporated  
 In 1902, Professor Woodrow Wilson took the helm of Princeton University, then a small denominational college with few academic pretensions. But Wilson had a blueprint for remaking

the too-cozy college into an intellectual powerhouse. The Making of Princeton University tells, for the first time, the story of how the University adapted and updated Wilson's vision to transform itself into the prestigious institution it is today. James Axtell brings the methods and insights from his extensive work in ethnohistory to the collegiate realm, focusing especially on one of Princeton's most distinguished features: its unrivaled reputation for undergraduate education. Addressing admissions, the curriculum, extracurricular activities, and the changing landscape of student culture, the book devotes four full chapters to undergraduate life inside and outside the classroom. The book is a lively warts-and-all rendering of Princeton's rise, addressing such themes as discriminatory admission policies, the academic underperformance of many varsity athletes, and the controversial "bicker" system through which students have been selected for the University's private eating clubs. Written in a delightful and elegant style, *The Making of Princeton University* offers a detailed picture of how the University has dealt with these issues to secure a distinguished position in both higher education and American society. For anyone interested in or associated with Princeton, past or present, this is a book to savor.

#### **High-impact Educational Practices** Springer

An anthropologist examines student life, including dormitories, friendships, school bureaucracy, hazing, fraternities, and sexual attitudes

*Experts, Collegiate Youth and Business Ideology, 1929-1941* Johns Hopkins University Press

The relationship between a town and its local institutions of higher education is often fraught with turmoil. The complicated tensions between the identity of a city and the character of a university can challenge both communities. Lexington, Kentucky, displays these characteristic conflicts, with two historic educational institutions within its city limits: Transylvania University, the first college west of the Allegheny Mountains, and the University of Kentucky, formerly "State College." An investigative cultural history of the town that called itself "The Athens of the West," *Taking the Town: Collegiate and Community Culture in Lexington, Kentucky, 1880--1917* depicts the origins and development of this relationship at the turn of the twentieth century. Lexington's location in the upper South makes it a rich region for examination. Despite a history of turmoil and violence, Lexington's universities serve as catalysts for change. Until the publication of this book, Lexington was still characterized by academic interpretations that largely consider Southern intellectual life an oxymoron. Kolan Thomas Morelock illuminates how intellectual life flourished in Lexington from the period following Reconstruction to the nation's entry into the First World War. Drawing from local newspapers and other primary sources from around the region, Morelock offers a comprehensive look at early town-gown dynamics in a city of contradictions. He illuminates Lexington's identity by investigating the lives of some influential personalities from the era, including Margaret Preston and Joseph Tanner. Focusing on literary societies and dramatic clubs, the author inspects the impact of social and educational university organizations on the town's popular culture from the Gilded Age to the Progressive Era. Morelock's work is an enlightening analysis of the intersection between student and citizen intellectual life in the Bluegrass city during an era of profound change and progress. *Taking the Town* explores an overlooked aspect of Lexington's history during a time in which the city was establishing its cultural and intellectual identity.

#### **Transforming Undergraduate Education** Univ of Massachusetts Press

During the twentieth century, opportunities for exercise and sports grew significantly for girls and women in the United States. Among the key figures who influenced this revolution were female physical educators. Drawing on extensive archival research, *Active Bodies* examines the ideas, experiences, and instructional programs of white and black female physical educators who taught in public schools and diverse colleges and universities, including coed and single-sex, public and private, and predominantly white and historically black institutions. Working primarily with female students, women physical educators had to consider what an active female could and should do in comparison to boys and men. Applying concepts of sex differences, they debated the implications of female anatomy, physiology, reproductive functions, and psychosocial traits for achieving gender parity in the gym. Teachers' interpretations were conditioned by the places where they worked, as well as developments in education, feminism, and the law, society's changing attitudes about gender, race, and sexuality, and scientific controversies over the nature and significance of sex differences. While deliberating fairness for their students, women physical educators also pursued equity for themselves, as their workplaces and nascent profession often marginalized female and minority personnel. Questions of difference and equity divided the field throughout the

century; while some teachers favored moderate views and incremental change, others promoted justice for their students and themselves by exerting authority at their schools, critiquing traditional concepts of "difference," and devising innovative curricula. Exploring physical education within and beyond the gym, *Active Bodies* sheds new light on the enduring complexities of difference and equity in American culture.

*Scandal and Reform in Intercollegiate Athletics* JHU Press

A Harvard professor and former Dean of Harvard College offers his provocative analysis of how America's great universities are failing students and the nation

*Founding the National Student Association After World War II : an Anthology and Sourcebook* Wipf and Stock Publishers

This edited volume explores the history of student life throughout the nineteenth and twentieth centuries. Chapter authors examine the expanding reach of scholarship on the history of college students; the history of underrepresented students, including black, Latino, and LGBTQ students; and student life at state normal schools and their successors, regional colleges and universities, and at community colleges and evangelical institutions. The book also includes research on drag and gender and on student labor activism, and offers new interpretations of fraternity and sorority life. Collectively, these chapters deepen scholarly understanding of students, the diversity of their experiences at an array of institutions, and the campus lives they built.

**"I Love Learning; I Hate School"** University of Toronto Press

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.

*Understanding the Working College Student* JHU Press

Presents more than two hundred alphabetically arranged entries on the issues, events, and history behind post-secondary education in contemporary America.

*Binge* Routledge

Moving interviews with 100 students at the two institutions highlight how American higher education reinforces the same inequities it has been aiming to transcend.

**A Reader** Routledge

Frustrated by her students' performance, her relationships with them, and her own daughter's problems in school, Susan D. Blum, a professor of anthropology, set out to understand why her students found their educational experience at a top-tier institution so profoundly difficult and unsatisfying. Through her research and in conversations with her students, she discovered a troubling mismatch between the goals of the university and the needs of students. In "I Love Learning; I Hate School," Blum tells two intertwined but inseparable stories: the results of her research into how students learn contrasted with the way conventional education works, and the personal narrative of how she herself was transformed by this understanding. Blum concludes that the dominant forms of higher education do not match the myriad forms of learning that help students—people in general—master meaningful and worthwhile skills and knowledge. Students are capable of learning huge amounts, but the ways higher education is structured often leads them to fail to learn. More than that, it leads to ill effects. In this critique of higher education, infused with anthropological insights, Blum explains why so much is going wrong and offers suggestions for how to bring classroom learning more in line with appropriate forms of engagement. She challenges our system of education and argues for a "reintegration of learning with life."

*A History of Women's Physical Education in Twentieth-Century America* SUNY Press

Great Depression and the Middle Class: Experts, Collegiate Youth and Business Ideology, 1929-1941 explores how middle-class college students navigated the rocky terrain of Depression-era culture, job market, dating marketplace, prospective marriage prospects, and college campuses by using expert-penned advice and business ideology to make sense of their situation.

**A History of the Baby-boom Generation** Cornell University Press

A powerful confluence of youthful energies and entrenched codes of honor enlivens Robert F. Pace's look at the world of male student college life in the antebellum South. Through extensive research into records, letters, and diaries of students and faculty from more than twenty institutions, Pace creates a vivid portrait of adolescent rebelliousness struggling with the ethic to cultivate a public face of industry, respect, and honesty. These future leaders confronted authority figures, made friends, studied, courted, frolicked, drank, gambled, cheated, and dueled -- all within the established traditions of their southern culture. For the sons of southern gentry, college life presented a variety of challenges, including engaging with northern professors and adjusting to living away from home and family. The young men extended the usual view of higher education as a bridge between childhood and adulthood, innovatively creating their own world of honor that prepared them for living in the larger southern society. Failure to obtain a good education was a grievous breach of honor for them, and Pace skillfully weaves together stories of student antics, trials, and triumphs within the broader male ethos of the Old South. When the Civil War erupted, many students left campus to become soldiers, defend their families, and preserve a way of life. By war's end, the code of honor had waned, changing the culture of southern colleges and universities forever. Halls of Honor represents a significant update of E. Merton Coulter's 1928 classic work, *College Life in the Old South*, which focused on the University of Georgia. Pace's lively study will widen the discussion of antebellum southern college life for decades to come.

*Journal of Moral Theology, Volume 9, Special Issue 2* Routledge

\*\*\*\* Reprint of the Knopf original of 1985 (which is distinguished by inclusion in BCL3. Annotation copyright by Book News, Inc., Portland, OR

*Does Liberal Education Have a Future?* ABC-CLIO

University Ethics: The Status of the Field Matthew J. Gaudet A Crisis of Mistaken Identity: The Ethical Insufficiency of the Corporate University Model Conor M. Kelly Discipline is not Prevention: Transforming the Cultural Foundations of Campus Rape Culture Megan K. McCabe Navigating the Ethics of University-Based Medical Research Michael McCarthy Catholic Universities and Religious Liberty Laurie Johnston The System of Scholarly Communication through the Lens of Jesuit Values Lev Rickards and Shannon Kealey The Community Colleges: Giving Them the Ethical Recognition They Deserve James F. Keenan, S.J. The Data and Ethics of Contingent Faculty at Catholic Colleges and Universities Andrew Herr, Julia Cavallo, and Jason King The Ethics Program at Villanova University: A Story of Seed Sowing Mark J. Doorley A University Applied Ethics Center: The Markkula Center for Applied Ethics at Santa Clara University Brian Patrick Green, David DeCosse, Kirk Hanson, Don Heider, Margaret R. McLean, Irina Raicu, and Ann Skeet Diversity, Equity, and Inclusion —Doing the Work of Mission in the University Teresa A. Nance *Great Depression and the Middle Class* Stylus Publishing, LLC.

The creed of the United States National Student Association (USNSA) is: A world where there are differences without hate...This is our desire. In this illustrated anthology/sourcebook produced by the USNSA Anthology Project, its editorial director and 90 authors from the GI bill generation that founded the USNSA in 1947, chronicle its formation a *College Football and American Culture in the Cold War Era* Knopf From Davy Crockett hats and Barbie dolls to the civil-rights movement and the sexual revolution, the concerns of the baby-boomers became predominant themes for all of society. The first Canadian history of a legendary generation.

*From Woodrow Wilson to the Present* McFarland

This book explores the history of medical education and student life in Ireland from the mid-nineteenth century to the mid-twentieth century, with particular focus on issues of gender and class.

*Living on Campus* Rutgers University Press

Argues that national exposure through athletic success, profitable athletic departments, and an emphasis on research and graduate programs over undergraduate education are creating a "beer and circus" atmosphere in large universities.

Related with Campus Life Undergraduate Cultures From The End Of The Eighteenth Century To The Present:

[© Campus Life Undergraduate Cultures From The End Of The Eighteenth Century To The Present History Words That Start With I](#)

[© Campus Life Undergraduate Cultures From The End Of The Eighteenth Century To The Present History Uterine Cancer Icd 10](#)

[© Campus Life Undergraduate Cultures From The End Of The Eighteenth Century To The Present History Subdural Hematoma Icd 10](#)