Welcome to this catalog, which advertises the 2014 output of the publishing division of Purdue Libraries. Products range from peer-reviewed books and journals produced under the imprint of Purdue University Press (PUP), to technical reports, conference proceedings, student and faculty journals, course companions, and digital reference products created with the assistance of Scholarly Publishing Services (SPS).

Through these two imprints, PUP and SPS, we aim to serve the scholarly communication needs of faculty, staff, and students across a continuum, from informal to formal publication. Our focus is on building signature collections of content in areas that Purdue University is famous for, ranging from aeronautics and astronautics to engineering education. Our philosophy is that it is consistent with the spirit of the land-grant mission to make our publications affordable or, where possible, free to readers.

Purdue University Press, founded in 1960, is guided by an editorial board of nine faculty members from around the University. All books and journal articles published by the Press are peer-reviewed, edited, and designed to the highest standards. The University Press operates on a business model that relies on earned revenue to cover direct program costs. We welcome manuscripts from scholars based outside as well as inside Purdue University. We are a proud member of the Association of American University Presses.

Purdue Scholarly Publishing Services, created formally in 2012, focuses on supporting the publication efforts of various centers and departments within the Purdue system. The primary publishing platform used is Purdue e-Pubs (www.purdue.edu/epubs) and the majority of products created are openly accessible, free-of-charge, to readers. Open Access is made possible by the financial support of partners, foundations, and Purdue University Libraries.

By harnessing the skills of both librarians and publishers, and leveraging a common infrastructure, we believe we can better serve the needs of scholars in the digital age. In this synergistic spirit, Purdue is proud to be one of the initiators of a project involving sixty libraries to create a Library Publishing Coalition that will strengthen the capacity of university publishing nationwide.

Our various publishing activities are supported by a single group of staff members (listed to the right), with assistance from undergraduate students, and include several large-scale projects as well as many single publications.

Major initiatives include the production of the Journal of Purdue Undergraduate Research, the publication of technical reports on behalf of the Joint Transportation Research Program (JTRP), and the project management of HABRI Central, a major bibliographic reference database for researchers in the area of human-animal bond studies, produced in partnership with the Purdue College of Veterinary Medicine. You’ll find more details within the following pages.

Find out more about the publishing division of Purdue Libraries online at www.lib.purdue.edu/publishing

Cover illustration: Detail from “The Spirit of the Land Grant College,” the mural by Eugene Savage dedicated on Purdue’s campus in 1961. See p. 3.
THE C-SPAN ARCHIVES
An Interdisciplinary Resource for
Discovery, Learning, and Engagement

Robert X. Browning (Ed.)

The C-SPAN Archives records, indexes, and preserves all C-SPAN programming for historical, educational, and research uses. Every C-SPAN program aired since 1987, from all House and Senate sessions in the US Congress, to hearings, presidential speeches, conventions, and campaign events, totaling over 200,000 hours, is contained in the video library and is immediately and freely accessible through the database and electronic archival systems developed and maintained by staff.

Whereas C-SPAN is best known as a resource for political processes and policy information, the Archives also offers rich educational research and teaching opportunities. This book provides guidance and inspiration to scholars who may be interested in using the Archives to illuminate concepts and processes in varied communication and political science subfields using a range of methodologies for discovery, learning, and engagement. Applications described range from teaching rhetoric to enhancing TV audience’s viewing experience. The book links to illustrative clips from the Archives to help readers appreciate the usability and richness of the source material and the pedagogical possibilities it offers. Many of the essays are authored by faculty connected with the Purdue University School of Communication, named after the founder of C-SPAN Brian Lamb.

The book is divided into four parts: Part 1 consists of an overview of the C-SPAN Archives, the technology involved in establishing and updating its online presence, and the C-SPAN copyright and use policy. Featured are the ways in which the collection is indexed and tips on how individuals can find particular materials. This section provides an essential foundation for scholars’ and practitioners’ increased use of this valuable resource. Parts 2 and 3 contain case studies describing how scholars use the Archives in their research, teaching, and engagement activities. Some case studies were first presented during a preconference at the National Communication Association (NCA) convention in November 2013, while others have been invited or solicited through open calls. Part 4 explores future directions for the C-SPAN Archives use as a window into American life and global politics.

KEY POINTS

• Provides an essential guidebook to the C-SPAN Archives, one of the richest video libraries in the world.
• Uses well-structured case studies to show how scholars use the Archives in practice, and the challenges and opportunities encountered.
• Illustrates potential uses of this freely available resource that spread far beyond the realm of American politics, with which C-SPAN is usually associated.

Robert X. Browning is an associate professor of political science and communication in the Brian Lamb School of Communication at Purdue University. In 1987, he became the founding director of the C-SPAN Archives. He is the author of Politics and Social Welfare Policy in the United States and papers on redistricting. Awarded the George Foster Peabody Award for its online video library in 2010, the C-SPAN Archives is housed in the Purdue Research Park.
UNDERSTANDING THE GLOBAL ENERGY CRISIS

Eugene D. Coyle and Richard A. Simmons (Eds.)

We are facing a global energy crisis caused by world population growth, an escalating increase in demand, and continued dependence on fossil-based fuels for generation. It is widely accepted that increases in greenhouse gas concentration levels, if not reversed, will result in major changes to world climate with consequential effects on our society and economy. This is just the kind of intractable problem that Purdue University’s Global Policy Research Institute seeks to address by promoting the engagement between policymakers and experts in fields such as engineering and technology.

Major steps forward in the development and use of technology are required. In order to achieve solutions of the required scale and magnitude within a limited timeline, it is essential that engineers be not only technologically adept, but also aware of the wider social and political issues that policymakers face. Likewise, it is imperative that policymakers liaise closely with the academic community in order to realize advances. This book is designed to bridge the gap between these two groups, with a particular emphasis on educating the socially conscious engineers and technologists of the future.

In this accessibly written volume, central issues in global energy are discussed through interdisciplinary dialogue between experts from both North America and Europe. The first section provides an overview of the nature of the global energy crisis approached from historical, political, and sociocultural perspectives. In the second section, expert contributors outline the technology and policy issues facing the development of major conventional and renewable energy sources. The third and final section explores policy and technology challenges and opportunities in the distribution and consumption of energy, in sectors such as transportation and the built environment. The book’s epilogue suggests some future scenarios in energy supply and use while highlighting the urgent need for policy action that is coordinated, science-based, pragmatic, and flexible.

KEY POINTS

• Outlines the key components of the global energy crisis from a range of perspectives.
• Provides concise summaries of major technological and policy issues in energy production, distribution, and use.
• Contributors are world-experts in their respective fields of engineering and technology.

An electronic version of this book is freely available under a Creative Commons (CC-BY-NC) license, thanks to the support of libraries working with Knowledge Unlatched. The ISBN is 978-1-55753-701-0.

KU is a collaborative initiative designed to make high-quality books Open Access for the public good. More information about the initiative and links to the Open Access version can be found at www.knowledgeunlatched.org.

EUGENE D. COYLE is Dean of the Military Technological College of the Sultanate of Oman. He was previously a faculty member at the Dublin Institute of Technology, Ireland, where he held the (Professorial) Chair of Electrical Engineering Systems and was Head of School. Coyle’s research contributions span renewable energies, power quality, biomedical engineering, and engineering education.

RICHARD A. SIMMONS is a licensed professional engineer whose career has concentrated in the design and development of automotive technologies, advanced materials, alternative fuels, and energy policy. He is currently the Executive Director for Research at Purdue’s Air Transport Institute for Environmental Sustainability, and he holds multiple patents.
THE MODERN LAND-GRANT UNIVERSITY

Robert J. Sternberg (Ed.)

In an increasingly competitive higher education environment, America’s public universities are seeking ways to differentiate themselves. This book suggests that a hopeful vision of what a university should be lies in a reexamination of the “land-grant mission,” the common system of values originally set forth in the Morrill Land Grant Acts of 1862 and 1890, which established a new system of practically oriented higher learning across the United States. While hard to define, these values are often expressed by the one hundred or so institutions that currently define themselves as “land grants” under the three pillars of research, teaching, and engagement/extension.

In order to understand the unique character of a modern land-grant institution, this book focuses especially but not exclusively on the multiple components of a single organization, Oklahoma State University, founded in 1890 and currently enrolling 35,000 students across five campuses. Contributors from across the university focus on what the land-grant mission means to them in their daily endeavors, whether that be crafting the undergraduate academic experience, stimulating research, or engaging with the community through extension activities. The twenty contributions are divided into four parts, exploring in turn the core mission of the modern land-grant university, the university environment, the university’s public value, and its accountability. The volume ends with an epilogue by the editor, which summarizes the values underlying the activities of land-grant institutions.

In a time of uncertainty in higher education, this volume provides a helpful overview of the many different types of value public universities bring to American society. It also offers a powerful vision of a future founded on land-grant ideas that will be inspiring to university administrators and trustees, other educational policymakers, and faculty and staff, especially those fortunate enough to be part of land-grant institutions.

KEY POINTS

• Describes all facets of teaching, research, extension, and other forms of outreach at land-grant universities.
• Provides diverse perspectives on the land-grant mission from faculty and staff, all of whom have extensive experience in land-grant universities.
• Offers detailed insight into the range of roles a modern university plays, through its especial focus on Oklahoma State University.
New Titles Aeronautics and Astronautics

FLYING THE BEAM
Navigating the Early US Airmail Airways, 1917–1941

Henry R. Lehrer

With air travel a regular part of daily life in North America, we tend to take the infrastructure that makes it possible for granted. However, the systems, regulations, and technologies of civil aviation are in fact the product of decades of experimentation and political negotiation, much of it connected to the development of the airmail as the first commercially sustainable use of airplanes. From the lighted airways of the 1920s through the radio navigation system in place by the time of World War II, this book explores the conceptualization and construction of the initial US airways systems.

The daring exploits of the earliest airmail pilots are well documented, but the underlying story of just how brick-and-mortar construction, radio research and improvement, chart and map preparation, and other less glamorous aspects of aviation contributed to the system we have today has been understudied. Flying the Beam traces the development of aeronautical navigation of the US airmail airways from 1917 to 1941. Chronologically organized, the book draws on period documents, pilot memoirs, and firsthand investigation of surviving material remains in the landscape to trace the development of the system. The author shows how visual cross-country navigation, only possible in good weather, was developed into all-weather “blind flying.” The daytime techniques of “following railroads and rivers” were supplemented by a series of lighted beacons (later replaced by radio towers) crisscrossing the country to allow nighttime transit of long-distance routes, such as the one between New York and San Francisco.

Although today’s airway system extends far beyond the continental US and is based on digital technologies, the way pilots navigate from place to place basically uses the same infrastructure and procedures that were pioneered almost a century earlier. While navigational electronics have changed greatly over the years, actually “flying the beam” has changed very little.

KEY POINTS

- Written by an experienced pilot and navigator, with over 3,000 hours of flight time, 2,000 as an FAA-certified flight instructor.
- Combines technical insights into navigational methods with human insights into the sometimes perilous lives of early aviators.
- Reveals the crucial role airmail and early airline operators played in the development of the modern US airways system.

HENRY R. LEHRER is an airline transport-rated pilot (jet type-rating) and certified flight instructor (instrument and multi-engine), with over 3,000 hours of flight time. He also has over fifty years of education experience, including both teaching and administration. Lehrer has guided students ranging from elementary schoolchildren to professionals completing advanced graduate degrees. He holds bachelor’s and master’s degrees in secondary education and a PhD in higher education administration. As well as writing numerous journal articles, book chapters, and professional papers, he has founded and edited several refereed scholarly journals in the aviation field. The author spent a significant part of his life along the pathway that was the Transcontinental Airway, the air corridor that stretched from New York City through Cleveland, Chicago, Omaha, Salt Lake City, Reno, and terminated in San Francisco.

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E-book available, $14.99
226 pages • July 2014 • 6 × 9
43 b/w illus.
“CAP” CORNISH, INDIANA PILOT
Navigating the Century of Flight

Ruth Ann Ingraham

Clarence “Cap” Cornish was an Indiana pilot whose life spanned all but five years of the Century of Flight. Born in Canada in 1898, Cornish grew up in Fort Wayne, Indiana. He began flying at the age of nineteen, piloting a “Jenny” aircraft during World War I, and continued to fly for the next seventy-eight years. In 1995, at the age of ninety-seven, he was recognized by Guinness World Records as the world’s oldest actively flying pilot.

The mid-1920s to the mid-1950s were Cornish’s most active years in aviation. During that period, sod runways gave way to asphalt and concrete; navigation evolved from the iron rail compass to radar; runways that once had been outlined at night with cans of oil topped off with flaming gasoline now shimmered with multicolored electric lights; instead of being crammed next to mailbags in open-air cockpits, passengers sat comfortably in streamlined, pressurized cabins. In the early phase of that era, Cornish performed aerobatics and won air races. He went on to run a full-service flying business, served as chief pilot for the Fort Wayne News-Sentinel, managed the city’s municipal airport, helped monitor and maintain safe skies above the continental United States during World War II, and directed Indiana’s first Aeronautics Commission.

Dedicating his life to flight and its many ramifications, Cornish helped guide the sensible development of aviation as it grew from infancy to maturity. Through his many personal experiences, the story of flight nationally is played out.

KEY POINTS

- Most books focus on military aviation, but this volume provides valuable insight into how civilian air transportation evolved in the US.
- Spans formative decades in the development of flight, from the experiments of the 1920s through the commercialization of the 1950s.
- Based on extensive archival research and previously unpublished family papers and photographs.
BECOMING A SPACEWALKER
My Journey to the Stars

Jerry L. Ross with Susan G. Gunderson

This nonfiction picture book is a children’s version of NASA astronaut Jerry L. Ross’s autobiography designed for ages 7–12. Told in friendly first-person narration, it represents how Ross followed his dream from rural 1950s northern Indiana to Purdue University and then outer space. The thirty-two-page book is illustrated with personal photos and memorabilia. It is formatted into twenty-three narratives organized in chronological order illustrating events and experiences in Ross’s life. Pages interweave photos and text while prompts encourage readers to engage with the story.

Ross possessed specific character traits that helped him make choices and overcome obstacles as he struggled against the odds to realize his dream: curiosity, persistence, and believing in oneself. As the story unfolds and readers begin to make personal connections with Ross, his approach to working through setbacks provides a powerful example for children.

Content area concepts are integrated throughout the story, including but not limited to science, technology and engineering, math, visual literacy, financial literacy, geography, flight, and the race to space. Gravity, for example, is a major theme illustrated within the content of the story. Online guides for teachers using the book in a classroom setting (third to fourth grade recommended) are linked to throughout.

A map of the United States on the inside front cover invites children to follow the path of Ross’s journey from Crown Point, Indiana, to Kennedy Space Center. A timeline on the inside back cover compares and contrasts benchmark events in Ross’s life and career with important events in flight and space travel history.

KEY POINTS

- Engages children in an immersive reading experience with manageable text and many color photographs and design features.
- Provides valuable life lessons on the importance of having a plan, working through problems, and overcoming setbacks.
- Accompanied by educator-designed materials that link scientific concepts introduced in the book to national core standards and provide guidance on additional activities.

For more books on space from our partner presses, visit upinspace.org | #upspacebooks
FULL STEAM AHEAD

_Purdue Mechanical Engineering
Yesterday, Today and Tomorrow_

John Norberg (Ed.)

Mechanical Engineering was the first school of engineering to be established at Purdue University in 1882. From just 120 students, the School has grown over the last 130 years to serve over 1,800 undergraduate and graduate students annually. Originally located in Mechanics Hall, a one-story redbrick building, Mechanical Engineering now has extensive facilities that include two major satellite research laboratories, Ray W. Herrick Laboratories and Maurice J. Zucrow Laboratories, named in honor of the first director. There are more than thirty additional instructional and research laboratories, including the Roger B. Gatewood Wing, which opened in 2011, and increased the space available to students and faculty by 44,000 square feet.

Through stories and profiles, as well as hundreds of images (in black and white and color), _Full Steam Ahead_ tells the story of the School of Mechanical Engineering and looks to a future where Purdue engineers are leading the world and making advances in biotechnology, nanotechnology, robotics, design and manufacturing, and renewable energy. Distinguished alumni included in this publication range from astronauts, like Gus Grissom and Jerry Ross, to Bob Peterson, lead writer and codirector for the Oscar-winning animated film _Up_.

BRIDGES AND MORE

_Celebrating 125 Years of Purdue Civil Engineering_

Angie Klink

_Bridges and More_ takes the reader from the early years of Civil Engineering, when Purdue's campus consisted of a smattering of redbrick buildings surrounded by grassy meadows and roads flanked by white, wooden fences, to today's state-of-the-art facilities, such as the Bowen Laboratory for Large-Scale Civil Engineering Research and the online hub for the Network for Earthquake Engineering Simulation (NEES).

The highly illustrated book touches on major milestones in Purdue Civil Engineering history from Road School, to the Ross Summer Surveying Camp, to Purdue's involvement in world landmarks, such as the Panama Canal, Hoover Dam, the Golden Gate Bridge, and the Tower of Pisa. Often, Purdue civil engineers are public servants, evolving research that helps to prevent disasters like building collapses and bridge failures.

_Bridges and More_ honors Purdue's School of Civil Engineering with historic images and an appealing account of 125 years of education, research, and a profession that is, as the title suggests, about so much more than bridges.
GPS FOR GRADUATE SCHOOL

Students Share Their Stories

Mark J. T. Smith (Ed.)
with contributions from M. M. Browne, Kiana R. Johnson, and William J. Peck

This resource book consists of ten chapters by sixteen graduate student authors and two graduate school staff members, with corresponding video vignettes that briefly dramatize each chapter’s theme and are accompanied by group discussion questions. The chapter topics include seeking funding, the challenges of the first year of graduate school, finding a thesis advisor, working with thesis committee members, balancing family and graduate student life, and life after graduate school.

While these subjects have been treated in an academic style many times, this book conveys its message through personal narratives of the challenging circumstances its graduate student authors encountered and solved. It does not give its reader long lists of statistics about graduation rates or most advantageous actions for best outcomes. What it does instead is provide readers with a vivid sense of the types of life experiences one can expect to encounter when undertaking a graduate degree and the opportunity to discuss these real-life issues with others.

The book is published on behalf of the Midwest Crossroads Alliance for Graduate Education and the Professoriate (AGEP). For further information, e-mail agep@purdue.edu.

KEY POINTS

- Accompanied by professionally produced video vignettes to stimulate small group discussion.
- Contains firsthand accounts of real situations that challenge graduate students during their careers.
- The topics treated and issues raised have been identified by education professionals associated with the NSF-funded Alliance for Graduate Education and the Professoriate.

ACCOMPANYING VIDEO VIGNETTES

MARK J. T. SMITH is Dean of the Graduate School at Purdue University and holds the Michael J. and Katherine R. Birck Professorship in Electrical and Computer Engineering. He has been at Purdue since 2003 when he joined the faculty as Head of the School of Electrical and Computer Engineering. He was previously a faculty member at Georgia Tech and holds both his MS and PhD degrees from that institution.
VETERINARY MEDICAL SCHOOL ADMISSION REQUIREMENTS (VMSAR)
2014 Edition for 2015 Matriculation

Association of American Veterinary Medical Colleges

Completely redesigned and expanded for 2014, this annually updated publication provides a comprehensive overview of the admission process for the national and international veterinary schools that are members of the Association of American Veterinary Medical Colleges (AAVMC), as well as a variety of valuable guidance about how to achieve your goal of becoming a veterinarian.

The following need-to-know information is provided for each school: summary of application procedure; requirements for application and residency; prerequisites for admission; deadlines for each component of the application process; description of campus and campus life; and cost of tuition and fees. Full-page spreads provide a complete profile of the different campuses and clearly lay out all the details you require to select the school that best matches your needs.

Additional information includes an overview of the Veterinary Medical College Application Service (VMCAS), information about the accreditation of veterinary schools and professional licensure as a veterinarian, and, new this year, profiles of veterinary students and practicing veterinarians. The book provides the best concise, current, and comparative information for those students interested in preparing for a career in veterinary medicine, as well as their advisors and counselors. It is the essential guide to becoming a DVM.

“These are exciting times for veterinary medicine, a profession that bridges animal, human, and ecosystem health. We understand that getting started and making sense of all the choices and requirements can be challenging, but you’ve come to the right place by accessing this publication, which provides the essential information you need to begin your journey.”

—DR. ANDREW MACCABE
AAVMC Executive Director

KEY POINTS

- The definitive guide to getting into vet school, expanded and redesigned.
- Up-to-date and comprehensive descriptions of different colleges.
- Now available in e-book formats for easy access on mobile devices.

Paperback, 978-1-55753-679-2 • $35.00 (t)
E-book available, $16.99
250 pages • May 2014 • 8.5 × 11

ASSOCIATION OF AMERICAN VETERINARY MEDICAL COLLEGES
The AAVMC coordinates the national and international affairs of all thirty veterinary medical colleges in the United States and five in Canada, nine departments of veterinary science, eight departments of comparative medicine, thirteen accredited colleges of veterinary medicine overseas, and three affiliate members. The AAVMC fosters the teaching, research, and service activities of its members, both nationally and internationally. The mission of the AAVMC is to improve the quality of life for people and animals by advancing veterinary medical education, improving animal health and welfare, strengthening biomedical research, promoting food safety and food security, and enhancing environmental quality.
ENGINEERING IN PRE-COLLEGE SETTINGS

Synthesizing Research, Policy, and Practices

Şenay Purzer, Johannes Strobel, and Monica Cardella (Eds.)

In science, technology, engineering, and mathematics (STEM) education in pre-college, engineering is not the silent “e” anymore. There is an accelerated interest in teaching engineering in all grade levels. Structured engineering programs are emerging in schools as well as in out-of-school settings. Over the last ten years, the number of states in the US including engineering in their K-12 standards has tripled, and this trend will continue to grow with the adoption of the Next Generation Science Standards.

The interest in pre-college engineering education stems from three different motivations. First, from a workforce pipeline or pathway perspective, researchers and practitioners are interested in understanding precursors, influential and motivational factors, and the progression of engineering thinking. Second, from a general societal perspective, technological literacy and understanding of the role of engineering and technology is becoming increasingly important for the general populace, and it is more imperative to foster this understanding from a younger age. Third, from a STEM integration and education perspective, engineering processes are used as a context to teach science and math concepts. This book addresses each of these motivations and the diverse means used to engage with them.

Designed to be a source of background and inspiration for researchers and practitioners alike, this volume includes contributions on policy, synthesis studies, and research studies to catalyze and inform current efforts to improve pre-college engineering education. The book explores teacher learning and practices, as well as how student learning occurs in both formal settings, such as classrooms, and informal settings, such as homes and museums. This volume also includes chapters on assessing design and creativity.

KEY POINTS

- Shows policymakers how improving engineering education for children and adolescents is essential to increasing technological literacy and developing a strong STEM workforce.
- Presents research-based and theoretically informed practical strategies for how engineering can support skills, such as creativity and problem solving, as well as science and math learning.
- Surveys some of the demonstrably successful ways in which an interest in engineering and understanding of engineering principles can be stimulated outside the classroom.

ŞENAY PURZER is an assistant professor in the School of Engineering Education and is the director of Assessment Research for the Institute for P-12 Engineering Research and Learning (INSPiRE) at Purdue University. She received an NSF CAREER award in 2012.

JOHANNES STROBEL is director of Educational Outreach Programs and an associate professor of engineering technology and industrial distribution in the College of Engineering and Teaching, Learning, and Culture in the College of Education at Texas A&M University.

MONICA CARDELLA is an associate professor in the School of Engineering Education at Purdue University and is the director of Informal Learning Environments Research for INSPIRE. She received an NSF CAREER award in 2011.
Like most good educational interventions, problem-based learning (PBL) did not grow out of theory, but out of a practical problem. Medical students were bored, dropping out, and unable to apply what they had learned in lectures to their practical experiences a couple of years later. Neurologist Howard S. Barrows reversed the sequence, presenting students with patient problems to solve in small groups and requiring them to seek relevant knowledge in an effort to solve those problems. Out of his work, PBL was born.

The application of PBL approaches has now spread far beyond medical education. Today, PBL is used at levels from elementary school to adult education, in disciplines ranging across the humanities and sciences, and in both academic and corporate settings. This book aims to take stock of developments in the field and to bridge the gap between practice and the theoretical tradition, originated by Barrows, that underlies PBL techniques.

The book is divided into four sections, each containing contributions by leaders in the field. Chapters in the first section focus on the structure of PBL and the critical elements of the approach. Articulating the underlying problems to be addressed, the role of facilitators, and the process to be followed in achieving a successful PBL intervention are all discussed. The second section explores how PBL has been adapted to function in areas outside medicine, from climate science to teacher education, while the third section explores how the methodology has been combined with other approaches to teaching and learning, such as learning by design and project-based learning. The fourth section assesses the impact of PBL techniques on improving both research and teaching. An epilogue speculates about the future of PBL, synthesizing contributions from the previous chapters and suggesting key themes for further exploration.

**KEY POINTS**

- Provides an up-to-date overview of the problem-based learning approach and its application in a wide range of educational situations.
- Describes best practice in PBL interventions, showing how the design/articulation of the problem and the role of the facilitator are crucial.
- Brings together leading thinkers and practitioners, representing a wide range of disciplines and levels of education.

Andrew Walker, Heather Leary, Cindy Hmelo-Silver, and Peggy A. Ertmer (Eds.)

Hardback, 978-1-55753-682-2 • $65.00 (s)
E-book available, $55.99
320 pages • January 2015 • 6 × 9
TEACHING ENGINEERING
Second Edition

Phillip C. Wankat and Frank S. Oreovicz

The majority of professors have never had a formal course in education, and the most common method for learning how to teach is on-the-job training. This represents a challenge for disciplines with ever more complex subject matter, and a lost opportunity when new active learning approaches to education are yielding dramatic improvements in student learning.

This book aims to cover all aspects of teaching engineering and other technical subjects. It presents both practical matters and educational theories in a format useful for both new and experienced teachers. It is organized to start with specific, practical teaching applications and then leads to psychological and educational theories. The “practical orientation” section explains how to develop objectives and then use them to enhance student learning, and the “theoretical orientation” section discusses the theoretical basis for learning/teaching and its impact on students.

Written mainly for PhD students and professors in all areas of engineering, the book may be used as a text for graduate-level classes and professional workshops or by professionals who wish to read it on their own. This is a new edition of the well-received volume published by McGraw-Hill in 1993. It includes an entirely revised section on the Accreditation Board for Engineering and Technology (ABET) and new sections on the characteristics of great teachers, different active learning methods, the application of technology in the classroom (from clickers to intelligent tutorial systems), and how people learn.

KEY POINTS

- Provides the most complete guide available to teaching engineering well, which is ideal for new professors and also helpful to experienced educators interested in broadening their approaches.
- Combines practical tips and tools with a grounding in a range of pedagogical methods, including the latest active-learning and technology-enabled techniques.
- Based on decades of frontline experience in engineering education, as both a practitioner and theoretician.

Development of this book has received support from the Affordable and Open Text Development Pilot project, led and funded by Information Technology at Purdue (ITaP) in partnership with the Purdue Libraries Publishing Division.

For information about other texts supported by this project, visit itap.purdue.edu/learning/innovate/affordable.html.

PHILLIP C. WANKAT is the Clifton L. Lovell Distinguished Professor of Chemical Engineering and Engineering Education at Purdue University. He is interested in separation processes and in improving engineering education. His current research in separation processes focuses on large-scale chromatography and simulated moving bed systems, distillation, and analysis of the engineering education research literature.

FRANK S. OREOVICZ recently retired as education communication specialist in the Purdue University School of Chemical Engineering.
THE DEANS’ BIBLE
Five Purdue Women and Their Quest for Equality

Angie Klink

Five women successively nurtured students on the Purdue University campus in America’s heartland during the 1930s to 1990s. Each became a legendary dean of women or dean of students. Collectively, they wove a sisterhood of mutual support in their common—sometimes thwarted—pursuit of shared human rights and equality for all.

Dorothy C. Stratton, Helen B. Schleman, M. Beverley Stone, Barbara I. Cook, and Betty M. Nelson opened new avenues for women and became conduits for change, fostering opportunities for all people. They were loved by students and revered by colleagues. The women also were respected throughout the United States as founding leaders of the Coast Guard Women’s Reserve (SPARs), frontrunners in the National Association of Women Deans and Counselors, and pivotal members of presidential committees in the Kennedy and Nixon administrations.

The Deans’ Bible sheds light on cultural change in America, exploring how each of the deans participated nationally in the quest for equality.

As each woman succeeded the other, they knitted their bond with a secret symbol—a Bible. The Bible was handed down from dean to dean with favorite passages marked. The word “bible” is often used in connection with reference works or “guidebooks.” The Deans’ Bible is just that, brimming with stories of courageous women who led by example and lived their convictions.

“Anyone who treasured his or her college experience will find this book compelling and captivating. Through the eyes of its five featured pioneers, the author gives us a moving and memorable sense of the sights, sounds, and passions of life on American college campuses from the 1930s to the present.”

—TOM RUDIN
Senior Vice President, the College Board, Washington, DC

KEY POINTS

• A fascinating biography exploring the interwoven lives of five legendary Purdue leaders and their connection through one extraordinary artifact.
• An inspiring tale of courageous women who strove for equality on behalf of others and themselves—filled with both poignant and humorous tales and observations.
• A cultural history of the Midwest in the twentieth century, rich with historical insights and pop culture. Reveals how the larger world affected, and was impacted by, Purdue University.
ANIMAL CRUELTY AND FREEDOM OF SPEECH
When Worlds Collide

Abigail Perdue and Randall Lockwood

A collaboration between an attorney and an animal protection advocate, this work utilizes the extremely controversial and high-profile “crush video” case, US v. Stevens, to explore how American society attempts to balance the protection of free speech and the prevention of animal cruelty. Starting from the detailed case study of a single prominent ruling, the authors provide a masterful survey of important issues facing society in the area of animal welfare. The Stevens case included various “hot topic” elements connected to the role of government as arbiter of public morality, including judicial attitudes to sexual deviance and dogfighting. Because it is one of only two animal rights cases that the US Supreme Court has handled, and the only case discussing the competing interests of free speech and animal cruelty, it will be an important topic for discussion in constitutional and animal law courses for decades to come.

The Stevens case arose from the first conviction under 18 USC § 48 (Section 48), a federal law enacted in 1999, which criminalized the creation, sale, and/or possession of certain depictions of animal cruelty. The US Congress intended Section 48 to end the creation and interstate trafficking of depictions of animal cruelty in which animals are abused or even killed for entertainment’s sake. Proponents of Section 48 predicted that countless benefits to both humans and animals would flow from its enforcement. Opponents of the law argued that it was too far-reaching and would stifle protected speech. Critics of Section 48 appeared to have prevailed when the US Supreme Court struck the law down as unconstitutionally overbroad. Although a law tailored to address the Supreme Court’s concerns was quickly enacted, the free speech/animal cruelty controversy is far from over.

“Randall Lockwood is the most recognized animal behaviorist looking at the dogfighting issue, and he is respected by the academic community, humane movement, and government officials. Abigail Perdue is a respected and experienced attorney in the field. Together they have created a book that will be appreciated and used by both legal and communications scholars.”

—ALAN M. BECK
Director of the Center for the Human-Animal Bond, Purdue University

KEY POINTS

• The development of animal law programs in over 125 law schools has created a significant market for resources dealing with these issues.
• US v. Stevens is one of only two animal cruelty cases that the US Supreme Court has handled.
• Written at a level that is accessible to those with a non-legal background as well as to advanced undergraduate classes in relevant subject areas.
The relationships between humans and animals take many forms: the unconditional love between a family and its pet cat, the quiet confidence shared between a dog and a child struggling to read, the simple comforts offered to a hospice patient by the presence of a companion animal. All have far-reaching social, psychological, and physiological implications for both the people and animals involved.

Until now, there has been no easy way for those studying these relationships to access and share information. HABRI Central (HABRI stands for the Human-Animal Bond Research Initiative) is the first online resource designed to provide a comprehensive home for information pertaining to all aspects of the human-animal bond. It builds on decades of leadership in the field by Alan M. Beck, director of the Center for the Human-Animal Bond at Purdue, and editor of the book series New Directions in the Human-Animal Bond.

Based on the powerful HUBzero platform for scientific collaboration, HABRI Central houses a living library of thousands of hand-picked entries linked to human-animal bond resources, including the full content of peer-reviewed journal articles, books, white papers, videos, and more. These resources are selected by expert librarians and come from a wide variety of fields, including veterinary medicine, nursing, psychology, sociology, law, and philosophy. These library resources are enriched by the opinions and insight of specialists from all corners of the human-animal interaction community, including veterinary practitioners, academic researchers, policymakers, human health care specialists, pet owners, and more. Best of all, these resources are available free-of-charge to all users.

Signing up for HABRI Central is free and easy; simply go to habricentral.org/register to receive your account or log in with your social media credentials. Once registered, you will be able to participate in community discussions and contribute to the HABRI Central library. Just as the study of human-animal bond comprises the work of many individuals from many different groups, so too does HABRI Central.

Without the participation of everyone involved in the study and use of the human-animal bond, we miss part of the bigger picture. Your involvement is essential to making sure that HABRI Central represents all individuals and groups working to improve our understanding of the human-animal bond.

HABRI Central is a joint project between Purdue Libraries and Purdue’s College of Veterinary Medicine, made possible by generous support of the HABRI Foundation, a coalition of for-profit and non-profit organizations that conducts research, education, and other charitable activities to validate the positive impact the human-animal bond can have on the integrated health of families and communities.

For more information, contact Project Manager Christopher Charles: cccharle@purdue.edu
CONSTRUCTION SITE PLANNING AND LOGISTICAL OPERATIONS
Site-Focused Management for Builders

Randy R. Rapp and Bradley L. Benhart (Eds.)

Organizing and administering a construction site so that the right resources get to the right place in a timely fashion demands strong leadership and a rigorous process. Good logistical operations are the key to profitability, and this book is the essential, muddy boots guide to efficient site management. Written by experienced educator-practitioners from the world-leading Building Construction Management program at Purdue University, the volume is the ultimate guide to the knowledge, skills, and abilities that need to be mastered by project superintendents. Observations about leadership imperatives and techniques are included.

Organizationally, the book follows site-related activities from bidding to project closeout. Beyond outlining broad project managerial practices, the authors drill into operational issues such as temporary soils and drainage structures, common equipment, and logistics. The content is primarily geared for the manager of a domestic or small commercial building construction project, but includes some reference to public and international work, where techniques, practices, and decision making can be substantially different.

The book is structured into five sections and fifteen chapters. This facilitates ready adaptation either to industry training seminars or to university courses: Section I. The Project and Site Pre-Planning: The Construction Project and Site Environment (Randy R. Rapp); Due Diligence (Robert Cox); Site Organization and Layout (James O’Connor). Section II. The Site and Field Engineering Issues: Building Layout (Douglas Keith); Soil and Drainage Issues (Yi Jiang and Randy R. Rapp). Section III. Site Logistics: Site Logistical Procedures and Administration (Daphene Koch); Earthmoving (Douglas Keith); Material Handling Equipment (Bryan Hubbard). Section IV. Leadership and Control: Leadership and Communication (Bradley L. Benhart); Health, Safety, Environment (HSE), and Security (Jeffrey Lew); Project Scheduling (James Jenkins); Project Site Controls (Joseph Orczyk); Inspection and QA/QC (James Jenkins). Section V. Planning for Completion: Site-Related Contract Claims (Joseph Orczyk); Project Closeout (Randy R. Rapp).

KEY POINTS

- Provides a practical handbook for construction site managers, based on Purdue University’s world-leading Building Construction Management program.
- Combines practical tools and tips with research-driven insights into ways of enhancing leadership skills.
- Written by experienced, on-the-ground practitioners who are also skilled educators.
Since its inception in 1937, the Joint Transportation Research Program (JTRP), then known as the Joint Highway Research Project (JHRP), has continuously conducted meaningful research and relevant extension activities to improve Indiana’s transportation system for its residents. Management and operation of JTRP takes place in close collaboration with the Indiana Department of Transportation (INDOT). Since 2006, JTRP has worked with Purdue Libraries to digitize and make openly available technical reports published from 1956 to the present. More than 1,500 reports are available online through Purdue e-Pubs, the Libraries’ online publishing platform. By the end of 2013, JTRP reports had been downloaded over 750,000 times by users in more than 200 countries. This relationship has now expanded to include joint sponsorship of an editor to manage the production of new JTRP reports, presentation of the annual Road School proceedings, development of new publishing initiatives, and hosting of affiliated reports.

Further information about the Joint Transportation Research Program is available at www.purdue.edu/jtrp.

TECHNICAL REPORTS
Each year, approximately thirty JTRP technical reports present the results of research into transportation issues. Every report is made freely available online and in a print-on-demand form that can be purchased directly through Purdue e-Pubs. Many also include data supplements. docs.lib.purdue.edu/jtrp

ROAD SCHOOL
Every year, Road School attracts over 2,000 Indiana local and state officials, consultants, university personnel, students, and suppliers to Purdue for two days of intensive education and discussion. Since 2011, proceedings have been made freely available online. docs.lib.purdue.edu/roadschool

OTHER PUBLICATIONS
JTRP, in collaboration with Purdue Libraries, provides an online repository for affiliated publications of transportation-related projects. New publication formats are also being developed. These include the Indiana Mobility Report, based on crowd-sourced travel data. docs.lib.purdue.edu/jtrprogram
INTEGRATING INFORMATION INTO THE ENGINEERING DESIGN PROCESS

Michael Fosmire and David Radcliffe (Eds.)

This book provides essential guidance for engineering faculty and librarians wishing to better integrate information competencies into their curricular offerings. The treatment of the subject matter is pragmatic, accessible, and engaging. Rather than focusing on specific resources, the book adopts a process-driven approach that outlasts changing information technologies.

After several chapters introducing the conceptual underpinnings of the book, a sequence of shorter contributions go into more detail about specific steps in the design process and the information needs for those steps. While they are based on the latest research and theory, the emphasis of the chapters is on usable knowledge. Designed to be accessible, they also include illustrative examples drawn from specific engineering sub-disciplines to show how the core concepts can be applied.

Contents: Information Literary and Lifelong Learning (Michael Fosmire); Conceptions of Engineering Design (David Radcliffe); How Engineers Use Design Information in Practice (Michael Fosmire); Social Responsibility and Engineering Design (Megan Sapp Nelson and Donna Ferullo); Developing Information Literacy Skills in Engineering Design (David Radcliffe and Michael Fosmire); Developing a Knowledge-Management Strategy (Jon Jeffryes); Understanding the Task (Amy Van Epps and Monica Cardella); Taking Advantage of Prior Art (Jim Clarke); Evaluating Potential Solutions (Jeremy Garritano); Finding the Most Suitable Materials and Components (Jay Bhatt); Meeting Standards, Codes, and Regulations (Bonnie Osif); Persuading with Integrity (Patrice Buzzanell and Carla Zoltowski); Capturing Lessons from the Project (Michael Fosmire and David Radcliffe).

“This handbook bridges the gap between engineering educators and librarians and brings together theory and practice by integrating information-seeking, evaluating, applying, and communicating activities into each phase of the design process. Its numerous examples and extensive references, along with the supplementary material, are a significant resource for all readers. It will appeal both to scholars of engineering education and to practitioners—educators and librarians.”

—ADRIANA POPESCU
Head, Engineering Library, Princeton University

KEY POINTS

• Tailors research and best practices in information literacy instruction to inform educators working in engineering and technology disciplines.
• Provides a valuable resource for disciplinary and library faculty to work together to teach information competencies to undergraduate students.
• Combines cutting-edge theory with practical strategies for use in the classroom and lab.
DATA INFORMATION LITERACY

Librarians, Data, and the Education of a New Generation of Researchers

Jake Carlson and Lisa Johnston (Eds.)

Given the increasing attention to managing, publishing, and preserving research datasets as scholarly assets, what competencies in working with research data will graduate students in STEM disciplines need to be successful in their fields? And what role can librarians play in helping students attain these competencies? In addressing these questions, this book articulates a new area of opportunity for librarians and other information professionals: developing educational programs that introduce graduate students to the knowledge and skills needed to work with research data. The term “data information literacy” has been adopted with the deliberate intent of tying two emerging roles for librarians together. By viewing information literacy and data services as complementary rather than separate activities, the contributors seek to leverage the progress made and the lessons learned in each service area.

The intent of the publication is to help librarians cultivate strategies and approaches for developing data information literacy programs of their own using the work done in the multiyear, IMLS-supported Data Information Literacy (DIL) project as real-world case studies. The initial chapters introduce the concepts and ideas behind data information literacy, such as the twelve data competencies. The middle chapters describe five case studies in data information literacy conducted at different institutions (Cornell, Purdue, Minnesota, Oregon), each focused on a different disciplinary area in science and engineering. They detail the approaches taken, how the programs were implemented, and the assessment metrics used to evaluate their impact. The later chapters include the “DIL Toolkit,” a distillation of the lessons learned, which is presented as a handbook for librarians interested in developing their own DIL programs. The book concludes with recommendations for future directions and growth of data information literacy. More information about the DIL project can be found on the project’s website datainfolit.org.

KEY POINTS

- Expands the concept of information literacy to show how it can be applied to teaching graduate students to handle research data.
- Based on substantial research conducted across a number of North American universities.
- Provides practical guidance for librarians and other information professionals on how to create their own data information literacy programs.

JAKE CARLSON is an associate professor and data services specialist with the Purdue University Libraries. He pursues innovative solutions for organizing, preserving, and providing access to research data collections. He has worked extensively with faculty at Purdue in crafting data management plans, and in developing workflows to support data sharing and curation.

LISA JOHNSTON is the research services librarian at the University of Minnesota-Twin Cities. She also is codirector of the University Digital Conservancy, the UMN institutional repository. Her research focus is on e-science, scientific data curation, and citation analysis. She has led the libraries in research data management since 2008 by creating an outreach and instruction program for researchers, and she works closely with university leaders toward developing a campus research cyberinfrastructure.
It has become increasingly accepted that important digital data must be retained and shared in order to preserve and promote knowledge, advance research in and across all disciplines of scholarly endeavor, and maximize the return on investment of public funds.

To meet this challenge, colleges and universities are adding data services to existing infrastructures by drawing on the expertise of information professionals who are already involved in the acquisition, management, and preservation of data in their daily jobs. Data services include planning and implementing good data management practices, thereby increasing researchers’ ability to compete for grant funding and ensuring that data collections with continuing value are preserved for reuse.

This volume provides a framework to guide information professionals in academic libraries, presses, and data centers through the process of managing research data from the planning stages through the life of a grant project and beyond. It illustrates principles of good practice with use-case examples and illuminates promising data service models through case studies of innovative, successful projects and collaborations.

“Increasing funder requirements relating to research data, combined with a growing awareness of the value that accessible, citable, reusable data can offer to researchers, mean that every research organization needs to take research data management seriously as an institutional imperative. This timely book contains contributions on every aspect of the problem from people with practical experience of the solutions.”

—KEVIN ASHLEY
Director, Digital Curation Centre, University of Edinburgh

KEY POINTS

• Provides practical guidance on the management of digital data to libraries of all sizes.
• Emphasizes the social as well as technical aspects of data management.
• Includes a range of case studies, showing how all the parts of the process come together in a single institution.
REIMAGINING REFERENCE IN THE 21ST CENTURY

David A. Tyckoson and John G. Dove (Eds.)

Reference service, the idea that librarians provide direct assistance to users, has been a central function of libraries for over a century. Today's libraries are even more complex and intimidating to new users than libraries of the past, and the technical and social contexts in which users experience their library's resources add to this complexity. The availability of a friendly librarian who helps users find materials, search for information on a topic, interpret citations, identify quality information, and format bibliographies has become a standard component of what libraries do. However, changes in technologies, economics, and user populations are causing many libraries to question the need and function of traditional reference services.

This book examines how library services meet user needs in the twenty-first century. Many libraries are asking key questions about reference services, such as: Should librarians be on call waiting for users or out in the community promoting the library? Should we assign staff to help users one-on-one or is it more effective to assign them to build and use tools to teach users how to find and evaluate information? Will we continue to purchase commercial reference sources or just use Wikipedia and other free resources on the web? With the proliferation of information available today, how can we help users evaluate search results and select the best resources that they can find? And how do we evaluate the effectiveness of reference services?

Through contributions from the leading scholars and practitioners in the field, this volume addresses such issues and how they affect practices in public and academic libraries. In addition, it presents perspectives from the publishing community and the creators of discovery tools. Each section is enhanced by short case studies that highlight real-world practices and experiences.

KEY POINTS

• Provides overviews of the skills, tools, sources, and services that are essential for modern reference librarianship.
• Uses case studies to illustrate themes with specific strategies and techniques that are being implemented in public and academic libraries.
• Brings together a wide range of perspectives, including librarians, publishers, and library educators.
TOO MUCH IS NOT ENOUGH: CHARLESTON CONFERENCE PROCEEDINGS 2013

Beth R. Bernhardt, Leah H. Hinds, and Katina P. Strauch (Eds.)

Almost one hundred presentations from the thirty-third annual Charleston Library Conference (held November 6–9, 2013) are included in this annual proceedings volume. Major themes of the meeting included open access publishing, demand-driven acquisition, the future of university presses, and data-driven decision making. While the Charleston meeting remains a core one for acquisitions librarians in dialog with publishers and vendors, the breadth of coverage of this volume reflects the fact that this conference is now one of the major venues for leaders in the publishing and library communities to shape strategy and prepare for the future. At least 1,500 delegates attended the 2013 meeting, ranging from the staff of small public library systems to the CEOs of major corporations. This fully indexed, copyedited volume provides a rich source for the latest evidence-based research and lessons from practice in a range of information science fields. The contributors are leaders in the library, publishing, and vendor communities.

KEY POINTS

• Presents the latest research and lessons from the field often years before this material appears in journal literature.
• Logically organized and comprehensively indexed to maximize easy access to must-have information.
• Provides a written record of the largest international meeting of librarians and publishers.

COMPANION WEB RESOURCE AVAILABLE

Contributions are also available free-of-charge online at the following site:
docs.lib.purdue.edu/charleston

BETH R. BERNHARDT is Electronic Resources Librarian at the Jackson Library, University of North Carolina at Greensboro.

LEAH H. HINDS is Assistant Director of the Charleston Conference.

KATINA P. STRAUCH is Assistant Dean of Technical Services and Collection Development at the Addlestone Library, College of Charleston, founder of the Charleston Conference, and editor of Against the Grain, the journal for libraries, publishers, and vendors, which is published six times a year.
With so many groundbreaking discoveries and research findings occurring at Purdue University, there is one place providing free global online access to this scholarship—Purdue e-Pubs. With over 2,000,000 downloads recorded in just 2013, Purdue e-Pubs continues to advance the impact of Purdue scholarship at the global, national, and local level. Purdue University Libraries began providing the Purdue e-Pubs service to the campus community in 2006 as an “institutional repository” through which research and scholarship could be shared openly. It now includes over 35,000 items in a range of media, from text to video, all presented in a stable, accessible, citable way.

As many funding agencies change their requirements to ensure open accessibility to funded research findings, to fulfill these requirements Purdue e-Pubs provides several services to faculty to openly share previously published research. Support is offered by library staff in checking permissions, tracking down copies of papers, and uploading them to the repository on scholars’ behalf.

Another important function Purdue e-Pubs plays is to provide online publishing support for original publications, including niche open access journals, technical reports, theses and dissertations, white papers, conference proceedings, posters, and student scholarship. Value-added publishing services are provided in collaboration with Purdue University Press, and all content is indexed by Google Scholar.

Measuring and reporting impact is an important part of the Purdue e-Pubs service. As well as using Google Analytics to gather qualitative information, the repository issues monthly download notifications to authors. These metrics allow authors the opportunity to demonstrate the reach of their scholarship, not only to academic colleagues and administrators, but to taxpayers, policymakers, and media outlets.

Purdue e-Pubs works in tandem with the other Libraries services and repositories to serve the full spectrum of the Purdue community’s scholarly communication needs. Linked data is made available through the Purdue University Research Repository (PURR), while the Purdue e-Archives service provides access to archival images and texts.

For more information about Purdue e-Pubs, please contact Scholarly Repository Specialist David Scherer: dscherer@purdue.edu
When seeking the origins of World War I, the chain of events in the late nineteenth century that led to the breakdown of relations between Austria-Hungary and Serbia and facilitated the rise of an aggressive Serbian nationalism needs to be understood. This book focuses on the hitherto unexplored Hungarian influence on the Habsburg Monarchy’s policy toward Serbia after the 1867 Ausgleich, and it argues that this early period was critical in shaping policy after 1871, down to the imposition on Serbia in 1881 of a system of economic and political control.

The Ausgleich, the Austro-Hungarian compromise that reconstituted the Empire as a dual monarchy, gave Hungary a limited voice in foreign affairs; and it was at the request of the Hungarian premier, Count Gyula Andrássy, that the young politician Benjámin Kállay was appointed representative at Belgrade in 1868. Both men were obsessed with the threat posed by Russia and particularly concerned that Serbia might be used as a stalking horse for Russian influence among the Monarchy’s South Slavs. They pursued a shadow policy designed to draw Serbia firmly into the Monarchy’s sphere of influence, which contradicted that of the foreign minister, Count Beust, and resulted in a serious deterioration in relations with Serbia by 1871. After 1871 Andrássy, as foreign minister, laid the foundations for a more explicit control of Serbia; Kállay, as a senior diplomat, negotiated the treaties that, by 1881, locked Serbia into satellite status for a generation.

Through detailed archival research in multiple languages and a painstaking reconstruction of diplomatic events, Armour illuminates a crucial period in Central European history, showing how the origins of a war that claimed millions of lives can be traced to political maneuverings almost fifty years before.

“This book is a significant contribution to scholarship, very easy to read, and easy to understand. It will be of much interest to scholars of Habsburg history, nationalism, and historians who study nineteenth-century European history and how it led to the outbreak of World War I. The archival and secondary sources in the multiple languages found in the footnotes take one’s breath away.”

—KARL A. ROIDER, JR.
Louisiana State University

KEY POINTS

- First comprehensive study in English of the “Hungarian factor” in the Habsburg Monarchy’s policy in the years immediately following the Ausgleich of 1867.
- Detailed, up-to-date examination of the steps by which the Monarchy committed itself to the fateful policy of imposing satellite status on Serbia.
- Vivid account of the diplomatic career of the Hungarian politician Benjámin Kállay, a hitherto little studied but crucial figure in the Austro-Serbian relationship.

IAN D. ARMOUR has been teaching history at Grant MacEwan University since 2006, and previously taught at Staffordshire University and the School of Slavonic and East European Studies, University College London, where he completed his PhD in 1994. His specialty is the history of the Habsburg Monarchy’s relationship with Serbia in the nineteenth and early twentieth centuries, but he has a strong side-interest in German history. He is the author (with Ian Porter) of Imperial Germany 1890–1918 (Longman, 1991) and sole author of A History of Eastern Europe 1740–1918: Empires, Nations, and Modernisation, (2nd edition, Bloomsbury, 2012), as well as numerous articles in peer-reviewed journals. He is currently working on a companion volume to the present study, taking the story down to 1903, and is writing A History of Eastern Europe, 1918 to the Present for Bloomsbury.
**CENTER STAGE**

*Operatic Culture and Nation Building in Nineteenth-Century Central Europe*

Philipp Ther, translated by Charlotte Hughes-Kreutzmüller

Grand palaces of culture, opera theaters marked the center of European cities like the cathedrals of the Middle Ages. As opera cast its spell, almost every European city and society aspired to have its own opera house, and dozens of new theaters were constructed in the course of the “long” nineteenth century. At the time of the French Revolution in 1789, only a few, mostly royal, opera theaters existed in Europe. However, by the turn of the nineteenth and twentieth centuries, nearly every large town possessed a theater in which operas were performed, especially in Central Europe, the region upon which this book concentrates.

This volume, a revised and extended version of two well-reviewed books published in German and Czech, explores the social and political background to this “opera mania” in nineteenth-century Central Europe. After tracing the major trends in the opera history of the period, including the emergence of national genres of opera and its various social functions and cultural meanings, the author contrasts the histories of the major houses in Dresden (a court theater), Lemberg (a theater built and sponsored by aristocrats), and Prague (a civic institution). Beyond the operatic institutions and their key stage productions, composers such as Carl Maria von Weber, Richard Wagner, Bedřich Smetana, Stanisław Moniuszko, Antonín Dvořák, and Richard Strauss are put in their social and political contexts. The concluding chapter, bringing together the different leitmotifs of social and cultural history explored in the rest of the book, explains the specificities of opera life in Central Europe within a wider European and global framework.

**KEY POINTS**

- The history of opera as an art form is expanded to reveal its social and political aspects.
- Social history, cultural history, and musicological approaches are combined in innovative ways.
- Detailed archival research sheds new light on the rich history of three extraordinary cultural institutions.

**PHILIPP THER** is a professor of Central European history at the University of Vienna and has published a number of well-reviewed books and articles on cultural history and history and music, including *In der Mitte der Gesellschaft: Operntheater in Zentraleuropa 1815–1914* (Oldenbourg Verlag, 2006), on which *Center Stage* is based. He received his master's degree from Georgetown University and PhD in history from the Free University of Berlin. From 2007 to 2010, he was a professor of European history at the European University Institute in Florence, Italy.
THE CHARMED CIRCLE

Joseph II and the “Five Princesses,” 1765–1790

Rebecca Gates-Coon

In late eighteenth-century Vienna a remarkable coterie of five aristocratic women, popularly known as the “five princesses,” achieved social preeminence and acclaim as close associates of the reforming Habsburg Emperor Joseph II. They were Princess Maria Josepha Clary (1728–1801); Princess Maria Sidonia Kinsky (1729–1815); Princess Maria Leopoldine Liechtenstein (1733–1809); Countess, subsequently Princess, Maria Leopoldine Kaunitz (1741–1795); and Princess Maria Eleonore Liechtenstein (1745–1812).

The group assumed a stable form by 1772, by which time Joseph II and two of his closest male associates, Field Marshal Franz Moritz Lacy and Count Franz Xavier Orsini-Rosenberg, had become accepted members of the circle as well. During the Viennese social season, members of the group made their way several times each week to the inner city palace of one of the “Dames,” as members of the group called themselves. In the summer months, when the women dispersed to visit country estates in Bohemia and Moravia or to travel, group members corresponded regularly.

These were exciting, restless years in the Habsburg Monarchy, as reforms were implemented to help the Monarchy withstand threats to its stability and international stature from without and within. With assured access to the emperor and his closest advisors, the Dames enjoyed both a unique view of events and a chance to participate in public affairs (albeit informally and discreetly) as steadfast, acknowledged friends of the emperor. Through analysis of the correspondence of these women and of the published and unpublished commentaries of their contemporaries, this study scrutinizes the activities of this select group during the coregency period (1765–1780) when Joseph shared responsibility with his mother, Maria Theresia, and during Joseph’s decade as sole ruler (1780–1790) after Maria Theresia’s death—years during which the women enjoyed their special position.

KEY POINTS

- Provides the first comprehensive study of five remarkable women, key figures in the history of the Habsburg Empire.
- Utilizes largely untapped correspondence of the women concerned, presenting important archival materials for the first time.
- Presents a nuanced perspective on social life and gender relations among the aristocrats of eighteenth-century Europe.
EDITH BRUCK IN THE MIRROR
Fictional Transitions and Cinematic Narratives

Philip Balma

Author of more than thirteen books and several volumes of poetry, screenwriter, and director, Edith Bruck is one of the leading literary voices in Italy, attracting increasing attention in the English-speaking world not least for her powerful Holocaust testimony, which is often compared with the work of her contemporaries Primo Levi and Giorgio Bassani. Born in Hungary in 1932, she was deported with her family to the concentration camps of Auschwitz, Dachau, Christianstadt, Landsberg, and Bergen-Belsen, where she lost both her parents and a brother. After the war, she traveled widely until 1954 when she settled in Rome. She has lived there ever since.

This important new study is motivated by a desire to better understand and situate Bruck’s art as well as to advance (and, when necessary, to revise) the critical discourse on her considerable and eclectic body of work. As such, it underscores and analyzes the intermedial nature of her contributions to contemporary Italian culture, which should no longer be understood merely in terms of her willingness to revisit the subject of the Holocaust on the printed page or the silver screen. It also includes previously unpublished interviews with the author. The book will be of broad interest to scholars and students of Jewish (especially Holocaust) studies, Italian literature, film studies, women’s studies, and postcolonial culture.

“This is the first comprehensive scholarly analysis of the work produced by a main contemporary author of Italian Holocaust literature, focused on Bruck’s overall artistic production (novels, poetry, film, and TV productions). It will offer scholars and students alike a new interpretive perspective and a valuable source of reference for their studies.”

—GABRIELLA ROMANI
Seton Hall University

KEY POINTS

• The first comprehensive study of one of the leading voices in contemporary Italian literature.
• Provides new perspectives on the influential group of Jewish writers writing in Italian, including Primo Levi and Giorgio Bassani, who have transformed our understanding of the Holocaust.
• Contains previously unpublished interviews with Edith Bruck.
WHO IS A JEW?
Reflections on History, Religion, and Culture
Leonard J. Greenspoon (Ed.)

Jewish identity is a perennial concern, as Jews seek to define the major features and status of those who “belong,” while at the same time draw distinctions between individuals and groups on the “inside” and those on the “outside.” From a variety of perspectives, scholarly as well as confessional, there is intense interest among non-Jewish and Jewish commentators alike in the basic question, “Who is a Jew?”

This collection of articles draws diverse historical, cultural, and religious insights from scholars who represent a wide range of academic and theological disciplines. Some of the authors directly address the issue of Jewish identity as it is being played out today in Israel and Diaspora communities. Others look to earlier time periods or societies as invaluable resources for enhanced and deepened analysis of contemporary matters.

All authors in this collection make a concerted effort to present their evidence and their conclusions in a way that is accessible to the general public and valid for other scholars. The result is a richly textured approach to a topic that seems always relevant. If, as is the case, no single answer appeals to all of the authors, this is as it should be. We all gain from the application of a number of approaches and perspectives, which enrich our appreciation of the people whose lives are affected, for better or worse, by real-life discussions of this issue and the resultant actions toward exclusivity or inclusivity.

Paperback, 978-1-55753-692-1 • $35.00 (s)
E-book available, $16.99
320 pages • October 2014 • 6 × 9
Studies in Jewish Civilization

BEYOND STEREOTYPES
American Jews and Sports in the Twentieth Century
Ari F. Sclar (Ed.)

In the decades after the Civil War, sports slowly gained a prominent position within American culture. This development provided Jews with opportunities to participate in one of the few American cultures not closed off to them. Jewish athleticism challenged anti-Semitic depictions of Jews’ supposed physical inferiority while helping to construct a modern American Jewish identity. An Americanization narrative emerged that connected Jewish athleticism with full acceptance and integration into American society. This acceptance was not without struggle, but Jews succeeded and participated in the American sporting culture as athletes, coaches, owners, and fans.

The diversity of topics in this volume reflect that the field of the history of American Jews and sports is growing and has moved beyond the need to overcome the idea that Jews are simply “People of the Book.” The contributions to this volume paint a broad picture of Jewish participation in sports, with essays written by respected historians who have examined specific sports, individuals, leagues, cities, and the impact of sport on Judaism. Despite the continued belief that Jewish religious or cultural identity remains somehow distinct from the American idea of the “athlete,” the volume demonstrates that American Jews have had a tremendous contribution on American sports—and conversely, that sports have helped construct American Jewish culture and identity.

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Jewish Role in American Life
MULTICULTURALISM IN ISRAEL

Literary Perspectives

Adia Mendelson-Maoz

By analyzing its position within the struggles for recognition and reception of different national and ethnic cultural groups, this book offers a bold new picture of Israeli literature. Through comparative discussion of the literatures of Palestinian citizens of Israel, of Mizrahim, of migrants from the former Soviet Union, and of Ethiopian-Israelis, the author demonstrates an unexpected richness and diversity in the Israeli literary scene, a reality very different from the monocultural image that Zionism aspired to create.

Drawing on a wide body of social and literary theory, Mendelson-Maoz compares and contrasts the literatures of the four communities she profiles. In her discussion of the literature of the Palestinian citizens of Israel, she presents the question of language and translation, and she provides three case studies of particular authors and their reception. Her study of Mizrahi literature adopts a chronological approach, starting in the 1950s and proceeding toward contemporary Mizrahi writing, while discussing questions of authenticity and self-determination. The discussion of Israeli literature written by immigrants from the former Soviet Union focuses both on authors who write Israeli literature in Russian and of Russian immigrants writing in Hebrew. The final section of the book provides a valuable new discussion of the work of Ethiopian-Israeli writers, a group whose contributions have seldom been previously acknowledged.

The picture that emerges from this groundbreaking book replaces the traditional, homogeneous historical narrative of Israeli literature with a diversity of voices, a multiplicity of origins, and a wide range of different perspectives. In doing so, it will provoke researchers in a wide range of cultural fields to look at the rich traditions that underlie it in new and fresh ways.

“A very welcome contribution to the study of Israeli identity, looking at the ways in which cultural diversity has shaped and is shaped by contemporary literature.”

—NAOMI SOKOLOFF
University of Washington

KEY POINTS

• Outlines a comparative picture of the several different literary traditions in Israel that are usually treated in isolation.
• Includes one of the first studies of the literature of immigrants to Israel from the former Soviet Union and Ethiopia.
• Builds new theoretical bridges between multicultural thought and analysis of the literary cultural field. This contribution points to certain attributes of what one could consider as an ethnic literature and will be relevant in other contexts.
The study of “intermediality” explores the exchangeability of expressive means and aesthetic conventions between different art and media forms, a trend amplified and enabled by the digital age. It has become a powerful structuring concept in digital humanities, where traditional boundaries between disciplines as well as genres are being eroded. Contributors to this volume discuss the concepts of intermediality and digital humanities from a range of theoretical perspectives. While in the humanities, generally, there is continued focus on traditional textuality, this up-to-date collection demonstrates the explosive potential of new forms of hypermedia studies to transform our understanding of a range of genres.

Contents: Literary Studies from Hermeneutics to Media Culture Studies; (Inter)mediality and the Study of Literature; Discourses and Models of Intermediality; Intermediality and Aesthetic Theory in Shklovsky’s and Adorno’s Thought; Intermediality, Translation, Comparative Literature, and World Literature; Making Sense of the Digital as Embodied Experience; The Metaphysics of Electronic Being; Video Games as Equipment for Living; Dialogue between Meaning Systems in Intermedial Texts; Intermediality and Human vs. Machine Translation; Intermediality, Rhetoric, and Pedagogy; Race and Gender Representations in Advertising in Cable Cartoon Programming; An Intermedial Reading of Paley’s Sita Sings the Blues; Aesthetics, Nationalism, and the Image of Woman in Modern Indian Art; Towards a Multimodal Analysis of da Rimini’s Dollspace; Intermedial Representations in Asian Macbeth-s; Innovation and Multimedia in the Poetry of Cummings and Mayakovsky; Intermediality, Rewriting Histories, and Identities in French Rap; Intermediality as Cultural Literacy and Teaching the Graphic Novel; Comics and the Graphic Novel in Spain and Iberian Galicia; Qu(e)erying Comic Book Culture and Representations of Sexuality in Wonder Woman; Digital Media, 419, and the Politics of the Global Network; Media Icons of War and the Instrumentalization of Images in US-American Media; Political Deliberation and E-Participation in Policy-Making; Digital Humanities in Developed and Emerging Markets; Intermediality, Architecture, and the Politics of Urbanity; Intersubjectivity and Intermediality in the Work of Serra; Digital Humanities and a Case Study of (Inter)medial Participation; Bibliography for Work in Intermediality and Digital Humanities.

Versions of these papers were originally published in CLCWeb, the interdisciplinary, open access journal of comparative cultural studies, available at docs.lib.purdue.edu/clcweb.
MO YAN IN CONTEXT
Nobel Laureate and Global Storyteller

Angelica Duran and Yuhan Huang (Eds.)

In 2012 the Swedish Academy announced that Mo Yan had received the Nobel Prize in Literature for his work that “with hallucinatory realism merges folk tales, history, and the contemporary.” The announcement marked the first time a native and resident of mainland China had ever received the award. This is the first English-language study of the Chinese writer’s work and influence, featuring essays from scholars in a range of disciplines, from both China and the United States. Its introduction, twelve articles, and epilogue aim to deepen and widen critical discussions of both a specific literary author and the globalization of Chinese literature more generally.

The book takes the “root-seeking” movement with which Mo Yan’s works are associated as a metaphor for its organizational structure. The four articles of “Part I: Leaves” focus on Mo Yan’s works as world literature, exploring the long shadow his works have cast globally. Howard Goldblatt, Mo Yan’s English translator, explores the difficulties and rewards of interpreting his work, while subsequent articles cover issues such as censorship and the “performativity” associated with being a global author. “Part II: Trunk” explores the nativist core of Mo Yan’s works. Through careful comparative treatment of related historical events, the five articles in this section show how specific literary works intermingle with China’s national and international politics, its mid-twentieth-century visual culture, and its rich religious and literary conventions, including humor. The three articles in “Part III: Roots” delve into the theoretical and practical extensions of Mo Yan’s works, uncovering the vibrant critical and cultural systems that ground Eastern and Western literatures and cultures. Mo Yan in Context concludes with an epilogue by sociologist Fenggang Yang, offering a personal and globally aware reflection on the recognition Mo Yan’s works have received at this historical juncture.

KEY POINTS

- Provides the first multi-author English-language critical study of Mo Yan’s works.
- Includes contributions from a variety of critical perspectives, with contributors from both China and the United States.
- Offers broader insights into Chinese literature and culture, using a Comparative Cultural Studies approach.
GENRE FUSION
A New Approach to History, Fiction, and Memory in Contemporary Spain

Sara J. Brenneis

Although the boom in historical fiction and historiography about Spain’s recent past has found an eager readership, these texts are rarely studied as two halves of the same story. With Genre Fusion: A New Approach to History, Fiction, and Memory in Contemporary Spain, Sara J. Brenneis argues that fiction and nonfiction written by a single author and focused on the same historical moment deserve to be read side-by-side. By proposing a literary model that examines these genres together, Genre Fusion gives equal importance to fiction and historiography in Spain. In her book, Brenneis develops a new theory of “genre fusion” to show how authors who write both historiography and fiction produce a more accurate representation of the lived experience of Spanish history than would be possible in a single genre.

Genre Fusion opens with a straightforward overview of the relationships among history, fiction, and memory in contemporary culture. While providing an up-to-date context for scholarly debates about Spain’s historical memory, Genre Fusion also expands the contours of the discussion beyond the specialized territory of Hispanic studies. To demonstrate the theoretical necessity of genre fusion, Brenneis analyzes pairs of interconnected texts (one a work of literature, the other a work of historiography) written by a single author. She explores how fictional and nonfictional works by Montserrat Roig, Carmen Martín Gaite, Carlos Blanco Aguinaga, and Javier Marías unearth the collective memories of Spain’s past.

Through these four authors, Genre Fusion traces the transformation of a country once enveloped in a postwar silence to one currently consumed by its own history and memory. Brenneis demonstrates that, when read through the lens of genre fusion, these Spanish authors shelve the country’s stagnant official record of its past and unlock the collective and personal accounts of the people who constitute Spanish history.

KEY POINTS

- Proposes and describes the new theory of “genre fusion.”
- Examines works of fiction and nonfiction by a number of important Spanish authors, shedding new light on their work.
- Explores the historical memory of Spaniards in regard to diverse subjects, from dictatorship Spain to the Spanish exile community in Mexico.
ILUSIONISMO VERBAL
en Elógio de la madrastra y Los cuadernos de don Rigoberto de Mario Vargas Llosa

Guadalupe Martí-Peña

Among the multiple approaches to be taken on an author as multifaceted and prolific as the recent Nobel Laureate Peruvian writer Mario Vargas Llosa, Guadalupe Martí-Peña has chosen to look at the novelist as an illusionist. She studies this land of fantasies and daydreams, that seemingly harmless battlefield where literature, theater, and painting contend and join together with the writer, the dreamer, and the illusionist to oust reality. Focusing on Elógio de la madrastra and Los cuadernos de don Rigoberto, and the effect of illusion on the reading process, she argues that by referring to theatrical, pictorial, and mystical patterns, Vargas Llosa entices us to experience, along with his characters, the unreal as real, the dream as reality, the magic of fiction as an empowering act.

The book looks first at the theatricality and theatrics that enliven both texts. In the light of reader/spectator-response theories and theater semiotics, Martí-Peña shows how the novelist turns narrating into acting, fiction into performance, and reading into seeing. She next reflects upon the role that painting plays in the materialization of the characters’ desires and illusions. By funneling pictorial aesthetics through the prism of narration, and by engaging with theory concerned with issues of text-image interrelations, she examines the various functions paintings play within the linguistic system. Finally, she compares Rigoberto’s writing exercises to the writings of self-examination described by Michel Foucault in “L’écriture de soi.” Both texts encapsulate the main active ingredient in all of Vargas Llosa’s writings: that fiction is not a submission to life, but rather an insurrection against it. Verbal illusionism becomes the most efficient tactic to carry out such a rebellion.

The text of this book is in Spanish.

KEY POINTS

- Presents a new lens through which to analyze the work of one of Latin America’s most significant novelists, Nobel Laureate Mario Vargas Llosa.
- Offers the first monographic study of two of Vargas Llosa’s often-neglected minor works.
- Provides a valuable summary of existing critical perspectives on these works as well as a source of new ideas.
ON EMERGING FROM HYPER-NATION
Saramago’s “Historical” Trilogy

Ronald W. Sousa

On Emerging from Hyper-Nation represents Ronald W. Sousa’s attempt to answer the question, “Why do I smile on reading one of Saramago’s ‘historical’ novels?” Why that reaction of emotional release? To answer the “smile question” the book engages in a critical mode that could be described as “discourse analysis.” It combines several critical strains and relies on basic concepts from Freudian and Lacanian psychoanalysis, Adlerian psychology, and contemporary cognitive psychology for their discourse-analytical value rather than as entrées into psychoanalytical reading per se.

The introductory chapter presents some of the concepts that underlie that compound analytical modality and sets out an overview of twentieth-century Portuguese social and economic history. Then, with an eye to answering the “smile question,” the book reads Nobel Laureate José Saramago’s three novels, Baltasar and Blimunda (1982), The Year of the Death of Ricardo Reis (1984), and The History of the Siege of Lisbon (1989). Or, better, it seeks to read Sousa’s own reading of the three works, since focus falls on how each novel seeks to construct both its own reading and also Sousa as its reader.

The discussion brings to light a number of textual phenomena that bear upon the “smile question.” Among them are that the novels invoke, often subtly, the fascist hermeneutical heritage remaining from before the revolution of 1974 as a constituent part of their communication with the reader; that they summon up historical trauma; that they function as Freudian-style “tendentious jokes”; and that, through these various invocations, they seek to constitute a postrevolutionary Portuguese subject. The reading of Sousa’s reading, then, ends up being a reading of some of the cultural forces at work in postrevolutionary Portugal.

KEY POINTS

- Presents a phenomenological study of three of the most historical and political novels of the Portuguese Nobel Laureate José Saramago.
- Combines a range of theoretical approaches in innovative ways that will be of interest to scholars working on other literary traditions.
- Written by one of the leading scholars of Portuguese literature and informed by a deep understanding of the country’s historical and political context.
This book gives a unique perspective into the political, bureaucratic, and human aspects of the Kindertransport scheme prior to and during World War II.

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Published four times a year. Volume 32 (2013–14). Domestic annual subscriptions: $60.00, individuals; $100.00, institutions. International annual subscriptions: $80.00, individuals; $120.00, institutions. Print ISSN: 0882-8539; E-ISSN: 1534-5165.

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David A. Granger (Ed.)

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Derek Parker Royal and Jessica G. Rabin (Eds.)

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