

# University Authors

April 2010



**MONTCLAIR STATE**  
UNIVERSITY



# **MONTCLAIR STATE**

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## UNIVERSITY

April 27, 2010

Dear Colleagues:

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

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

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

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

Willard Gingerich  
Provost & Vice President  
for Academic Affairs

# COLLEGE OF THE ARTS

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**Robert Livingston Aldridge**

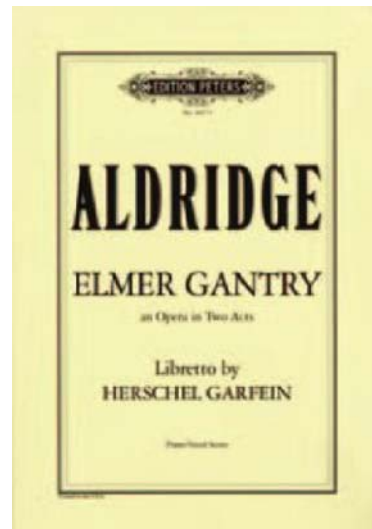
*Elmer Gantry: An Opera in Two Acts*

C. F. Peters, 2005

M 1503 .A42 E5 2005

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

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



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

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**Tatyana Dumova** and Richard Fiordo (Eds.)

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

Information Science Reference, 2010

HM 851 .H3486 2010

*Professor Dumova is in the Communication Studies  
Department.*

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



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



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**Karen D. Goodman**

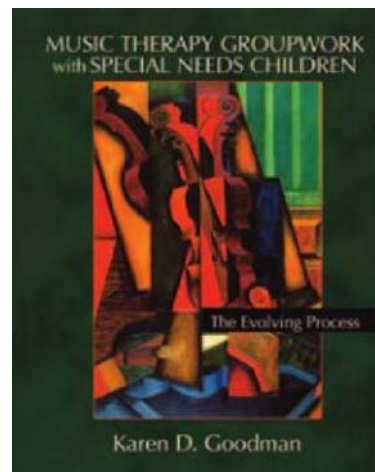
*Music Therapy Groupwork with Special Needs Children:  
The Evolving Process*

Charles C Thomas, 2007

RJ 499 .G663 2007

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

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



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

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**Scott Gordley**

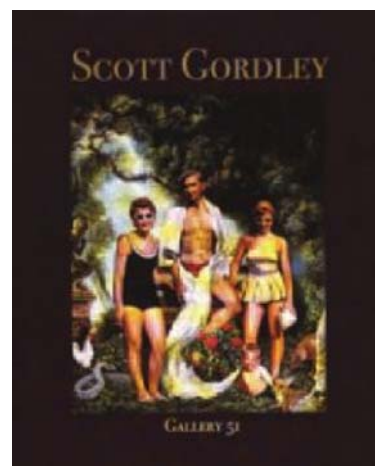
*Scriptures at a Disposition*

Gallery 51, 2009

ND 237 .G6126 A35 2009

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

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



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

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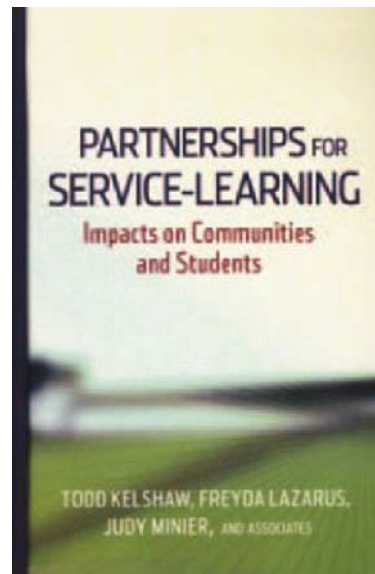
**Todd Kelshaw, Freyda Lazarus, and Judy Minier**

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

Jossey-Bass, 2009

LC 221 .K45 2009

*Professor Kelshaw is in the Communication Studies Department. Ms. Lazarus was the Director of Civic Partnership Initiatives. Dr. Minier was an Associate Vice President for Academic Affairs.*



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

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

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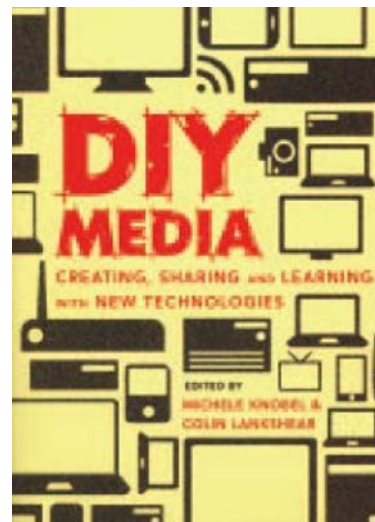
**Michele Knobel and Colin Lankshear (Eds.)**

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

Peter Lang, 2010

LB 1028.3 .D29 2010

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



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

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

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

*Designing for Print Production: Essential Concepts*

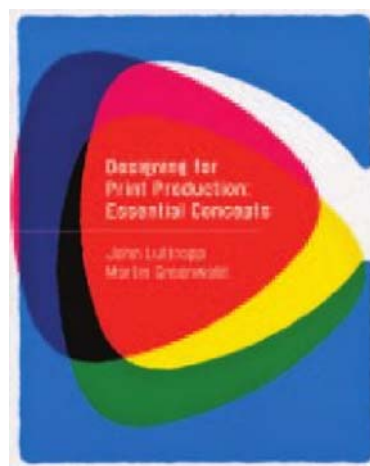
Delmar/Cengage Learning, 2009

Z 246 .L88 2009

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

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

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



# COLLEGE OF EDUCATION AND HUMAN SERVICES

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**Vanessa Elaine Domine**

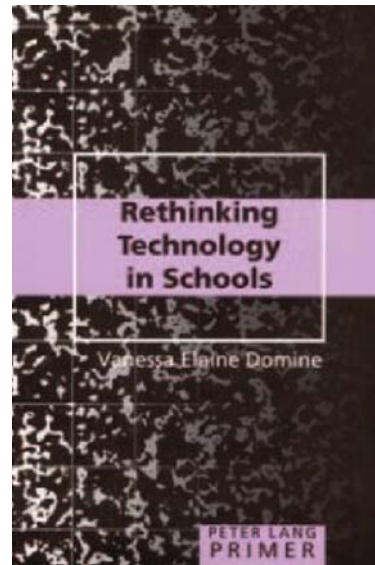
*Rethinking Technology in Schools*

Peter Lang, 2009.

LB 1028.3 .D646 2009

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

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



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

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**Jennifer L. Goeke**

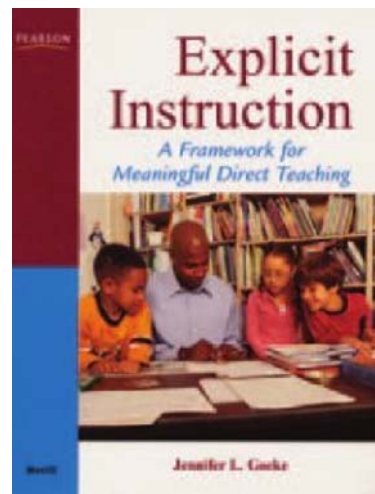
*Explicit Instruction: A Framework for Meaningful Direct Teaching*

Merrill, 2009

LB 1027.3 .G64 2009

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

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



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

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**Joseph Oluwole** and Preston C. Green III  
*School District Takeovers: Race and the Law*

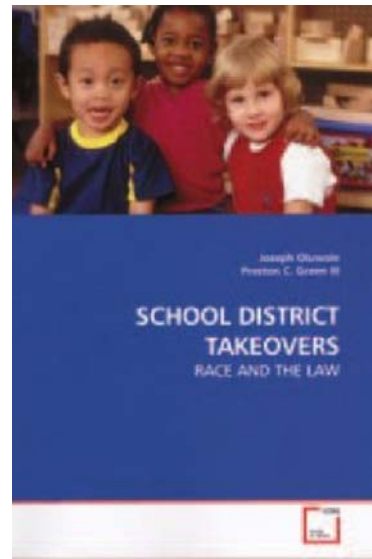
VDM, Verlag Dr. Muller, 2009

LB 2809.A2 048 2009

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

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

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



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**Joseph Oluwole**

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

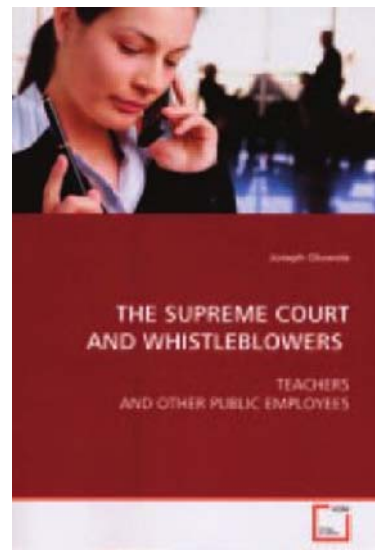
VDM, Verlag Dr. Muller, 2008

JK 468 .W54 048 2008

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

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

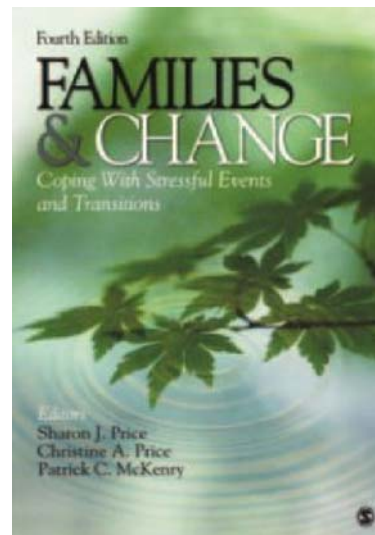
<http://www.vdm-publishing.com/>





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



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

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

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**Dana J. Wilber**

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



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

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

## COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

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### **Nancy C. Carnevale**

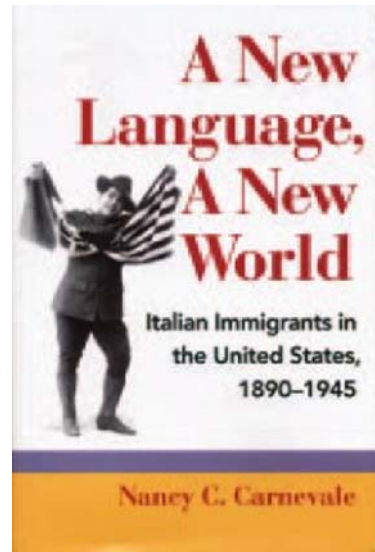
*A New Language, a New World: Italian Immigrants in The United States, 1890-1945*

University of Illinois Press, 2009

E 184 .I8 C29 2009

*Professor Carnevale is in the History Department.*

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



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

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

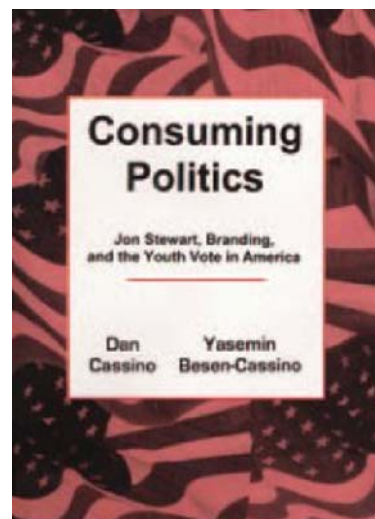
*Consuming Politics: Jon Stewart, Branding, and the Youth Vote in America*

Fairleigh Dickinson University, 2009

HQ 799.2 .P6 C38 2009

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

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



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

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**Andrea Dini**

*Il Premio Nazionale Riccione 1947 e Italo Calvino*

Il Ponte Vecchio, 2007

PQ 4048 .R53 D56 2007

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

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

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



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

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

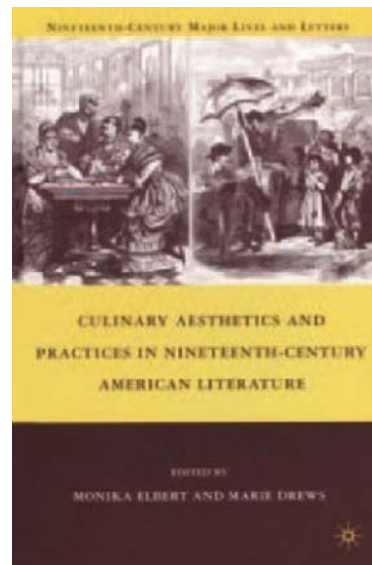
Palgrave, 2009

PS 201 .C85 2009

*Professor Elbert is in the English Department.*

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

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



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**Monika Elbert (Ed.)**

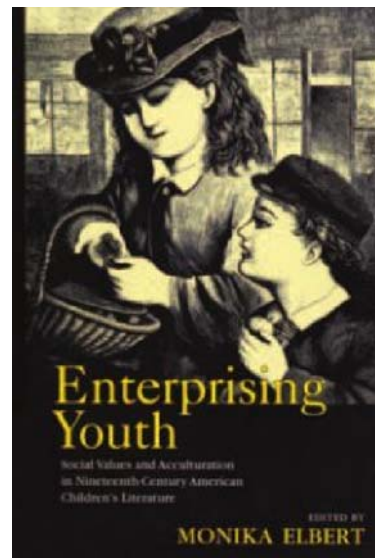
*Enterprising Youth: Social Values and Acculturation in  
Nineteenth-Century American Children's Literature*

Routledge, 2008

PS 490 .E58 2008

*Professor Elbert is in the English Department.*

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



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

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

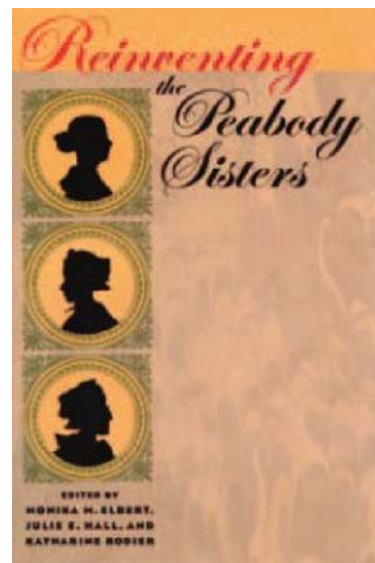
*Reinventing the Peabody Sisters*

University of Iowa Press, 2006

PS 147 .R45 2006

*Professor Elbert is in the English Department.*

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



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



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**Anna Feldman** and Jirka Hanna

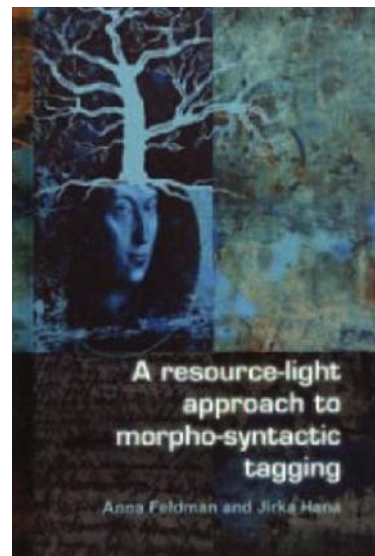
*A Resource-light Approach to Morpho-syntactic Tagging*

Rodopi, 2009

P 290 .F44 2010

*Dr. Feldman is in the Linguistics Department.*

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



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

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**Eileen Fitzpatrick** (Ed.)

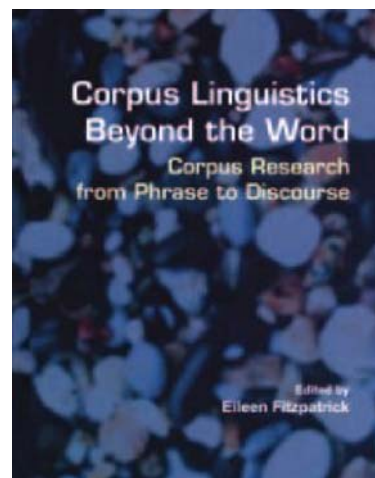
*Corpus Linguistics Beyond The Word: Corpus Research from Phrase to Discourse*

Rodopi, 2007

P 98.3 .N67 2004

*Professor Fitzpatrick is in the Linguistics Department.*

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



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

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**Alice Freed** and Susan Ehrlich

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

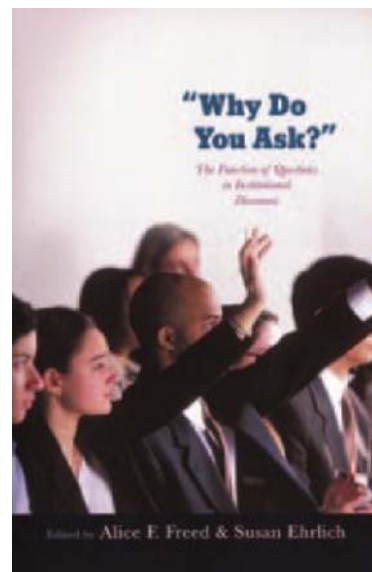
Oxford University Press, 2010

P 95.52 .W58 2010

*Professor Freed is in the Linguistics Department.*

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

<http://www.oup.com>



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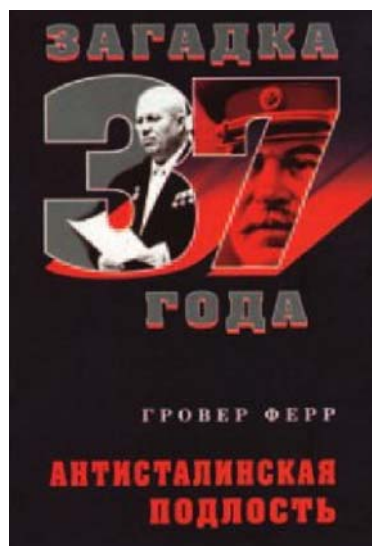
**Grover Furr**

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

Algoritm, 2007

DK 268.4 .F877 2007

*Professor Furr is in the English Department.*



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

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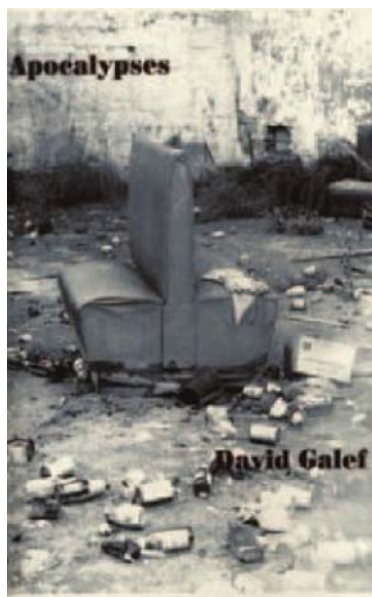
**David Galef**

*Apocalypses*

Finishing Line Press, 2009.

PS 3557.A41148 A6 2009

*Professor Galef is in the English Department.*



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

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

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**David Galef**

*Lists*

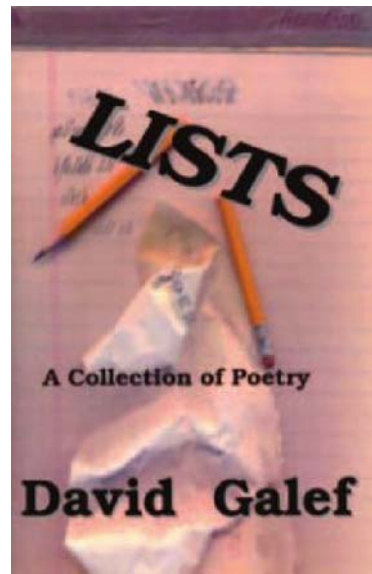
D-N Publishing, 2007

PS 3557 .A41148 .L47 2007

*Professor Galef is in the English Department.*

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

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



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**Glenn Robert Gill**

*Northrop Frye and the Phenomenology of Myth*

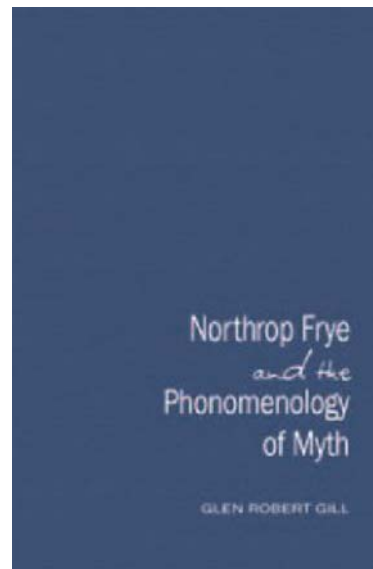
University of Toronto Press, 2006

PN 75.F7 .G55 2006

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

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

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**Glen Robert Gill (Ed.)**

*Northrop Frye on Twentieth-Century Literature*

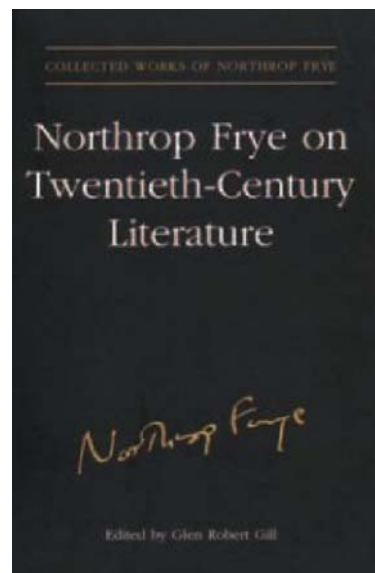
University of Toronto Press, 2009

PN 37 .F79 2010

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

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

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**Rhoda H. Halperin**

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

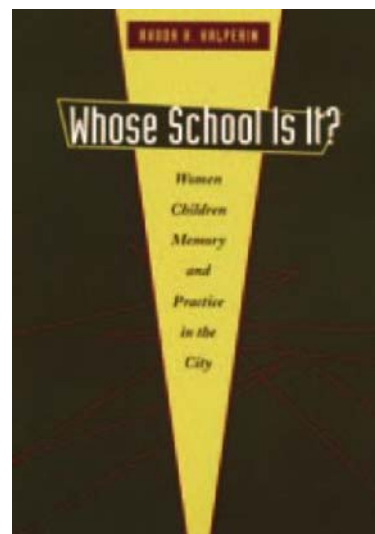
University of Texas Press, 2006

LD 7501 .C523 H35 2006

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

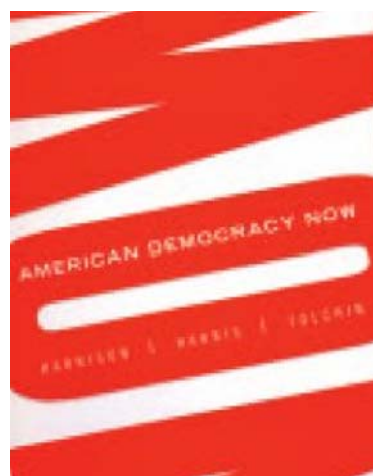
*Whose School Is It?: Women, Children, Memory, and Practice in the City* is a success story with roadblocks, crashes, and detours. Rhoda Halperin uses feminist theorist and activist Gloria Anzaldúa's ideas about borderlands created by colliding cultures to deconstruct the creation and advancement of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

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



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

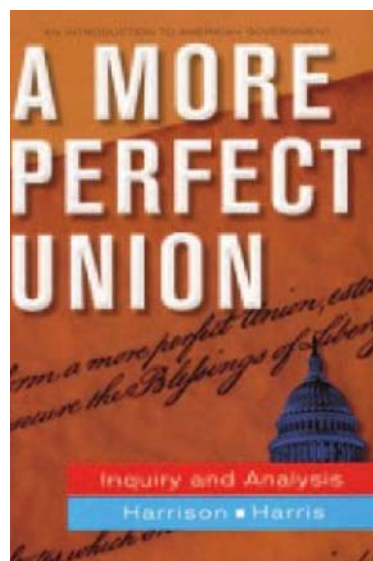


The authors apply a critical thinking framework to teaching American Government by asking students to Inquire, Converse, and Participate. Inquire is about students asking the right questions, and not taking what they read, hear, or see at face value. Converse is getting students to the point where they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

<http://www.mhhe.com>

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

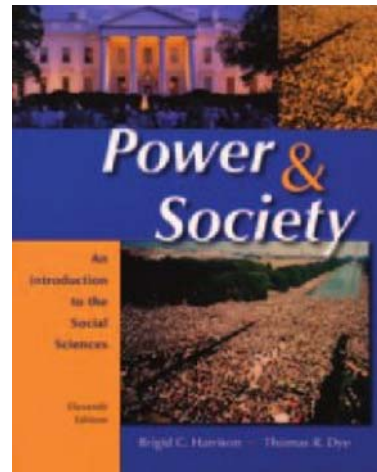


Providing students with the tools they need to think critically about their government, this volume offers a powerful formula for inquiry and analysis. By applying the text's three-part critical thinking framework: Then, Now, and Next (How does what happened Then and what is happening Now shape what's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

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

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

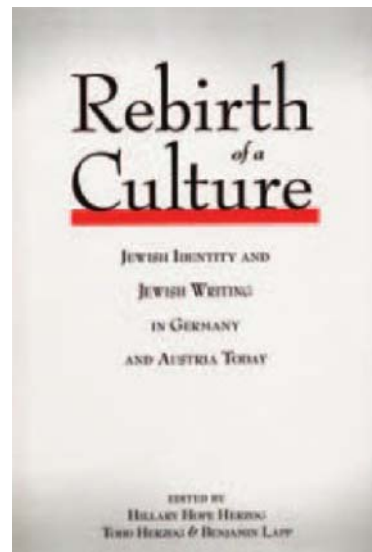


This volume introduces each of the social sciences, and demonstrates how the various disciplines differ in their focus and methods, while maintaining the central integrative theme of power. The interdisciplinary viewpoint illustrates the nature and uses of power in society. It will stimulate interest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

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

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



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

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