



MONTCLAIR STATE  
UNIVERSITY

# 2009-2010 Economic Impact Report

An Investment in  
New Jersey's Future



MONTCLAIR STATE  
UNIVERSITY

# President's Message



Montclair State University takes great pride in the caliber and commitment of its students and the quality of the education it provides to them. Montclair State's many thousands of graduates have gone on to lead purposeful and productive lives and have contributed to society in innumerable ways.

While the University exists for this educational purpose, it is also, itself, a positive contributor to the economy and quality of life of the state and the region. Montclair State employs thousands of people, makes voluminous purchases from state vendors, and attracts tens of millions of dollars in out-of-state funding.

Over recent years, the University has experienced significant growth in enrollments, expansion of academic programs, and the addition of new and renovated facilities. In short, we are running a bigger and better university than we were just a few short years ago, and these advances have enabled us to contribute even more to New Jersey.

We are determined to ensure that the University continues to be an outstanding educational resource and engine of growth for New Jersey and the nation.

A handwritten signature in black ink that reads "Susan A. Cole". The signature is fluid and cursive, written in a professional style.

Dr. Susan A. Cole



## *2009-2010 Economic Impact Report*

Montclair State University can take pride in its rich history of bold educational innovation and vital service to the state.

Although the University's core mission lies in higher education, it is also an integral part of the New Jersey economy and a steady driver of its growth. In fact, its impact extends well beyond its students and employees to create income and employment for thousands of people throughout the state, many of whom have no direct connection to the University. Now more than ever, when our state and nation are undergoing a serious economic crisis, this tangible economic benefit makes Montclair State an exceptional investment for New Jersey.

# 2009-2010 Highlights

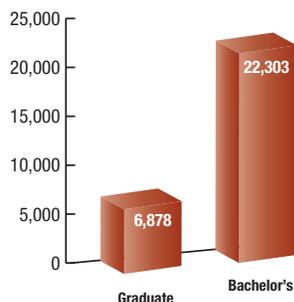


***Almost 8,000  
New Jersey jobs  
were attributable  
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in 2009.***

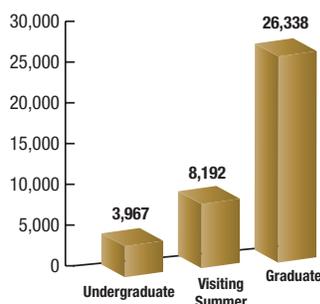
- **The economic activity traceable to Montclair State (\$353.1 million) was more than four and a half times its state appropriation (\$78.3 million) in 2009.\***
- **Montclair State accounts for a large and growing number of jobs.** Including both jobs at the University and jobs that result from its in-state expenditures, almost 8,000 New Jersey jobs were attributable to Montclair State in 2009. To meet expanding student enrollments, the number of full-time faculty and staff positions rose by more than a third between 2000 and 2009.
- **Montclair State supports New Jersey vendors,** making almost 86% of its \$106.8 million in purchases from in-state vendors.
- **Montclair State serves as a major source of funds available for investment,** about \$238 million.
- **Montclair State brings significant amounts of money into New Jersey,** more than \$29 million from out-of-state sources in 2009.
- **Montclair State has rapidly increased seats available to New Jersey students,** boosting undergraduate enrollments by nearly 39% and graduate enrollments by almost 22% since fall 2000.
- **The skills Montclair State provides its students stay in New Jersey.** About 92% of students who have earned degrees since 2000 still live in New Jersey.
- **Montclair State achieved all these positive outcomes as New Jersey's share of the University's total revenue declined** from 55.2% of its operating budget in 1995 to 26.7% in 2009. Just between FY00 and FY09, the University's state allocation per student sank by almost a quarter from \$3,366 to only \$2,576.

\*Unless otherwise noted, all references are to *fiscal* years.

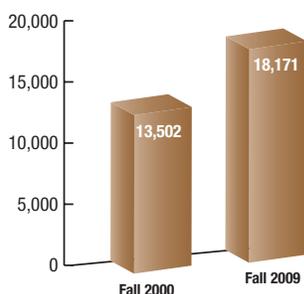
**Total Degrees Conferred  
AY2000-09**



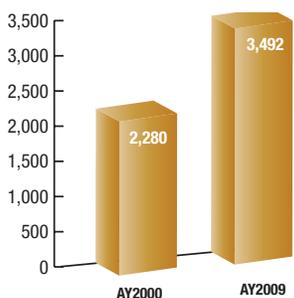
**Non-Degree Enrollments  
AY2000-09**



**Growth in Degree Enrollments**



**Growth in Degrees Conferred**



## Training a Work Force

New Jersey cannot compete economically without a sophisticated work force, but it ranks a disappointing 50<sup>th</sup> in the nation in seats for students in public, four-year institutions of higher education per high school graduate. As a result, New Jersey is far and away the largest net exporter of students in the United States. In the fall of 2006, nearly 30,000 students, or 60% of high school graduates who began attending four-year colleges, left the state. Only about 3,600 out-of-state students began attending four-year colleges in New Jersey that year.

Many of these expatriates never return to live or work in New Jersey, thereby denying the state the benefits of their intelligence, energy, and ambition. That prospect grows even more threatening given that over the next decade New Jersey ranks among the states whose high school graduates will increase most. This population spike will further restrict access to public higher education. Those students who are left out will be forced to attend college elsewhere or, worse, forgo college altogether. With its knowledge-driven economy, New Jersey has no choice but to increase capacity in its historically under-built system of higher education.

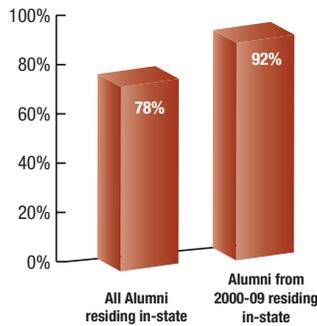
The second largest university in New Jersey, Montclair State has been doing its part to address this grave problem. From 2000 through 2009, it conferred 22,303 baccalaureate and 6,878 graduate degrees. The University has served comparable numbers of non-degree students: During those same years, non-degree undergraduate enrollments in the fall and spring totaled 3,967, visiting summer enrollments amounted to 8,192, and non-degree, post-baccalaureate enrollments in the fall and spring numbered 26,338.

More to the point, Montclair State has been growing quickly. Between fall 2000 and fall 2009, it boosted undergraduate enrollments by 38.8% and graduate enrollments by 21.7%. Now enrolling 18,171 students, the University granted 53% more degrees in 2009 than it did in 2000. In the fall of 2009, Montclair State offered 55 distinct bachelor's degrees, 41 master's degrees, and 6 doctoral degrees. If concentrations are included, the count rises to 143 different bachelor's and 72 master's degrees.

Montclair State is a true opportunity university. In the fall of 2009, 40% of freshmen were minority students, and 36% of freshmen estimated that their family income was below \$50,000. Only about 38% of their fathers and 42% of their mothers had earned a college degree, so many students were the first member of their family to attend college.

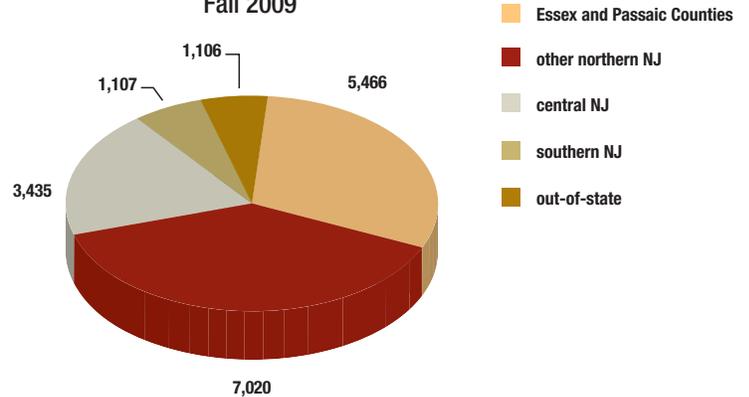
Montclair State draws students from an ever-widening geographic base. In the fall of 2009, although 30% of all students hailed from the University's home in Essex and Passaic Counties, 39% came from the rest of northern New Jersey (Bergen, Hudson, Morris, and Sussex Counties), 19% from central New Jersey, and 6% from the south of the state. Every one of New Jersey's 21 counties was represented. The 6% of students who came from elsewhere were particularly diverse: 34 states and the District of Columbia and 78 foreign countries were represented, with the largest international contingents coming from China (413), the Republic of Korea (60), and India (51).

### Montclair State Graduates Remain in New Jersey



Although it attracts growing numbers of out-of-state applicants, Montclair State's primary contribution is to the human capital of New Jersey, amply repaying the state for its investment in their education. Of students who earned degrees between 2000 and 2009 whose whereabouts are known to the University, 92% live in New Jersey. Of the 93,293 living graduates whose whereabouts are known, almost 78% still reside in New Jersey. The skills of many of these graduates would have been lost to New Jersey if they had attended out-of-state universities.

### Sources of Montclair State Students Fall 2009



Getting beyond the numbers, outside observers have repeatedly called attention to the quality of the education offered by Montclair State:

- In 2010, the Education Trust recognized Montclair State as one of the most successful institutions in the country in reducing the gap between the graduation rates of minority and non-minority students.
- In 2010, *The Princeton Review* named Montclair State “A Best Business School.”
- In 2009, the *Forbes* list of America’s Best Public Colleges ranked Montclair State as #1 in New Jersey and #54 in the nation. A separate listing of Best Buys jointly compiled by *Forbes* and the non-profit Center for College Affordability and Productivity ranked Montclair State as #2 in New Jersey and #15 in the Northeast.
- In 2009, *U.S. News and World Report* ranked Montclair State in the top tier of master’s universities in the North.
- In 2007, the Middle States Association of Colleges and Schools gave Montclair State kudos for its dedicated faculty, whom students praise for the quality of their teaching and accessibility. The Association’s official report identified a variety of institutional strengths — and no weaknesses.
- In 2007, the George Lucas Foundation named Montclair State’s teacher preparation programs among the top ten in the nation.
- In 2005, the American Association of State Colleges and Universities, the National Association of System Heads, and The Education Trust honored Montclair State as one of 12 institutions in the nation whose graduation rates are significantly higher than those of similar institutions.
- *Hispanic Outlook* has repeatedly named Montclair State one of the top 100 four-year colleges and universities in the United States that confer the most degrees on Hispanic students.
- Montclair State has earned accreditation from 12 different accreditation agencies, including the most prestigious agencies in the fields of business, the arts, teacher education, and audiology.

**MONTCLAIR STATE UNIVERSITY**

Everyone's talking.

- Forbes ranked Montclair State as the best public university in New Jersey.
- U.S. News and World Report ranked Montclair State University among the top tier of Northern Regional Universities.
- The Princeton Review named Montclair State “A Best Business School.”
- Edutopia named Montclair State one of the ten leading schools of education in the nation.
- Hispanic Outlook named Montclair State as one of the top 100 colleges for Hispanics.
- Montclair State was named a Military Friendly School —in the top 15% of schools in the nation—by *G.I. Jobs Magazine*.
- The Middle States Association of Colleges and Schools gave Montclair State kudos for its dedicated faculty whom the students praise for the quality of their teaching and accessibility.
- Three national organizations—the American Association of State Colleges and Universities, the National Association of System Heads, and The Education Trust—honored Montclair as one of twelve institutions in the nation with significantly higher graduation rates than similar institutions.
- Montclair State University has earned accreditation from twelve different accreditation agencies, including the most prestigious in the fields of business, the arts, audiology, and teacher education.

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## Collaboration with the Corporate Community

Companies need employees who can communicate, solve problems, and continue to learn in response to evolving economic and social conditions. Montclair State's **Center for Career Services and Cooperative Education** runs programs designed to produce just such graduates. Between June 2005 and December 2009, 1,911 students worked an average of 31 hours per week for more than 1,000 organizations. While students gained hands-on experience, they provided their labor and ideas to such well-known (as well as numerous smaller) institutions as:

A.G. Edwards & Sons	Hearst Magazines	PGA Tour
ABC News	Horizon Blue Cross Blue Shield of New Jersey	Polo Ralph Lauren
Albert Einstein College of Medicine	Houlihan's	PriceWaterhouse Coopers
American Cancer Society	John Wiley & Sons	Prudential Financial
Ameriprise Financial Services	Johnson & Johnson	Rasmussen Reports
Applebee's	KPMG	Rite Aid Pharmacy
Atlantic Health System	La Quinta Inns & Suites	Roche
Atlantic Records	LabCorp of America	Saint Barnabas Medical Center
Avis Budget Group	Liberty Science Center	Shop Rite Supermarkets
Bally Total Fitness	Lifetime Television	Showtime Networks
BASF Corporation	Liz Claiborne	Siemens Corporation
BBDO	Madison Square Garden Network	SIRIUS XM Radio
Best Buy/Geek Squad	Major League Baseball	Six Flags Great Adventure
BET Networks	Marvel Comics	Sodexo
<i>Billboard</i> Magazine	Mellon Financial	Sony BMG Music Entertainment
Bloomingdale's	Mercedes-Benz USA	Sony Pictures
Cablevision	Merck & Co.	Sports Authority
Capitol Records	Metropolitan Opera Guild	Standard & Poor's
Cardinal Health	Miramax	Target
Catholic Charities	Moody's Corporation	TGI Friday's
CBS News	MSNBC	The Colbert Report
CBS Sports	MTV Networks	The Daily Show with Jon Stewart
Cesna Group	NBA	The Estee Lauder Companies
Chubb Group of Insurance Companies	NBC Universal	The Martha Stewart Show
Citigroup	Neiman Marcus	<i>The New York Times</i>
CNBC	New Jersey Performing Arts Center	The Salvation Army
Colgate-Palmolive Company	New Jersey State Police	The View
<i>Cosmopolitan</i> Magazine	New Jersey Sports & Exposition	The Weinstein Company
Costco Wholesale	New Line Cinema	UBS Financial Services
Courtyard by Marriott	New York Football Giants	United Airlines
Crowne Plaza	New York Life	United Health Group
CVS Pharmacy	Newark Liberty International Airport	United Nations
Deloitte & Touche	Newark Public Schools	United Parcel Service
Donna Karan International	New Jersey Department of Corrections	Uno Chicago Grill
EMI Music Marketing	New Jersey Nets Basketball	<i>USA Today</i>
Enterprise Rent-A-Car	Northwest Airlines	Verizon Wireless
Ernst & Young, LLP	Norwegian Cruise Line America	Wachovia Securities
Esprit	Novartis	Walgreens Pharmacy
Fair Isaac Corporation	NYU Medical Center	Walmart
<i>Family Circle</i>	Outback Steakhouse	Walt Disney World Resort
Fox News Channel	<i>People</i> Magazine	Wegmans
GNC	Pfizer	Wells Fargo
Gold's Gym		Western Union
Hampton Inn & Suites		Whole Foods Market
Harrah's Entertainment		Wyeth

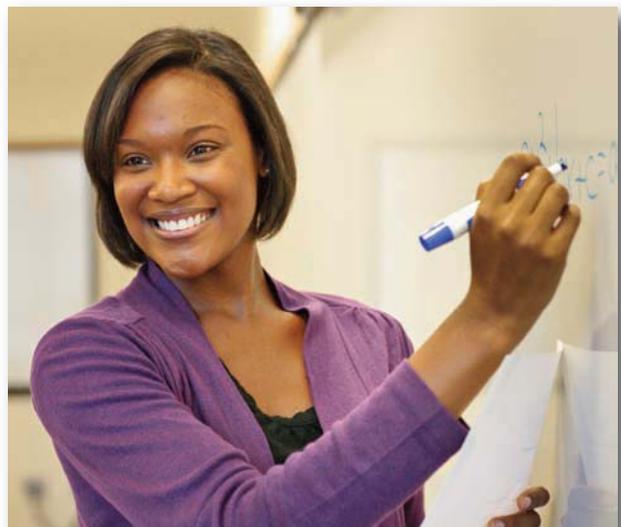


As Montclair State's Mission Statement declares, "The University will serve as a center for the creation of new knowledge and for the development of innovative applications of existing knowledge." Given Montclair State's growing collaboration with industry, its experience sponsoring highly regarded conferences focusing on issues related to business and the environment, and the breadth of expertise represented by its faculty, the University is a major resource supporting the New Jersey business community. Not only do businesses consult faculty members on topics ranging from economic forecasting to forensic accounting, but students themselves advise local companies in areas like marketing.

In 1989, Montclair State's School of Business established the **International Trade Counseling Center** with the objective of developing and delivering international trade-focused education and outreach services to small and medium-sized enterprises in northern New Jersey. The Center offers a range of educational and outreach services in cooperation with a number of public and private organizations, including the U.S. Department of Commerce Export Assistance Center, the New Jersey District Export Council, the District Office of the Small Business Administration, the New Jersey Division of International Trade, and local chambers of commerce.

Montclair State has established a new **Business Institute and Center for Executive Development**. Its first program is an Advanced Legal Management Program, an executive education program aimed at managers in law firms and corporate legal counsels.

Montclair State has concluded a **memorandum of understanding with the New Jersey Meadowlands Commission Business Accelerator** (NJMCBA). Established in 2008, the NJMCBA provides early-stage entrepreneurial companies that are developing innovative sustainability and energy-related businesses with support services, guidance, corporate headquarters, and networking opportunities. Montclair State provides participation by multidisciplinary faculty and students in the development and commercialization of technologies and business services, access to laboratory facilities and faculty expertise, undergraduate student interns and grant-supported graduate students to work directly with the business accelerators, and access to the faculty and resources of the University's various research institutes.



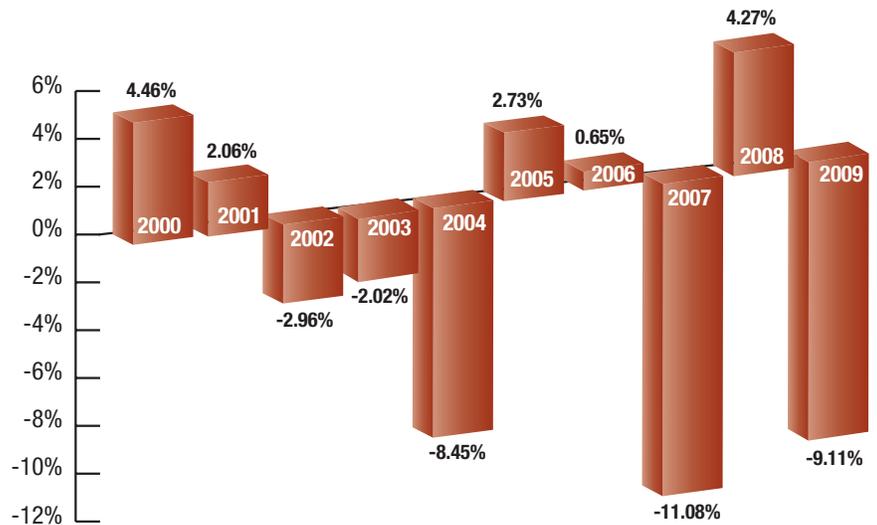
**University revenue  
in 2009 was  
\$300.6 million.**



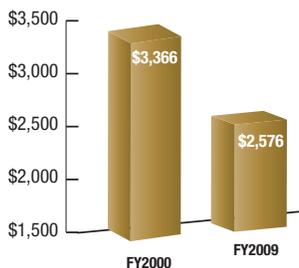
### Revenue — An Increasingly Self-Reliant Institution

University revenue in 2009 was \$300.6 million. Between 2000 and 2009, New Jersey's appropriations for higher education fell from 8.2% of all state appropriations to less than 6.4%. In fact, New Jersey has cut inflation-adjusted direct appropriations for its public colleges and universities five times in the last eight years. Between 2007 and 2009, appropriations for all higher education dropped 0.1% versus a rise of 7.9% in the national average; New Jersey was one of only three states to cut its appropriations for higher education over those two years. The state's share of the University's total revenue declined from 55.1% of its operating budget in 1995 to 26.7% in 2009. As a result of declining state support for higher education and Montclair State's decision to expand in order to meet growing demand by New Jersey's high school graduates, the University's state allocation per student plummeted by almost a quarter — from \$3,366 to \$2,576 — between 2000 and 2009.

**Change in Inflation-Adjusted Direct State Appropriations for New Jersey's Public Colleges and Universities, FY2008-09**



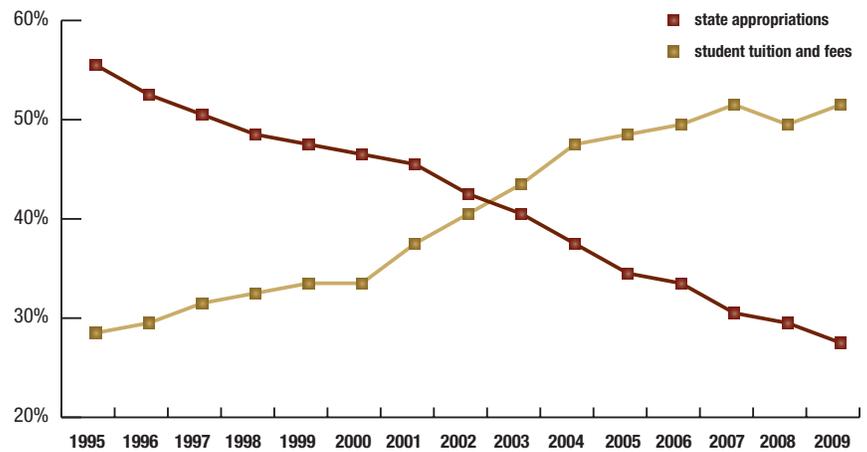
**Montclair State's Declining Per-Student State Allocation**



Montclair State has necessarily become more dependent on other sources of revenue. Student tuition and fees in particular rose from one third of revenue in 2000 to about one half in 2009. Even so, the University's 2010 annual, full-time, undergraduate, in-state tuition of \$7,042 is among the lowest of the senior New Jersey public institutions of higher education.

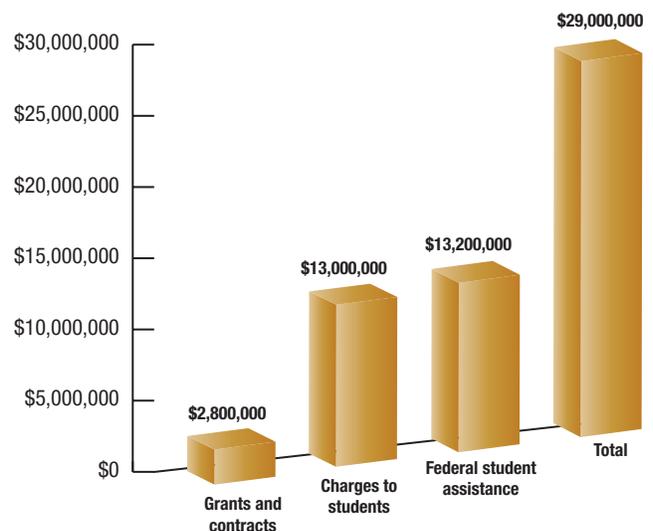


**Major Sources of Revenue, 1995-2009**



The University has redoubled its efforts to attract private money. To mark its centennial, Montclair State succeeded in raising \$60.3 million — 20% above its target — from over 23,000 donors during its “Campaign for a Second Century,” which ran from July 2001 through September 2008. Since that campaign ended, the University has received an additional \$10.9 million. Montclair State brought more than \$29 million into New Jersey from all out-of-state sources in 2009. Federal student assistance and charges to out-of-state students each amounted to \$13 million.

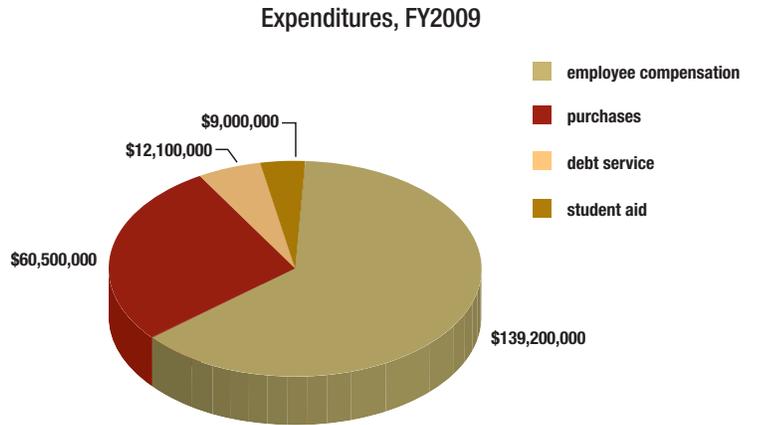
**Revenue from Out of State Sources, FY2009**



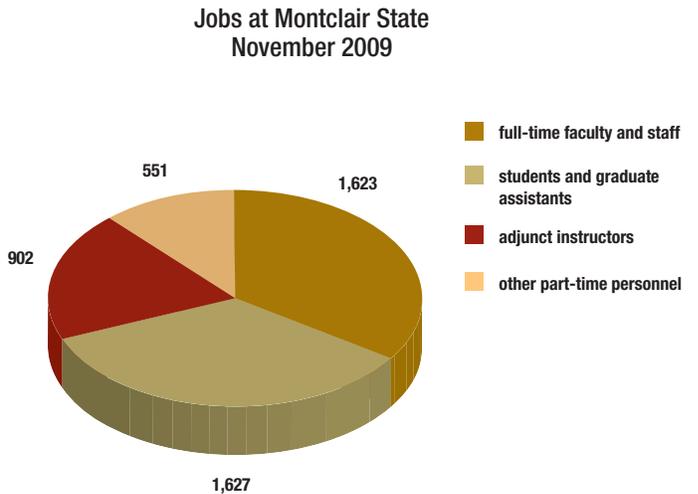


## Expenditures — A Major New Jersey Employer

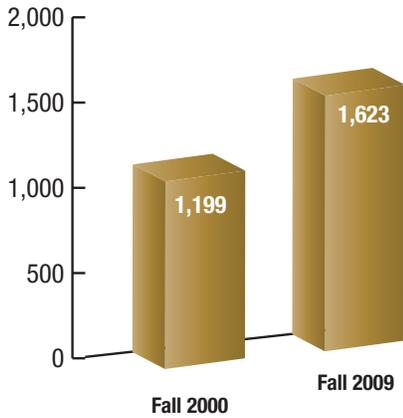
Montclair State spent \$220.8 million on operating expenditures and another \$46.4 million on capital expenditures in 2009. Gross employee compensation accounted for 63% of the operating budget, followed by purchases from vendors (27.4%), debt service (5.5%), and student aid (4.1%).



Montclair State University has a strong, direct impact on the state economy by means of the jobs it provides. In November 2009, the University employed 4,703 people. To meet expanding student enrollments, the number of full-time faculty and staff positions rose more than 35% between 2000 and 2009.



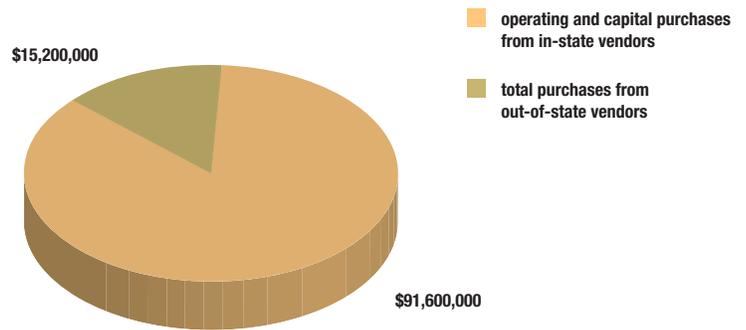
**Full-Time Faculty and Staff Positions**



About 91% of Montclair State’s employees live in-state, paying New Jersey property, income, and sales taxes. And the University draws its employees from across New Jersey. Many employees live in Essex and Passaic Counties, but more than 47% live elsewhere in the state, including about 969 employees from central and southern New Jersey.

Of the \$106.8 million of purchases from vendors for both operating and capital expenditures, almost 86% went to New Jersey vendors.

**Supporting New Jersey Vendors, FY2009**



***About 91% of Montclair State’s employees live in-state, paying New Jersey property, income, and sales taxes.***

Disinterested outside observers have repeatedly praised the financial management of Montclair State. Moody’s Investor Services and Fitch Ratings have assigned the University credit ratings of A2 and A respectively, and in a debt capacity review, Barclays Capital cited such factors as:

- strong student demand;
- consistently positive financial operations despite a tight state funding environment, reflecting diligent financial management;
- demonstrated growth in financial resources and liquidity; and
- a strategically focused management team.



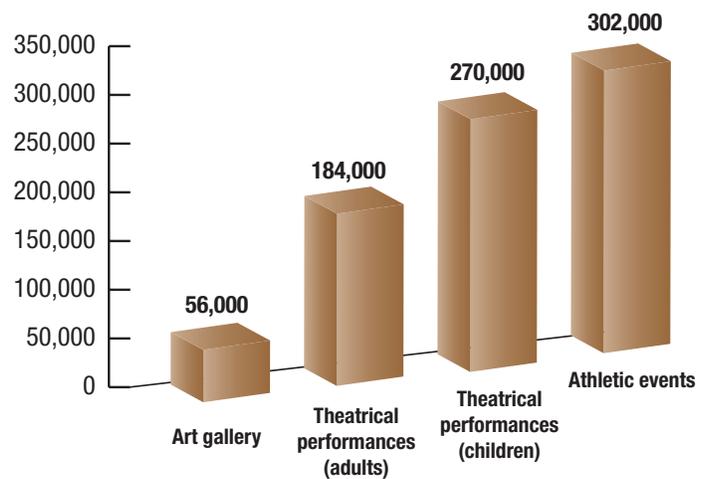


## Stimulating New Jersey's Economy

To calculate their short-term economic impact, many universities rely on the Ryan-New Jersey Model, a modified form of the classic Caffrey and Isaacs Model developed for the American Council on Education. These models estimate an institution's economic impact by means of the direct and indirect contributions it makes to cash flow in its host economy. Montclair State's direct, in-state expenditures (including capital expenditures) totaled \$91.9 million in 2009. University employees and students accounted for another \$49.7 million and \$34.9 million respectively, making for total direct expenditures within New Jersey of \$176.5 million.\*

This figure underestimates the University's true impact. It does not attempt to include the effects of hosting visitors at athletic, artistic, and other events. From 2000 through 2009, athletic events at Montclair State enjoyed attendance of over 302,000 spectators. Theatrical performances drew almost 184,000 guests to the campus during the same period and, in addition, about 270,000 children enjoyed shows on campus. Attendance at the University's art gallery between 2000 and 2009 added another 56,000 visitors.

**Attendance of Events**

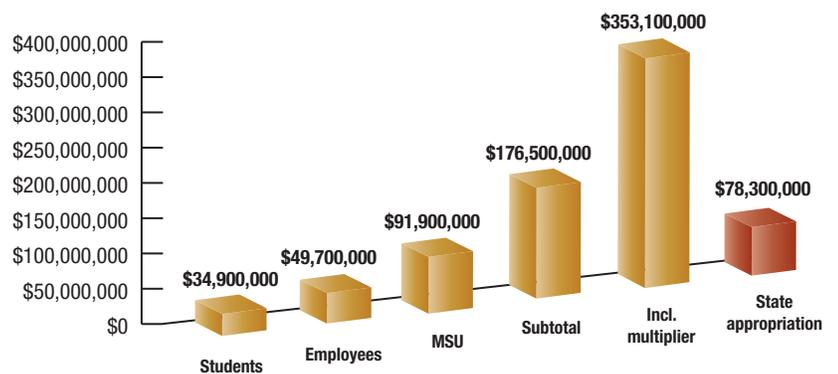


\* This report relies on data from the U.S. Census Bureau, the U.S. Department of Labor's Bureau of Labor Statistics, and the U.S. Department of Commerce's Bureau of Economic Analysis to derive conservative estimates of consumer spending.



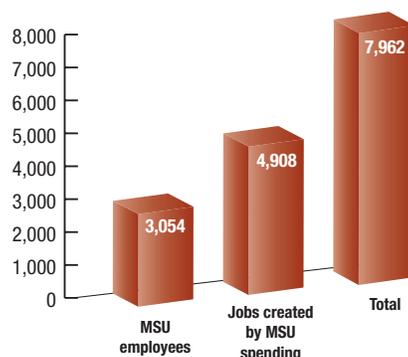
In addition, to measure short-term economic impact accurately, it is necessary to apply a multiplier to direct spending to capture the indirect, “ripple effect” of an institution’s expenditures. The individuals and businesses whose incomes are directly affected by an institution’s spending themselves spend or invest some of those dollars locally, creating additional income and employment for thousands of people, many of whom have no direct connection to the institution. Economic impact studies produced by other universities in the region conservatively estimate that every dollar spent generates another dollar’s worth of in-state economic activity. If this multiplier of 2 is applied to estimate the combined effect of direct and indirect spending, Montclair State’s total short-term economic impact on New Jersey in 2009 becomes \$353.1 million — more than four and a half times the state’s \$78.3 million appropriation to the University.

### In-State Expenditures Attributable to Montclair State, FY2009



Spending naturally translates into jobs. Applying a conservative coefficient to expenditures of \$176.5 million yields an estimate of 4,908 jobs attributable to direct spending by the University, its employees, and its students. Even without counting graduate assistants and student workers, when its own employees are included, a total of 7,962 New Jersey jobs were attributable to Montclair State in 2009. Montclair State not only drives job growth, but also heightens wages and salaries throughout the state. Because the University both stimulates demand for local businesses and directly competes with them for employees, average compensation in the area is higher than would be the case without it. As a result, Montclair State’s presence benefits all workers in New Jersey.

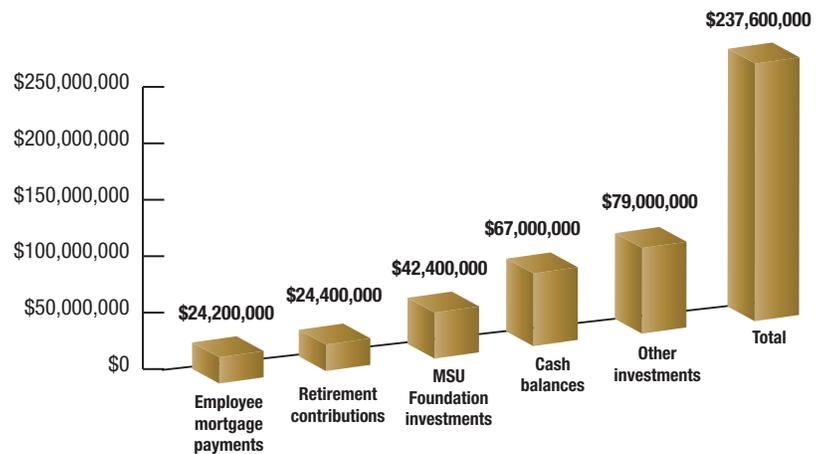
### New Jersey Jobs Attributable to Montclair State, FY2009





The University also makes a sizeable contribution to New Jersey's credit base. At the end of fiscal year 2009, Montclair State's cash balance in banks totaled \$67 million, and the market value of Montclair State University Foundation investments and other University investments amounted to \$42.4 million and \$79.6 million respectively. Employee mortgage payments and University and employee contributions to retirement systems added another \$24.2 million and \$24.4 million. All told, the University was thus a source of more than \$237 million in investment funds.

**Montclair State as a Source of Investments Funds, FY2009**



### **The Long-Term Economic Impact of Higher Education**

The facts and figures cited above speak only to Montclair State's short-term impact. The University's long-term impact is measured by its contribution to students' earnings. There is a powerful relationship between education and economic success. The U.S. Census Bureau estimated in 2003 that, compared to the lifetime earnings of a high school graduate, holders of a bachelor's degree earn an additional \$900,000 and holders of a master's degree earn an additional \$1.3 million. University graduates are thus likely to spend, save, and invest more, and pay more in taxes than peers who lack university degrees, and close to 73,000 Montclair State alumni are spending, saving, and investing their money and paying taxes here in New Jersey.

***There is a powerful relationship between education and economic success.***



## *Conclusion*

*Montclair State University is committed to serving the educational needs of New Jersey. The University has also had a significant impact on New Jersey by serving as an engine of economic growth for the entire state. And because Montclair State's impact has only grown over time, with enrollments and investments steadily increasing, the University has continued to make a positive and stabilizing contribution to New Jersey's economy even as other sectors have experienced downturns. Although this contribution comes as a by-product of the University's core mission of teaching and scholarship, it represents a tangible economic impact that materially benefits the citizens of New Jersey and returns their investment many times over.*



## Montclair State People in the 21 Counties of New Jersey

county	employees	students	alumni
Atlantic	30	128	444
Bergen	554	3,674	13,416
Burlington	35	207	794
Camden	42	146	462
Cape May	6	42	180
Cumberland	11	38	133
Essex	1,481	3,059	12,697
Gloucester	22	115	214
Hudson	253	1,208	2,780
Hunterdon	29	111	1,025
Mercer	55	150	794
Middlesex	216	1,015	3,625
Monmouth	129	822	4,002
Morris	349	1,619	9,235
Ocean	74	405	3,104
Passaic	575	2,407	8,701
Salem	5	26	47
Somerset	64	311	2,159
Sussex	102	519	2,630
Union	221	876	3,755
Warren	30	150	981

## Appendix: A Note on Methodology

The methodology used to calculate short-term economic impact is commonly referred to as the Ryan/New Jersey model. It represents a modified form of the classic economic impact model developed by John Caffrey and Herbert Isaacs for the American Council on Education.\* A number of institutions have relied on the Ryan/New Jersey model over the past two decades, and it has undergone several modifications.†

The major difference between the Caffrey and Isaacs and Ryan/New Jersey models is that the latter substitutes estimated values derived from available data for information collected from surveys of faculty, staff, and students. Many institutions found that they needed to make this substitution because survey response rates were often very low due to the sensitive nature of the information being requested. The calculation variables substituted for survey data are:

1. an estimate of non-housing expenditures for an average middle-income family in New Jersey;
2. an estimate of in-state expenditures for employees and students;
3. an estimate of the percentage of New Jersey residents who rent;
4. an estimate of the median rent in New Jersey;
5. an estimate of in-state spending on non-housing items by non-local, full-time employees;
6. an estimate of average annual college-related expenditures by full-time students;
7. an estimate of average annual college-related expenditures by part-time students;
8. the coefficient for estimating jobs attributable to University expenditures; and
9. a multiplier.

\* John Caffrey and Herbert H. Isaacs, 1971, *Estimating the Impact of a College or University on the Local Economy*, Washington, D.C.: American Council on Education.

† Research and Planning Committee, 1983, *Handbook for Conducting a Study of the Economic Impact of a Community College*, Lincroft, NJ: Council of County Colleges of New Jersey. G. Jeremiah Ryan, 1985, "A Shortcut to Estimating Economic Impact," *Community/Junior College Quarterly* 9:197-214. College Outcomes Evaluation Program, 1989, *Procedures Manual for the Assessment of Community/Society Impact at New Jersey Institutions of Higher Education*, Trenton, NJ: New Jersey Department of Higher Education. College Outcomes Evaluation Program, 1990, *Handbook for Calculating Short-Term Economic Impact at New Jersey's Institutions of Higher Education*, Trenton, NJ: New Jersey Department of Higher Education. G. Jeremiah Ryan and Patricia Malgieri, 1992, *Economic Impact Studies in Community Colleges: The Short Cut Method, Second Edition*, Resource Paper No. 48, National Council for Resource Development.

Calculation Variables Used in 2010 Economic Impact Study		
	Estimate	Source
Estimate of non-housing expenditures for "complete income reporters" in the New York Metropolitan Statistical Area	0.74	2006-07 Consumer Expenditure Survey, Bureau of Labor Statistics, U.S. Dept. of Labor (Table 21)
Estimate of in-state expenditures for employees and students	0.75	2002 Economic Census, U.S. Census Bureau
Estimate of the percentage of state residents who rent	0.33	2008 American Community Survey, U.S. Census Bureau
Estimate of the state-wide median monthly rent	\$935	2008 American Community Survey, U.S. Census Bureau
Estimate of annual in-state spending on non-housing items by non-local, full-time employees	\$2,000	Based on economic impact studies conducted at CUNY and other regional universities
Estimate of average annual college-related expenditures by full-time students	\$2,352	Montclair State Financial Aid Office (as reported in the 2008-09 Common Data Set)
Estimate of average annual college-related expenditures by part-time students	\$870	Equals 37% of estimated expenditures for full time students based on FT versus PT credit loads.
Coefficient for estimating jobs attributable to expenditures	0.0000278	2003 Bureau of Economic Analysis, U.S. Dept. of Commerce
Multiplier	2.0	Based on economic impact studies conducted at Rutgers and other regional universities

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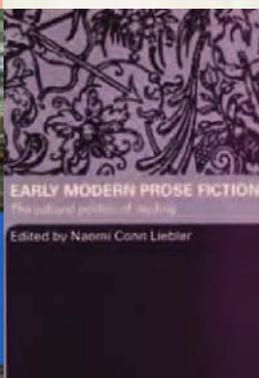
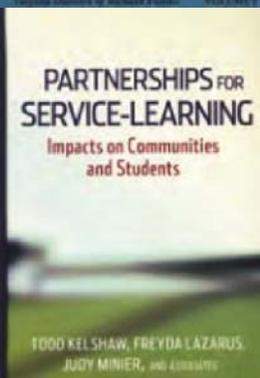
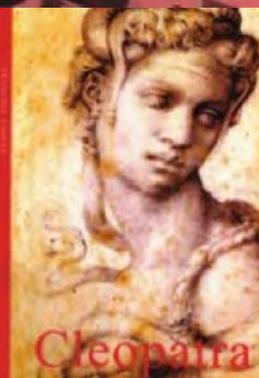
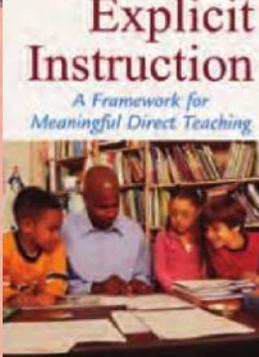
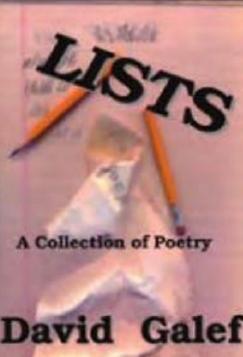
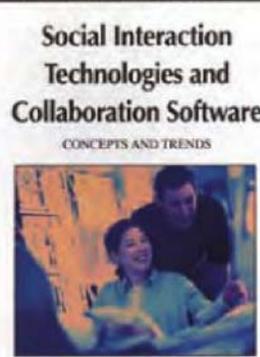
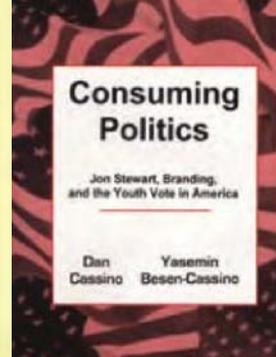
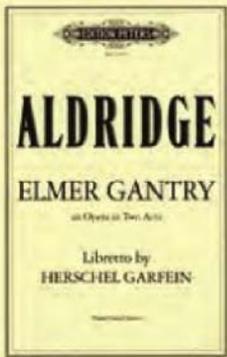
Faculty Representative  
Professor Norma Connolly  
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**MONTCLAIR STATE**  
**UNIVERSITY**

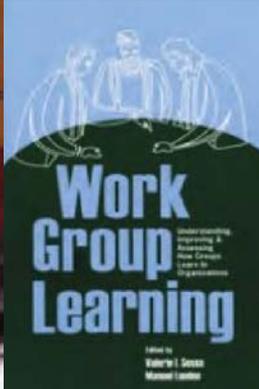
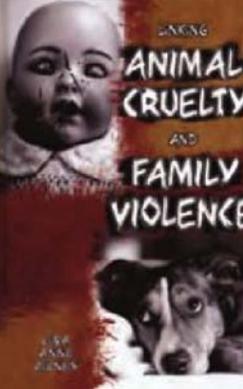
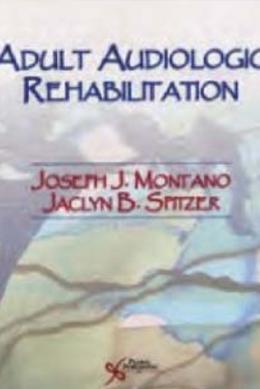
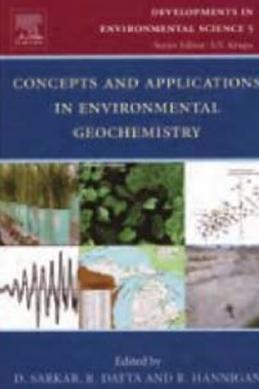
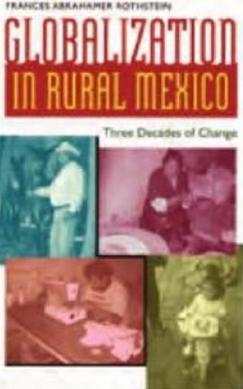
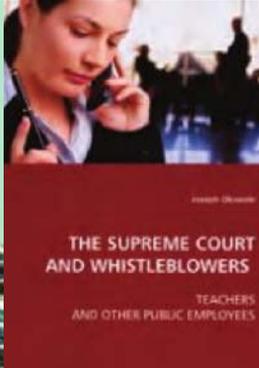
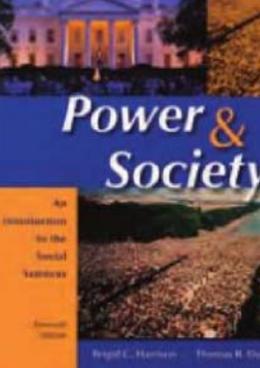
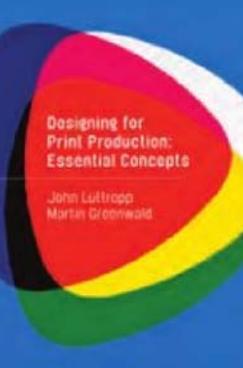
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# University Authors

April 2010



MONTCLAIR STATE UNIVERSITY



# **MONTCLAIR STATE** UNIVERSITY

April 27, 2010

Dear Colleagues:

On behalf of Judith Lin Hunt, Dean of Library Services, and myself, I am pleased to welcome you to this second celebration of Montclair State University book authors. These 70-some books, most produced in the past year but including those which were left out of last year's brochure, are the reward and evidence of our very significant academic and scholarly gifts, the permanent record of the best we have felt and thought as investigators, thinkers, novelists and poets. They make an impressive and extraordinary display, of which all MSU faculty may be truly proud since they reflect a large part of our collective community of scholarship.

It remains an axiom that the scholarly life of the faculty is the intellectual heart of the University, and in order to thrive and grow that life must be shared, tested, discussed and celebrated. Our students deserve nothing less than classes which grow naturally from our personal engagement with the subjects, data, and texts of our disciplines and with the best scholarship of our contemporaries; these books are primary tools of that engagement. We all recognize that an even more active and continuous exchange occurs in the disciplinary and trans-disciplinary conversations which faculty conduct through peer journals, some of which are edited and maintained here at Montclair State; while they are too numerous to gather for a single display such as this, we honor those scholarly engagements as well.

It matters greatly that we each have a current and informed sense of our individual intellectual accomplishments and that we remain aware of and attuned to one another as a community of scholars and as agents in the many disciplinary and interdisciplinary networks we inhabit. To that end this event is dedicated.

To each of our current authors, congratulations, and to all our colleagues, we look forward to honoring you next year or some year soon.

A handwritten signature in cursive script, reading "Willard Gingerich".

Willard Gingerich  
Provost & Vice President  
for Academic Affairs

# COLLEGE OF THE ARTS

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## Robert Livingston Aldridge

*Elmer Gantry: An Opera in Two Acts*

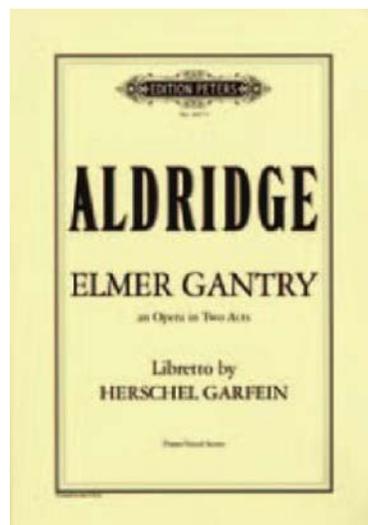
C. F. Peters, 2005

M 1503 .A42 E5 2005

*Professor Aldridge is in the John J. Cali School of Music.*

The world premiere of *Elmer Gantry: An Opera in Two Acts*, with music by Robert Aldridge, was staged to rave reviews at the Nashville Opera on November 16th, 2007. The opera, with a libretto by Herschel Garfein based on the novel by Sinclair Lewis, is truly grand, running an estimated 2 hours and 40 minutes with eight principal roles, full opera chorus, and full orchestra.

<http://www.edition-peters.com/>



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## Tatyana Dumova and Richard Fiordo (Eds.)

*Handbook of Research on Social Interaction Technologies and Collaboration Software : Concepts and Trends*

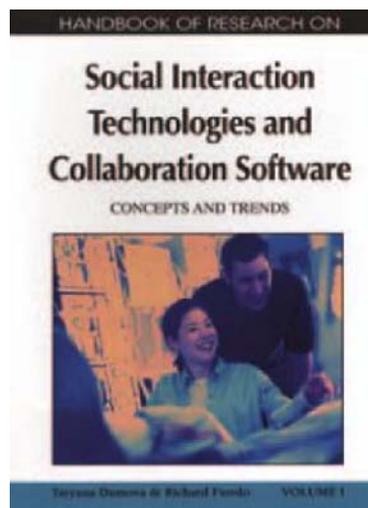
Information Science Reference, 2010

HM 851 .H3486 2010

*Professor Dumova is in the Communication Studies Department.*

We live in a time unparalleled in human history: a time of fundamental cultural, political, social, and economic change marked by an exponential growth in human powers to collect, process, store, retrieve and disseminate information and create new knowledge. The *Handbook* focuses on the latest explosion of Internet-based collaboration tools and platforms reaching end-users; it explores their origins, structures, purposes, and functions; and it muses over how SIT can expand human abilities and powers. This broad spectrum of applications and services includes: online social networking, blogs, wikis, podcasts, web feeds, folksonomies, social bookmarking, photo and video sharing, discussion forums, virtual worlds, and mashups intended to advance interaction, collaboration, and sharing online.

<http://www.igi-global.com/>



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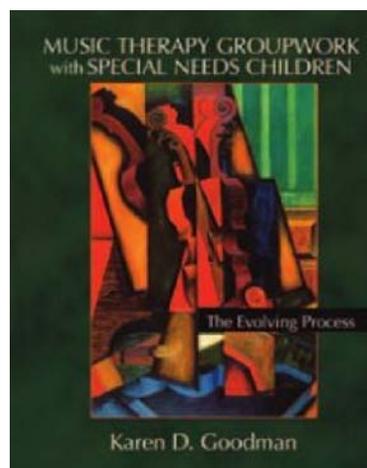
**Karen D. Goodman**

*Music Therapy Groupwork with Special Needs Children:  
The Evolving Process*

Charles C Thomas, 2007

RJ 499 .G663 2007

*Professor Goodman is in the John J. Cali School of Music.*



The author, a longstanding educator and clinician, develops the therapist's sensibility to working effectively toward the formation of a cohesive group with children who have different functioning levels, different temperaments and different musical preferences, either in the school setting or the child psychiatric setting. Throughout the eight chapters, the author provides multiple clinical vignettes from her 28 years of clinical work, all of which serve to demonstrate her theoretical perspectives. The music therapy vignettes describe preschool and latency-age groups with autistic spectrum disorder, multiple disabilities, or psychiatric diagnoses. Study guide questions follow each chapter.

<http://www.ccthomas.com/>

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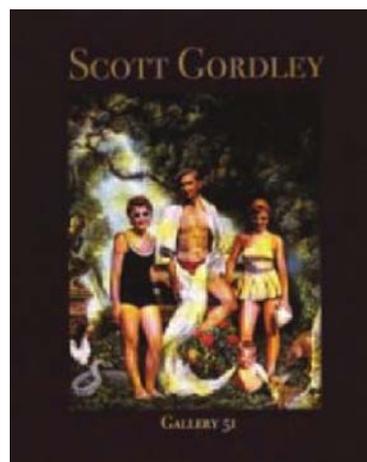
**Scott Gordley**

*Scriptures at a Disposition*

Gallery 51, 2009

ND 237 .G6126 A35 2009

*Professor Gordley is in the Art and Design Department.*



Referencing family photos in order to re-examine their assumed historical correctness can be an important supplement to the process of "creation through destruction." The author/artist finds that especially true in his own work. The nuance of gesture in an old family portrait: the gendered postures, feuds among siblings, glossy holiday Polaroid's where 5 frozen smiles stand-in for the lack of family sentiment in the moment, the bragging rights of a family with the best car on the block; dad snapping pictures in front of the convertible, all can be quite revealing years later. These examples are valuable references in understanding how many of us came to be whoever it is we are. In addition to portraits based on family, the *Jazz Series* of 9 portraits of many legends were exhibited at the Apollo Theatre in 2008.

<http://www.Gallery51.com/>

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**Todd Kelshaw, Freyda Lazarus, and Judy Minier**

*Partnerships for Service-Learning: Impacts on Communities and Students*

Jossey-Bass, 2009

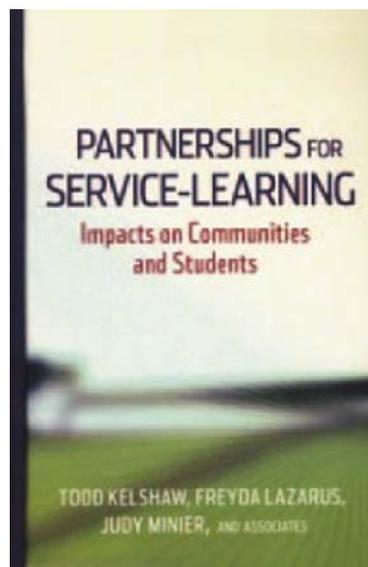
LC 221 .K45 2009

*Professor Kelshaw is in the Communication Studies*

*Department. Ms. Lazarus was the Director of Civic*

*Partnership Initiatives. Dr. Minier was an Associate Vice*

*President for Academic Affairs.*



The case studies highlight the critical importance of reciprocity in campus-community partnerships. It is through the two-way interchange of knowledge and assets that service-learning achieves its democratic potential as a pedagogy with the power to transform education, campuses, and communities. The examples offer models for community as well as academic leaders committed to deepening the partnership process. The case studies cover P-16 and include partnerships in community contexts and learning processes and outcomes. The Foreword is by Frank Alvarez, Superintendent of Schools, Montclair, New Jersey.

<http://www.josseybass.com/>

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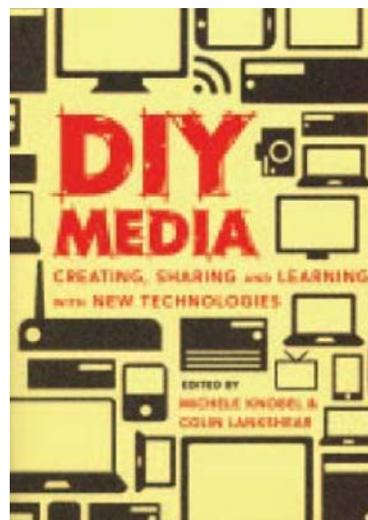
**Michele Knobel and Colin Lankshear (Eds.)**

*DIY Media: Creating, Sharing and Learning with New Technologies*

Peter Lang, 2010

LB 1028.3 .D29 2010

*Professor Knobel is in the Early Childhood, Elementary Education, and Literacy Education Department.*



Schools remain notorious for co-opting digital technologies to “business as usual” approaches to teaching new literacies. The book addresses this issue head-on and describes expansive and creative practices of digital literacy that are increasingly influential and popular in contexts beyond the school, and whose educational potential is not yet being tapped to any significant degrees in classrooms. It is very much concerned with engaging students in do-it-yourself digitally mediated meaning-making practices. As such, it is organized around three broad areas of digital media: moving media, still media, and audio media. Specific DIY media practices addressed in the chapters include machinima, anime music videos, digital photography, podcasting, and music remixing. Each chapter opens with an overview of specific DIY media proactive, includes a practical how-to-tutorial section, and closes with suggested applications for classroom setting. This collection will appeal not only to educators, but to anyone invested in better understanding—and perhaps participating in—the significant shift towards everyday people producing their own digital media.

<http://www.peterlang.com/>

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**John C. Luttrupp and Martin L. Greenwald**

*Designing for Print Production: Essential Concepts*

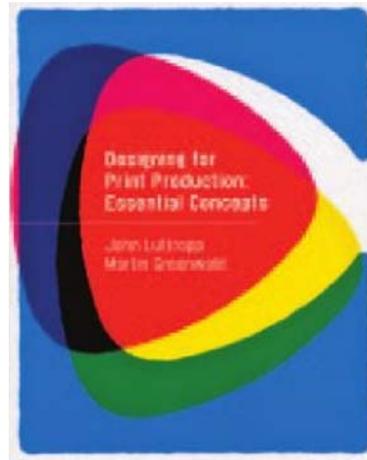
Delmar/Cengage Learning, 2009

Z 246 .L88 2009

*Professors Luttrupp and Greenwald are in the Art and Design Department.*

In this innovative book, print design concepts are united with graphic production technology information, providing readers with an understanding of the processes involved in both the design and print/publishing fields. While traditional books have viewed design and production as two separate fields of study, the rapidly changing technological landscape has blurred this distinction, resulting in an increasing amount of design and production activities performed by the same people.

<http://www.delmarlearning.com/>



# COLLEGE OF EDUCATION AND HUMAN SERVICES

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**Vanessa Elaine Domine**

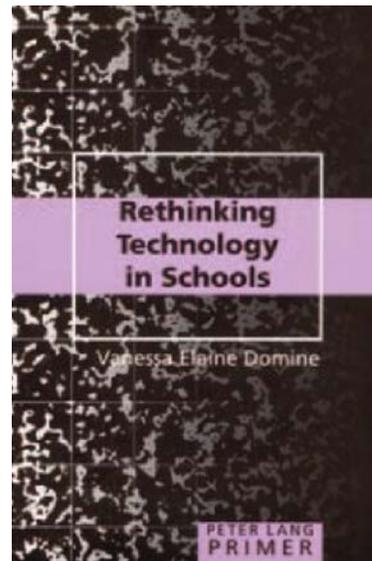
*Rethinking Technology in Schools*

Peter Lang, 2009.

LB 1028.3 .D646 2009

*Professor Domine is in the Curriculum and Teaching Department.*

Among the many challenges facing public schooling in the United States is the often irrelevant usage of technology in the classroom—in ways that support the textbook and computer industries more than student learning and achievement. This primer reframes the longstanding debate about instructional technology in school classrooms and challenges the reader to think more critically and conscientiously about the fundamental communication and technological processes that mediate learning and ultimately define education. The primer offers educators at all levels a three-dimensional map for exploring the philosophical, pedagogical, and practical uses of technology to serve rather than subvert the public purposes of education in a democracy.



<http://www.peterlang.com/>

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**Jennifer L. Goeke**

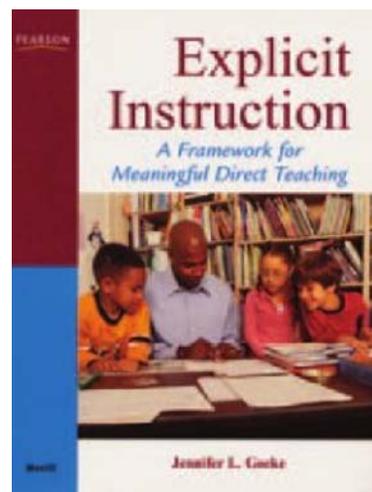
*Explicit Instruction: A Framework for Meaningful Direct Teaching*

Merrill, 2009

LB 1027.3 .G64 2009

*Professor Goeke is in the Curriculum and Teaching Department.*

Presenting theories and strategies for classrooms, this resource provides a contemporary middle ground for teachers who reject traditional direct instruction approaches, but who acknowledge that many students — particularly in today's inclusive classrooms—need instruction that is explicit and meaningful. Focusing on the “how” of becoming an effective educator, the author guides readers as they gain expertise by mastering small chunks of the explicit instruction framework, mirroring the process of teaching students how to master new skills and strategies.



<http://www.pearsonhighered.com/>

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**Joseph Oluwole** and Preston C. Green III

*School District Takeovers: Race and the Law*

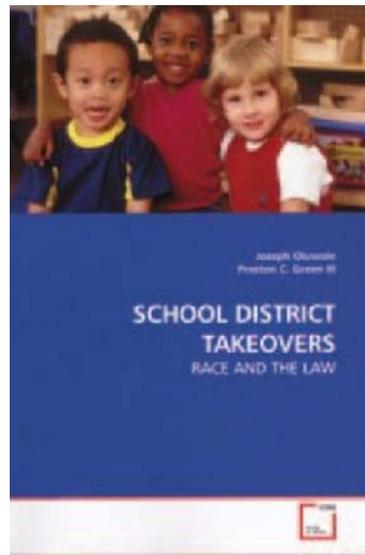
VDM, Verlag Dr. Muller, 2009

LB 2809.A2 048 2009

*Professor Oluwole is in the Counseling and Educational Leadership Department.*

This is the first book to provide a comprehensive examination of state takeovers of school districts. Racial bias is often raised as a possible motivation when high-minority districts are taken over. This book is designed to educate academics, educators, policy makers, students, public schools and the community about the laws in the various states that authorize school district takeovers and the legal implications when race is included in the conversation.

<http://www.vdm-publishing.com/>



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**Joseph Oluwole**

*The Supreme Court and Whistleblowers: Teachers and Other Public Employees*

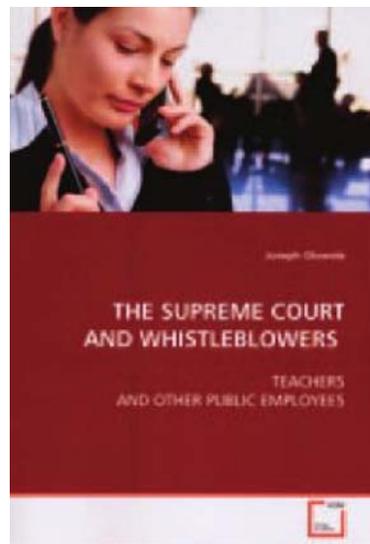
VDM, Verlag Dr. Muller, 2008

JK 468 .W54 048 2008

*Professor Oluwole is in the Counseling and Educational Leadership Department.*

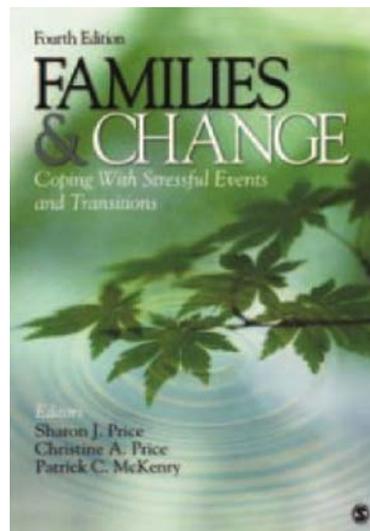
Over the last roughly six decades since the United State Supreme Court first recognized a right for teachers and other public employees to blow the whistle on their employers, with some constitutional impunity, the jurisprudence has undergone significant metamorphosis. This book explores this constitutional evolution and proposes a new test for judicial review of public employee whistleblowing cases.

<http://www.vdm-publishing.com/>



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Sharon J. Price, **Christine A. Price**, and Patrick C. McKenry  
*Families & Change: Coping with Stressful Events and  
Transitions* 4th ed.  
SAGE, 2010  
HQ 536 .F332 2010  
*Professor Price is in the Family and Child Studies Department.*



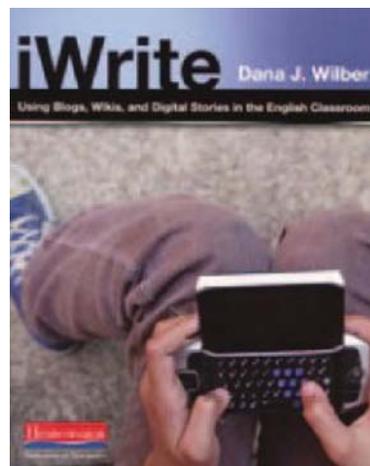
The volume integrates research, theory, and application from a variety of disciplines and offers students a deep understanding of family transitions. Each chapter presents the latest scholarship from leaders in the field on modern family changes and stressors, as well as resources for intervention and mechanisms for learning. The book is designed as a core text for upper-level courses in child and family studies, human development, and social work.

<http://www.sagepublications.com/>

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**Dana J. Wilber**

*iWrite: Using Blogs, Wikis, and Digital Stories in the  
English Classroom*  
Heinemann, 2010  
LB 1631 .W392 2010  
*Professor Wilber is in the Early Childhood, Elementary Edu-  
cation, and Literacy Education Department.*



Students are texting, networking, and blogging—i.e., writing and reading—all the time, everywhere, just maybe in places we aren't necessarily paying attention to. Build on their authentic interest and motivation using the technologies they are already committed to and you've won half the battle. You won't believe how engaged they are; they won't believe they're learning for school. The author shows how to guide students through the complexity of new literacies, including how to discern between media; how to account for audience and voice; how to choose the appropriate genre; and how to harness what they already know to be more successful in school.

<http://www.heinemann.com/>

## COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

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### **Nancy C. Carnevale**

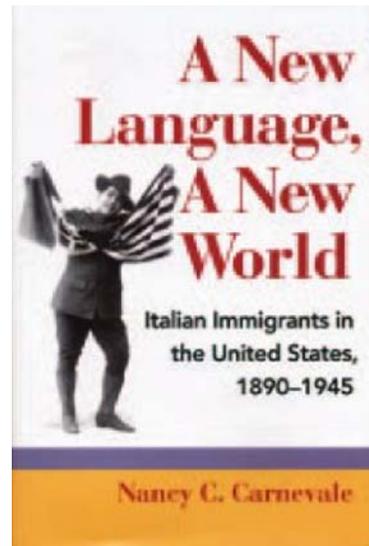
*A New Language, a New World: Italian Immigrants in The United States, 1890-1945*

University of Illinois Press, 2009

E 184 .I8 C29 2009

*Professor Carnevale is in the History Department.*

An examination of Italian immigrants and their children in the early twentieth century, the book is the first full-length historical case study of one immigrant group's experience with language in America. Incorporating the interdisciplinary literature on language within a historical framework, the author illustrates the complexity of the topic of language in American immigrant life. By looking at language from the perspectives of both immigrants and the dominant culture as well as their interaction, this book reveals the role of language in the formation of ethnic identity and the often coercive context within which immigrants must negotiate this process.



<http://www.press.uillinois.edu/>

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### **Dan Cassino and Yasemin Besen-Cassino**

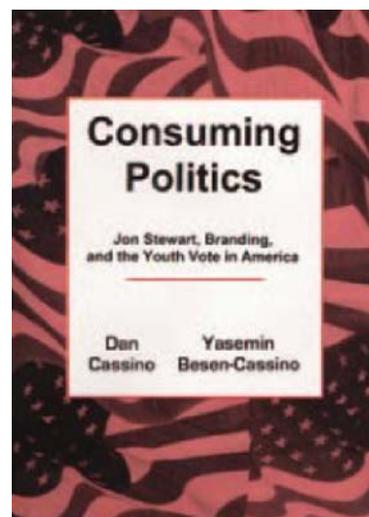
*Consuming Politics: Jon Stewart, Branding, and the Youth Vote in America*

Fairleigh Dickinson University, 2009

HQ 799.2 .P6 C38 2009

*Professor Besen-Cassino is in the Sociology Department.*

The authors use a combination of methods to understand how young people in the early twenty-first century see the political world, and why they are choosing not to be engaged in it. The authors show that forty years of political consultants and media branding of candidates, issues, and parties have taken their toll, and young people today see politics as being no different than the other products and services that are marketed to them on a hourly basis. Special attention is paid to *The Daily Show* with Jon Stewart, the one media outlet that Republican, Democrat, and independent youth groups can agree on. The authors show how and why *The Daily Show* is better at educating young people about politics than traditional media sources, and argue that it serves as a model for getting young people interested and involved. Minimizing academic jargon, and translating all of the statistical results into plain language, the book is accessible to anyone who wants to know what happened to the angry youth, and what can be done about it.



<http://www.fdupress.org/>

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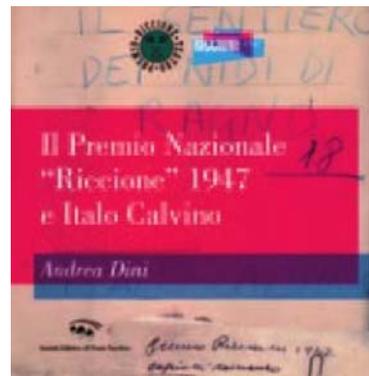
**Andrea Dini**

*Il Premio Nazionale Riccione 1947 e Italo Calvino*

Il Ponte Vecchio, 2007

PQ 4048 .R53 D56 2007

*Professor Dini is in the Spanish and Italian Department.*



Il libro di Andrea Dini, docente di letteratura italiana a Montclair State University del New Jersey, ricostruisce la prima edizione del Premio Riccione nel 1947, in cui venne proclamato vincitore della sezione letteraria Italo Calvino, con il romanzo *Il sentiero dei nidi di ragno*. La giuria era composta da nomi illustri: Sibilla Aleramo (presidente), Mario Luzi, Guido Piovene e Cesare Zavattini. Il libro ricostruisce la cronaca del Premio sullo sfondo di Riccione e della Riviera, combinando l'analisi letteraria e la descrizione dell'ambiente dei letterati con la rievocazione del contesto d'epoca, la ricostruzione del secondo dopoguerra e l'atmosfera di quella che voleva tornare ad essere una delle più belle spiagge d'Europa: Riccione, la Perla Verde dell'Adriatico.

<http://www.riccioneteatro.it/prt/>

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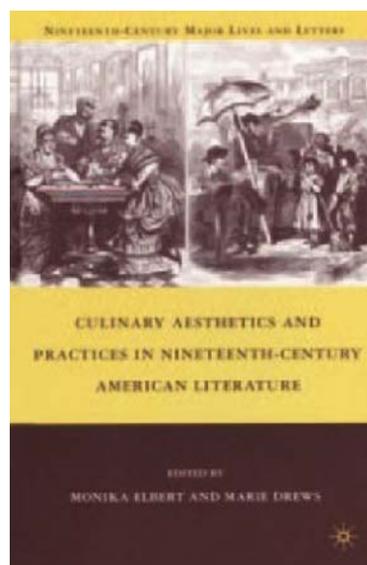
**Monika Elbert and Marie Drews (Eds.)**

*Culinary Aesthetics and Practices in Nineteenth-Century American Literature*

Palgrave, 2009

PS 201 .C85 2009

*Professor Elbert is in the English Department.*



This book examines the preponderance of food imagery in nineteenth-century literary texts. Contributors to this volume analyze the social, political, and cultural implications of scenes involving food and dining and illustrate how “aesthetic” notions of culinary preparation are often undercut by the actual practices of cooking and eating. As contributors interrogate the values and meanings behind culinary discourses, they complicate commonplace notions about American identity and question the power structure behind food production and consumption.

<http://www.palgrave-usa.com/>

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**Monika Elbert** (Ed.)

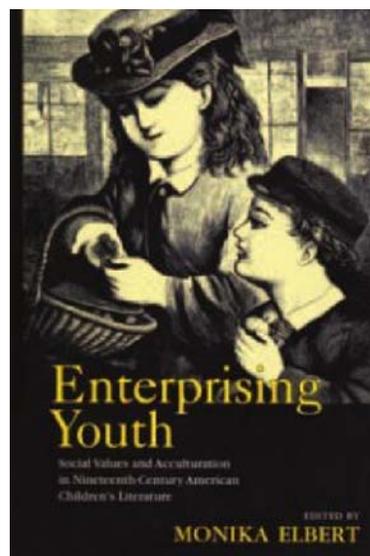
*Enterprising Youth: Social Values and Acculturation in Nineteenth-Century American Children's Literature*

Routledge, 2008

PS 490 .E58 2008

*Professor Elbert is in the English Department.*

This book examines the agenda behind the shaping of nineteenth-century children's perceptions and world views and the transmission of civic duties and social values to children by adults. The essays reveal the contractions involved in the perceptions of children as active or passive, as representatives of a new order, or as receptacles of the transmitted values of their parents. The question, then, is whether the business of telling children's stories becomes an adult enterprise of conservative indoctrination, or whether children are enterprising enough to read what many of the contributors to the volume see as the subversive potential of these texts.



<http://www.routledge.com/>

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**Monika Elbert, Julie E. Hall, and Katharine Rodier** (Eds.)

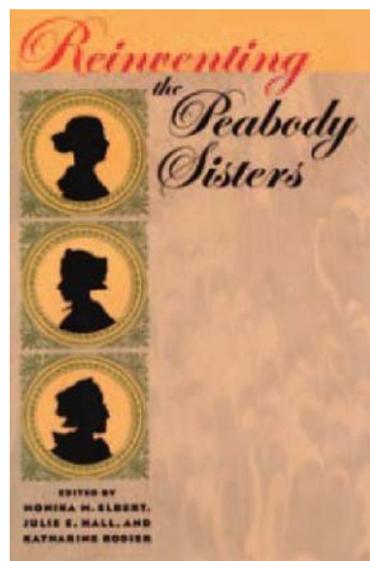
*Reinventing the Peabody Sisters*

University of Iowa Press, 2006

PS 147 .R45 2006

*Professor Elbert is in the English Department.*

Whether in the public realm as political activists, artists, teachers, biographers, editors, and writers or in the more traditional role of domestic, nurturing women, Elizabeth Peabody, Mary Peabody Mann, and Sophia Peabody Hawthorne subverted rigid nineteenth-century definitions of women's limited realm of influence. The book seeks to redefine this dynamic trio's relationship to the literary and political movements of the mid-nineteenth century. Previous scholarship has romanticized, vilified, or altogether erased their influences and literary productions or viewed these individuals solely in light of their relationships to other nineteenth-century luminaries, particularly men — Ralph Waldo Emerson, Nathaniel Hawthorne, Horace Mann. This collection underscores that each woman was a creative force in her own right. The essays in this collection examine the sisters' confrontations with and involvement in the intellectual movements and social conflicts of the nineteenth century, including Transcendentalism, the Civil War, the role of women, international issues, slavery, Native American rights, and parenting. Among the most revealing writings that the sisters left behind, however, are those which explore the interlaced relationship that continued throughout their remarkable lives.



<http://uipress.uiowa.edu/>

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**Anna Feldman** and Jirka Hanna

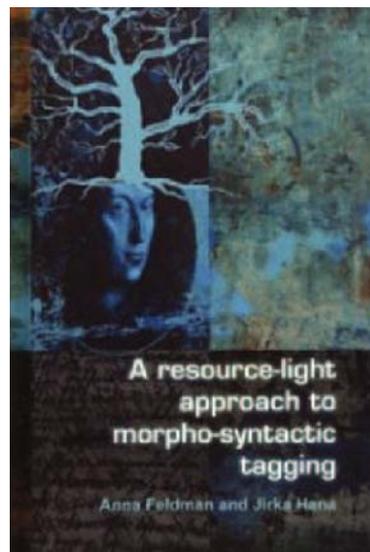
*A Resource-light Approach to Morpho-syntactic Tagging*

Rodopi, 2009

P 290 .F44 2010

*Dr. Feldman is in the Linguistics Department.*

While supervised corpus-based methods are highly accurate for different NLP tasks, including morphological tagging, they are difficult to port to other languages because they require resources that are expensive to create. As a result, many languages have no realistic prospect for morpho-syntactic annotation in the foreseeable future. The method presented in this book aims to overcome this problem by significantly limiting the necessary data and instead extrapolating the relevant information from another, related language. The approach has been tested on Catalan, Portuguese, and Russian. Although these languages are only relatively resource-poor, the same method can be in principle applied to any inflected language, as long as there is an annotated corpus of a related language available. Time needed for adjusting the system to a new language constitutes a fraction of the time needed for systems with extensive, manually created resources: days instead of years. This book touches upon a number of topics: typology, morphology, corpus linguistics, contrastive linguistics, linguistic annotation, computational linguistics and Natural Language Processing (NLP). Researchers and students who are interested in these scientific areas as well as in cross-lingual studies and applications will greatly benefit from this work. Scholars and practitioners in computer science and linguistics are the prospective readers of this book.



<http://www.rodopi.nl/>

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**Eileen Fitzpatrick** (Ed.)

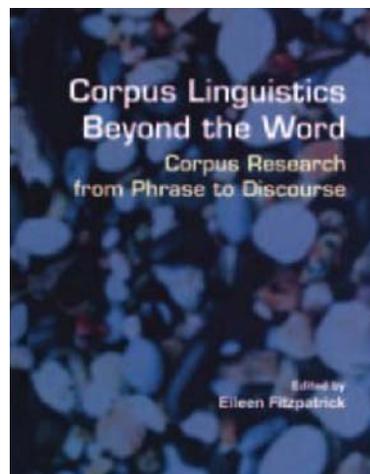
*Corpus Linguistics Beyond The Word: Corpus Research from Phrase to Discourse*

Rodopi, 2007

P 98.3 .N67 2004

*Professor Fitzpatrick is in the Linguistics Department.*

This volume will be of particular interest to readers interested in expanding the applications of corpus linguistics techniques through new tools and approaches. The text includes selected papers from the Fifth North American Symposium, hosted by the Linguistics Department at Montclair State University in May 2004. The papers represented several areas of corpus studies including language development, syntactic analysis, pragmatics and discourse, language change, register variation, corpus creation and annotation, and practical applications of corpus work, primarily in language teaching, but also in medical training and machine translation. A common thread through most of the papers was the use of corpora to study domains longer than the word.



<http://www.rodopi.nl/>

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**Alice Freed** and Susan Ehrlich

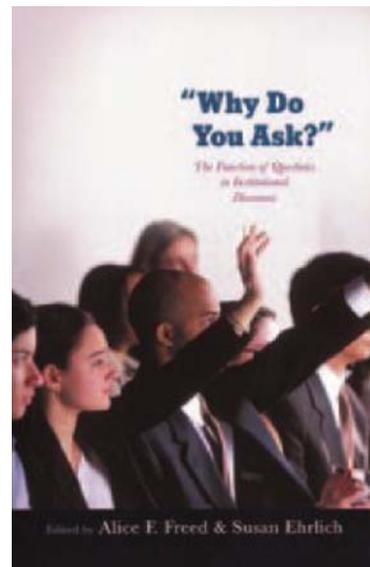
*Why Do You Ask?: The Function of Questions in Institutional Discourse*

Oxford University Press, 2010

P 95.52 .W58 2010

*Professor Freed is in the Linguistics Department.*

The act of questioning is the primary speech interaction between an institutional speaker and someone outside the institution. These roles dictate their language practices. This is the first collected volume to focus solely on the question/answer process, drawing on a range of methodological approaches like Conversational Analysis, Discourse Analysis, Discursive Psychology, and Sociolinguistics-and using as data not just medical, legal, and educational environments, but also less-studied institutions like telephone call centers, broadcast journalism (i.e. talk show interviews), academia, and telemarketing. An international roster of well-known contributors addresses such issues as: the relationship between the syntax of the question and its discourse function; the kind of institutional work that questions perform; the degree to which the questioner can control the direction of the conversation; and how questions are used to repackage responses, to construct meaning, and to serve the institutional goals of speakers. The book will appeal to linguists and others interested in institutional discourse, as well as those interested in the grammatical/pragmatic nature of questions.



<http://www.oup.com>

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**Grover Furr**

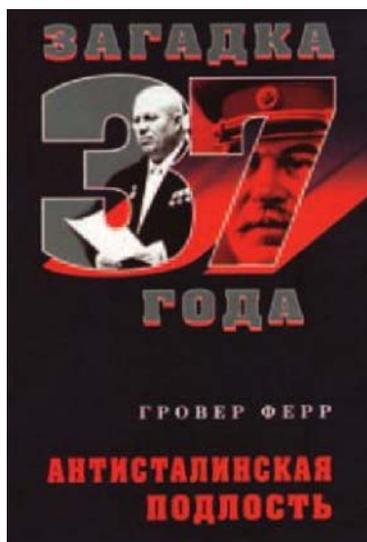
*Антисталинская подлость*  
(*Antistalinska 'i`a podlost*)

Algoritm, 2007

DK 268.4 .F877 2007

*Professor Furr is in the English Department.*

Год назад отмечался 50-летний юбилей «закрытого доклада» Н. С. Хрущева, зачитанного 25 февраля 1956 года на XX съезде КПСС. Он породил легко предсказуемые отзывы и комментарии. Лондонская «Телеграф» охарактеризовала доклад как «самую влиятельную речь XX столетия». А в статье, опубликованной в тот же день в «Нью-Йорк тайме», Уильям Таубман, лауреат Пулицеровской премии 2004 года, присужденной за биографию Хрущева, назвал его выступление «подвигом», «достойным быть отмеченным» в календаре событий. Однако автору представленной ныне вниманию читателя книги удалось сделать совсем другое открытие. Из всех утверждений «закрытого доклада», напрямую «разоблачающих» Сталина или Берию, не оказалось ни одного правдивого. Как выясняется, в своей речи Хрущев не сказал про Сталина и Берию ничего такого, что оказалось бы правдой. Самая влиятельная речь XX столетия (если не всех времен!) — плод мошенничества? Сама по себе такая мысль кажется просто чудовищной. Ведь дело не только в ней самой, но и в очевидных последствиях...



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**David Galef**

*Apocalypses*

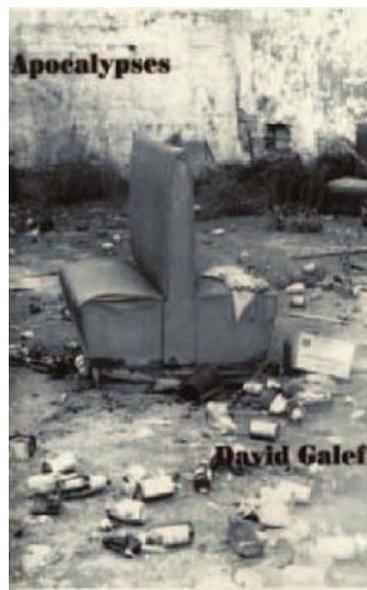
Finishing Line Press, 2009.

PS 3557.A41148 A6 2009

*Professor Galef is in the English Department.*

The poems are profound, ironic, and viciously fun. In exquisitely turned little gems of verse, the author poet rides roughshod over our existential anxieties, showing them for what they are: terrible, and terribly funny.

[www.finishinglinepress.com/](http://www.finishinglinepress.com/)



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**David Galef**

*Lists*

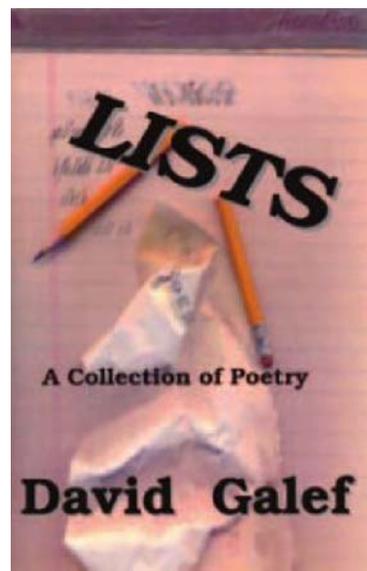
D-N Publishing, 2007

PS 3557 .A41148 .L47 2007

*Professor Galef is in the English Department.*

This book of poems presents a catalogue for all sorts of occasions, whether it's a list of bizarre musical instruments, Odysseus's jotting down items for when he finally gets home, or a set of indiscretions dreamed about — not to mention the list of lists by which we live our lives. In this brief collection, David Galef shows us our mad, funny, poignant obsessions.

<http://www.dnpublishing.org/>



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**Glenn Robert Gill**

*Northrop Frye and the Phenomenology of Myth*

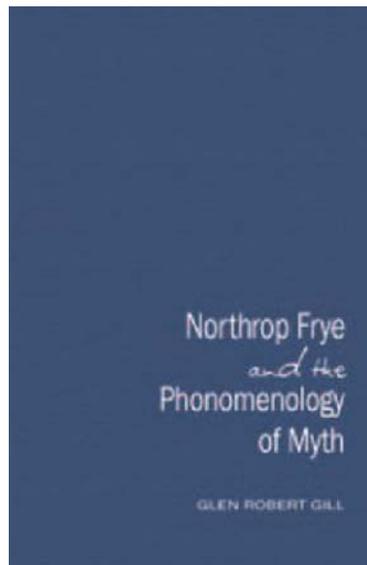
University of Toronto Press, 2006

PN 75.F7 .G55 2006

*Professor Gill is in the Classics and General Humanities Department.*

The author compares Frye's theories about myth to those of three other major twentieth-century mythologists: C.G. Jung, Joseph Campbell, and Mircea Eliade. Gill explores the theories of these respective thinkers as they relate to Frye's discussions of the phenomenological nature of myth, as well as its religious, literary, and psychological significance. Gill substantiates Frye's work as both more radical and more tenable than that of his three contemporaries. Eliade's writings are shown to have a metaphysical basis that abrogates an understanding of myth as truly phenomenological, while Jung's theory of the collective unconscious emerges as similarly problematic. Likewise, Gill argues, Campbell's work, while incorporating some phenomenological progressions, settles on a questionable metaphysical foundation. Gill shows how, in contrast to these other mythologists, Frye's theory of myth, first articulated in *Fearful Symmetry* (1947) and culminating in *Words with Power* (1990), is genuinely phenomenological. With excursions into fields such as literary theory, depth psychology, theology, and anthropology, this book is essential to the understanding of Frye's important mythological work.

<http://www.utpress.utoronto.ca/>



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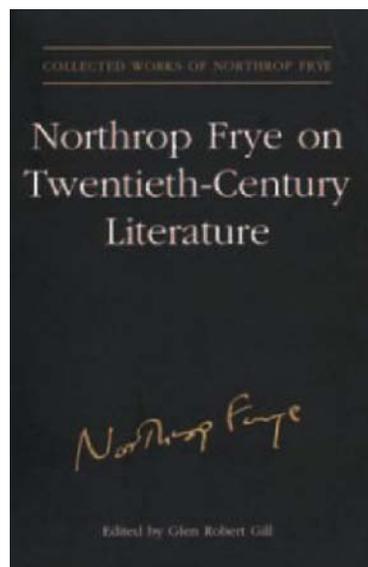
**Glen Robert Gill** (Ed.)

*Northrop Frye on Twentieth-Century Literature*

University of Toronto Press, 2009

PN 37 .F79 2010

*Professor Gill is in the Classics and General Humanities Department.*



This volume brings together Northrop Frye's criticism on twentieth-century literature, a body of work produced over almost sixty years. Including Frye's incisive book, *T.S. Eliot*, as well as his discussions of writers such as James Joyce, W.B. Yeats, Wallace Stevens, and George Orwell, the volume also contains a recently discovered review of C.G. Jung's book on the synchronicity principle and a previously unpublished introduction to a twentieth-century literature anthology. Frye's insightful commentaries demonstrate definitively that he was as astute a critic of the literature of his own time as he was of the literature of earlier periods. The editor's substantial introduction delineates the development of Frye's criticism on twentieth-century literature, puts it in historical and cultural context, and relates it to his overarching theory of literature. This volume in *Frye's Collected Works* is indispensable not only for readers of Frye's work but for all scholars and students of twentieth-century literature.

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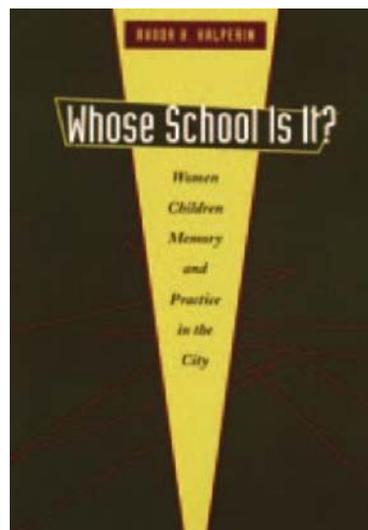
**Rhoda H. Halperin**

*Whose School Is It?: Women, Children, Memory, and Practice in the City*

University of Texas Press, 2006

LD 7501 .C523 H35 2006

*Professor Halperin, who passed away in 2009, was in the Anthropology Department.*

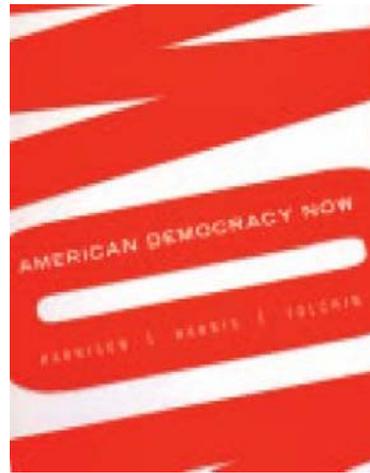


*Whose School Is It?: Women, Children, Memory, and Practice in the City* is a success story with roadblocks, crashes, and detours. Rhoda Halperin uses feminist theorist and activist Gloria Anzaldúa's ideas about borderlands created by colliding cultures to deconstruct the creation and advancement of a public community charter school in a diverse, long-lived urban neighborhood on the Ohio River. Class, race, and gender mix with age, local knowledge, and place authenticity to create a page-turning story of grit, humor, and sheer stubbornness.

<http://www.utexas.edu/utpress/>

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**Brigid Callahan Harrison, Jean Wahl Harris,**  
and Susan J. Tolchin  
*American Democracy Now*  
McGraw-Hill, 2009  
JK 276 .A43 2009  
*Professor Harrison is in the Political Science and  
Law Department.*

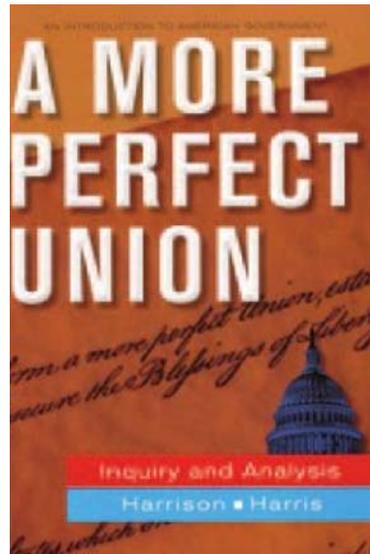


The authors apply a critical thinking framework to teaching American Government by asking students to Inquire, Converse, and Participate. Inquire is about students asking the right questions, and not taking what they read, hear, or see at face value. Converse is getting students to the point where they can join in the conversation of democracy constantly going on around them as informed participants. Participate is about students getting involved or making a conscious decision not to get involved, and also about participation including many new activities related to technology blogging, online polling, social networking sites, and more.

<http://www.mhhe.com>

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**Brigid Harrison and Jean Wahl Harris**  
*A More Perfect Union: Inquiry and Analysis*  
McGraw-Hill, 2010  
JK 276 .H37 2010  
*Professor Harrison is in the Political Science and  
Law Department.*

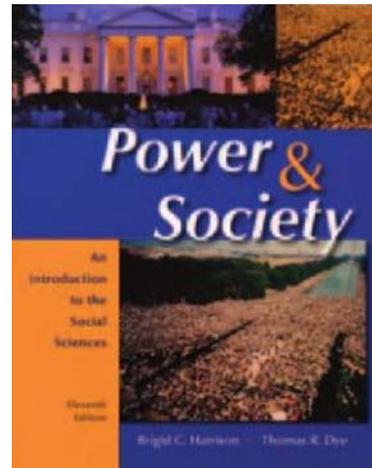


Providing students with the tools they need to think critically about their government, this volume offers a powerful formula for inquiry and analysis. By applying the text's three-part critical thinking framework: Then, Now, and Next (How does what happened Then and what is happening Now shape what's coming Next?), students are taught to read actively and think critically about the information they are learning. As students develop the ability to apply the skills and concepts they are learning in class, they will also begin to make better-informed choices, in turn becoming the citizens who will continue to make the United States "A More Perfect Union."

<http://www.mhhe.com/>

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**Brigid C. Harrison** and Thomas R. Dye  
*Power and Society: An Introduction to the Social Sciences*  
11th ed.  
Thomson/Wadsworth, 2008  
H 61 .D95 2008  
*Professor Harrison is in the Political Science and Law Department.*

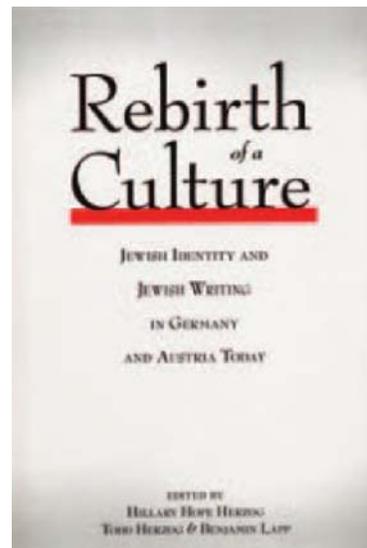


This volume introduces each of the social sciences, and demonstrates how the various disciplines differ in their focus and methods, while maintaining the central integrative theme of power. The interdisciplinary viewpoint illustrates the nature and uses of power in society. It will stimulate interest in the social sciences as it explores some of the central challenges facing American society; for example, ideological conflict, racism and sexism, poverty and powerlessness, crime and violence, community problems, and international relations.

<http://www.thomsonedu.com/>

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Hillary Hope Herzog, Todd Herzog and **Benjamin Lapp** (Eds.)  
*Rebirth of a Culture: Jewish Identity and Jewish Writing in Germany and Austria Today*  
Berghahn Books, 2008  
PT 169 .R38 2008  
*Professor Lapp is in the History Department.*



After 1945, Jewish writing in German was almost unimaginable — then only in reference to the Shoah. Only in the 1980s, after a period of mourning, silence, and processing of the trauma, did a new Jewish literature evolve in Germany and Austria. This volume focuses on the re-emergence of a lively Jewish cultural scene in the German-speaking countries and the various cultural forms of expression that have developed around it. Topics include current debates such as the emergence of post-Waldheim Jewish discourse in Austria and Jewish responses to German unification and the Gulf wars. Other significant themes addressed are the memorialization of the Holocaust in Berlin and Vienna, the uses of Kafka in contemporary German literature, and the German and American-Jewish dialogue as representative of both the history of exile and the globalization of postmodern civilization.

<http://www.berghahnbooks.com/>