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Bookmarks: Featuring summaries of recent publications by alumni and faculty

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Bookmarks: Featuring summaries of recent publications by alumni and faculty

FROM ALUMNI

Derek Bruff '98, *Teaching With Classroom Response Systems: Creating Active Learning Activities* (Jossey-Bass, 2009). According to the publisher, higher education needs a book "that responds to the need for using technology in a classroom of tech-savvy students. This book is filled with illustrative examples of questions and teaching activities that use classroom response systems from a variety of disciplines (with a discipline index). The book also incorporates results from research on the effectiveness of the technology for teaching." Eric Mazur of Harvard University says the book provides "practical advice on how to make classes more fun and more effective." The author is assistant director of the Center for Teaching and senior lecturer in the Department of Mathematics at Vanderbilt University.

Susannah Rose '96, David Bub and W. Douglas Wong, *100 Questions & Answers About Colorectal Cancer* (Jones and Bartlett; second edition 2008). The publisher describes the book as providing "authoritative, practical answers . . . about treatment options, post-treatment quality of life, sources of support and much more" for those coping with colorectal cancer. Rose, a Ph.D. candidate in the ethics concentration of the health policy program at Harvard, co-wrote the book while a cancer care social worker at Memorial Sloan-Kettering Cancer Center. Her co-authors are oncologic surgeons. Rose, a psychology and philosophy major at Furman, was a graduate fellow in Harvard's Safra Center for Ethics in 2008-09 and now holds a two-year interdisciplinary fellowship with the National Cancer Institute.

Andrew Farley '94, *The Naked Gospel: The Truth You May Never Hear in Church* (Zondervan Publishing, 2009). The publisher says that in college, Farley "found himself physically and emotionally addicted to street evangelism and Bible study. Yet despite his fervid behavior, he knew something was missing. That something was an understanding of the gospel that is stripped of the compromises and clichés of the modern church." In his book, Farley, now a professor of applied linguistics at Texas Tech University and pastor of Lubbock Bible Church, addresses those issues. Steve Arterburn, chair of New Life Ministries, calls *The Naked Gospel* "a great 'textbook' on how to strip away all the religious fakery and take the challenge to just be a normal person while being a healthy Christian."

Bill Foster '89, *Meet the Skeptic* (Higher Werks Press, 2009). Designed to create meaningful dialogue between believer and skeptic, *Meet the Skeptic* is a new model for making the Christian faith relevant to those with other world views. It reduces a skeptic's many possible objections to four basic categories and illustrates philosophical arguments with pop-culture examples. By understanding skepticism as categories and by filtering language, believers can more effectively clarify the skeptic's world view and share their own. Visit www.meettheskeptic.com.

Mary Breu (M.A. '87), *Last Letters from Attu: The True Story of Etta Jones, Alaska Pioneer and Japanese POW* (Alaska Northwest Books, 2009). When Etta Jones agreed to go to the remote Alaskan island of Attu to teach with her sister, she said she would stay one year. But during that year, the

publisher says, "She met a man and fell in love, and together they spent the next 19 years teaching in remote Alaskan villages." Everything changed, however, in 1942, when the Japanese invaded the island. She was captured and taken to Japan, where she was held as a prisoner of war until 1945. She was the first white woman taken as a prisoner from American soil since the War of 1812. Breu, Etta Jones' great-niece and a retired first-grade teacher in Anderson County, S.C., used letters, Jones' unpublished manuscript and extensive research to compile her great-aunt's courageous story.

Jerry Bellune '62, *Your Life's Great Purpose* (Riverbanks Press, 2008). The author, a retired newspaper editor, lives in Lexington, S.C., where he is a community leader and motivational speaker. He says this book is meant "to help anyone, especially young people, find their direction and live lives of achievement." Nido Qubein, president of High Point University, says the book "will lift you to new heights in your personal and professional life." Bellune hopes to use the proceeds from the book to raise funds for literacy education and for research into learning disabilities. His ambitious goal: to sell 20 million books and raise \$200 million.

FROM FACULTY

James Guth, Corwin Smidt and Lyman Kellstedt, editors, *The Oxford Handbook of Religion and American Politics* (Oxford University Press, 2009). "Over the past three decades, the study of religion and politics has gone from being ignored by the scholarly community to being a major focus of research," says the publisher.

"Yet, because this important research is not easily accessible to nonspecialists, much of the analysis of religion's role in the political arena that we read in the media is greatly oversimplified." In this volume of essays, the editors attempt to "bridge that gap by examining the considerable research that has been conducted to this point and assessing what has been learned, what remains unsettled due to conflicting research findings, and what important questions remain largely unaddressed by current research endeavors." Guth is William R. Kenan, Jr., Professor of Political Science at Furman. Smidt is Paul B. Henry Professor of Political Science and Director of the Henry Institute for the Study of Christianity and Politics at Calvin College, and Kellstedt is professor emeritus of political science at Wheaton College.

Renita Schmidt and Paul Thomas, *21st Century Literacy: If We Are Scripted, Are We Literate?* (Springer, 2008). The authors, colleagues in the education department at Furman, have produced a book that, in the publisher's words, "offers a call to all who are involved with literacy education. It explores the prescriptions that hinder authentic and effective approaches to literacy instruction." Schmidt and Thomas "bring their classroom teaching experiences . . . along with their research base to a discussion of literacy spanning elementary through high school" as they seek "to empower both teachers and students seeking literacy growth beyond the scripts that plague twenty-first century commitments to accountability and testing."