

Parent and Family Annotated Bibliography Resource

Bogle, Kathleen A. *Hooking Up; Sex, Dating, and Relationships on Campus*. New York: New York University, 2008. Print.

Hooking Up is an intimate look at how and why college students get together, what hooking up means to them, and why it has replaced dating on college campuses. In surprisingly frank interviews, students reveal the circumstances that have led to the rise of the booty call and the death of dinner-and-a-movie. Whether it is an expression of postfeminist independence or a form of youthful rebellion, hooking up has become the only game in town on many campuses. Kathleen A. Bogle argues that college life itself promotes casual relationships among students on campus. The book sheds light on everything from the differences in what young men and women want from a hook up to why freshmen girls are more likely to hook up than their upper-class sisters and the effects this period has on the sexual and romantic relationships of both men and women after college.

Coburn, Karen Levin, and Madge Lawrence Treeger. *Letting Go; A Parents' Guide to Understanding the College Years*. New York: HarperCollins, 2003. Print.

Based on real-life experience and recommended by colleges and universities around the country, *Letting Go* offers compassionate, practical, and up-to-the-minute information to help parents with the emotional and social changes of the college years. When should parents encourage independence? When should they intervene? What issues of identity and intimacy await students? What are normal feelings of disorientation and loneliness for students—and for parents? What is different about today's college environment? What new concerns about safety, health and wellness, and stress will affect incoming classes? These important issues and more are addressed with wise advice and time-tested counsel in *Letting Go* -- a realistic and reassuring source for meeting the challenges ahead, from the senior year in high school through college graduation.

Beemyn, Genny, and Susan Rankin. *The Lives of Transgender People*. New York: Columbia University Press, 2011. Print.

Responding to a critical need for greater perspectives on transgender life in the United States, Genny Beemyn and Susan (Sue) Rankin apply their extensive expertise to a groundbreaking survey—one of the largest ever conducted in the U.S.—on gender development and identity-making

among transsexual women, transsexual men, crossdressers, and genderqueer individuals. Beemyn and Rankin track the formation of gender identity across individuals and groups, beginning in childhood and marking the "touchstones" that led participants to identify as transgender. They explore when and how participants noted a feeling of difference because of their gender, the issues that caused them to feel uncertain about their gender identities, the factors that encouraged them to embrace a transgender identity, and the steps they have taken to meet other transgender individuals. Beemyn and Rankin's findings expose the kinds of discrimination and harassment experienced by participants in the U.S. and the psychological toll of living in secrecy and fear. They discover that despite increasing recognition by the public of transgender individuals and a growing rights movement, these populations continue to face bias, violence, and social and economic disenfranchisement. Grounded in empirical data yet rich with human testimony, *The Lives of Transgender People* adds uncommon depth to the literature on this subject and introduces fresh pathways for future research.

Kadison, M.D., Richard and Theresa Foy DiGeronimo. *College of the Overwhelmed; The Campus Mental Health Crisis and What To Do About It*. San Francisco, Jossey-Bass, 2004. Print.

Written for parents, students, college counselors, and administrators, *College of the Overwhelmed* is a landmark book that explores the stressors that cause so many college students to suffer psychological problems. The book is filled with insights and stories about the current mental health crisis on our nation's campuses and offers a hands-on guide for helping students overcome stress and succeed in a college environment. Authors Dr. Richard Kadison—a national expert on the topic of campus mental health—and Theresa Foy DiGeronimo examine the effects of such commonplace stress factors as identity development, relationships, sexuality, roommate problems, academic pressures, extracurricular demands, parental expectations, and racial and cultural differences that affect self-worth. The book includes the personal stories of students under stress and describes how they overcame a variety of problems. The authors discuss the warning signs and symptoms of common problems, including depression, sleep disorders, substance abuse, anxiety disorders, eating disorders, impulsive behaviors, and suicide.

Light, Richard J. *Making the Most of College; Students Speak Their Minds*. Cambridge: Harvard University, 2001. Print.

Why do some students in the United States make the most of college, while others struggle and look back on years of missed opportunities? What choices can students make, and what can teachers and university leaders do to improve more students' experiences and help them make the most of their time and monetary investment? And how is greater diversity on campus--cultural, racial, and religious--affecting education? Two Harvard University Presidents invited Richard Light and his colleagues to explore these questions, resulting in ten years of interviews with 1,600 Harvard students. *Making the Most of College* offers concrete advice on choosing classes, talking productively with advisors, improving writing and study skills, maximizing the value of research assignments, and connecting learning inside the classroom with the rest of life. Filled with practical advice, illuminated with stories of real students' self-doubts, failures, discoveries, and hopes, *Making the Most of College* presents strategies for academic success.

Lindsay III, C.L. *The College Student's Guide to the Law*. Toronto: Taylor Trade, 2005. Print.

Knowing how to post bail and get out of jail in fifteen minutes is darn handy for almost everyone. For a disoriented 18-year-old who's found himself in a pinch, it's downright necessary. Just logging onto the university computer system, for example, opens a student to a host of legal questions about whether the school can monitor her email or her surfing habits or her blogs. But the amount of practical legal information available to the nation's 15 million college students is extremely limited and most students don't have ready access to lawyers. This guide provides legal explanations, strategies for steering clear of problems, and detailed instructions about how to deal with the authorities--both educational and municipal--when trouble can't be avoided. The book is divided into sections for easy access to information: "The Law in the Classroom" offers guidance on academic dishonesty, grading grievances, and professor-student relations. "The Law On Campus" discusses problems outside the classroom but on university turf, from privacy rights (whether in the dorms, on a hard drive, or in the Registrar's Office) to interactions with campus security. "The Law Off Campus" provides advice on dealing with legal issues that are endemic to university life such as underage drinking policies, landlord-tenant disputes, and credit-card use and abuse.

Nathan, Rebekah. *My Freshman Year; What a Professor Learned by Becoming a Student*. Ithaca: Cornell University, 2005. Print.

Rebekah Nathan, an expert anthropologist and university professor of more than fifteen years, presents her study of university student life after

enrolling herself as a freshman “AnyU” in a truly ethnographic field study. Based on her interviews and conversations with fellow classmates, her interactions with professors and with other university employees and offices, and her careful day-to-day observations, *My Freshman Year* provides a compelling account of college life that should be read by students, parents, professors, university administrators, and anyone else concerned about the state of higher education in America today. Placing her own experiences and those of her classmates into a broader context drawn from national surveys of college life, Nathan finds that today's students face new challenges to which academic institutions have not adapted. At the end of her freshman year, she has an affection and respect for students as a whole that she had previously reserved only for certain individuals. Being a student, she discovers, is hard work. But she also identifies fundamental misperceptions, misunderstandings, and mistakes on both sides of the educational divide that negatively affect the college experience.

Palmer, Parker J. *Let Your Life Speak; Listening for the Voice of Vocation*. San Francisco: Jossey-Bass, 2000.

With wisdom, compassion, and gentle humor, Palmer invites the reader to listen to the inner teacher and follow its leadings toward a sense of meaning and purpose. Telling stories from his own life and the lives of others who have made a difference, he shares insights gained from darkness and depression as well as fulfillment and joy, illuminating a pathway toward vocation for all who seek the true calling of their lives.

Seaman, Barrett. *Binge; What Your College Student Won't Tell You*. New Jersey: John Wiley & Sons, 2005. Print.

In *Binge*, Barrett Seaman reveals what every parent, student, and educator needs to know about the college experience. During two years of research among twelve highly-regarded and diverse colleges, Seaman immersed himself in the lives of the students, often living in their dorms, dining with them, speaking with them on their own terms, and listening to them express their thoughts and feelings. Portraying a campus culture in which today's best and brightest students grapple with far more than academic challenges, *Binge* conveys the unprecedented stresses on campus today. While sharing revealing interviews and dramatic stories, Seaman explores the complexities of romantic relationships, alcohol and drug use, anxiety and depression, class and racial boundaries, and more. Despite the disturbing trends, Seaman finds reasons for optimism and offers provocative and well-informed suggestions for improving the undergraduate experience.

Twenge, Ph.D., Jean M. *Generation Me; Why Today's Young Americans Are More Confident, Assertive, Entitled – and More Miserable than Ever Before*. New York: Free Press, 2006. Print.

The Associated Press calls them 'the entitlement generation', and they are storming into schools, colleges, and businesses all over the country. They are today's young people, a new generation with sky-high expectations and a need for constant praise and fulfillment. Headline-making psychologist and social commentator Dr. Jean Twenge documents the self-focus of what she calls 'Generation Me' - people born in the 1970s, 1980s, and 1990s. Herself a member of Generation Me, Dr. Twenge explores why her generation is tolerant, confident, open-minded, and ambitious but also cynical, depressed, lonely, and anxious. Using findings from the largest intergenerational study ever conducted -- with data from 1.3 million respondents spanning six decades -- Dr. Twenge reveals how profoundly different today's young adults are -- and makes controversial predictions about what the future holds for them and society as a whole. Engaging, controversial, prescriptive, and often funny, *Generation Me* will give Boomers new insight into their offspring, and help GenMe'ers in their teens, 20s, and 30s finally make sense of their goals.