

Recommended Reading*

Science

Brody, David Eliot. *The Science Class You Wish You Had*, (1997). Q180. 55 D57.
This book is an overview of the findings of Albert Einstein, Isaac Newton, Niels Bohr, Edwin Hubble, Charles Darwin, James Watson and Francis Crick, Walther Flemming, and Gregor Mendel that most will find useful if they are not familiar with their lives and work. All these units are free standing essays on a particular discovery and its discoverer(s), and so each can be used individually without confusion.

Dennett, Daniel. *Darwin's Dangerous Idea*, (1995). QH375. D45
Dennett argues that Darwinian processes are the central organizing force in the universe. Dennett asserts that natural selection is a blind and algorithmic process which is sufficiently powerful to account for everything from the laws of physics and the creation of the universe through the generation and evolution of life to the ins and outs of human minds and societies. These assertions have generated a great deal of debate and discussion within the scientific community.

Diamond, Jared. *The Third Chimpanzee*, (1992). GN281. D53 1993
Diamond addresses two issues: how and why human beings transformed in a short period from "just another species of big mammal" into a world-dominating force; and the degree to which our immense progress has been coupled with the seeds of self-destruction, particularly through genocide and environmental degradation.

Dillard, Annie. *Pilgrim at Tinker Creek*, (1974). QH81. D56
Combining theological, scientific, and literary inquiry, the book offers insight into the everyday world. As national and international conflicts (the Watergate break-in and the Vietnam War) prompted controversy in America, Dillard, secluded in the Roanoke Valley of Virginia, looked to the earth and its creator for clues about how to live a fully human existence.

Farmer, Paul. *Infections and Inequalities: The Modern Plagues*, (1999).
RA418.5 P6 F37
Paul Farmer has battled AIDS in rural Haiti and deadly strains of drug-resistant tuberculosis in the slums of Peru. A physician-anthropologist with more than fifteen years in the field, Farmer writes from the front lines of the war against these modern plagues and shows why, even more than those of history, they target the poor. This "peculiarly modern inequality" that permeates AIDS, TB, malaria, and typhoid in the modern world, and that feeds emerging (or re-emerging) infectious diseases such as Ebola and cholera, is laid bare in Farmer's harrowing stories of sickness and suffering. *Infections and Inequalities* weds meticulous scholarship with a passion for solutions—remedies for the plagues of the poor and the social maladies that have sustained them.

Gardner, Martin. *Fads and Fallacies in the Name of Science*, (1957).
Q173. G35 1957
Fair, witty appraisal of cranks, quacks, and quackeries of science and pseudoscience: hollow earth, Velikovsky, orgone energy, Dianetics, flying saucers, Bridey Murphy, food and medical fads, more. Reviews fads, hoaxes, and cults propagated under the guise of being scientifically founded and proven.

* Compiled by the Academic Senate Library Subcommittee in 2001; revised in 2006.
Summaries and excerpts courtesy of Content Café, Amazon, BookRags, and publisher web sites.

Science, continued

Greene, Brian. *The Elegant Universe*, (1999). QC794.6. S85 G75

An accomplished professor of physics and mathematics unravels the complexities of superstring theory for the average reader in a lucid and entertaining account, using analogies from everyday life to explain the elegant underlying principles of the universe.

Hofstadter, Douglas. *Gödel, Escher, Bach*, (1979). QA9.8. H63

Douglas Hofstadter's book is concerned directly with the nature of "maps" or links between formal systems. However, according to Hofstadter, the formal system that underlies all mental activity transcends the system that supports it. If life can grow out of the formal chemical substrate of the cell, if consciousness can emerge out of a formal system of firing neurons, then so too will computers attain human intelligence.

Ramachandran, V. S. and Sandra Blakeslee. *Phantoms in the Brain*, (1998).

RC351. R24

A distinguished neurologist and an award-winning science writer explore the vast complexities of the human brain and how it works, drawing on real-life case studies of patients suffering from unusual neurological afflictions to explain what occurs in the brain and the sources of dreams, memory, emotion, language, and more.

Sacks, Oliver. *An Anthropologist on Mars*, (1995). RC351. S1948

The author of *Awakenings* profiles seven neurological patients, including a surgeon with Tourette's syndrome and an artist whose color sense is destroyed in an accident but finds new creative power in black and white.

Sagan, Carl. *The Demon-Haunted World*, (1995). Q175. S215 1997

Examines and debunks what the Pulitzer Prize-winning author refers to as "pseudo-science," which includes such popular topics as channeling past lives, alien abduction, and communal hallucinations, suggesting that these trends are dangerous for society. Reveals the dangers associated with widespread scientific ignorance, and explains how scientific thought has served to overcome prejudice and hysteria.

Waal, Frans de. *Chimpanzee Politics*, (1982). QL737. P96 W3213 1998

In this book, de Waal details the power struggle among a group of chimpanzees that were living on an island at the Arnhem Zoo in the Netherlands. The story centers around the struggle for alpha male supremacy among a small group of males, which included Yeroen (the grizzled old veteran), Nikkie (the hot headed upstart), and Luit (the calculating politician). Each chimpanzee had a different method for seeking power.

Walker, Jearl. *The Flying Circus of Physics*, (1975). QC32. W25

Walker covers the entirety of naked-eye physics by exploring problems of the everyday world. He focuses on the flight of Frisbees, sounds of thunder, rainbows, sand dunes, soap bubbles, etc., and uses such familiar objects as rubber bands, eggs, tea pots, and Coke bottles. Many references to outside sources guide the way through the problems. Now the inclusion of answers provides immediate feedback, making this an extraordinary approach in applying all of physics to problems of the real world.

Watson, James D. *The Double Helix*, (1968). QD341. A2 W315

In 1962, Watson and Francis Crick won the Nobel Prize in Physiology and Medicine for discovering the structure of the DNA molecule. This classic book tells that story. There is some technical material here, but mostly this is a nontechnical story of a race to be first to discover the structure. Their chief competition is Linus Pauling, "the best chemist in the world." They even withheld an important piece of information from Pauling, in hopes of beating him. And Watson frankly tells of his mistakes, and bad guesses.

Literature and Fine Arts

Allende, Isabel. *House of the Spirits*, (1986). PQ8098.1 L54 C313

Here, in an astonishing debut by a gifted storyteller, is the magnificent saga of proud and passionate men and women and the turbulent times through which they suffer and triumph. They are the Truebas. Theirs is a world you will not want to leave, and one you will not forget.

Austen, Jane. *Emma*, (1816). PR4043. E5 1996

In *Emma*, Austen's prose brilliantly elevates, in the words of Virginia Woolf, the trivialities of day-to-day existence, of parties, picnics, and country dances of early-nineteenth-century life in the English countryside to an unrivaled level of pleasure for the reader. At the center of this world is the inimitable Emma Woodhouse, a self-proclaimed matchmaker who, by the novel's conclusion, just may find herself the victim of her own best intentions.

Dickens, Charles. *David Copperfield*, (1849). PR 4558. A1 1998

A young boy endures hardships as a child laborer in this partly autobiographical classic reflecting social conditions in nineteenth-century England.

Eco, Umberto. *The Name of the Rose*, (1983). PQ4865 C6 N613

In 1327, Brother William of Baskerville is sent to investigate charges of heresy against Franciscan monks at a wealthy Italian abbey but finds his mission overshadowed by seven bizarre murders.

Ellison, Ralph. *Invisible Man*, (1952). PS3555. L625 I5 1995

Invisible Man is a milestone in American literature, a book that has continued to engage readers since its appearance in 1952. A first novel by an unknown writer, it remained on the bestseller list for sixteen weeks, won the National Book Award for fiction, and established Ralph Ellison as one of the key writers of the century. The nameless narrator of the novel describes growing up in a black community in the South, attending a Negro college from which he is expelled, moving to New York and becoming the chief spokesman of the Harlem branch of "the Brotherhood", and retreating amid violence and confusion to the basement lair of the Invisible Man he imagines himself to be.

Homer. *The Iliad*, (1990). PA4025. A2 F33

Perhaps the greatest poem of the Western world, *The Iliad* tells the story of 50 critical days towards the end of the Trojan war. Achilles has quarrelled with Agamemnon and sulks in his tent, while Hector brings his Trojans to the brink of victory; but fate will have the last word.

Homer. *The Odyssey*, (2000). PA4025. A5 H36

This is, quite simply, the story of Odysseus, who wants to go home—but Poseidon, god of oceans, doesn't want him to make it back across the wine-dark sea to his wife, Penelope, son, Telemachus, and their high-roofed home at Ithaca. The story is told in easy-going, beautiful poetry; the characters speak naturally, the action happens briskly. Even the gods come across as real people, despite the divine powers they exercise constantly.

Kafka, Franz. *The Metamorphosis*, (1948). PT2621. A26 P4

Gregor Samsa awakes one morning to find that he has been inexplicably transformed into a giant insect. He has also slept late. His parents and his sister Grete try to rouse him so he can make it to his dreary job as a traveling salesman. The family depends on him for its livelihood. Gregor, however, is now a bug.

Kushner, Tony. *Angels in America*, (2003). PS3561 U778 A85

Angels in America dramatizes the effects of AIDS on the United States through the experiences of lawyer Roy Cohn, a Mormon couple, and a young man called Prior Walter. Set in New York City during the mid-'80s, the story follows the interconnected lives of several people affected by the AIDS crisis, intense spiritual experiences, and the Reagan Administration.

Literature and Fine Arts, continued

Marquez, Gabriel Garcia. *Love in the Time of Cholera*, (1988). PQ8180.17 A73 A813
Set on the Caribbean coast of South America, this love story brings together Fermina Daza, her distinguished husband, and a man who has secretly loved her for more than fifty years.

Morrison, Toni. *Sula*, (1974). PS3563. O8749 S8
The intense friendship shared by Nel Wright and Sula Peace, two African-American women raised in an Ohio town, changes forever when one of them leaves home to roam the countryside and returns ten years later.

Orwell, George. 1984, (1992). PR6029. R8 N49
Portrays life in a future time when a totalitarian government watches over all citizens and directs all activities.

Otsuka, Julie. *When the Emperor Was Divine*, (2002). PS3615 T88 W48
A story told from five different points of view, chronicles the experiences of Japanese Americans caught up in the nightmare of the World War II internment camps.

Shakespeare, William. *A Midsummer Night's Dream*, (2003). PR2827 A2 F6
A new section of the Introduction to this updated edition considers important professional theater productions and the large output of scholarly criticism on the play which have appeared in recent years.

Shepard, Sam. *True West*, (1981). PS3569 H394 A6
In *True West*, Shepard tells the tale of two brothers. Austin, a "successful" young man with a family and a budding screenwriting career house-sits for his mother who is away on vacation. He has come here for privacy to work on a screenplay, but is quickly interrupted by his brother Lee, an unshaven alcoholic, thief, and "loser" who has also decided to return home.

Steinbeck, John. *The Grapes of Wrath*, (1939). PS3537. T3234 G8 1993
Set during the Great Depression and Oklahoma Dust Bowl, *The Grapes of Wrath* traces the migration of the Joads, a family living on a failing Oklahoma farm, on their difficult journey to California, and their subsequent hardships as migrant farm workers. The work did much to publicize the injustices of migrant labor. The book won a Pulitzer Prize in 1940.

Viramontes, Helena Maria. *Under the Feet of Jesus* PS3572.I63 U53 1996
As a second-class Mexican-American citizen laboring under dangerous conditions in America's fields, Estrella learns the values of life and discovers ways to defy repression and the hopelessness of her situation.

Voltaire. *Candide* (trans. Peter Constantine) (2005). PQ2082 C3 E5
Candide, a servant in Westphalia to Baron Thunder-ten-tronckh, loves the Baron's daughter, Cunégonde, and is the avid student of Pangloss, a philosopher who continuously "proves" Leibniz's belief that this is "the best of all possible worlds." *Candide* is expelled from Westphalia when the Baron catches him in a romantic embrace with Cunégonde.

Vonnegut, Kurt. *Slaughterhouse Five*, (1994). PS3572 O5 S
Billy Pilgrim, a chaplain's assistant during the Second World War, returns home only to be kidnapped by aliens from the planet Tralfamadore, who teach him that time is an eternal present.

Waters, Frank. *The Woman at Otowi Crossing*, (1966). PS3545. A82 W6 1987
The story of Helen Chalmer, a person in tune with her adopted environment and her neighbors in the nearby Indian pueblo and also a friend of the first atomic scientists. The secret evolution of atomic research is a counterpoint to her psychic development.

History, Politics and Biography

Brokaw, Tom. *The Greatest Generation*, (1998). D811. A2 B746

The Greatest Generation is about the men and women who came out of the Depression, who won great victories and made lasting sacrifices in World War II and then returned home to begin building the world we have today.

Donald, David. *Lincoln*, (1995). E457. D66

A Pulitzer Prize-winning biographer offers the first full-length biography of Lincoln to be published in a generation, drawing extensively on Lincoln's personal papers and legal writings to present a compelling, original portrait.

Gilbert, Martin. *Churchill, a Life*, (1991). DA566.9. C5 G4435

Draws on previously unavailable materials to provide an in-depth portrait of Churchill as a leader swept into history's most tumultuous era.

Keegan, John. *The Face of Battle*, (1976). D25. K43

The Face of Battle is military history from the battlefield: a look at the direct experience of individuals at the point of maximum danger. It examines the physical conditions of fighting, the particular emotions and behavior generated by battle, as well as the motives that impel soldiers to stand and fight rather than run away.

Machiavelli. *The Prince*, (1999). JC143 M3

Records the Italian statesman's classic statement on the nature of government and the means by which political power is obtained.

Plutarch. *Life of Pericles*, PA4369. A2 1914

Gower, the Chorus, reveals that Antiochus, the king of Antioch, is engaged in an incestuous relationship with his daughter, and that both Antiochus and his daughter have grown accustomed to the situation and cease to consider it abnormal. The daughter of Antiochus is renowned for her great beauty, and princely suitors from around the world flock to Antioch to try to solve the riddle Antiochus insists they must solve if they are to wed his daughter. If they are unsuccessful in solving that riddle, they are put to death. Pericles, the prince of Tyre, arrives to try his luck.

Reisner, Marc. *Cadillac Desert*, (1986). HD1739. A19 R45 1993

Cadillac Desert details the achievements of creating a desert civilization and projects future problems of limited groundwater reserves, silting up of reservoirs, and contamination of soil.

Runciman, Steven. *The Fall of Constantinople*, (1965). DF 649. R8

This classic account shows how the fall of Constantinople in May 1453, after a siege of several weeks, came as a bitter shock to Western Christendom. The city's plight had been neglected, and negligible help was sent in this crisis. To the Turks, victory not only brought a new imperial capital, but guaranteed that their empire would last. To the Greeks, the conquest meant the end of the civilization of Byzantium, and led to the exodus of scholars stimulating the tremendous expansion of Greek studies in the European Renaissance.

Tocqueville, Alexis de. *Democracy in America*, (1835-1840). JK216. T6513 2000

Alexis de Tocqueville wrote this following a 9-month exploratory voyage to the United States in 1830. In the book, the French author analyzes the political and sociological aspects of the American democratic regime and contrasts his findings with the situation of the people living under the aristocratic regimes of France and England. Tocqueville spends a great deal of time praising the political and legal system of the United States as he tries to sell democracy to his contemporaries in Europe. He also uses his writing to warn of the possible downsides of democracy, such as the potential for extending the principle of equality and turn the democratic regime into a tyranny of the majority.

History, Politics and Biography, continued

Tuchman, Barbara. *The Guns of August*, (1962). D530. T8

In this Pulitzer Prize-winning classic, historian Barbara Tuchman brings to life the people and events that led up to World War I. This was the last gasp of the Gilded Age, of Kings and Kaisers and Czars, of pointed or plumed hats, colored uniforms, and all the pomp and romance that went along with war. How quickly it all changed...and how horrible it became.

Zinn, Howard. *A People's History of the United States*, (1980). E178. Z75 1999

A revised edition of the American Book Award-nominated chronicle of U.S. history is told from a grassroots perspective and provides an analysis of important events from 1492 through the current war on terrorism.

Social Science and Education

Aronson, Elliot. *The Social Animal*, (1991). HM251. A79

A landmark text that maintains its relevance and unique approach edition after edition, *The Social Animal* offers a brief, compelling introduction to modern social psychology. Through vivid narrative, lively presentations of important research, and intriguing examples, Elliot Aronson probes the patterns and motives of human behavior, covering such diverse topics as terrorism, conformity, obedience, politics, race relations, advertising, war, interpersonal attraction, and the power of religious cults.

Bandura, Albert. *Social Learning and Personality Development*, (1963). LB1117. B34

Bandura's Social Learning Theory posits that people learn from one another, via observation, imitation, and modeling. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation.

Brown-Miller, Susan. *Against Our Will*, HV6558 B76

Surveys the history of rape in war, riot, and revolution and the origins of American rape laws, examines interracial, homosexual, and child rape, and profiles the police-blotter rapist and representative victims.

Bruner, Jerome. *The Process of Education*, (1960). LB885. B78

In this classic argument for curriculum reform in early education, Jerome Bruner shows that the basic concepts of science and the humanities can be grasped intuitively at a very early age. He argues persuasively that curricula should be designed to foster such early intuitions and then build on them in increasingly formal and abstract ways as education progresses. Bruner's foundational case for the spiral curriculum has influenced a generation of educators and will continue to be a source of insight into the goals and methods of the educational process.

Damon, William. *Greater Expectations*, (1995). HQ769. D225

Greater Expectations is the book that exposed the low standards that children are confronted with in our homes, our schools, and throughout our culture. It exploded many of the misconceptions about children and how to raise them, including the cult of self-esteem, "child-centered" learning, and other overly indulgent practices that have been watering down the education and guidance that we are providing our young people. It disclosed how the self-centered ethic is damaging our youth.

Elkind, David. *The Hurried Child*, (1988). BF723. S75 E44

Taking a detailed, up-to-the-minute look at the world of today's children and teens in terms of the Internet, classroom culture, school violence, movies, television, and a growing societal incivility, Elkind shows a whole new generation of parents where hurrying occurs and why and what we can do about it. This book is about how and why we hurry children into adulthood. Elkind gives generations of examples of hurrying, he explains why and what we can do about it.

Social Science and Education, continued

Elliott, Delbert S. (editor) *Violence in American Schools*, (1998). LB3013.3. V583
Experts from a range of disciplines use a variety of perspectives, notably those of public health, criminology, ecology, and developmental psychology, to review the latest research on the causes of youth violence. The authors examine the nation's schools and communities and school-based interventions that have prevented or reduced violence. They describe and evaluate strategies for the prevention and treatment of violence that go beyond punishment and incarceration.

Fadiman, Anne. *The Spirit Catches You and You Fall Down*, (1998).
RA418.5 T73 F33

A study in the collision between Western medicine and the beliefs of a traditional culture focuses on a hospitalized child of Laotian immigrants, members of the Hmong tribe, whose belief that illness is a spiritual matter came into conflict with doctors' methods.

Friedman, Thomas L. *The Lexus and the Olive Tree*, (1999). HF1359. F74

In this engrossing look at international systems, Friedman deftly explains the current trends toward globalization that are radically changing our world. With a first-class narration by George Wilson, this book is an engaging and highly informative listening experience. A foreign affairs columnist for *The New York Times* offers an incisive look at globalization from a social, economic, political, and cultural perspective and assesses the impact of this trend both at home and abroad.

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*, (1983).
BF431. G244

The author demonstrates that there exist many human "intelligences", common to all cultures, each with its own pattern of development and brain activity, and each different in kind from the others. These potentials include linguistic, musical and logical/mathematical capacities, as well as spatial and bodily intelligences, and the ability to arrive at an emotional and mental sense of self and other people. Rather than reducing an individual's potential to a single score on an IQ test, it is the fostering and education of all these intelligences that should be our concern.

Goleman, Daniel. *Emotional Intelligence*, (1995). BF561. G65

Everyone knows that high IQ is no guarantee of success, happiness, or virtue, but until the discoveries of modern brain researchers, theorists could only guess why. Goleman's fascinating report from the frontiers of psychology and neuroscience offers us startling new insight into our "two minds"—the rational and the emotional—and how they together shape our destiny. Beginning deep in the brain, *Emotional Intelligence* shows us the exact mechanism of an "emotional hijack," when passion overcomes reason.

Hall, Edward. *Beyond Culture*, (1976). HM258. H29

As a young man, Edward Hall worked as a construction foreman in Arizona, where he lived and worked with the Hopi Indians and later conducted anthropological research among the Navajo Indians. During this time, he also gained firsthand experience of the Spanish American people and culture of Northern New Mexico.

Hillman, James. *The Force of Character and the Lasting Life*, (1999).
BF724.85. S45 H535 1999b

A study of the aging process argues that even the debilitating changes associated with aging become meaningful as they serve to promote the fulfillment and confirmation of one's unique character.

Jamison, Kay R. *An Unquiet Mind*, (1995). RC516. J363

The personal story of a manic depressive and a world-renowned authority on the subject describes the onset of the illness during her teenage years and her determined journey through the realm of available treatments.

Social Science and Education, continued

Jones, Ann R. *When Love Goes Wrong*, (1992). HV1445. J67A guidebook for women in abusive or controlling relationships offers analyses of such relationships and provides suggestions on how such women can make positive changes to improve their lives.

Kozol, Jonathan. *Savage Inequalities*, (1991). LC4091. K69
Kozol visited schools in over 30 neighborhood, and concludes that real integration has seriously declined and education for minorities and the poor has moved backwards by at least several decades. Shocked by the persistent segregation and bias in poorer neighborhoods, Kozol describes the garrison-like campuses located in high-crime areas, which often lack the most basic needs. Rooms with no heat, few supplies or texts, labs with no equipment or running water, sewer backups, fumes, and overwhelming fiscal shortages combine to create an appalling scene. This is raw stuff.

Lickona, Thomas. *Educating for Character: How Our Schools Can Teach Respect and Responsibility*, (1991). LC268. L475
The author calls for renewed moral education in America's schools, offering dozens of programs schools can adopt to teach students respect, responsibility, hard work, and other values he feels should not be left to parents to teach.

Mead, Margaret. *Culture and Commitment*, (1970). HM101. M38
The renowned anthropologist argues that the gap between the generations in the seventies is qualitatively different in depth and extent than any previous generational break and probes efforts to mold coherent cultural patterns and search for commitment.

Mills, C. Wright. *White Collar*, (1951). HT690. U6 M5
In print for fifty years, *White Collar* is considered a standard on the subject of the new middle class in twentieth-century America. This landmark volume demonstrates how the conditions and styles of middle class life—originating from elements of both the newer lower and upper classes—represent modern society as a whole. By examining white-collar life, Mills aimed to learn something about what was becoming more typically "American" than the once-famous Western frontier character. He painted a picture instead of a society that had evolved into a business-based milieu, viewing America instead as a great salesroom, an enormous file, and a new universe of management.

Ravitch, Diane. *Left Back*, (2000). LA216. R28
Explores the last hundred years of reform programs designed radically to improve American schools, arguing that reformers often lose sight of the primary goal of the educational system.

Sacks, Oliver. *The Man Who Mistook His Wife for a Hat*, (1986). RC351. S195
This book tells the stories of individuals afflicted with fantastic perceptual and intellectual aberrations: patients who have lost their memories and with them the greater part of their pasts; who are no longer able to recognize people and common objects; who are stricken with violent tics and grimaces or who shout involuntary obscenities; whose limbs have become alien; who have been dismissed as retarded—yet are gifted with uncanny artistic or mathematical talents.

Walker, Lenore. *The Battered Woman*, (1979). HV6626. W34
Based on case studies of a clinical psychologist, this book theorizes that battered women become trapped in a learned helplessness syndrome, become convinced that there is nothing they can do to help themselves, and so continue the relationship.

Business

Beckwith, Harry. *Selling the Invisible*, (1997). HD9980.5. B425

A comprehensive guide to service marketing furnishes tips and advice on how one can apply one's business knowledge to any area of sales and marketing, from a home-based consultancy to a multinational brokerage firm.

Collins, James C. and Jerry I. Porras. *Built to Last*, (1994). HF5386. C735

What makes a visionary company? This book, written by a team from Stanford's Graduate School of Business, compares what the authors have identified as "visionary" companies with selected companies in the same industry.

Fisher, Roger. *Getting to Yes*, (1991). BF637. N4 F57

Getting to Yes describes a method of negotiation that isolates problems, focuses on interests, creates new options, and uses objective criteria to help two parties reach an agreement.

Gleick, James. *Chaos: Making a New Science*, (1987). Q172.5. C45 G54

Explains the meaning and application of chaos—the study of patterns emerging from seemingly random phenomena—and introduces the scientists responsible for major discoveries in this field.

Goleman, Daniel. *Working with Emotional Intelligence*, (1998). HD38.2. G647

Goleman reveals the skills that distinguish star performers in every field, from entry-level jobs to top executive positions. He shows that the single most important factor is not IQ, advanced degrees, or technical expertise, but the quality he calls emotional intelligence.

Ohmae, Kenichi. *Triad Power*, (1985). HD 62.47. O36

This book argues that successful corporations of the future must become insiders in the economies of Europe, Japan, and the United States, and describes the advantages of international joint ventures.

Reich, Robert. *The Work of Nations*, (1991). HB501. R36

A study of the future of capitalism examines the need for a new approach to solving the problems of unskilled workers, a system that emphasizes education, training, infrastructure, pre- and post-natal care, and public investment.

Thurow, Lester. *Head-to-Head*, (1992). HC59. T5157

A leading economic theorist analyzes the United States' place in the changing world economy in light of the emergence of an economically united Europe.

Fresno faculty publications

Echeverria, Jeronima. *Home Away from Home: A History of Basque Boardinghouses*, (1999). TX909. E28

In this thorough study of Basque boardinghouses, Echeverria offers a history of the institution that most deeply shaped Basque immigrant life.

Faderman, Lillian. *Naked in the Promised Land: A Memoir*, (2003). CT3990. F33 A3

A memoir by the author of *Surpassing the Love of Men* describes her upbringing as the only child of an unmarried immigrant Jewish woman, her youthful hunger for love and success, her discovery of her erotic attraction to women, working her way through college as a stripper, and her eventual journey to become a pioneering gay writer and scholar.

Fresno faculty publications, continued

Gruenbaum, Ellen. *The Female Circumcision Controversy: An Anthropological Perspective*, (2001). GN484. G78

Ellen Gruenbaum looks at the validity of Western arguments against the practice of female circumcision. In doing so, she explores both outsider and insider perspectives on female circumcision, concentrating particularly on the complex attitudes of the individuals and groups who practice it and on indigenous efforts to end it.

Hanson, Victor Davis and John Heath. *Who Killed Homer?: The Demise of Classical Education and the Recovery of Greek Wisdom*, (1998). PA78. U6 H36

This book argues that if we lose our knowledge of the Greek classics, we lose our understanding of Western culture and who we are.

Herrera, Juan Felipe. *Notebooks of a Chile Verde Smuggler*, (2002). PS3558. E74 Z4695

Distinguished poet and performance artist Herrera here invites us to peek into his poetic diary. Starting with his youth in San Diego, Herrera guides us on a spiritual search for personal and racial identity that is carried out with an arresting display of diversity and virtuosity standard verse mixed up with prose poems, journal entries, letters, and even a sardonically satirical teleplay.

Levine, Robert V. *A Geography of Time: The Temporal Misadventures of a Social Psychologist, or How Every Culture Keeps Time Just a Little Bit Differently*, (1997). HM291. L44 1997

Looks at the time sense of various cultures, and discusses the physical and psychological impact of the ways in which we keep time.

Ogden, Paul. W. *The Silent Garden: Raising Your Deaf Child*, (1996). HV2392.2 O34

Offers parents of the deaf advice for communicating with their children, selecting schools, considering professional help, and evaluating technological options.

Owen, Barbara. *In the Mix: Struggle and Survival in a Women's Prison*, (1998). HV9475. C3 C876

This book describes the contours of prison culture and its themes of trouble, programming and relationships.

Thornton, Bruce. *Searching for Joaquin: Myth, Murieta, and History in California*, (2003). F865. M96 T48

The author looks at the life and legends surrounding the Mexican outlaw who died during a gun battle in 1853.

Yarbrough, Steve. *The Oxygen Man*, (1999). PS3575. A717 O95

The Oxygen Man looks at life in the South through the eyes of Ned Rose and his sister Daze and reveals the source of their unfulfilled lives by looking back on their high school years, a time when their dysfunctional and often absent parents stood in the way of a normal home life and the chance to fit in at school.