

## 2012 TT Faculty Recognition honorees

### **Mark Altieri**

*Professor, Accounting*

College of Business Administration

*Inside Accounting: The Sociology of Financial Reporting and Auditing.* David Leung. Gower, 2011.

### **Sergey Anokhin**

*Associate Professor, Marketing and Entrepreneurship*

College of Business Administration

*Outside In: The Power of Putting Customers at the Center of Your Business.* Harley Manning and Kerry Bodine. New Harvest, 2012.

### **Jacob Barkley**

*Associate Professor, Health Sciences*

College of Education, Health and Human Services

*Statistical Power Analysis for the Behavioral Sciences.* Jacob Cohen. Lawrence Erlbaum Associates, Inc., 1988.

At the beginning of my doctoral candidacy at the University at Buffalo, I struggled with statistics and research design. My mentor, Dr. James Roemmich, was tasked with improving my analytic skills. To aid in this endeavor, *Statistical Power Analysis for the Behavioral Sciences* was given to me by Dr. Leonard Epstein who was the director of the Behavioral Medicine laboratory where I was training. In working with Dr. Roemmich and reviewing this book, concepts that were confusing suddenly became clear. Understanding statistical power led to my ability to grasp and work with concepts such as significance, variability, sample and effect sizes, and research design. These basic skills snowballed into a desire to further my knowledge in the area of statistics and take what was a weakness and turn it into a strength. Hopefully, this book will help others realize a passion for statistical analysis as it did for me.

### **Christa Boske**

*Associate Professor, Foundations, Leadership and Administration*

College of Education, Health and Human Services

*Gentrification and Schools: The Process of Integration When Whites Reverse Flight.* Jennifer Burns Stillman. Palgrave, 2012.

### **Candace Perkins Bowen**

*Associate Professor, Journalism and Mass Communication*

College of Communication and Information

*Law of the Student Press.* Student Press Law Center, 2008.

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Nothing is more important in my field of scholastic media than having a solid legal foundation. For high school students to practice civic engagement, use their critical thinking skills and become journalists, they must know their rights and responsibilities.

### **Phillip Buntin**

*Associate Professor, Art*  
College of the Arts

*Complexity and Postmodernism*. Paul Cilliers. Routledge, 1998.

Served as an introduction to my primary concerns as an artist, namely, the intersection between emergence and complexity theory with phenomenology and hermeneutics.

### **Mark Cassell**

*Professor, Political Science*  
College of Arts and Sciences

*Bureaucracy: What Government Agencies Do and Why They Do It*. James Q. Wilson. Basic Books, 1989.

### **Brian Castellani**

*Professor, Sociology*  
College of Arts and Sciences

*The Web of Life*. Fritjof Capra. Anchor, 1997.

When Fritjof Capra, the theoretical physicist, published this book, it revealed to readers the new world of complexity science and its focus on networks, computer generated agent-based models and a new mathematics and philosophy of systems. In short, he introduced readers to the forefront of 21<sup>st</sup> century science and its study of complex systems, the key framework for dealing with many of the global social problems we face today, from the environment to network society to the global economy.

### **Jeffrey T. Child**

*Associate Professor, Communication Studies*  
College of Communication and Information

*Boundaries of Privacy: Dialects of Disclosure*. Sandra Petronio. State University of New York Press, 2002.

Dr. Petronio is my mentor, my collaborator, and my friend. Her theoretical work describing Communication Privacy Management theory and research has inspired and spawned the scholarly work I pursue in communication, privacy, and social media. Her theory is well-established, grounded in practice, and so critical to the field of communication. It is an honor to nominate this most influential book to my own scholarship and research.

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### **Diane Davis-Sikora**

*Associate Professor, Architecture*

College of Architecture and Environmental Design

*The Architecture of Image: Existential Space in Cinema.* Juhani Pallasmaa. Rakennustieto Oy, 2008.

*The Architecture of Image* highlights the narrative and experiential relationships between cinema and architecture, and sheds light on methods of place making and perceptions of space. The text sees architecture as a “lived” experience, and has inspired my explorations of the ephemeral qualities of space and narrative/storytelling methods for film and architecture.

### **Michael Ensley**

*Associate Professor, Political Science*

College of Arts and Sciences

*Ideology and the Theory of Political Choice.* Melvin J. Hinich and Michael C. Munger. University of Michigan Press, 1994.

### **Ramona Freeman**

*Associate Professor, Teaching, Learning and Curriculum Studies*

College of Education, Health and Human Services

*Learning Stories: Constructing Learner Identities in Early Education.* Margaret Carr and Wendy Lee. Sage, 2012.

### **Ernest Freeman**

*Associate Professor, Biological Sciences*

College of Arts and Sciences

*Sleep and Brain Activity.* Marcus G. Frank. Academic Press, 2012.

### **Amoaba Gooden**

*Associate Professor, Pan-African Studies*

College of Arts and Sciences

*Pushed Back to Strength: A Black Woman's Journey Home.* Gloria Wade-Gayles. Beacon Press, 1993.

This book was an affirmation of my life and the lessons my mother taught me. Have a strong sense of self, do not fear the unknown, embrace it.

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### **Alfred Guiffrida**

*Associate Professor, Management and Information Services*  
College of Business Administration

*Creating Sustainable Work Systems: Developing Social Sustainability.* Peter Docherty, Mari Kira and A.B. Rami Shani, editors. Routledge, 2009.

### **Robert Hamilton IV**

*Assistant Professor, Biological Sciences*  
College of Arts and Sciences

*Asking Questions in Biology.* Chris Barnard, Francis Gilbert, Peter McGregor. London: Pearson Education Ltd., 2001.

This book with a deceptively simple title “spoke to me.” This book explains how to choose questions, how to test them, how to analyze the results, and then how to present them. In essence, it briefly and succinctly explains how to do science. The book has applications beyond biology and even beyond science. This book coupled with my innate curiosity, has shown me how to explore the world around me. It makes me want to do science.

### **Landon Hancock**

*Associate Professor, Political Science*  
College of Arts and Sciences

*Forging Rights in a New Democracy: Ukrainian Students Between Freedom and Justice.* Anna Fournier. University of Pennsylvania Press, 2012.

### **Mariann M. Harding**

*Associate Professor, Nursing*  
Regional College

*Winningham and Preusser's Critical Thinking Cases in Nursing: Medical-Surgical, Pediatric, Maternity, and Psychiatric Case Studies.* Mariann M. Harding, Julie S. Snyder, and Barbara Preusser. Elsevier, 2012.

When the opportunity arose to coauthor the latest edition of this text, I immediately accepted. The need for nurses with well-practiced critical thinking skills is urgent and nurses must consider complex patient care problems when making decisions. The problem of how to best prepare students to function in this constantly changing environment is a challenge for nursing faculty. There can be no compromise in our social contract to produce graduates who consistently provide – from the beginning – safe, effective, and efficient nursing care. It is my view that a case studies approach to nursing education creates a situation in which students can make and learn from their mistakes without jeopardizing patients. It is my hope that students who use this text will strive as diligently for truly professional compassion as they do for technical excellence in the care they administer to their patients.

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### **Meghan Harper**

*Associate Professor, Library and Information Science*  
College of Communication and Information

*Reference Sources and Services for Youth*. Meghan Harper. Neal-Schuman, 2011.

Eleanor Roosevelt is quoted as saying, "The future belongs to those who believe in the beauty of their dreams." I begin all of the courses I teach with first asking my students to consider this quote, in light of their professional dreams of working with youth in libraries. I tell them, Dream Big! Dream in Color! Build Vision! Having a dream is the foundation for subsequently building skills and acquiring the knowledge that will enable them to make their dreams realities. This book is a product of my journey that was not undertaken alone, but with the inspiration, encouragement and support of collegial faculty, school director, friends and family. This book is proof that bringing dreams to realities often requires the spark of one and the support of many. Thank you to all who joined me along the way.

### **Mary Hogue**

*Associate Professor, Management and Information Systems*  
College of Business Administration

*The 11 Laws of Likability: Relationship Networking – Because People Do Business With People They Like*. Michelle Tillis Lederman. American Management Association, 2012.

### **Susan V. Iverson**

*Associate Professor, Foundations, Leadership and Administration*  
College of Education, Health and Human Services

*Policy Discourses, Gender, and Education*. Elizabeth J. Allan. Routledge, 2008.

Elizabeth Allen was my doctoral advisor and dissertation chair. Her work, on policy discourses, was influential for my thinking and my own scholarly pursuits.

### **Antal Jakli**

*Professor, Chemical Physics*  
College of Arts and Sciences

*The Physics of Liquid Crystals*. P. G. de Gennes. Clarendon Press, Oxford, 1974.

This was the first book I read about Liquid Crystals when I started my PhD work in 1983. It not only motivated me working on liquid crystals, but I still use it occasionally. The style of the book inspired me when I was writing my textbook about liquid crystals in 2004-2006.

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### **Scott Keiller**

*Associate Professor, Psychology*  
College of Arts and Sciences

*Changes of Mind: An Essay on Rational Belief Revision.* Neil Tennant. Oxford University Press, 2012.

### **Claudia Khourey-Bowers**

*Professor, Teaching, Learning and Curriculum Studies*  
College of Education, Health and Human Services

*House of Stone: A Memoir of Home, Family, and a Lost Middle East.* Anthony Shadid. Houghton Mifflin Harcourt Trade, 2012.

This book represents the best of the promises that America holds for those who desire freedom, democracy, and opportunity; while respecting global cultural and historical traditions. The values conveyed in *House of Stone* reflect the ideals of democracy which are foundational to American education.

### **Janet Leach**

*Associate Professor, Journalism and Mass Communication*  
College of Communication and Information

*The Art of Immersion: How the Digital Generation is Remaking Hollywood, Madison Avenue, and the Way We Tell Stories.* Frank Rose. W.W. Norton and Company, 2011.

### **Keith Lloyd**

*Associate Professor, English*  
College of Arts and Sciences

*Nyaya Sutras of Gotama.* Satis Chandra Vidyabhusana. Munshiram Manoharlal, 2003.

Though my doctoral work and teaching focus on rhetoric, argumentation, and rhetorical history and theory, until a note in a book referring to “Indian rhetoric” led me to this text, essentially an ancient manual on logical debate, my interests in Indian culture and religion remained a separate and personal journey of discovery. After I encountered this book I found that though some in my field had written about Indian rhetoric, no one had written about this text or the school of thought related to it, though it is one of six orthodox schools of Hindu thought, and even today affects Indian argumentative practices. I had the opportunity to bring this uniquely Indian perspective to my field, and challenge many assumptions about the Greek origins and definitions of rhetoric.

My personal and professional interests now aligned, and articles I wrote exploring Indian rhetoric led to both tenure and promotion. Because of this text, I was able to bring aspects of a culture I love to the attention of

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scholars in my field, a process I still find very fulfilling and challenging. Recently my work has led to invited publications and presentation opportunities as the field of “comparative rhetoric” grows.

Admittedly, this book is not at all an easy read, but the basic ideas, that debate should be about seeking sharable truth, that analogies can open us to rich alternate perspectives and cultural points of view, that argument can help liberate us, that arguing simply to win or tear down (so common in US media today) is the least productive method, to name a few, make it worth the effort. When applied, the ideas in it can make a person a better communicator, a more thoughtful interlocutor, and even a better person overall.

Just as importantly, this book has also become foundational to my teaching, as I apply and impart its concepts directly or indirectly in the classroom. As a rhetorician, linguist, and grammarian, I recognize the significant differences language makes in shaping cultural perspectives; now I recognize that language and culture also shape the ways we present our ideas, how we interact, and how we discuss the public good. Other cultures offer not only different, but sometimes better models of communication. Ironically, due to past colonization and caste distinctions, aspects of NyÅ ya are little known to many Indians, and it is exciting to many that I am helping (along with the contributions of some amazing Indian logicians) to re-invigorate these positive aspects of Indian culture.

In short, this book changed my life and my career, and it continues to be a reservoir of knowledge to me. I am grateful to Kent State University for the opportunity to make it more widely available. Enjoy.

### **T. Kam Manahan**

*Associate Professor, Anthropology*  
College of Arts and Sciences

*A Forest of Kings: The Untold Story of the Ancient Maya.* Linda Schele and David Freidel. William Morrow, 1990.

As an undergraduate at the University of Texas, I was fortunate to be allowed to take Linda Schele’s graduate seminar on Ancient Maya hieroglyphic writing. Linda’s enthusiasm was contagious, and as an outsider herself to the obscure field of Maya epigraphy, she realized the importance of appealing to an audience beyond the academy. This book encompasses Linda’s philosophy: an intimate, compelling story of Ancient Maya kings and queens, written to a broad audience, that synthesizes complex arguments derived from epigraphy, art history, and archaeology in a very accessible manner. Although Linda is no longer with us, her words in the book continue in print to inspire new generations of scholars and laypersons to learn more about a civilization that flourished in the rainforests of Southern Mexico and Central America over a millennium ago.

### **Jacqueline Marino**

*Associate Professor, Journalism and Mass Communication*  
College of Communication and Information

*Complications: A Surgeon’s Notes on an Imperfect Science.* Atul Gawande. Picador, 2002.

Although an experience reporting on doctors early in my career got me interested in the culture of medicine, this book let me peer inside a doctor’s conscience. It compelled me to write about the human side of becoming a doctor.

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### **Ralph Menning**

*Assistant Professor, History*  
College of Arts and Sciences

*The Lecturer's Tale*. James Hynes. New York: Picador/St. Martin's, 2001.

Things could hardly be worse. Nelson Humboldt's career is in free fall. His post-doc is being terminated. His research is yawn-inducing. His department – English, as it turns out, not history – is a war zone where high-flying faddists battle the remaining apostles of a *status quo* last in vogue ca 1970: in this fight-to-the-finish, the heavies of both sides regard neutrals or would-be peacemakers, like Nelson, as morally degenerate. But, due to a freak accident, there is hope...

This tale is dark fantasy in the manner of E.T.A. Hoffmann, brought forward into the 21<sup>st</sup> century and set in the groves of academe. Like Hoffmann's characters, our anti-hero Nelson – because the maelstrom of events pushes forward so fast – barely comprehends his situation and is reduced to perceiving the world through a hallucinatory haze. When this world comes into focus, it emerges as the unforgiving world of postmodernist critique. The humanities are on a rampage, bloodthirsty and militant. There is no stopping them: Derrida gets to deconstruct Elmer Fudd. Nothing is sacred, not even Elvis. The rules of this game are defined by the tender mercies of Nelson's academic co-stars, and so we meet in their full glory pedants, posers, plodders, prima donnas, elbowing one another out of the way for the chance to showcase their enormous egos. You may not be sure whether to laugh or cry, but squirm you will.

I squirmed – while trying to repress tears of laughter. If you are as short on time as I was during the tenure-track process, if you have room for only one novel, let this be it. As a chronicle of the night terrors of the fledgling academic, it is faithful to its subject. As a parody on the self-inflicted wounds of the humanities, it is clever. As *vademecum* and a source of solace, it works: in comparing your case to that of poor Nelson, you realize that, yes, indeed, things could be worse. Much worse.

### **Gordon Joe Murray**

*Associate Professor, Journalism and Mass Communication*  
College of Communication and Information

*Alternative and Activist New Media*. Leah A. Lievrouw. Cambridge, 2011.

### **Angela Neal-Barnett**

*Professor, Psychology*  
College of Arts and Sciences

*The Laws of Success in Sixteen Lessons*. Napoleon Hill. Wilshire, 2000.

The lessons stand the test of time.



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### **Sara Newman**

*Professor, English*

College of Arts and Sciences

*The Rhetoric of Science*. Alan G. Gross. Harvard University Press, 1996.

Alan Gross has been and continues to be my mentor. Both he and this book changed my academic world in ways I could never have imagined.

### **Marilyn Norconk**

*Professor, Anthropology*

College of Arts and Sciences

*South American Primates: Comparative Perspectives in the Study of Behavior, Ecology and Conservation*. P.A. Garber, A. Estrada, J.C. Bicca-Marques, E.W. Heymann, K.B. Strier. Springer, 2009.

This is the most up-to-date collection of papers on the study of New World monkeys available. It succeeds a book that I edited with some of these people on the same topic in 1996!

### **Thomas Norton-Smith**

*Professor, Philosophy*

College of Arts and Sciences

*The Nature of Mathematical Knowledge*. Philip Kitcher. Oxford, 1985.

I first read Philip Kitcher as a graduate student at the University of Illinois. Ever since, his view that “arithmetic owes its truth to the structure of the world and that arithmetic is true in virtue of our constructive activity” (108-109) has been a powerful, if not the guiding influence on my own philosophical view – constructive realism.

### **Craig Paulenich**

*Professor, English*

College of Arts and Sciences

*Birds of a Lesser Paradise: Stories*. Megan Mayhew Bergman. Scribner, 2011.

### **M. Karen Powers**

*Associate Professor, English*

College of Arts and Sciences

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*Local Histories: Reading the Archives of Composition*. Patricia Donahue and Gretchen Flesher Moon, ed. University of Pittsburgh Press, 2007.

This text contributes to my scholarly endeavors that coalesce around histories of rhetoric, the politics of higher education, socio-cultural difference, and the U.S. public research university. In particular, this collection of essays testifies to the significance of scholarship that takes the form of situated rhetorical analyses. Such an approach foregrounds local histories to illuminate the cultural work accomplished by ideologies and discourses from the past and details ways history inevitably impinges on the contemporary university.

### **Rebecca Pulju**

*Associate Professor, History*  
College of Arts and Sciences

*The British in Rural France: Lifestyle Migration and the Ongoing Quest for a Better Way of Life*. Michaela Benson. Palgrave, 2011.

### **Olga Rivera**

*Professor, Modern and Classical Language Studies*  
College of Arts and Sciences

*Out From the Shadows: Analytical Feminist Contributions to Traditional Philosophy*. Sharon L. Crasnow and Anita M. Superson, editors. Oxford University Press, 2012.

### **Cynthia Roller**

*Associate Professor, Nursing*  
College of Nursing

*Family Health from A to Z*. Marshall Cavendish Reference, 2012.

### **Stacy Rose**

*Associate Professor, Nursing Technology*  
Regional College

*Leadership With a Conscience: Educational Leadership as a Moral Science*. Robert Palestini. Rowman & Littlefield Publishing Group, 2012.

### **Frank J. Sansosti**

*Associate Professor, Lifespan Development and Educational Sciences*  
College of Education, Health and Human Services

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*The Old Man and the Sea*. Ernest Hemingway. Scribner.

At its core, this book maintains an attitude that has embodied some of the most admirable elements of humanity. That if one is resolute, possesses strength, courage, and enduring grit in pursuit of their goals; at the end of their journey they will have triumphed. And, even if one fails to achieve something at the end, the very process of displaying persistent strength, courage, and resilience in the face of adversity until the last minute is enough to assert success. In the end, we find that our strive for success and our struggles with failure are skirmishes fought only with ourselves, that we are slaves to the realities of finite power, and, that life itself is enough.

### **Clare L. Stacey**

*Associate Professor, Sociology*  
College of Arts and Sciences

*The Managed Heart: Commercialization of Human Feeling*. Arlie Russell Hochschild. University of California Press, Twentieth Anniversary Edition, 2003.

Arlie Hochschild popularized the idea of emotional labor and brought to light the way that workers are routinely asked – sometimes required – to produce a certain emotional state to sell a good or service (e.g. “service with a smile”). Her work on emotional labor ushered in a new era of understanding about the role of emotions at work and, more importantly, how emotions can be extracted from workers in the service of capitalism.

### **Cynthia Stillings**

*Professor, Theatre and Dance*  
College of the Arts

*The Magic of Light*. Jean Rosenthal and Lael Wertenbaker. Little, Brown and Company, 1972.

Jean Rosenthal is the mother of modern stage lighting design. While the technology in the book is outdated, what she says about light is truly inspirational for all theatre and dance artists. Beginning her career with Orson Welles at the WPA Federal Theatre Project, she worked with artistic greats Martha Graham, Jerome Kern, Elia Kazan, Jo Mielziner, and Oliver Smith. Her work is still being reproduced by the Martha Graham Company and the New York City Ballet, a testament to her enduring artistry.

### **Joanna Trzeciak**

*Associate Professor, Modern and Classical Language Studies*  
College of Arts and Sciences

*Alphabet of Masks: Short Stories and Poetry*. Dmitri Birman; translated by Antonina W. Bouis and Bela Shayevich. Enigma Books, 2011.

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### **Zhiqiang Wang**

*Associate Professor, Chemistry and Biochemistry*  
College of Arts and Sciences

*How Proteins Work*. Mike Williamson. Garland, 2012.

### **Jennifer Wiggins Johnson**

*Associate Professor, Marketing and Entrepreneurship*  
College of Business Administration

*The Apple Experience: The Secrets of Delivering Insanely Great Customer Service*. Carmine Gallo. McGraw-Hill, 2012.

### **Lori Wilfong**

*Associate Professor, Teaching, Learning & Curriculum Studies*  
College of Education, Health & Human Services

*Speak*. Laurie Halse Anderson. Farrar Straus Giroux, 1999.

As a naïve pre-service teacher, I had visions of myself teaching classic literature to my future middle school students: Twain, Shakespeare and the like. A wise professor opened my eyes to the world of young adult literature; the first book she had us read was *Speak* by Laurie Halse Anderson. Anderson's dark story, told through the anguished voice of a teenager, woke me up to the possibilities of reaching students with books that spoke their language. I knew that if I had this visceral of a response to this book, intended for young adolescents, that my future students would, too.

Years later, I am getting the chance to open up pre-service teachers' eyes to the wonders of young adult literature. I watch as they exclaim over the writing, the issues, and the stories and help them realize there is literature beyond the traditional canon that can make them and their future students become readers.

### **Ye Zhao**

*Associate Professor, Computer Science*  
College of Arts and Sciences

*Turbulent Flows*. Stephen B. Pope. Cambridge University Press, 2000.

Turbulence plays its unique and indispensable role in nature. This book helps me in understanding complex natural phenomena, such as water, smoke and fire, with the beauty of physics and mathematics. It greatly supports my work of virtually creating the astonishing scenes and dynamics of our world with computers.

### **Xiaoyu Zheng**

*Associate Professor, Mathematical Sciences*  
College of Arts and Sciences

*The Theory of Composites*. Graeme W. Milton. Cambridge, 2002.

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I started to read this book from my graduate year. It is a book about understanding of the relationship among the properties of the constituent materials, the underlying microstructure of a composite, and the overall effective moduli that govern the macroscopic behavior. Among many books dedicated on theory of composite materials, this book deserves my recognition since it is the most complete handbook in this field: it surveys many exciting developments at the frontier of mathematics and presents many new results.