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We Review the
Best of the Latest
Books

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Audio / Literature & Fiction / Fantasy

[Wolf Rain](#), Audible Audiobook, Unabridged, 3 MP3-CDs, running time 13.5 hours, by Nalini Singh, narrated by Angela Dawe (**Book 3 of the Psy-Changeling Trinity Series**: Tantor Media)

[Wolf Rain](#), Hardcover by Nalini Singh (**Psy-Changeling Trinity Series**: Berkley)

The fate of millions of lives hangs in the balance in this new *Psy-Changeling Trinity* novel – Book 3 – from *New York Times* bestselling author Nalini Singh, **[Wolf Rain](#)**.

Singh lives and works in New Zealand and is passionate about writing. The audio version is narrated by Angela Dawe. Dawe, in addition to audiobook narration, works in film, television, theater and improvisational comedy.

In **[Wolf Rain](#)**, the end of Silence was supposed to create a better world for future generations. But trust is broken,

and the alliance between Psy, Changeling, and human is thin. The problems that led to Silence are back in full force. Because Silence fixed nothing, just hid the problems.

This time, in [Wolf Rain](#), the Psy have to find a real answer to their problems – if one exists – or their race will soon go extinct in a cascade of violence. The answer begins with an empath who is attuned to monsters – and who is going to charm a wolf into loving her despite his own demons.

Kidnapped as a young girl, her psychic powers harnessed by a madman, Memory lives a caged and isolated existence... until she comes face-to-face with a wolf. Labeled an empath by her bad-tempered rescuer, Memory knows that her 'gift' is nothing so bright. It is a terrible darkness that means she will always be hunted.

But Memory is free now and she intends to live. A certain growly wolf can just deal with it.

Alexei prefers to keep his packmates at bay, the bleak history of his family a constant reminder that mating, love, hope is not for him. But Memory, this defiant and fearless woman who stands toe-to-toe with him, awakens the most primal part of his nature. And soon, he must make a choice: risk everything or lose Memory to a murderous darkness that wants to annihilate her from existence...

Once again immersing readers in a richly imagined world... Singh's

*third Psy Changeling Trinity novel (after **Ocean Light**) delights with lovingly drawn characters. – Publishers Weekly*
Another Psy/Changeling page-turner from the brilliant Singh. – Kirkus Reviews
Another hands-down winner that expands Singh's brilliantly conceived world. – Library Journal, starred review

[Wolf Rain](#) is an exciting adventure in a well-envisioned and ever-widening fantasy world.

Business & Investment / International / Innovation / Altruism

[The Prosperity Paradox: How Innovation Can Lift Nations Out of Poverty](#) by Clayton M Christensen, Efosa Ojomo & Karen Dillon (Harper Business)

Clayton M. Christensen, the author of several business classics and co-authors Efosa Ojomo and Karen Dillon in [The Prosperity Paradox](#) reveal why so many investments in economic development fail to generate sustainable prosperity, and offer a groundbreaking solution for lasting change.

Christensen is the Kim B. Clark Professor at Harvard Business School, a five-time recipient of the McKinsey Award for Harvard Business Review's best article and the cofounder of four companies, including the innovation consulting firm Innosight. Ojomo works side-by-side with Christensen as a senior fellow at

Christensen Institute for Disruptive Innovation, where he leads the organization's Global Prosperity Practice. Dillon is the former editor of the *Harvard Business Review* and coauthor of the New York Times bestsellers. She is also the Editorial Director of Banyan Global Family Business Advisors.

Global poverty is one of the world's most vexing problems. For decades, we've assumed smart, well-intentioned people will eventually be able to change the economic trajectory of poor countries. From education to healthcare, infrastructure to eradicating corruption, too many solutions rely on trial and error. Essentially, the plan is often to identify areas that need help, flood them with resources, and hope to see change over time.

[**The Prosperity Paradox**](#) identifies the limits of common economic development models, which tend to be top-down efforts, and offers a new framework for economic growth based on entrepreneurship and market-creating innovation. Christensen, Ojomo, and Dillon use successful examples from America's own economic development, including Ford, Eastman Kodak, and Singer Sewing Machines, and show how similar models have worked in other regions such as Japan, South Korea, Nigeria, Rwanda, India, Argentina, and Mexico.

[**The Prosperity Paradox**](#) celebrates the role innovation can play, even in the most difficult of circumstances, in creating and sustaining prosperity even

in some of the most desperate parts of the world. It offers a paradigm-shattering approach to helping eradicate global poverty. Applying the rigorous, theory-driven analysis that has made Christensen one of the most revered business visionaries, the team argues for flipping the emphasis to innovation and market-based solutions rather than conventional development-based solutions. Easing poverty is not the same as creating prosperity, the authors point out. Prosperity means access to education, healthcare, safety and security, and good governance. It breeds increasing freedoms – economic, social, and political – and is less dependent on access to one or two singular resources. With this driving distinction, [**The Prosperity Paradox**](#) has a wide-ranging audience in mind: those in the development industry working to rid the world of poverty; investors, innovators, and entrepreneurs looking to build successful enterprises in emerging markets; policy makers seeking to institute effective policies that spur development in their countries; and not least of all a new generation, living in poverty and a world seemingly devoid of opportunity.

*Clayton Christensen's latest book [**The Prosperity Paradox**](#) is a must-read. Powerful, persuasive, and wonderfully written, Christensen and his coauthors make a compelling case for the game-changing role of innovation in some of the*

world's most desperate economies. – Eric Schmidt, Former Executive Chairman of Google and Alphabet

[The Prosperity Paradox](#) by Clayton Christensen, Efosa Ojomo, and Karen Dillon is a timely must-read on the mindset change that turns poverty into opportunity and enables the creation of sustainable prosperity. As World Bank Treasurer, I saw first-hand how the innovative approaches described in this compelling easy to read primer empowers development practitioners and businesses to seek out the profitable opportunities. – Arunma Oteh, World Bank Treasurer (30th September 2015 to 30th November 2018)

[The Prosperity Paradox](#) has the power to transform our thinking about philanthropy and social good. As we continue to grapple with how to lift people out of poverty, Clay Christensen, Efosa Ojomo and Karen Dillon provide a new and innovative solution for millions of people around the world. It's a must-read for anyone with an interest in global affairs who wants

to create a truly thriving society. – Arianna Huffington, Founder & CEO, Thrive Global
The rise of any economy, local or global, must be fueled by innovative entrepreneurs willing to build new markets. With [The Prosperity Paradox](#), Christensen, Ojomo, and Dillon offer powerful insight and guidance on how we can channel our efforts to create jobs, generate growth, and impact individual lives all over the world. – Steve Case, Chairman & CEO of Revolution and co-founder of AOL

[The Prosperity Paradox](#) is a manifesto and a call to action for those who recognize that our survival depends on creating opportunity. This book will help innovators be more compassionate. And the compassionate be more innovative. – Tom Fletcher, CMG, former UK Ambassador and author of *The Naked Diplomat*

The ideas in [The Prosperity Paradox](#) will help companies desperate for real, long-term growth see actual, sustainable progress where they've failed before. But [The Prosperity Paradox](#) is more than a business book; it is a call to action for anyone who wants a fresh

take for making the world a better and more prosperous place. <>

Business & Management / International / Human Resources / Culture

[Making Sense of Culture: Cross-Cultural Expeditions and Management Practices of Self-Initiated Expatriates in the Foreign Workplace, 1st edition](#) by Norhayati Zakaria (Productivity Press, Routledge)

[Making Sense of Culture](#) lies within two interdisciplinary fields that should be bridged: cross-cultural management and international human resource management. The consequences of globalization lead to a more extensive recruitment process of global talents to fit the different work structures and competitive work environment of tomorrow. The emergence of self-initiated expatriates (SIEs) further intensify the challenges faced by multinational organizations because people are searching for better career prospects and they are willing to relocate in order to obtain competitive salary or compensation packages. With the emergence of SIEs, multinational corporations need to acknowledge the influence of culture on management practices because the expatriates will bring their own cultural baggage and uniqueness to the company's doorsteps.

Norhayati Zakaria is an Associate Professor at the University of Wollongong in Dubai (UOWD) and currently teaches undergraduate courses like responsible leadership, intercultural applications of socially innovative business and postgraduate courses like managerial

skills and concepts. She was attached with the School of International Studies, Universiti Utara Malaysia before moving to Dubai (1996-2009).

According to [Making Sense of Culture](#), culture has a paramount impact on how leaders manage their colleagues and teams in the workplace. One's attitudes, values, beliefs and perceptions all matter when people work with culturally diverse colleagues. Cultural differences cannot be ignored as a work structure that thrives only in a monoculture environment is hardly in existence for multinational corporation of today. Instead, the multi-cultured environment takes priority with the soaring number of demands for global talents and workforces that need to be recruited. It is clearly established in the field of international human resources that there are increasing trends and phenomenon of burgeoning SIEs in newly occupied cosmopolitan cities in the world such as Dubai, Qatar, Jeddah, Kuala Lumpur, Hong Kong, Shanghai, Tokyo, and others. At the end, one key question matters for the journey of cultural sense making to begin: What is it like to experience the forces and effects of culture in the workplace when one is an expatriate?

Zakaria in [Making Sense of Culture](#) says that she lived and studied in the United States as an expatriate for eight years, during which she discovered cultural intricacies that were far, deep and wide ranging. Indeed, these years of exploring the sea of cultural opportunities and oddities equipped her

with invaluable cross-cultural competency. Thereafter, she fulfilled her dream of becoming an academic expatriate when she first entered Dubai in 2009 on a seconded, or assigned, basis. After a few years, as per her contractual agreement with her former university, she returned to her home country of Malaysia with a new cultural outlook. However, in 2016, after extensive debate with her family members, she re-entered Dubai as a self-initiated expatriate (SIE) with the aspiration of becoming a global academician; she hoped to embark on cross-cultural expeditions around the world with a view to exploring and acquiring culturally oriented experiences, knowledge and wisdom.

The second time around, the culture-shock stage appeared to come much later in the adjustment process. When she re-entered Dubai, as she describes in [Making Sense of Culture](#), she was filled with bliss because she was already familiar with the country, her colleagues and the workplace systems, routines and procedures. She also found the social environment enjoyable.

Unfortunately, over time (i.e., in just over six months), she began to experience the cultural adjustment challenges again, undergoing cycles of culture shock, which were accompanied by a degree of distress and unpleasantness. Only then did it dawn on her that culture is both complex and mysterious. One cannot and should not be too content with understanding the known effects of culture, given its multifaceted factors – that is, one's interactions, as

well as one's general living and working conditions. People differ, and their behaviors such as tolerance for power disparity vs. empowerment, time-urgency vs. time-delayed, risk taker vs. risk averse, individualism vs. collectivism, relationship orientation vs. task orientation and many others can be mind blowing if these cultural differences are not well understood and communicated among colleagues.

As an expatriate, sojourner and traveler, Zakaria says she has discovered that it is only through a deep sense of realization that one is able to make sense of culture. Key questions that should be considered by all SIEs who are willing to undertake the process of expatriation include: Why and when shall one engage in cultural reflection? And how does one make sense of culture?

As she had anticipated, her journey has been fascinating, and through the lens of her Cross-Cultural Management classroom, she has scrutinized dozens of her own cross-cultural reflections, all of which have been rooted in her attitudes, values, perceptions and behaviors. After years of reflecting on her maiden cross-cultural journey as an academic expatriate, she decided to make sense of the shared experiences of expatriation. Thus, [Making Sense of Culture](#) was developed based on the 10 weeks of blogs on culturally oriented narrations about herself and others as SIEs. It was after analyzing these 10 weeks of blogs that she realized how challenging it was to dissect, unpack and discover the powerful effects of

culture on human behavior at work and in life more generally. Nonetheless, the experience of immersing herself completely in cultural sensemaking has been an enriching journey of discovering herself and others.

Having taught beside Dr. Yati in Dubai for three years, I have been a direct observer of her capacities to transmit this skill to students from all walks of life, as well as to create the kinds of trusting, transparent relationships required to mutually navigate the complexities of the intensely multicultural work and social contexts found in a 'salad bowl' like Dubai.

I am confident educators and trainers focused on diversity and cross-cultural communications will appreciate this book's rich and authentic representations of real-life struggles with this material. There are many lessons to be learned from our inveterate cultural guru. Those fortunate enough to have picked up this book will surely be delighted by the insights they gain from these pages, as well as the power it holds to influence their ability to engage more productively in the

wider world. I hope your engagement with Dr. Yati's work is as rich and fulfilling as it has been for those of us privileged enough to encounter her on her globetrotting adventures.
– Jenny Knowles Morrison,
PhD

Making Sense of Culture, which, if written 10-15 years ago, would have been applicable to a thin slice of expatriate community, now has wide-reaching import to a global audience grappling with cross-cultural understandings big and small. By integrating cross-cultural management and international human resource management, **Making Sense of Culture** provides a valuable understanding. The work embodied in the book has helped countless numbers of students and colleagues to better interpret and act, to leave a positive mark on their world, not a trail of cultural misunderstanding and hurt feelings with global reach. Zakaria's unique pathway for exploring both the challenges and promises of self-reflection on the cross-cultural journey, as well as models and experiments with behavioral adaptations, is a true gem for students and practitioners of cross-cultural communications alike. <>

Decision-Making / Modeling /
Mathematics

Super Thinking: The Big Book of Mental Models by Gabriel Weinberg & Lauren McCann (Portfolio / Penguin)

The world's greatest problem-solvers, forecasters, and decision-makers all rely on a set of frameworks and shortcuts that help them cut through complexity and separate good ideas from bad ones. They're called mental models, and readers can find them in dense textbooks on psychology, physics, and economics.

Or, they can read [Super Thinking](#), an illustrated guide to every mental model one could possibly need. How can mental models help a person? Here are a few examples...

- If they've ever been overwhelmed by a to-do list that's grown too long, maybe they need the Eisenhower Decision Matrix to help them prioritize.
- They can use the 5 Whys model to better understand people's motivations or get to the root cause of a problem.
- Before concluding that their colleague who messes up their projects is out to sabotage them, they might consider Hanlon's razor for an alternative explanation.
- Ever sat through a bad movie just because they paid a lot for the ticket? They might be falling prey to sunk-cost fallacy.
- They can set up forcing functions, like a standing meeting or deadlines, to help grease the wheels for changes they want to occur.

The co-authors, Gabriel Weinberg and Lauren McCann, are a married couple. Weinberg is the CEO and Founder of DuckDuckGo, the Internet privacy company and private search engine. McCann is a statistician and researcher

who spent nearly a decade at GlaxoSmithKline where she designed and analyzed clinical trials and authored articles in medical journals.

Weinberg and McCann say that every discipline, like physics, has its own set of mental models that people in the field learn through coursework, mentorship, and firsthand experience. There is a smaller set of mental models, however, that are useful in general day-to-day decision making, problem solving, and truth seeking. These often originate in specific disciplines (physics, economics, etc.), but have metaphorical value well beyond their originating discipline.

'Critical mass' is one of these mental models with wider applicability: ideas can attain critical mass; a party can reach critical mass; a product can achieve critical mass. Unlike hundreds of other concepts from physics, critical mass is broadly useful outside the context of physics. ([Super Thinking](#) explores critical mass in more detail in Chapter 4.)

Weinberg and McCann call these broadly useful mental models super models because applying them regularly gives readers a super power: super thinking – the ability to think better about the world – which they can use to their advantage to make better decisions, both personally and professionally.

When people don't use mental models, strategic thinking is like using addition when multiplication is available to them. They start from scratch every time

without using these essential building blocks that can help them reason about problems at higher levels. And that's why knowing the right mental models unlocks super thinking, just as subtraction, multiplication, and division unlock their ability to do more complex math problems.

Few mental models are innate. Weinberg and McCann ask readers to consider that there are probably many disciplines where they have only rudimentary knowledge, say, perhaps physics. Most of the concepts from physics are esoteric, but some – those physics mental models that they present in [Super Thinking](#) – do have the potential to be repeatedly useful in readers' day-to-day lives. And so, despite their rudimentary knowledge of the discipline, they can and should still learn enough about these particular concepts to be able to apply them in non-physics contexts.

Readers want to have a broad base of mental models at their fingertips, or else they risk using suboptimal models for a given situation. Readers want to use the right tool for a given situation, and to do that, they need a whole toolbox full of super models.

[Super Thinking](#) is that toolbox: it systematically lists, classifies, and explains all the important mental models across the major disciplines. All these super models are woven together in a narrative fashion through nine chapters. Each chapter has a unifying

theme and is written in a way that should be convenient to refer back to.

The authors believe that when taken together, these super models will be useful to readers across their entire lives: to make sense of situations, help generate ideas, and aid in decision making. For these mental models to be most useful, however, they must apply them at the right time and in the right context. And for that to happen, they must know them well enough to associate the right ones with their current circumstances. When they deeply understand a mental model, it should come naturally, like multiplication does.

Learning to apply super mental models in this manner doesn't happen overnight. The superpowers they gain from their initial knowledge of these mental models must be developed. Reading [Super Thinking](#) for the first time is like Spider-Man getting his spider bite or the Hulk his radiation dose. After the initial transformation, they must develop their powers through repeated practice.

You can't really know anything if you just remember isolated facts. If the facts don't hang together on a latticework of theory, you don't have them in a usable form. You've got to have models in your head. – Charlie Munger, investor, vice chairman of Berkshire Hathaway

An intellectual playground that will have your brain doing mental reps and seeing the world differently. – Shane Parrish, creator of the Farnam Street blog and host of The Knowledge Project podcast

An invaluable resource for making sense of the world, making good decisions, and placing smart bets. A fast-paced and fun read, jam-packed with useful information on every page. I wish I'd had this book ages ago! – Annie Duke, author of *Thinking in Bets*

Internalizing these mental models will help you understand the world around you. Once you can spot them, you can change your own behavior to avoid common traps, adjust how you interact with people to get better results, and maybe even articulate new mental models of the world that have yet to be discovered. – Brian Armstrong, Cofounder & CEO of Coinbase

[Super Thinking](#) is both fun to read and easy to understand. The next time readers find themselves faced with a difficult decision or just trying to understand a complex situation, they

can let **[Super Thinking](#)** upgrade their brain with mental models.

Education / Higher

[Time and Space in the Neoliberal University: Futures and fractures in higher education, 1st edition](#) edited by Maddie Breeze, Yvette Taylor, & Cristina Costa (Palgrave Macmillan)

*In looking at academia, we are looking at ourselves. **[Time and Space in the Neoliberal University](#)** calls academics to face the power hierarchies that organize academia, the painful exclusions and injustices we may feel, as well as the exclusions and injustices we may be a part of maintaining. This is hard work, but work that is critical.* – Dr. Rachel Thwaites, Senior Researcher, Scottish Government and Dr. Amy Pressland, Head of Learning and Development at DB Cargo (UK) Limited, Edinburgh

[Time and Space in the Neoliberal University](#) offers new interdisciplinary analyses of borders and blockages in higher education and how they can be inhabited and reworked. Amidst stratified inequalities of race, gender, class and sexuality, across time and space, contributors explore what alternative academic futures can be claimed.

Editors are Maddie Breeze, Yvette Taylor and Cristina Costa. Breeze is Chancellor's Fellow, School of Education, University of Strathclyde, UK. She was previously Lecturer in Public Sociology at Queen Margaret University. Taylor is Professor of Education, University of Strathclyde. Costa is Associate Professor Digital Education and Society, University of West of England. The book has 19 contributors.

Academia has a geography of its own. According to Rachel Thwaites in the foreword to [Time and Space in the Neoliberal University](#), questions about being 'inside' or 'outside' academia abound. 'Becoming an academic' and subsequently 'being an academic' are key to the identity-production process which upholds, in part, the wider geography of being inside or outside the academy. The development of an arguably prestigious (academic) identity takes place throughout higher education processes, as students are slowly inducted into the 'hallowed halls' of universities, supposedly becoming more valid 'members' with every postgraduate certificate, and then later, publication acquired. The path to ultimate academic success (from a Western perspective), is seemingly clear to all: Ph.D., Research Fellow, Lecturer, Senior Lecturer, Reader and Professor, with publications mounting in length, scope and importance, and the grant capture in amount and significance of funder, as the pay and status grades increase.

The authors write from the UK, where divides between the 'elite', 'ancient', and 'selective' universities versus the 'modern', 'post-1992', 'teaching-focused' universities continue. In the UK the higher education system varies across the four different nations, but nevertheless there are acute and pressing problems across the board. Despite this, the UK Higher Education system has arguably been seen historically and contemporarily as globally exemplary; the legacies of Oxford and Cambridge universities, the journals and publishing houses based in the UK, the flow of publications which are produced at UK higher education institutions (HEIs) and the interest from international students and academics alike wishing to study and work in these institutions suggest a certain international reputation of 'excellence'. These aspects give a certain privilege to those who study and work in the system. However, this situation is not natural or spontaneous, but reflects the global distribution of resource and power that pushes English as the dominant international language of academic knowledge and publishing, and connects with and sustains the flow of people to jobs and role.

For those in academia – staff and students – there is unequal access to the privilege associated with it, as [Time and Space in the Neoliberal University](#) emphasizes. For those who do not fit the comfortable contours and feel the landscape of academia as uncomfortable, their 'difference' is emphasized.

[Time and Space in the Neoliberal University](#) is an important and welcome collection. It adds to a growing and important conversation about the state of academia in the contemporary moment. It provides significant reflections on the inequalities of UK and Australian academia, in the context of global fractures, and provokes questions around structural, political shifts, while also reflecting on what possibilities there are for academics to make change together. The boundaries, borders, and blockages of academia are clear, but with hope for changed and different futures. Its scope is wide, attempting to look at as many areas of concern as possible, and to shine a light on the state of higher education at a critical moment.

Several important themes emerge from **[Time and Space in the Neoliberal University](#)**. Race and ethnicity as important concerns about who is 'in' and who is 'out' of academia; chapters in the book discuss race in the Scottish literature curriculum (Mahn's chapter) and experiences of the whiteness of the academy (Dear's chapter). The experience of being a minority in a white dominated academy is characterized strongly, as structural inequalities and institutional racism emerge in personal experience; the barriers of academia creating anger, division, and violence to self and others. Alongside discussions of other structural inequalities, **[Time and Space in the Neoliberal University](#)** examines in critical and careful ways the experience of exclusion and – and its widest sense –

the violence of this on those who are marginalized within academia.

This violence can, in part be enacted through division across career stages too: separating people into groups of 'us versus them' in terms of power, opportunity, security, demands, entitlements, and expectations. The stages of the academic career – which have become more encoded and formalized through recent discussion of them, alongside job and funding application eligibility criteria which has implications for how resources are distributed, the recognition that can be awarded to individuals, levels of reward and prestige – do mean that individuals are presented with particular opportunities and challenges. It is important to look at the difficulties that emerge at different points in the career and how wider social, political, and economic impacts shape the academic career. However, as Breeze and Taylor point out, in so doing they can minimize the connections between career stages and the need for solidarity. There is a lot of connection between academics at all stages of their career and it is important this is recognized, rather than setting themselves up as career stage 'enemies'. This is especially significant for those whose voices are marginalized within the university. Standard means of 'working together' are challenged by **[Time and Space in the Neoliberal University](#)**, for example by critically examining collegiality (Lipton's chapter), but by making space for discussion of career stages and ways of working

together this collection asks readers to look again at how they themselves are placed within academia, and what boundaries and borders they may be creating for themselves and others that could be dismantled.

By creating spaces for feminist collegiality, without fear of consequence, it might be argued that those academics have created safe spaces, without labeling them as such. Waugh discusses safe spaces in relation to student populations. The alarming resistance to safe spaces by prominent politicians and university leaders, as described by Waugh outlines the precarity which students face in the current university climate. While most of [Time and Space in the Neoliberal University](#) focuses on academic staff, it is concerning that on both sides of the classroom, vulnerabilities are being exploited by the powerful; rather than a protectionist, welfare-led approach, individual resilience and 'grit' are promoted. The resistance to safe spaces seems to be fueled in part by a fear of censorship, and yet the market-driven, neoliberal approach to free speech in universities have led to scenarios for both staff and students which are harmful to individuals' learning, self-confidence and careers (as seen in Hook). Here the neoliberal model of subjectivity, which promotes individuals to seek bespoke solutions to structural problems, results in a lack of collective regard for student/staff welfare.

While [Time and Space in the Neoliberal University](#) provokes the individual

academic to look in the mirror and beyond their individual career stage in order to enhance collegiality, it also underlines the perennial assumption that the 'softer skills' namely pastoral, collegial, care, and emotional labor – the ones which bridge differences and break down barriers – are the work of women. While Lipton explores strategies which feminist academics have employed to create alternative intellectual spaces for collaboration and collegiality, she also highlights a wider problematic which is that collegiality ultimately advances the neoliberal agenda; by doing the 'caring', organizing the staff social events, sitting on welfare committees, providing pastoral care, and generally being responsible for the often unseen emotional labor that is the glue of universities, women are feeding the machine. While feminist academics are to be lauded for finding collective feminist space for themselves, and their colleagues, they must also be cognizant of complying with the wider gendered roles and hierarchies which make universities prosper, at the expense of excluded groups – further evidence that change is needed, and quickly.

Feminism, as a social movement, risks itself being complicit rather than resisting the damaging draw of the traditional university. Scandrett and Ballantyne's chapter explores the danger which social movements face as elements become incorporated and entangled in university system, reappropriated, and therefore co-opted. This is truly walking on a knife

edge; much feminist work has its foundations in the informal education of consciousness raising, however there is an element of 'safety' for social movements at universities, not least due to the valuable knowledge production which authenticates and brings social capital to the message. As such, feminism and other social movements alike, must learn to exist in the system while engaging in a meaningful critique of that same system.

The editors have brought together a rich and insightful collection which adds specificity and nuance to our understanding of neoliberalism – and resistance to it – in contemporary academia.
– Professor Rosalind Gill,
City, University of London,
UK

The contributors to [Time and Space in the Neoliberal University](#) are challenging the orthodoxies that are embedded in the Academy. If you read the chapters, as I have had the privilege to, you will see that the chapters make liquid again the spaces that tradition, disciplinary parochialism, pedagogical stasis, colonization have solidified. This book loosens

academic straightjackets and helps us to rethink. This is very important in the disjointed and challenging times we find ourselves in whether that be globally or in the Academy.

The authors draw from the formal but also hidden curriculum of the academy (e.g. ethos, networking) to require us, the reader to acknowledge our positionality not just as educators but as members of society. It asks us to acknowledge that as academics we are in positions of power and that we can use that to enable and transform or indeed to maintain spaces of privilege, inequity and misrecognition.

In reading this book, to maximize impact, critical self-reflection is key. –
Professor Rowena Arshad
OBE, Chair in Multicultural and Anti-Racist Education,
Head of Moray House
School of Education, Co-
Director of the Centre for
Education for Racial
Equality in Scotland
(CERES)

[Time and Space in the Neoliberal University](#) is a refreshing contribution, full

of straightforward discussions about the possibilities and tensions facing academics, particularly academics who have less power such as early career academics or as a result of a combination of characteristics such as gender, race, faith, sexual orientation, disability and social class. This wide-ranging collection serves as a call to action for those concerned with the future of higher education, and how alternative futures can be reimagined.

<>

Education / Higher / Christian

[Campus Life: In Search of Community by Carnegie Foundation for the Advancement of Teaching, expanded edition](#), edited by Drew Moser & Todd C. Ream, with a foreword by David Brooks (IVP Academic)

In 1990, under the direction of Ernest Boyer, the Carnegie Foundation for the Advancement of Teaching published a classic report on the loss of a meaningful basis for true community on college campuses – and in the nation. Now this **expanded edition** of **[Campus Life: In Search of Community](#)** reintroduces educational leaders to the Boyer report's proposals while offering up-to-date analysis and recommendations for Christian campuses today. Editors Drew Moser and Todd C. Ream have assembled pairs of academic and student-development leaders from top Christian colleges to offer an update on the contributions of Christian higher

education to the practice of community.

Moser is dean of experiential learning and associate professor of higher education at Taylor University and co-director of the Vocation in College Project, a multi-phase research exploration of vocation in the college student experience. Ream is professor of higher education at Taylor University, a distinguished fellow with the Lumen Research Institute, and the author and editor of numerous books. Previously, he served on college and university campuses in residence life, student support services, honors programs, and as a chief student development officer.

[Campus Life](#) includes new chapters, the long out-of-print Boyer report in its entirety, and a discussion guide to facilitate team conversations. **[Campus Life](#)** repurposes the original content of **[Campus Life](#)**. Preceding the original text are contributions from those curricular and co-curricular leaders who, in pairs, respectively offer an introduction to each one of the chapters. Contributors include:

- Mark L. Sargent and Edee Schulze of Westmont College
- Randall Basinger and Kris Hansen-Kieffer of Messiah College
- Brad Lau and Linda Samek of George Fox University
- Stephen T. Beers and Edward Ericson III of John Brown University
- Paul O. Chelsen and Margaret Diddams of Wheaton College
- Doretha O'Quinn and Tim Young of Vanguard University

The essays in [Campus Life](#) offer a context in which readers can reflect upon the past while also thinking critically about the prospects for the future of campus life at evangelical institutions of higher learning. This **expanded edition** equips higher education leaders to explore questions such as:

- How can the curricular and co-curricular realms of institutions work more effectively together to foster a learning environment that develops whole people?
- How can Christian campuses serve as laboratories for justice?
- Amid the current cultural climate, how can Christian college and university campuses embody convicted civility?
- How can Christian campuses model forms of community that seek individual flourishing and the common good?
- What is an appropriate and biblical ethic of care toward today's students and faculty?
- How does one honor campus traditions while also embracing change?

According to Moser and Ream, the editors for and contributors to [Campus Life](#) believe a theologically well-woven fabric of community not only withstands but also rightfully frames conversations needing to be addressed as part of the larger process of Christian discipleship. Today's students are not immune to at least an awareness of challenging topics. If anything, social media platforms alone expose them to such ideas in a myriad of ways ranging from the productive to the unproductive. Christian educators thus have no choice

but to wade into any number of substantive topics regardless of how contentious the ensuing conversations may become.

Instead of viewing this challenge as a point of peril, the editors for and contributors to [Campus Life](#) believe this challenge is an opportunity.

Undergirding this sense of hope is the belief that well-framed and disciplined discourse is not only how ideas are refined but is also what academe is implicitly called to model for students and society as a whole.

*This is a thoughtful, justice-oriented approach to thinking about some of the most difficult topics and challenges on college campuses today, as well as the obligations Christian colleges have to the world, their faculty and staff, and most of all, the students who attend them. A thorough and invaluable resource. – Donna Freitas, author of *The Happiness Effect* and *Sex and the Soul**

This important report was valuable to me as a university president when it was originally published. So often I would hear from faculty, students, and staff: 'You have a problem and you must solve it.' The key, I learned, was to shift the

matter to 'We have a problem and we must do something about it.' But that shift is possible only when there is a real sense of campus community, a sense of belonging on the part of everyone. This fine volume is a valuable guide in building and maintaining a campus community. The editors of this expanded edition have done an important service not only by making [Campus Life](#) available again but also by combining it with essays focused on Christian campuses. As David Brooks suggests in his splendid forward, leaders of all colleges and universities can gain insights on building community from those campuses, whether or not they are faith-based. – Thomas Ehrlich, president emeritus, Indiana University ... In this important volume, seasoned higher education professionals offer practical insights and examples of how such communities can thrive in today's challenging environment. This book will be valuable to readers interested in understanding what

makes Christian colleges and universities so unique, as well as to educators seeking to develop such communities at their own institutions. – Rick Ostrander, vice president for research and scholarship, Council for Christian Colleges & Universities, Washington, DC

[Campus Life](#) offers a hopeful update on the practical contributions of Christian higher education to the practice of community. <>

History / World War II / Holocaust / Biographies & Memoirs

[Last Witnesses: An Oral History of the Children of World War II](#) by Svetlana Alexievich, translated by Richard Pevear & Larissa Volokhonsky (Random House)

From the Nobel Prize-winning writer comes an oral history of children's experiences in World War II across Russia – in the vein of *The Unwomanly Face of War* and *Secondhand Time*. For more than three decades, Svetlana Alexievich has been the memory and conscience of the twentieth century. When the Swedish Academy awarded her the Nobel Prize, it cited her for inventing “a new kind of literary genre,” describing her work as “a history of emotions ... a history of the soul.” Alexievich was born in Ivano-Frankivsk, Ukraine, in 1948 and has spent most of her life in the Soviet Union and present-day Belarus, with prolonged periods of

exile in Western Europe. She has won many international awards, including the 2015 Nobel Prize in Literature. [Last Witnesses](#) has been translated by the renowned Richard Pevear and Larissa Volokhonsky.

Bringing together dozens of voices in her distinctive style, [Last Witnesses](#) is Alexievich's collection of the memories of those who were children during World War II. They had sometimes been soldiers as well as witnesses, and their generation grew up with the trauma of the war deeply embedded – a trauma that would change the course of the Russian nation. Collectively, this symphony of children's stories, filled with the everyday details of life in combat, reveals an altogether unprecedented view of the war. In presenting these previously unheard stories, Alexievich uncovers a powerful, hidden history from the personal and private experiences of individuals.

The Nobel laureate brings her unique style of collecting firsthand memories to the stories of those who were children during World War II. Like all of Alexievich's books, this one makes for a difficult but powerful reading experience.... Alexievich shines a bright light on those who were there; an excellent book but not for the faint of heart. – Kirkus Reviews

[A] moving work of oral history, originally published in 1985 and appearing in English for the first time, Nobel-winning journalist Alexievich collages together WWII survivors' accounts. The book brings together engrossing and frequently graphic testimonies from 101 Russians.... This disturbing and inspiring literary monument to the human, humane spirit that survives unimaginable horror brings to life the devastation of war. – Publishers Weekly

In her books, Alexievich transforms the [oral history] genre, turning it into literature through her editing and orchestration... recollections are so deeply etched that they appear uncorrupted by passing time. – Bookforum

[Last Witnesses](#) is a poignant account of the central conflict of the twentieth century, a kaleidoscopic portrait of the human side of war. <>

Home & Garden / Crafts & Hobbies

[Introduction to Bookbinding & Custom Cases: A Project Approach for Learning Traditional Methods](#) by Tom Hollander & Cindy Hollander (Schiffer Publishing)

The high quality of traditional bookbinding is renowned, and while apprenticeships are difficult to come by today, [Introduction to Bookbinding & Custom Cases](#) is a step-by-step guide by expert hand-binders is the next best thing. Teaching readers valuable beginning and intermediate level skills, using their trademark hands-on approach, the Hollanders explain the basics of the craft. Detailed instructions and photos help readers to success.

Readers of [Introduction to Bookbinding & Custom Cases](#) master the pamphlet book style, the flat-back book, the round-back book, and the construction of slipcases and clamshell boxes for decorative book protection. Along with formulas to help them navigate making their own custom-size books, an extensive glossary of bookbinding terms and a list of resources offer ongoing support. A gallery of the authors' handmade books and boxes provides inspiration.

Authors Tom and Cindy Hollander are the owners of Hollander's School of Book & Paper Arts in Ann Arbor, Michigan. They have taught book arts and supplied high-quality bookbinding supplies for more than twenty-five years.

As with many activities in people's lives, book and box making appeared in Tom's life unexpectedly. Tom's mother, a highly accomplished artist, took a bookbinding class and developed her own simplified process of making books, boxes, and other creative items. She used traditional bookbinding tools and

techniques but streamlined the steps to make the process as simple as possible. These skills allowed her to start a small cottage industry called Bookcraft in Hamden, Connecticut in the 1970s.

When Tom was fourteen, his mother began teaching him these techniques. He helped her for many years making books, boxes, and a variety of unique desk accessories. In 1986 Tom and his wife, Cindy, set out to build a similar business in Ann Arbor, Michigan. In 1991, they opened a retail store selling their handmade products. They soon expanded their business and began selling decorative papers and bookbinding supplies, as well as offering workshops.

Over the years, Tom and Cindy continued to refine their book and box making skills and in 2009 they wrote their first book. In their new book, [Introduction to Bookbinding & Custom Cases](#), Tom and Cindy share the skills they have been practicing and teaching for many years.

[Introduction to Bookbinding & Custom Cases](#) is a step-by-step guide for learning beginning-and intermediate-level skills for bookbinding and box making. There are five projects in this book, including three for making books and two for making cases or boxes to hold books. Each project begins with a recommended list of materials, tools, and supplies, along with project dimensions. Detailed instructions with many images ensure success in completing the project.

Chapter 1, "Basic Materials, Tools, and Supplies," introduces the items the Hollanders recommend for use with the projects. Most of these are fairly inexpensive and easy to acquire, and no major equipment is necessary for completing the projects.

Chapter 2, "Fundamentals and Methods," includes several broad prerequisites that are useful for completing the projects. These include understanding and determining grain direction and learning various methods for measuring and cutting. In addition, we discuss adhesives, gluing techniques, and tips.

Chapter 3, "The Pamphlet Book," is the first project. This type of book is a great introduction to traditional bookbinding in its simplest form, with a focus on learning a very basic sewing technique. The pamphlet book style is popular for printing one's own short works, then binding the text pages and the cover together as a single signature.

Chapter 4 of [Introduction to Bookbinding & Custom Cases](#), "The Flat-Back Book," is a traditional hard cover book structure. As the name implies, this book incorporates a flat, narrow spine. With this project readers learn the process of sewing multiple signatures, tipping in flyleaves, attaching spine reinforcement, gluing endpapers, adding headbands, and casing-in the text block. The flat-back is a structure suited for thinner books with approximately three to six signatures and is usually under 100 pages.

Chapter 5, "The Round-Back Book," includes many of the same components as the flat-back but emphasizes a more sophisticated spine structure. A rounded spine can accommodate a greater number of signatures, and the hollow tube attached to the spine enables the book to open and close easily. The book includes a trim strip, adding a decorative element to its covers.

Chapter 6, "The Slipcase," is essentially a box or case with one open end. This elegant structure provides basic protection for a book or set of books. One of the challenges in constructing the slipcase is getting the measurements accurate enough so that the slipcase is neither too tight nor too loose for the book. The Hollanders offer measurement tips on how to make the slipcase just right.

Chapter 7, "The Clamshell Box," shows how to construct and cover one of the sturdiest box structures available for holding books. Sometimes referred to as a drop-spine box, it is composed of two trays and a lid that lies perfectly flat when opened. The drop spine allows for the book to be easily removed from its tray. Because this box offers the maximum amount of protection from sunlight and dust, it is a popular design for use with rare or one-of-a-kind books.

Chapter 8, "Book and Box Making Formulas," lists all the formulas needed for cutting flat-back and round-back books, slipcases, and clamshell boxes. The Hollanders also include how to measure the dimensions of a book so

that it corresponds to the measurements needed to construct slipcases and clamshell boxes.

Chapter 9, "Gallery of Books and Boxes," includes various custom books and boxes they have made that can be used both for inspiration and as a reference. Most of the items have been constructed using traditional methods, although some non-traditional styles are included and may offer ideas for designing books and boxes.

With its focus on making five individual projects, [Introduction to Bookbinding & Custom Cases](#) offers a unique approach for learning a centuries-old traditional craft form. Readers enjoy limitless possibilities as they hone their skills and create their own unique books and boxes.

Law / Self-Help Guides / Do It Yourself

[How to Make Patent Drawings: Save Thousands of Dollars and Do It With a Camera and Computer!](#), 8th edition by Jack Lo & David Pressman (Nolo)

It is not essential to have drawing skills to create suitable patent drawings. Some knowledge of cameras and computers may be all that's required to prepare formal patent drawings that meet strict Patent Office requirements.

[How to Make Patent Drawings](#) is a step-by-step guide showing readers how to complete a crucial step in the patenting process – creating formal patent drawings that comply with the strict rules of the U.S. Patent and Trademark Office (USPTO). The book is

full of insider information and practical advice to help readers get their drawings done the right way.

The book is written by Patent Agent Jack Lo and Attorney David Pressman. Lo is an inventor and a registered patent agent with years of experience in preparing and prosecuting patent applications, including making formal patent drawings. Pressman has over 40 years of experience as a patent attorney. He wrote the popular **Patent It Yourself**.

Whether applying for a utility or design patent, using [How to Make Patent Drawings](#), readers can:

- Pick the best approach for their drawings.
- Choose (and use) the right tools, from pens to software.
- Put together effective and compliant drawings.
- Respond to Patent Office objections and actions.
- Correct rejected drawings.

This **8th edition** is updated to cover the latest changes to patent law and the newest advances in technical drawing.

Even if you hire a patent attorney, this book is worth reading, as it can help minimize the \$200-per-hour consulting time you'll need with your attorney. – Entrepreneur Magazine

The authors, a patent agent and a patent attorney, illustrate how to create formal patent

drawings that comply with the rules of the U.S. Patent Office, a crucial and sometimes expensive step in the patenting process. – Mechanical Engineering

Even if you haven't taken a course in school, you can make your own patent drawings by following these simple examples. – Jack Lander, The Inventor's Bookshelf

If readers are trying to patent their inventions, they need a drawing to complete their USPTO application. Professional patent drafters charge per sheet for their patent drawing services. With [How to Make Patent Drawings](#) they will be able to complete this crucial step and create effective drawings that comply with the USPTO's strict rules while saving money. In addition, using the skills they acquire in the book, readers can make drawings for a promotional brochure for marketing their invention to prospective manufacturers or customers. They may be able to save thousands of dollars.

Literature & Fiction / Biographies & Memoirs / Essays

[Because the Light Will Not Forgive Me: Essays from a Poet](#) by Shaun T. Griffin (University of Nevada Press)

The threads that run through these essays – the American West, poetry and poets, and the

people about whom we read and with whom I work, are not apart from this discussion. I never wanted this book to be empty of feeling for what I do to ameliorate some of their suffering. This world has bivouacked on a precipice and as a poet I cannot look the other way. I cannot absolve myself of an obligation to reason beyond our current circumstances, to address some formidable way of living in spite of them. These people and places are extensions of what I hope for every day when I get out of bed: that somewhere, somehow this same person or place that has been denied can find their way forward. Teaching poetry in the prison has given me an acute realization that very little is free or can be taken for granted. When the men want to learn about poetry they study it like it is food. That's the kind of attention I tried to harness here: a resolute focus on what it was that brought these issues to the fore. Whether it was the magnanimous resolve of an Iraqi poet who escaped his homeland to

keep writing or the equally strong resolve of Vassar Miller's spiritual poetry, I wanted to share what they saw. I wanted to crawl inside the lens that opened to Ocean View, the township outside of Cape Town where a poet was forcibly relocated. I wanted to look inside the eyes of a friend who lost her house to flood, and then fought to save her spouse from a rare disease. I knew each of these people had stories that may not have been shared. Being a poet, I could only see them through that lens, the venerable passage to what dwells inside. – from the book

Shaun Griffin is poet, writer, teacher and activist. He is the co-founder of Community Chest, a non-profit agency which has served children and families in northwestern Nevada since 1991, and has taught a poetry workshop at Northern Nevada Correctional Center for over two decades. Griffin has received numerous awards for his work. In 2014, he was inducted into the Nevada Writers Hall of Fame.

In [**Because the Light Will Not Forgive Me**](#), a luminous and moving book of essays, Griffin weaves together a poetic meditation on living meaningfully in this world. Anchored in the American West

but reaching well beyond, he recounts his discoveries as a poet and devoted reader of poetry, a teacher of the disadvantaged, a friend of poets and artists, and a responsible member of the human family.

Always grounded in place, be it Nevada, South Africa, North Dakota, Spain, Zimbabwe, or Mexico, Griffin confronts the world with an openness that allows him to learn and grow from the people he meets. [**Because the Light Will Not Forgive Me**](#) is a meditation on how all of us can confront our own influences to achieve wholeness in our lives. Along with Griffin, readers reflect on how they might respond to a homeless man walking through central Nevada, viewing the open desert as Thoreau might have viewed Walden, seeing the US-Mexico border as a region of lost identity, reconciling how poets who live west of the Hudson River find anonymity to be their laurel, and experiencing how writing poetry in prison becomes lifesaving.

Griffin's lyrical essays reveal the complexities and spirit of poets and poems. – Publishers Weekly

Shaun Griffin commingles his heart and his intellect in singular and moving ways. Each essay has its own integrity, yes, but each is also an artery opened by Mr. Griffin's pen, out of which flows profound and powerful feeling. – Richard

Wiley, author of *Bob Stevenson*

These wonderfully adroit essays speak to and for the poetry of the earth and the poetry that emanates from the hands of men and women. – Baron Wormser, author of The Road Washes Out in Spring: A Poet's Memoir of Living Off the Grid

Shaun Griffin's [Because the Light Will Not Forgive Me](#) visits not just the world of poetry, but the American West – especially his beloved desert – plus Ireland, Spain, Africa, and Mexico, as well. He writes of all of these worlds and the people in them with love and intensity... That's the most compelling thing about this book to me, the author's voice – a voice so clear, so honest, and so deeply felt, that readers will never know a person better, nor a better person. – John H. Irsfeld, author of *Rat's Alley*

Whether poets or places in the West or beyond, experiences with other cultures, or an acute awareness that poetry is the refuge of redress – all have influenced Griffin's writing and thinking as a poet and activist in the Great Basin.

The mindfulness of [Because the Light Will Not Forgive Me](#) demonstrates that even though the light does not forgive, it still reveals.

Literature & Fiction / Indigenous / Culture

[Eastern Cherokee Stories: A Living Oral Tradition and Its Cultural Continuance](#)

by Sandra Muse Isaacs, with a foreword by Joyce Dugan (University of Oklahoma Press)

"Throughout our Cherokee history," writes Joyce Dugan, former principal chief of the Eastern Band of Cherokee Indians, "our ancient stories have been the essence of who we are." These traditional stories embody the Cherokee concepts of *Gadugi*, working together for the good of all, and *Duyvhta*, walking the right path, and teach listeners how to understand and live in the world with reverence for all living things. In [Eastern Cherokee Stories](#), Sandra Muse Isaacs uses the concepts of *Gadugi* and *Duyvhta* to explore the Eastern Cherokee oral tradition, and to explain how storytelling in this tradition – as both an ancient and a contemporary literary form – is instrumental in the perpetuation of Cherokee identity and culture. Muse Isaacs is of Eastern Cherokee descent (*Ani-tsisqua*, Bird Clan) and Gaelic heritage (Clan MacRae). She is Assistant Professor of Indigenous Literature and English Language and Literature at the University of Windsor.

Muse Isaacs worked among the Eastern Cherokees of North Carolina, recording

stories and documenting storytelling practices and examining the Eastern Cherokee oral tradition as both an ancient and contemporary literary form. For the descendants of those Cherokees who evaded forced removal by the U.S. government in the 1830s, storytelling has been a vital tool of survival and resistance, and, as Muse Isaacs shows readers, this remains true today, as storytelling plays a powerful role in motivating and educating tribal members and others about contemporary issues such as land reclamation, cultural regeneration, and language revitalization.

The stories collected and analyzed in [Eastern Cherokee Stories](#) range from tales of creation and origins that tell about the natural world around the homeland, to post-Removal stories that often employ Native humor to present the Cherokee side of history to Cherokee and non-Cherokee alike. The persistence of this living oral tradition as a means to promote nationhood and tribal sovereignty, to revitalize culture and language, and to present the Indigenous view of history and the land bears testimony to the tenacity and resilience of the Cherokee people, the *Ani-Giduwah*.

Muse Isaacs writes that "oral teachings encourage everyone to think of the whole community first and recognize our individual responsibilities within the group." This belief that the whole tribe comes before the individual has been practiced by the people as long as their history and is no doubt why they are still

here after many efforts to annihilate and assimilate them. Muse Isaacs leads readers to recognize how their stories taught this concept.

[Eastern Cherokee Stories](#) is offered in five chapters. Each of the five chapters has a Cherokee name, followed by the best translation to English that Muse Isaacs says she could find. Chapter 1, "*Kituwah* / `The place from which we came," offers readings of a number of the earliest origin stories of events and experiences that took place following the Creation. Readers witness how the Cherokee homeland was formed and the creative role that many four-legged and winged beings played in the formation of not only the physical realm but also of *Giduwah* culture. Chapters 2 and 3 are each named "*Dusgaseti Tsalagi Kanoheda*," with the second chapter being part 1 and the third chapter being part 2 of these "Cherokee stories of those creatures who are dreadful and are to be avoided, and also fill us with wonder and awe." The word *Dusgaseti* has that double meaning, and the conflicted role that each of them plays within Cherokee culture seems to require that she separates the stories of these various beings. This demonstrates how even the more dreadful *Dusgaseti* are vitally important for the People for the ultimate goodness these beings produce(d), while the awe-inspiring *Dusgaseti* always appear to have the intention of helping the Cherokees in a good way but may be misunderstood and thus dreaded by the People.

Chapter 4 of [Eastern Cherokee Stories](#) is entitled "Nudele yvwi dideyohdi / `To teach other people, to make them strong': Sharing Tsalagi Oral Teachings with Others." It introduces contemporary scenes of storytelling and examines how the stories are shared by Eastern Cherokees on the Qualla Boundary with visitors and tourists, in order to educate these outsiders about Native culture and to present the Cherokee side of history in comparison to the colonizer-written form. Muse Isaacs presents the more contemporary, post-Removal stories along with modern retellings of some of the older ones that Eastern Cherokee storytellers share and revitalize with their live performances. The fifth and final chapter of [Eastern Cherokee Stories](#) is

"Detsadatlanigohisdodidegesdi / `Strengthen one another with encouraging words in all that you do': Tsalagi Stories Told for Tsalagi," which is one of the *Gadugi*-related concepts. This final chapter brings readers full circle, as it shows a repurposing of the ancient origin stories that give evidence of the continuing belief that the Cherokee homeland has been created for the Giduwah People and that the Eastern Band members will continue to do all in their power to maintain that sacred homeland for generations of young to come, while continuously regenerating culture in the Qualla community.

[Eastern Cherokee Stories](#) is the most thoroughly contextualized book of Eastern Cherokee

narratives to date, with rich Cherokee language information worked in wherever possible. It is a very welcome contribution to Cherokee studies and to the existing collections of Cherokee stories. – Margaret Bender, author of Signs of Cherokee Culture: Sequoyah's Syllabary in Eastern Cherokee Life

These are stories that reinvigorate Cherokee lifeways. With each story presented in [Eastern Cherokee Stories](#), Muse Isaacs shows how the story teaches readers about *Gadugi* and *Duyvhta*. Many scholars and researchers have gathered and studied the culture and the stories, but none have tied those stories to *Gadugi* and *Duyvhta* concepts. <>

Literature & Fiction / Thrillers / Africa

[Shoot the Bastards](#) by Michael Stanley (**Crystal Nguyen Thriller Series: Poisoned Pen Press**)

[Shoot the Bastards](#) is the first in the new **Crystal Nguyen Thriller** series.

The dark winter nights of Minnesota seem to close in on investigative journalist Crystal Nguyen as she realizes that her close friend Michael Davidson has disappeared while researching a story on rhino poaching and rhino-horn smuggling in Africa. Crystal, fearing the worst, wrangles her own assignment on the continent. Within a week in Africa

she's been hunting poachers ("Shoot the bastards," she's told), hunted by their bosses, and questioned in connection with a murder – and there's still no sign of Michael.

Crystal in [Shoot the Bastards](#) quickly realizes how little she knows about Africa and about the war between poachers and conservation officers. What she does know is she must find Michael, and she's committed to preventing a major plot to secure a huge number of horns... but exposing the financial underworld supporting the rhino-horn market is only half the battle. Equally important is convincing South African authorities to take action before it's too late – for the rhinos, and for Crystal.

Author Michael Stanley is also the author of the award-winning *Detective Kubu Mysteries* series. "Michael Stanley" is the writing team of Michael Sears and Stanley Trollip. Both are retired professors who have worked in academia and business. Sears is a mathematician, specializing in geological remote sensing. Trollip is an educational psychologist, specializing in the application of computers to teaching and learning, and a pilot. They were both born in South Africa. They have been on a number of flying safaris to Botswana and Zimbabwe, where it was always exciting to buzz a dirt airstrip to shoo the elephants off. They have had many adventures on these trips including tracking lions at night, fighting bush fires on the Savuti plains in northern Botswana, being charged by an

elephant, and having their plane's door pop open over the Kalahari, scattering navigation maps over the desert. These trips have fed their love both for the bush, and for Botswana.

From Minnesota to South Africa to Mozambique to Vietnam, Michael Stanley's [Shoot the Bastards](#) is an extraordinary tale of the extreme measures taken to combat international poaching and smuggling.
– C.J. Box, #1 New York Times bestselling author of *Wolf Pack*

In [Shoot the Bastards](#), award-winning authors Sears and Trollip expose one of southern Africa's most vicious conflicts in a story that will have you turning pages, pining for the safety of the world's dwindling rhino populations, and questioning the line between fact and fiction.
– *The Big Thrill*

Compelling and deceptively written. – *New York Journal of Books*

...may belong with the darkest of Noir writing, but it is also utterly thrilling, multi-layered, skillfully executed, educational, thought-provoking and ultimately a really

satisfying read. –
tripfiction.com

I have discovered an exciting, new thriller writer and I can't wait to read more. –
alittlebookproblem.co.uk

... scenes which will make you wince, others that will have you on the edge of your seat, heart pounding. –
jemedbooksreviews.com

...the tension never ceases in this all action on the edge of your seat story. –
booksfromdusktilldawn.blog

I was totally gripped by the feisty and determined female protagonist Crystal Nguyen, an undercover journalist investigating corruption and bribery. –
off-the-shelf
books.blogspot.com

The action and intrigue come thick and fast throughout the book, which is superbly paced. And it all leads to an explosive climax, which I found hugely satisfying. –
simplysuzereviews.blogspot.com

Michael Stanley introduces an intriguing new protagonist while exposing one of southern Africa's most vicious conflicts in

[Shoot the Bastards](#), educational, thought provoking and well written. <>

Philosophy / Popular / TV & Film

[Blade Runner 2049 and Philosophy: This Breaks the World](#) edited by Robin Bunce & Trip McCrossin, with series editor George A. Reisch (**Popular Culture and Philosophy Series, Vol. 127**: Open Court)

Blade Runner 2049 is a 2017 sequel to the 1982 movie **Blade Runner**, about a world in which some human-looking replicants have become dangerous, so that other human-looking replicants, as well as humans, have the job of hunting down the dangerous models and 'retiring' (destroying) them. Both films have been widely hailed as among the greatest science-fiction movies of all time, and Ridley Scott, director of the original **Blade Runner**, has announced that there will be a third **Blade Runner** movie.

[Blade Runner 2049 and Philosophy](#) is a collection of entertaining articles on both **Blade Runner** movies (and on the spin-off short films and **Blade Runner** novels) by twenty philosophers representing diverse backgrounds and philosophical perspectives.

Editors are Robin Bunce and Trip McCrossin. Bunce is Director of Studies in Politics at Homerton College, University of Cambridge. Mccrossin teaches philosophy at Rutgers University.

Among the issues addressed in [Blade Runner 2049 and Philosophy](#):

- What does **Blade Runner 2049** tell readers about the interactions of

state power and corporate power?

- Can machines ever become truly conscious, or will they always lack some essential human qualities?
- The most popular theory of personhood says that a person is defined by their memories, so what happens when memories can be manufactured and inserted at will?
- People already interact with non-human decision-makers via the Internet. When embodied AI becomes reality, how can they know what is human and what is simulation? Does it matter?
- Do AI-endowed human-looking replicants have civil and political rights, or can they be destroyed whenever 'real' humans decide they are inconvenient?
- The blade runner Deckard (Harrison Ford) appears in both movies, and is generally assumed to be human, but some claim he may be a replicant. What's the evidence on both sides?
- Is Niander Wallace (the-mad-scientist-cum-evil-corporate-CEO in **Blade Runner 2049**) himself a replicant? What motivates him?
- What are the impacts of decision-making AI entities on the world of business?
- Both **Blade Runner** and **Blade Runner 2049** have been praised for their hauntingly beautiful depictions of a bleak future, but the two futures are very different (and the 2019 future imagined in the original **Blade Runner** is considerably different from the actual world of 2019). How have expectations and visions of the future changed between the two movies?

- The 'dream maker' character Ana Stelline in **Blade Runner 2049** has a small but pivotal role. What are the implications of a person whose dedicated mission and task is to invent and install false memories?
- What are the social and psychological implications of human-AI sexual relations? [Blade Runner 2049 and Philosophy](#) gives us fresh and startling insights into the true meaning of this landmark movie and the troubling philosophical issues it raises – personal identity over time, lying versus withholding facts, biomedical enhancements, the rights of minorities to whatever's necessary to free themselves from the oppression of an enslaving majority, decisions made for the supposed common good, and, of course, the very meaning of life itself. – Robert Arp, author of *1001 Ideas that Changed the Way We Think*

The book the Wallace Corporation doesn't want you to read! [Blade Runner 2049 and Philosophy](#) hurts corporate interests by raising customer awareness of productive technology, genetic enhancement and the moral rights of creative

machines. By examining what it takes to be a person, this book will leave you wondering: Is human all about performance? – Janelle Potzsch, editor of Jonathan Swift and Philosophy

*Fans of **Blade Runner 2049** love it for all its great philosophy, but there's even more than meets the eye. Things are not exactly as they appear! Fortunately, the skilled philosophers in this awesome book peel back the skin to reveal the deep insights and rich layers that lie within – Richard Greene, author of Spoiler Alert!*

While this book won't tell you whether you're a replicant or a human, it does help settle the question of whether that matters. It provokes thoughtful reflection on perennial questions of human nature and personhood as well as more provocative themes concerning the varied ways in which we define what's real, the moral significance of procreation, what role religion or spirituality plays in the lives of replicants,

and what the future of 2049 can tell us about ourselves today. – Jason T. Eberl, author of The Routledge Guidebook to Aquinas's Summa Theologiae

*Science fiction raises the important questions, and philosophy gives us the answers. [Blade Runner 2049 and Philosophy](#) shines new light on age-old quandaries: What is real? What makes us human? The writers tackle these and other topics in a thought, easy to follow way. Definitely a fun read for all fans of **Blade Runner** movies! – Heather L. Rivera, co-editor of the *Twilight Zone and Philosophy: A Dangerous Dimension to Visit**

In [Blade Runner 2049 and Philosophy](#) philosophers of diverse backgrounds and orientations offer their penetrating insights into the questions raised by the movie, **Blade Runner 2049**, and its predecessor, **Blade Runner**. In a world of replicants, AI, and synthetic farming, what does it mean to say that something is real? Where replicants are an oppressed minority, what if anything entitles them to equality with natural born humans? What's the importance of knowing that one was born and not manufactured? <>

Philosophy / Pre-modern

[Pre-Modern Philosophy Defended](#), 1st edition by Josef Kleutgen S.J., translated from the German by William H. Marshner (St. Augustine's Press)

'Pre-modern philosophy' means the line of reflection that started with Plato and Aristotle, passed through Augustine and Boethius, and reached its acme in Aquinas, Scotus, and Suarez. The whole line was harshly judged by Descartes, then mocked by the empiricists of the 18th century. Why, then, did Pope Leo XII make a determined effort to revive it? And, more importantly, why was the revival a stunning success by the middle of the 20th century?

The answers to both questions are found in a famous German book, ***Philosophie der Vorzeit*** by Josef Kleutgen (1811–1883), now available for the first time in English as **[Pre-Modern Philosophy Defended](#)**. It shaped and strengthened Pope Leo's resolve. It showed how inaccurate the harsh judgments had been and how sadly inferior the modern replacements from Descartes to Hegel had turned out to be in many respects.

Not in all. Kleutgen was no knee-jerk reactionary. He made no bones about the obsolete status of pre-Newtonian physics and cosmology. Rather, he focused on the central boast of 'modern' thought, namely, that it had turned at least to the 'subject' and had provided a long-needed thing called a 'critique of knowledge.'

In the perspective of Church history, **[Pre-Modern Philosophy Defended](#)** is the most important book of philosophy written in the 19th century. It persuaded the most influential man in Europe to lay aside the thinkers of his time and reach back five hundred years for something better.

This was unprecedented. In no previous century had the faith of the Church failed to choose the 'reason' of that century, especially its philosophy, as its tool and preferred weapon. As the churchmen of the first centuries had taken up the Stoics and Plato, as those of the next centuries had taken up Boethius, Dionysius, and the *logica vetus*, as those of the high Middle Ages had taken up the rest of Aristotle, and the churchmen of the 17th century had taken pointers from Descartes and even Leibniz, it was expected that the priests and prelates of the 19th century would arm themselves with the philosophy of the 19th century.

But Leo XIII confounded expectation, and his action was the Scholastic revival. He saw a bit of a problem with 'the philosophy' of his century. There was no such thing. The 19th century was one of constant philosophical warfare. Pope Leo's seminary school days had given him a profound reverence for the 'golden wisdom' he found in Thomas Aquinas. But could the work of Aquinas be disinterred from the heaps of abuse which every modern thinker since Descartes had been shoveling upon him and upon every other Scholastic doctor?

Yes, said Josef Kleutgen, S.J., and this is where his work was crucial to the Holy Father.

Kleutgen had been born in Dortmund (Westphalia) in 1811. He was educated at Munster and Paderborn until 1834, when he entered the Society of Jesus. In his forties and fifties, he became famous (and infamous) throughout Catholic Europe thanks to his massive ***Theologie der Vorzeit (Pre-Modern Theology)*** appearing in successive volumes from 1853 to 1860, and its not quite so massive 'appendix,' ***Pre-Modern Philosophy***, first published in two volumes (1860-1863), whose one-volume second edition (Innsbruck, 1878) is [Pre-Modern Philosophy Defended](#).

It is really three books in one. First, it is a sustained attack on what the moderns since Descartes thought was their strong point: their new norms of certainty and their 'critical' theory of knowledge. Second, it is a sustained defense of the Scholastics against their modern despisers. Third and most importantly, it is a full-scale treatise of epistemology, built up to meet the 'demands of the age,' but entirely from Scholastic sources.

[Pre-Modern Philosophy Defended](#) is dedicated to defending a philosophy called 'pre-modern,' that is, the philosophy commonly taught in Catholic schools from the early years of the Church until at least the 18th century, the philosophy used by theologians for their sacred science.

When emerging from the Middle Ages and coming into modern times, scholastic philosophy experienced severe internal conflicts. But underneath them, it survived in the Catholic schools and survived in its distinctive character. It brought along certain amendments coming from what late Scholasticism said; but in its foundations and methods it remained the same. Meanwhile, however, elements hostile to it were also drawing nourishment from the temper of the times. Outside the Church there developed schools which sought to blaze new trails for philosophy, sometimes via the expansion of empirical knowledge, sometimes via a renewal of Platonic/oriental speculation, sometimes even via a new Aristotelianism. Justifiably, people have paid special attention to these movements in the history of philosophy, not only because they were salient in their own era, but also because they throw light on the origin of what is more narrowly called 'modern philosophy.' Nevertheless, one should not lose sight of the great fact, namely, that the philosophy of the Scholastics retained its hold in all the Catholic territories (thus in three quarters of developed Europe), until the beginning of the last century. Still less should one lose sight of what many great thinkers have accomplished since Scholasticism began to be revived. Of course Protestant scholars have long viewed Catholic thought as next to worthless, and this has hindered them from even noticing it around them. If only they had not succeeded in

spreading their prejudice among Catholics, too!

[Pre-Modern Philosophy Defended](#) is must reading for intellectual historians and for philosophers working today in epistemology. And it is essential reading for laity and clergy concerned about revivals of modernism in the church. What was modernism, after all, but an attempt to make the Church revise her theology in the 'light' of Kant or Hegel? This is why every Modernist knew Kleutgen's name and hated *Philosophie der Vorzeit* ([Pre-Modern Philosophy Defended](#)).

Science / Anthropology / Culture / Christian

[Introducing Cultural Anthropology: A Christian Perspective, 2nd edition](#) by Brian M. Howell & Jenell Paris (Baker Academic)

What is the role of culture in human experience? [Introducing Cultural Anthropology](#) is solid introduction to cultural anthropology that helps readers explore and understand this crucial issue from a Christian perspective. Now revised and updated throughout, this new **second edition** covers standard cultural anthropology topics with special attention given to cultural relativism, evolution, and missions. It also includes a new chapter on medical anthropology. Plentiful figures, photos, and sidebars are sprinkled throughout the text, and updated ancillary support materials and teaching aids are available through Baker Academic's Textbook eSources.

The authors, Brian M. Howell and Jenell Paris, have taught Introduction to Anthropology for more than thirty years. They say they enjoy encountering new ideas (or revising good ones) with their students and seeing students stretch their own sense of humanity, culture, and God. They see this book as an opportunity to share what they have learned in the classroom and to provide resources that encourage an even stronger presence of anthropology in Christian higher education.

Howell is professor of anthropology at Wheaton College in Wheaton, Illinois. Paris is professor of anthropology at Messiah College in Grantham, Pennsylvania. Both authors regularly teach introductory anthropology courses.

The **second edition** of [Introducing Cultural Anthropology](#) includes significant revisions to every chapter, including updated literature, new key terms, and new textbox examples and photographs. Key terms are set in bold with definitions included at the end of the chapter. The globalization chapter from the first edition has been removed in favor of integrating globalization concepts and themes in every chapter. A new chapter, "Medical Anthropology," highlights this growing area of anthropological study and practice.

[Introducing Cultural Anthropology](#) relies on a time-honored organizational schema. Chapters cover the aspects of culture and analytical categories

common to the discipline and are grouped according to what some call cultural subcategories. The text could be taught in exactly the order in which the chapters present the material, corresponding to a standard US semester. At the same time, the chapters make reference to one another, making it easy to teach or read the chapters in any order.

Howell and Paris say they kept the book mid-length in order to keep it affordable for students and flexible for teachers. In reaching that goal, they left some areas of cultural anthropology less developed, such as cultural aspects of aesthetics and art, environmental anthropology, and cross-cultural psychology. The material on theory and the history of the discipline could easily be twice as long. In maintaining a focus on cultural anthropology, the book's treatment of biological anthropology and archaeology is, by necessity, cursory.

They anticipate professors using ethnographies, ethnographic film, and other primary sources to highlight particular areas of interest. With various topics, ethnographic and commercial films can be used to highlight the concepts in the text.

Although it is primarily geared to an undergraduate course in introductory anthropology, [Introducing Cultural Anthropology](#) also may contribute to mission courses about the history of mission, practical ministry, and ministry in both cross-cultural and domestic contexts. With devotional materials and

Christian theology integrated throughout, it could serve as a text for short-term mission preparation courses and cross-cultural ministry classes at local churches.

Drawing on their experiences, Howell and Paris have worked into [Introducing Cultural Anthropology](#) many of the questions and issues that have arisen for them throughout the years. Some relate to a Christian perspective, while others are more about the particular cultural background many of their students bring to the table. Because both of them have done the bulk of their teaching in the United States (and were both born and raised in the United States), the book's examples tend to draw on US cultural norms and practices. Many illustrations come from their lectures and from their students.

Howell and Paris have provided an introductory text for cultural anthropology that is not only well-written, informative, and interesting but also unique in bridging the gap between this secular discipline and Christianity. Theological excursions into subjects relevant to Christians, devotional exercises for contemplating the full significance of human life in biblical terms, and personal accounts of the paradoxes of the working

life of Christian anthropologists are interwoven with clear and penetrating explanations of anthropological concepts. In all this, the authors are faithful both to Christianity and anthropology. This book will provide much food for thought to Christians interested in discovering the value of anthropology for life, ministry, and practice. – Eloise Hiebert Meneses, Eastern University; author of *On Knowing Humanity*

Introducing Cultural Anthropology deftly covers traditional anthropological themes such as culture, kinship, power, language, religion, and ritual. But more importantly, Howell and Paris show that anthropology is not just for intrepid missionaries or those interested in distant lands; rather, because it engages human themes such as poverty and injustice, gender and sexuality, and race and inequality, anthropology is an essential tool for understanding and contributing to our communities, churches, and neighborhoods.

Introducing Cultural

Anthropology is the ideal text for the thoughtful Christian classroom. –

Aminta Arrington, John Brown University

I used the first edition of this book while teaching internationally diverse students in both Southern California and China.

Introducing Cultural

Anthropology is academically rigorous and well researched, covering critical terms and concepts, yet written in an easy-to-understand format. The additional online test banks and supplemental materials are helpful not only for students – particularly those who speak English as a second language – but also for the professor preparing to teach the material. The textbook and supplemental materials provide the foundation necessary for course preparation that focuses on the needs of students across cultures. Indeed, Howell and Paris have given us a great gift. I am very excited about the second edition and the new chapter exploring medical anthropology. I have been working in the

field for decades on medical issues that impact our cultures and have not found another textbook that adequately addresses this important subject. Their forward-thinking treatment of this topic and others will undoubtedly be an immense help in preparing students of anthropology and Christ-followers to engage with our global society. – Dana S. Chisholm, author, advocate, and publisher, Trail Media & Chisholm Family Foundation

I heartily congratulate Howell and Paris on this second edition of [Introducing Cultural Anthropology](#). I invested in the first edition by teaching from it critically for five years. I am pleased to see numerous improvements in the second edition that both students and instructors should appreciate – for example, discussion questions at the end of each chapter, a new chapter on medical anthropology, and helpful revisions throughout. I am excited to see in the second edition the fruit of two fine Christian anthropologists regularly

teaching its subject matter; discussing it intentionally with students and a wide range of fellow anthropologists; and continuing related research, conference presentations, and publication. I am more than glad to highly recommend this second edition. – Robert G. McKee, Dallas International University

Many seminaries and colleges around the world offer courses in anthropology, and [Introducing Cultural Anthropology](#), both concise and solid, can be of service internationally. The examples, though relative to the North American context, will be helpful for students everywhere as students and faculty adapt the book to various contexts through class discussions, lectures, films, and the like.

Science / Materials / Technology

[Deployment of Rare Earth Materials in Microwave Devices, RF Transmitters, and Laser Systems, 1st edition](#) by A. R. Jha Ph.D. (An Auerbach Book, CRC Press)

[Deployment of Rare Earth Materials in Microwave Devices, RF Transmitters, and Laser Systems](#) describes the deployment of rare earth materials that offer significant improvement in the RF performance, reliability, weight, and size of microwave devices, RF transmitters, and laser systems. RF components, microwave transmitters, laser systems,

and special timing devices are described, with an emphasis on improvement in the performance parameters.

A.R. Jha, PhD, has written 10 high-technology books and published more than 75 technical papers. He has worked for General Electric, Raytheon, and Northrop Grumman and has extensive and comprehensive research, development, and design experience in the fields of radar, high-power lasers, electronic warfare systems, microwaves, and MM-wave antennas for various applications, nanotechnology-based sensors and devices, photonic devices, and other electronic components for commercial, military, and space applications. Dr. Jha holds a patent for MM-wave antennas in satellite communications.

Deployment of Rare Earth Materials in Microware Devices, RF Transmitters, and Laser Systems

starts with an introduction to the principal characteristics and critical properties of rare earth elements for use in devices, components, and systems to improve device and systems performance levels, including reliability, longevity, and safety. It then identifies the devices, components, electro-optical, and electromagnetic systems that benefit most from the deployment of rare earth elements. Chapter 2 covers the deployment of rare earth material in reactors for electrical power generation. The next chapter details the rare earth materials best suited for RF and electro-optical devices and systems. Chapter 4 explains solid state

RF electro-optical, and millimeter devices incorporating rare earth materials. The next chapter explains the use of rare earth materials in ultra-broadband microwave and MM-wave receivers. The final chapter discusses the use of rare earth materials in MM-wave microwave systems and sensors.

According to Ramesh Chaubey in the foreword, **Deployment of Rare Earth Materials in Microware Devices, RF Transmitters, and Laser Systems**

describes the unique features of rare earth materials. It comes at a time when the future industrial development of nations and global monetary are strictly dependent on the unique applications of rare earth materials such as uranium, plutonium, cobalt, platinum, and others. In addition, supplies of oil, gas, and electricity are available at reasonable prices. Studies performed by the author seem to indicate that gas prices are fairly stable but oil prices are unpredictable due to disagreements between the oil-producing countries known as OPEC. Energy produced by wind turbine is strictly dependent on wind velocity and direction. Thus, a constant supply of electrical energy might not be possible. A large amount of electrical energy is available from steam power plants and nuclear power plants. Electricity produced by steam power plants is cheaper compared to that from nuclear power plants. Maximum electricity is generated by nuclear plants using rare earth elements such as natural or enriched uranium but the installation cost and cost per KW electricity is high. The electricity

generated by uranium, the critical components of a nuclear reactor, the cooling process of reactors, and the reflector that use rare-earth materials are described in great detail in the book.

Deployment of Rare Earth Materials in Microware Devices, RF Transmitters, and Laser Systems

focuses on unique applications of rare earth materials (REMs), their compounds, and other important oxides. The book identifies significant improvements in the mechanical properties of thin membranes at high temperatures.

This book is well organized and provides mathematical expressions to estimate critical performance parameters. The author clearly identifies the cost-effective features, reliability aspects, and safety aspects of the equipment that uses rare earth materials. The book especially provides a treatment of the underlying thermodynamics evaluation of the systems using REMs. The author identifies the laws of electrochemical kinetics and recommends that an appropriate rare earth material be deployed in nuclear reactors that develop with low neutron flux density. Other

applications of REMs, namely underwater reactors for submarines with emphasis on nuclear reactor-operating guides, reactor cooling technology, and scheduled maintenance requirements are discussed. The deployment of nuclear technology in medical, commercial, and industrial applications is briefly mentioned in relation to products such as color television sets, permanent magnets for airborne RF jammers, high-capacity fuel cells, specialized medical equipment, and a host of commercial applications.

I highly recommend this book to a broad audience including undergraduate and graduate students, clinical scientists, aerospace engineers, nuclear engineers, project managers, life science scientists, space scientists, and design and development managers deeply involved in nuclear projects. – Ramesh N. Chaubey, Engineering Manager and Technical Advisor for Infrared Military Satellites (Retired), United States Air Force

[Deployment of Rare Earth Materials in Microwave Devices, RF Transmitters, and Laser Systems](#) is an extremely practical book that brings researchers and developers into the state-of-the-art in this dynamic area. <>

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