Faculty Promotion and Tenure Recipients, 2011

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Honoring 2011 Faculty Promotion and Tenure Recipients
2011 marks the second year Provost Sharon Gaber has hosted a reception in the Helen Robson Walton Reading Room of Mullins Library to honor the University of Arkansas faculty members who achieved promotion and/or tenure. We are delighted once again to be a partner with the provost in hosting this event.

Each of these faculty members were invited to name a book that was influential to their lives or careers. A copy of the books they selected, each with a commemorative bookplate that includes the faculty member’s name and the year of promotion and/or tenure, is featured in an exhibit in the Walton Reading room. The books were added to the University Libraries’ permanent collections.

I am intrigued by the variety and depth of the faculty’s favorite books, which range from childhood remembrances to the capstone of extensive research projects. How delightful it is to reflect on the influences that make our excellent faculty who they are today. When reading the enclosed descriptions of how a book touched an individual life, or diverted that life down a different path, I am reminded of the quiet power contained between the covers of a book. We are particularly pleased to share this booklet, which both celebrates each faculty member’s achievement and highlights the book chosen for the exhibit and its explanation.

Carolyn Henderson Allen
I was six or seven when my older brother Skand decided to take charge of my reading habits. He bought *The Boy Next Door* for me and encouraged me to read it. This book started my lifelong love of reading and of mysteries.
Dr. Stephen D. Luoni  
Fay Jones School of Architecture  
Department of Architecture  
Appointment to Distinguished Professor

*The Death and Life of Great American Cities*  
by Jane Jacobs (1961)

Described by the *New York Times* as “perhaps the most influential single work in the history of town planning,” Jacobs’ fifty-year-old text has become a literary classic among both design and non-design audiences. Penned as a protest against the bureaucratic conception and management of cities by professional elites, Jacobs’ thick descriptions of the complex intelligence shaping urban street life have since become institutionalized knowledge throughout the design disciplines. Writing from her lived experiences in New York’s Upper West Side and Greenwich Village, Jacobs argues that the street is the city’s DNA, an indicator of a neighborhood’s vitality and health. Jacobs’ observations were especially attentive to the street’s non-traffic functions as a framework for social life—to the buildings that shape and front it; the mix of uses and block configurations that facilitate walkability in it; and the daily encounters among residents and visitors who animate it. Her memorable epigrams have become common sense to two generations of designers and others alike interested in the behavior of complex systems. That cities are “problems in organized complexity,” expressing nonlinear emergent behavior oscillating between decline and vitality; or that safety and security in public space are functions of “eyes on the street”—i.e., where one places the windows is key—reminds us that the city is not simply a technical problem. Her “ballet of the sidewalk,” describing the give and take of negotiating passage and repose within crowds, scrutinizes the subtle socio-cultural patterns structuring city life. It’s ironic that it took a reporter outside of the design and planning disciplines—though one with deep empirical abilities and keen literary instincts—to revive a general understanding of cities. Perhaps most importantly, Jacobs exhibits a rare ecological mindset in discussing the built environment, articulating a grammar of reciprocity between objects and their contexts. Jacobs’ work remains unrivaled in its humanist appreciation of the city while pioneering systems ecology thinking before its mainstreaming forty years later.
Dr. Ajay P. Malshe  
College of Engineering  
Department of Mechanical Engineering  
Appointment to Distinguished Professor

*The 7 Habits of Highly Effective People*  
by Stephen R. Covey (1989)

*How to Make Friends and Influence People*  
by Dale Carnegie (1937)

*Millionaire Next Door*  

*Bhagavad Gita* (circa 5th century B. C.)

*Who Moved My Cheese?*  
by Spencer Johnson, M.D. (1998)

Living, understanding, and practicing, life with harmony balances between individual, society, wealth, and mind. These books collectively provide the thoughts, tools, and information to realize that wisdom.
The lessons I have learned about life, the treatment of others, respect, integrity, work ethic, and keeping things in perspective were from the Bible. In keeping with the saying, “I learned everything I needed to know by the second grade,” these principles have been the foundation of how I have tried to conduct myself professionally. I am no genius, but I pride myself on doing the hard work necessary to achieve excellence. Through this hard work and by being surrounded by great collaborators, I am often inspired and more creative. This has served me well as a teacher, researcher, and servant leader.
I cannot think of a single book that has influenced my life and career. The earliest books I can remember reading were fiction, although, as I think about it, most had a historical bent. Doyle, Kenneth Roberts, and, of course, Mark Twain were all high on the list. Then there were the “popular” historical accounts, such as Jim Bishop’s *The Day Lincoln was Shot* and Walter Lord’s *A Night to Remember*. I suppose the twin ideas inspired by all of these authors were that history is a story and a mystery. And in that vein, a line from Doyle’s “The Adventure of the Abbey Grange” resonates with me yet:

“Come Watson, come! The game is afoot!”
Dr. Viswanath Venkatesh
Sam M. Walton College of Business
Department of Information Systems
Appointment to Distinguished Professor

A Guide for Doctoral Students and Junior Faculty Members in the Behavioral and Social Sciences
by Viswanath Venkatesh

Writing this book has been a challenging yet rewarding experience. It took me about five years to write this book because I wanted to ensure that the book not only provided advice and shared experiences but also provided guidelines and tools that could be used by Ph.D. students and junior faculty members. The book represents a culmination of much of what I have learned in my journey as an academic. I hope through this book I can help future generations of scholars in their journey.

Dr. Eric J. Wailes
Dale Bumpers College of Agricultural, Food, and Life Sciences
Department of Agricultural Economics and Agribusiness
Appointment to Distinguished Professor

Global Agricultural Trade and Developing Countries
eds. M. Ataman Aksoy and John C. Beghin (2005)

This book includes a chapter by me based on a series of studies that I completed in the period of 2000-2004. Contributing to the book was both a personal pleasure and a wonderful opportunity to work with a number of other scholars whom I admire.
McCullough chronicles the design and construction of the Brooklyn Bridge, by far and away the world’s longest suspension bridge at the time of its completion in 1883. I’ve been fascinated with bridges in general and the Brooklyn Bridge in particular since my most distant childhood memory. McCullough does a masterful job of describing the people who were responsible for the completion of the bridge. Throughout my military and academic careers, the vision and adherence to the basic principles of mechanics displayed by John Roebling has been the milepost by which I gauge the success of my own designs and completed projects. The near catastrophes that Washington and Emily Roebling endured during the construction of the bridge have been a constant reminder to me that things will go wrong during a project, and you simply have to display the fortitude and foresight necessary to overcome these setbacks in order to bring a project to successful completion.
Cities have always fascinated me. I remember as a young boy driving through the neighborhoods of Cincinnati on family outings wondering to myself why the people and buildings were located where they were. Although I pursued a degree in urban planning before choosing urban sociology for my doctoral work, it was the depth and scope of urban sociology that attracted me to the field. Deciphering the City, in many ways, is the synthesis of my academic experiences and interests: writing it gave me the opportunity to compare urban patterns across cultures, explore the behaviors associated with urban life, describe the contribution cities make to the global economy, and examine their internal structure. My children and wife would add that the book also provided “endless and sometimes inescapable” fodder for discussions over evening meals and on cross-country soccer trips.
This was a required reading in my first semester of landscape architectural education and inspired me to understand and consider the complexity of ecology and the implications of my decisions as a member of that ecology and as a future designer. Those initial revelations have changed my personal ethic and guided my professional research. Hopefully, they continue to find resonance in my teaching and inspire the next generations of landscape architects.
I first read Peter Brown’s magisterial biography *Augustine of Hippo* when I was a new graduate student working in the field of late ancient and early medieval church history. Although *Augustine of Hippo* appeared in 1967, Brown’s book remains a classic in the field and has sealed the author’s reputation as one of the most eloquent prose stylists in the academy. *Augustine of Hippo* also marked the beginning of Peter Brown’s lifelong quest to prove that there was more to the intellectual and religious worlds of the later Roman Empire (ca. 200-500 C.E.) than the fashionable “decline and fall” histories had suggested. In the biography, Brown follows this controversial church father from his humble beginnings in Berber Algeria to the “flesh pots” of late Roman Carthage to the suburban villas of Milan and back again to the theological battles of the African church on the eve of the Vandal conquest in 430 C.E. Augustine’s life illuminates the conflict—and accommodation—between classical and Christian culture, between heresy and orthodoxy, between a Roman center and an African periphery, between the lures of the flesh and the exaltation of the human spirit. Augustine’s story also embodies the paradoxical world of late antiquity, for as Brown points out, in his last days on earth, the old bishop was content to retire to his sickbed comforted by the writings of that “proud pagan sage,” Plotinus.
Dr. Vernon Smith was my graduate advisor at the University of Arizona and is widely considered the founder of experimental economics, as evidenced by his 2002 Nobel Prize. *Rationality in Economics* reflects the excitement and vibrancy of an academic revolution that initially drew me as a graduate student to the field generally and Dr. Smith’s lab specifically. I strive to infuse this spirit into my students, my research, and the Behavioral Business Research Laboratory here at the University of Arkansas. Obviously, Dr. Smith had a tremendous influence on my academic life, and I am honored that I have helped to influence his as well, as evidenced by him citing several of my scholarly articles in this book.
This book and other childhood favorites instilled in me a love of reading that paved the way for a career in academia. It also posed challenging questions about the ethics of scientific discovery and the responsibilities that come with knowledge. While these questions can have a polarizing effect in today’s society, ultimately they stimulated my interest in science and convinced me that the scientific community must address rather than marginalize these important philosophical concerns.
A). This was my first book project. My goal in writing the book was to present a practical and quantifiable approach to the process of food and wine pairing. *Food and Wine Pairing: A Sensory Experience* provides students and industry professionals with a clear understanding of the direct and interacting effects of food and wine elements on the perception of match. While this book covers many fundamental concepts of wine evaluation and service, it also integrates my background in the culinary arts, business, and sensory analysis to present a contemporary, hands-on approach to this topic area. In other words, my approach looks at the process of food and wine pairing from a culinary perspective first and assumes wine provides an additional opportunity for layering of components, texture, and flavor as part of the dining experience. B). Since its publication, it has been translated into Korean for publication and adopted by university faculty, culinary arts programs, and professionals in the wine industry. Additionally, due to the publication, I have been an invited speaker on the topic of food and wine in Germany, France, Canada, Hong Kong, and Napa Valley.
Eraserhead

directed by David Lynch (1977)

Eraserhead was one of the first films I viewed while in college. It opened my eyes to new possibilities of expression in the performing and visual arts. This film also served as a catalyst for forming my campus “café society”—an important group for my social and intellectual growth.

Prey


Among the many great books that I have read, I choose Michael Crichton’s Prey as an influential one during my tenure at the University of Arkansas since 2001. This science-fiction novel offered intriguing insight, both positive and negative, into intricacies of a new emerging technology at the time—nanotechnology, the powerful field of technology in which I have been involved since then. With the introduction of the book, Artificial Evolution in the 21st Century, I began to appreciate the nature and process of science and engineering.
It is difficult for me to select a single book which has influenced my work because there are so many that have been very important. I was one of those undergraduate students who had a very difficult time settling on a field of study, because there were so many different ideas I found interesting. When I first entered college, I majored in physics but also spent time as a sociology-prelaw major, a rhetoric major, an organizational behavior major, and finally a psychology major. Although never majoring in it, I also spent a fair amount of time reading about and thinking about philosophy. Each of those paths, and books from within those disciplines, influenced me and continues to influence my work to this day. The book I selected, *Witness for the Defense* by Elizabeth Loftus, is written by the scientist whose work most directly led me to do work on the limits of human memory. A good deal of the research I have done on that topic has focused on basic science concerning the structure and function of memory, but like Loftus, I have also worked to apply that research to real life legal settings. This book is a good introduction to Loftus’s work and a good introduction to the impact various factors have on the reliability of eyewitness memory.
**Dr. Matthias C. McIntosh**  
J. William Fulbright College of Arts and Sciences  
Department of Chemistry and Biochemistry  
Promotion to Professor

_**Illusions**_  
by Richard Bach (1977)

This book, which was originally published in 1977 when I was seventeen, had a great impact on me. It is an extended parable or fable, that showed me, for the first time, that how one views reality is a personal choice.

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**Dr. Lona J. Robertson**  
Dale Bumpers College of Agricultural, Food, and Life Sciences  
School of Human Environmental Sciences  
Promotion to Professor

_Leadership the Eleanor Roosevelt Way: Timeless Strategies from the First Lady of Courage_  
by Robin Gerber (2002)

A friend recommended this book to me a few years ago and I’ve used this information and concepts from this book in a number of my classes. In particular I like the examples of Eleanor’s life experiences and how they are related to leadership examples and principles.
I chose this book because of the challenges that I encountered attempting to craft this Arkansas story into a book-length manuscript. I had to write this story without the benefit of substantial primary source material. The main couple of focus left no writings for me to glean their thoughts or better chronicle their saga. As a result, I had to become a quasi-detective, looking for bits and pieces about them in newspaper articles and census data. In addition, I was forced to make informed guesses about their motivations by employing the stories of couples with similar circumstances from the time. I had a number of editors from different presses read drafts of the book before finding it a home at the University of Tennessee. Each expressed strong interest in the basic story but doubted that enough information existed to make a book-length monograph. I am so glad and grateful that Scott Danforth at the University of Tennessee Press recognized the book’s value. Publishing this book represented my attempt not only to add a valuable piece to the literature on interracial couples in American history but also my determination to pursue a vision despite the obstacles.
Out of the Earth was the first book I read that drove home the power of proper natural resource management. Managing soil and water improperly can devastate a civilization.
I began my study of physics with the idea that I would be an educator as well as a scientist. Also, I realized how fascinating and useful physics was, and assumed everyone that had a physics class would see it too. It wasn’t long before I was disillusioned on this second point. Research shows students leave our introductory science courses less appreciative of science than when they enter in most college courses. In graduate school, it became clear that the focus of any successful scientist was research, and there was little to no training for the educator role. My last year in graduate school, I convinced the organizers that I should be allowed to attend an NSF Undergraduate Faculty Enhancement conference, as I hoped to be a faculty member someday, and would prefer to know how to teach from the beginning. At this conference in 1993 at Dickinson College, I was exposed to Physics Education Research and introduced to this book, as well as the research literature. That a well-documented problem had been known but not solved for over fifty years was a challenge, and I completed my Ph.D. in physics while exploring this new, to me, area. Upon completion of my Ph.D., I came to the University of Arkansas, where I was allowed to develop my career in this new field. It has been an extremely challenging, and rewarding, endeavor.
Dr. Allen L. Szalanski
Dale Bumpers College of Agricultural, Food and Life Sciences
Department of Entomology
Promotion to Professor

The Joys of Beekeeping
by Richard Taylor (1974)

I became interested in beekeeping in 1977 when I came across beekeeping equipment that my grandparents had used during the 1940s. This book was one of the first ones that I read on apiculture. I enjoyed this book by Richard Taylor, and at the age of twelve, decided that I wanted to pursue a career as an entomologist.

Dr. Ka Zeng
J. William Fulbright College of Arts and Sciences
Department of Political Science
Promotion to Professor

Trade Threats, Trade Wars: Bargaining, Retaliation, and American Coercive Diplomacy
by Ka Zeng (2004)

This study of American trade policy addresses two puzzles associated with the use of aggressive bargaining tactics to open foreign markets: the United States’ varying success in extracting concessions from its trading partners, and the United States’ more frequent retaliatory actions over trade disputes with democratic states than with authoritarian states. The book explores the domestic repercussions of the structure of trade between the United States and its trading partners and offers practical policy prescriptions of interest to trade policymakers and students of international trade policy. This is my first book.
The book puts human feelings of guilt and inadequacy in perspective, and teaches us how we can learn to accept ourselves and others even when we and they are less than perfect. It reveals why we should not fear the loss of God’s love when we make mistakes and shows how acceptance and forgiveness can enhance our lives.
Bo’s Lasting Lessons: The Legendary Coach Teaches the Timeless Fundamentals of Leadership
by Bo Schembechler and John U. Bacon (2008)

Coach Schembechler has had a profound influence both on me and my family. As a coach, he stressed accountability, discipline, and the importance of a strong moral compass. As a human being, he embodied work ethic, intelligence, and persistence. Speaking in the ideal, I have worked diligently to pursue those ideals and exemplify them both in and out of the classroom.

The Psychology of Optimal Experience
by Mihaly Csikszentmihalyi (1991)

I was lucky to be assigned this book in graduate school; otherwise I never would have read it. It resonated then and it resonates now.
John W. “Jack” Cell was my first graduate supervisor at Duke University, from where I received my M.A. and Ph.D. Unfortunately, I worked with Jack for only a short time as he was tragically killed in a sailing accident shortly after I arrived in North Carolina. But the lessons he gave me and the approach to history he imparted were vast and defining. Jack is best known for his biography of Lord Hailey, a colonial servant whose life spanned the years 1872-1969 and whose career took him from the Punjab branch of the Indian Civil Service in 1895, to two governorships in India in the 1920s, to the directorship of the African Survey in the 1930s and 40s. It is for this reason that I have selected this book. Yet it was less in Jack’s research than in his mentoring of graduate students that he left his mark on me. Jack was a stern taskmaster. In our first semester-long tutorial together I read 56 books, wrote a 350-word review on each, and composed seven 3-5 page précis drawing larger questions and finding avenues for further research. Jack expected nothing less than complete commitment, demanded excellence in all things, and was quick with criticism (His response to my use of “mystical” in a tired review has expelled the word from my vocabulary to this day!). To a naïve and hopeful, but unprepared, first-year graduate student, Jack introduced me to the works of Vincent Harlow, Robinson and Gallagher, and Cain and Hopkins, and developed within my mind a map of British Empire historiography. It has served me well to this day.
My adolescent years were where I first truly appreciated the fruits of inquisition, interpretation, and discovery. My current academic field may appear far removed from the pages of Eliot’s *The Wasteland* and Prufrock. However, it was in these pages, through exploration of some of Eliot’s finer works, that I learned the laborious value of delving beyond the façade to discover artifacts that I knew not existed. Hence, the bedrock of my academic foundation was formed and continues to evolve today.

The rough draft of this book was completed shortly before I began working on my dissertation research with Mei-Chi Shaw. I learned the foundations of my field by studying the galley proofs (and correcting the occasional typo), and this book has remained an invaluable resource as I have continued my research career.
Few books have compelled me to an encore reading. *Lord of the Rings*, by J. R. R. Tolkien is one of the chosen few, and the one that immediately came to mind when this challenge was presented. I tried to talk myself into listing a more academic selection, but simply couldn’t do it. Life-changing? No. Earth-shattering? No. However, through my multiple journeys into Middle Earth, I learned much that has shaped my teaching career. My first read of *Lord of the Rings*, in the late 1960s, was because it was a great adventure, an entertaining story. I was right, but in subsequent readings came to appreciate it as much more—a rich source of societal, cultural, ethical, and personal insight. Entwined among the rich characters and twisting story lines are messages about life and death, good and evil, friendship, community, etc. Lessons learned include (but are not limited to):

*Any story that directly tells me its point is no fun;*
*A good story is a great way to teach/learn;*
*A single person can change the course of history, but they can’t do it alone.*

I strive to keep my teaching as robust, entertaining, challenging, and enlightening as *Lord of the Rings* ... and if my students remind me that I’m slipping, I open the pages again. I may even invite a character or two into the classroom to tell their story, themselves!
A good faculty member is about more than just intelligence, work ethic, or even luck, although those things are important. It is mainly about surrounding oneself with a good team (faculty or students) and then getting the most out of a team setting. For this reason, the book I think that has been the most influential in my career is *Ender's Game* by Orson Scott Card. I didn’t read this early in life; in fact, I learned about it on one of the first dates with my wife. She wanted to get her book signed by the author, and so I waited in line with her to get a book too. After the signing I picked up the book and I read it, cover to cover, in one sitting. *Ender’s Game* is a great piece of science fiction, no doubt, but it is also a wonderful lesson in team building. You see, the main character, a boy named Ender, has to win a series of games with a team made up of the worst kids in the class. He wins over and over again because he is able to identify each of their strengths and build a strategy that suits them. I have used this concept to build my research group. It is more than just picking the top ACT students or the highest GPA. It is picking students that “fit” with the team. Don’t get me wrong, I have a lot of terrific students, but they aren’t just the traditional “best” students; they are students that bring a little more to the table. These are students that are inspired by research, love to talk about it, and would rather come to a group party where we play cards and Frisbee than spend a night on Dickson. Promotion and tenure was a great honor for me, but it is more a celebration of how wonderful my students are and the strength of the research team that we have built. Building this team, of which I am so very proud, is a lesson I learned from *Ender’s Game*. 
Ms. D’lorah Hughes
School of Law
Promotion to Associate Professor of Law

No Matter How Loud I Shout: A Year In the Life of Juvenile Court
by Edward Humes (1997)

No Matter How Loud I Shout is an alarming portrait of the many failings of the Los Angeles juvenile justice system. Humes’s exposé on the inability of the system to meet its stated purpose of rehabilitating youth is disturbing and moving. As a public defender in juvenile court and now as a law professor running a juvenile defense clinic, I go back to this book time and time again to remind me why this work is worth the struggle. Every student who reads even a portion of this book immediately understands the importance of advocating on behalf of children.

Dr. Claretha Hughes
College of Education and Health Professions
Department of Rehabilitation, Human Resources, and Communication Disorders
Tenure and Promotion to Associate Professor

Valuing People and Technology in the Workplace: A Competitive Advantage Framework
by Claretha Hughes (2011)

I chose the book because it is on a topic that I have been working on for more than fifteen years and is at the center of my research and my business.
Mr. Michael Landman
J. William Fulbright College of Arts and Sciences
Department of Drama
Tenure and Promotion to Associate Professor

*Our Town*
by Thornton Wilder

Oh, what an inspiring play! By setting *Our Town* on a nearly empty stage, the playwright elegantly marries his themes with a revolutionary new staging technique. The play awakens an appreciation for the smallest moments of our lives, exploring both a microscopic and macroscopic view of our existence here on earth. The narrator, played by the character of the Stage Manager, relates stories of daily life, love and death in Grover’s Corners, New Hampshire, taking us on an imaginative journey through the continuum of time. We, the audience, find ourselves noticing and appreciating the details of life even as the play unfolds. *Our Town* remains for me the touchstone of both a great work of literature and a magical piece of theatre.
I selected *Varieties of Scientific Contextualism* (Hayes, Hayes, & Reese, 1993) as (arguably) the most influential text I have encountered in my career. I read this book while taking a seminar with Hayne Reese at West Virginia University during my graduate studies. He was an extraordinary scholar who expanded my understanding of human development in a variety of significant and meaningful ways. This book and Dr. Reese’s insightful lectures continue to inform my research to this day; I have a deep and staying appreciation of the complexity of the behaviors and trajectories I seek to understand, as well as the effect of the selected philosophical lens and associated “tools” on both the types of questions asked and answers discovered.
In Praise of Folly
by Desiderius Erasmus (1511)

The title alone puts a smile on my face. This humorous work employs satire as a teaching tool that I have tried to imitate in my own pedagogical style. That said perhaps, as with Folly, “I must praise myself as no one else will.”
As an undergraduate majoring in English I was drawn deeply into the art and world of Jane Austen. Today, as a professional who is immersed in the world of words, I continue to find in Austen the craft and vision of someone whose “two inches of ivory” and “fine brush” remain a source of wonder and inspiration. There is no single novel that defines her for me. Each in its own way reaches out and pulls us into an aspect of the human experience that transcends the admittedly small segment of society about which she wrote. Much to my surprise and pleasure, my eleven-year-old daughter now shares this interest, not because her mother has directed her toward Austen, but because she finds in Austen’s works senses and sensibilities that resonate with her, as they did for me. In the closing chapter of Mansfield Park, Austen spoke of her determination to avoid “guilt and misery” and her desire to bring her characters to a condition of “tolerable comfort, and to have done with all the rest.” In today’s hectic world, that is a goal I embrace. And Jane Austen’s world, deceivingly genteel, is one I am only too happy to return to, time and again, knowing that with every reading new insights and perspectives await me.
Having been a student of history since early childhood, I was fortunate to work in a university archives during my college years. My boss and mentor insisted that I read Arkansas-native Donald Harington’s *Let Us Build Us a City* if I wanted to be literate in Arkansas history. The book follows the author as he travels around the state visiting eleven small Arkansas towns, all of which had hopes of becoming thriving metropolises. The book inspired me and quickly became a favorite, not only because of its historical aspect, but also because of the style of writing that is so unique to Harington. The prevalent message throughout the tales of the towns and their ultimate failures to become cities is one of hopes, dreams, and acceptance. *Let Us Build Us a City* is my model for how history should be written: clear, interesting, and fun.
Dr. Michael C. Pierce  
J. William Fulbright College of Arts and Sciences  
Department of History  
Tenure and Promotion to Associate Professor

_Pure and Simple Politics: The American Federation of Labor and Political Activism, 1881-1917_  
by Julie Green (1998)

_Pure and Simple Politics_ is a brilliant analysis of the political orientation of the American labor movement at the national level during one of the most tumultuous eras in U.S. politics. One of the things that I attempt to do in my work is apply the same type of analysis to workers in urban areas.

Dr. Joon Jin Song  
J. William Fulbright College of Arts and Sciences  
Department of Mathematical Sciences  
Tenure and Promotion to Associate Professor

_Statistical Decision Theory and Bayesian Analysis_  
by J. Berger (1985)

The book inspired me to be a Bayesian.
Mr. Tim Tarvin
School of Law
Promotion to Associate Professor of Law

“Teacher Man”
by Frank McCourt (2005)

The book recounts McCourt’s experiences as a teacher, including the time he spent in a public school in NYC. I chose this book because his stories reveal his calling to teach, his gift for teaching, and his desire to instill in students a hunger to take responsibility for learning. The book illustrates the difference a teacher can make in the lives of others.

Dr. Douglas Spearot
College of Engineering
Department of Mechanical Engineering
Tenure and Promotion to Associate Professor

Professor Spearot requested that the Libraries increase full-text access to journals in the materials and mechanics fields in lieu of naming a book.
Dr. Sergio R. Villalobos
J. William Fulbright College of Arts and Sciences
Department of World Languages, Literatures, and Cultures
Tenure and Promotion to Associate Professor

*The Philosophical Impact of Contemporary Physics*
by Milic Capec (1961)

Because even though I was studying history by 1988, I read this book and it opened my mind to historical forms of imagination: I then moved to sociology, philosophy, and ended at, eventually, in literature.

Ms. Elizabeth Young
School of Law
Promotion to Associate Professor of Law

*The Power Elite*
by C. Wright Mills (1967)

As an undergraduate sociology major, I focused on social movements and social justice. In a thesis I wrote on C. Wright Mills and presented at National Conferences on Undergraduate Research (NCUR), I was able finally to put into place the various social change theories I had studied. It was with this understanding that I was able finally to appreciate the theoretical aspect of the social change movement. My thesis, and this book in particular, helped form a base from which I could develop analytical tools that I use today in my constant study of the law.