

## NEW PUBLICATIONS

Anderson Betty S. *The American University of Beirut: Arab Nationalism and Liberal Education*. Austin, TX: University of Texas Press, 2011. 254 pp. (pb). ISBN 978-0-292-74766-1.

Established in 1866 and one of the Middle East's most prestigious universities, the American University of Beirut has experienced the rise of nationalism and Arab consciousness over more than a century. Its historical development is discussed, with an emphasis on how the institution has survived the main events of the time.

Barnett, Ronald. *Imagining the University*. Abingdon, UK: Routledge, 2013. 188 pp. (pb). ISBN 978-0-415-67204-7. Web site: [www.routledge.com](http://www.routledge.com).

Barnett, a well-known British higher education scholar, has long been a key thinker about the role of higher education in society—and a critic of current trends concerning entrepreneurialism and marketization. This volume extends Barnett's thinking and centers on advocating imagination—new ideas relating to the role of the university.

Bok, Derek. *Higher Education in America*. Princeton, NJ: Princeton University Press, 2013. 479 pp. \$35 (hb). ISBN: 978-0-691-15914-0. Web site: [www.press.princeton.edu](http://www.press.princeton.edu).

Bok, former president of Harvard and one of America's most thoughtful analysts of higher education, has reflected on key themes in higher education in this volume. Among the topics discussed are professional education, the role of

research, undergraduate education, and the broader societal context. While the content focuses on the United States, Bok's insights have global relevance. His balanced analysis is in marked contrast with much of the current discussion on higher education themes.

Climent, Vicent, and Francesc Michavila, and María Ripoll, eds. *Los Rankings Universitarios, mitos y realidades* [University Rankings, Myths and Realities]. Madrid, Spain: Universitat Jaume I and Editorial Tecnos. 260 pp. ISBN 978-84-309-5763-7.

This book consists of 23 papers from a conference held in July 2011—sponsored by the Universitat Jaume I and its Center for Innovation, Creativity and Learning. All the papers are in Spanish, except for one in English. It is divided into four chapters: “Comparing universities”; “The Virtues and Weaknesses of the Rankings”; “The Spanish Universities and International Rankings”; and “International Comparisons.” The authors provide a critique of major international rankings and European and other regional and national rankings that have emerged in recent years, discuss how Spanish universities fare in them, and point to how they might improve their institutions and their position in the rankings. (Urbain Ben DeWinter)

Cohen, Robert, and David J. Snyder, eds. *Rebellion in Black and White: Southern Student Activism in the 1960s*. Baltimore: Johns Hopkins University Press, 2013. 337 pp. \$29.95 (pb). ISBN 978-1-4214-0850-7. Web site: [www.press.jhu.edu](http://www.press.jhu.edu).

Detailed analysis and commentary on student activism in the American south during the 1960s, this volume points out that the student movements of

that era started in the south—with the struggle for civil rights for African-Americans. For most of the period, blacks and whites worked together in student organizations. This volume features discussion of free speech struggles in southern campuses, interracial dialogue, conservative student activism at the University of Georgia, and others.

Cummings, William K., and Martin J. Finkelstein. *Scholars in the Changing American Academy: New Contexts, New Rules, and New Roles*. Dordrecht, Netherlands: Springer, 2012. 274 pp. €106.95 (hb). ISBN 978-94-007-2729-8. Web site: [www.springer.com](http://www.springer.com).

One of the volumes in the series, “The Changing Academic Profession,” this volume focuses specifically on the United States. “The Changing Academic Profession” study is a multicountry research project on the attitudes of the academic profession. Based largely on the CAP survey of American academics, this volume discusses such themes as the internationalization perspectives of faculty members, research productivity, teaching and research attitudes, faculty roles in governance, and others.

Dhunpath, Rubby, and Renuka Vithal, eds. *Alternative Access to Higher Education: Underprepared Students or Underprepared Institution?* Durban, South Africa: Pearson, 2012. 320 pp. (pb). ISBN 978-1-775784975.

Focusing mainly on the South African experience, this volume discusses a broad framework of access to higher education to students from disadvantaged backgrounds. Issues such as distance education and access, access and quality, access issues in South Africa, science subjects and access, and others.

Geiger, Roger L., and Nathan M. Sorber, eds. *The Land Grant Colleges and the Reshaping of American Higher Education*. New Brunswick, NJ: Transaction, 2013. 356 pp. (pb). ISBN 978-1-4128-5147-3. Web site: [www.transactionpub.com](http://www.transactionpub.com).

The establishment of the “land grant” universities in the United States in the 1860s, by providing to the states land by the federal government for the purpose of higher education, was a key transformation for American higher education. This book provides a series of historical analyses of land-grant institutions from the mid-19th century to the present. This volume is the 30th in the annual Perspectives on the History of Higher Education series.

Goodman, Roger, Takehiko Kariya, and John Taylor, eds. *Higher Education and the State: Changing Relationships in Europe and East Asia*. Oxford, UK: Symposium Books, 2013. 269 pp. (pb). ISBN-873927-76-2. Web site: [www.symposium-books.co.uk](http://www.symposium-books.co.uk).

The relationship between the state and higher education in an era of massification and privatization is changing in many countries. This volume analyzes aspects of these changes in western Europe, Japan, and Korea. Among the topics discussed are developments in public higher education in Britain, the state, markets, and higher education in Korea and the United Kingdom, the transition university-state relations in Japan, the state and private higher education in Japan, and others.

Kelly, Andrew P., and Kevin Carey, eds. *Stretching the Higher Education Dollar: How Innovation Can Improve Access, Equity, and Affordability*. Cambridge, MA:

Harvard Education Press, 2013. 260 pp. \$29.95 (pb). ISBN 978-1-61250-594-7. Web site: [www.harvardeducationpress.org](http://www.harvardeducationpress.org).

A collection of chapters on innovative ideas that are intended to use technology and cut costs in American higher education, this volume discusses such themes as the basic cost structure in postsecondary education, student services, online innovations, and others. The authors seem to agree that the traditional university is too expensive and needs to be made more efficient.

Lang, James M. *Cheating Lessons: Learning from Academic Dishonesty*. Cambridge, MA: Harvard University Press, 2013. 255 pp. \$26.95. (hb). ISBN 978-0-674-72463-1. Web site: [www.hup.harvard.edu](http://www.hup.harvard.edu).

Data show that nearly three-quarters of American students cheat during their undergraduate careers. This useful volume, using data and examples from the United States, discusses the research literature on cheating and provides useful advice concerning reducing it. The author emphasizes the importance of focusing on learning in courses as a key strategy.

Leibowitz, Brenda, ed. *Higher Education for the Public Good: Voices from the South*. London: Institute of Education Press, 2013. 224 pp. (pb). ISBN 978-1-85856-521-7. Web site: [www.ioe.ac.iuk/ioepress](http://www.ioe.ac.iuk/ioepress).

The focus of this volume is on the public good role of universities. The perspective is largely from South Africa, although chapters by authors in the United Kingdom, the United States, and other countries are also included. Among the topics are considered as student communities in health sciences,

global citizenship in engineering courses, fostering the public good in universities, and others.

Mukerji, Siran, and Purnendu Tripathi, eds. *Handbook of Research on Transnational Higher Education*. Hershey, PA: Information Science Reference, 2013. 2 volumes. \$450. ISSN 978-1-4666-4458-8.

This two-volume collection of rather unrelated chapters—on aspects of international student exchange, international student attitudes, and programs that are not necessarily related issues—is not focused particularly on transnational higher education. Some are not related to international education at all. Among the topics considered are learning across generations, curriculum development through competency-based education, a cross-cultural approach to evaluating university services, a global studies curriculum, management of dual-degree programs, and others.

Nielsen, Larry A. *Provost: Experience, Reflections, and Advice from a Former “Number Two” on Campus*. Sterling, VA: Stylus Publishers, 2013. 372 pp. \$35 (hb). ISBN 978-1-57922-969-6. Web site: [www.Styluspub.com](http://www.Styluspub.com).

Informal reflections concerning the role of the provost in American higher education, this volume discusses how the provost, usually the person responsible for the “internal affairs” of the university, works among many constituencies on campus. These include the faculty, students, alumni, the governing board, and others.

Sehoole, Chika, and Jane Knight, eds. *Internationalization of African Higher Education: Towards Achieving the MDGs*. Rotterdam, Netherlands: Sense, 2013. 183 pp. \$54 (pb). ISBN 978-94-6029-309-6. Web site: [www.sensepublishers.com](http://www.sensepublishers.com).

A series of essays broadly around the theme of how African higher education has dealt with internationalization, this volume discusses such topics as the development impact of international partnerships, academic mobility and gender roles, the role of internationalization in meeting millennium development goals, and others.