

Kent State University Outstanding New Professional Award

This book examines the work of pioneers: teachers who have transformed their classrooms in an effort to broaden the literacy of their students, describing some of the most innovative examples of teaching and learning.

At midday on May 4, 1970, after three days of protests, several thousand students and the Ohio National Guard faced off at opposite ends of the grassy campus Commons at Kent State University. At noon, the Guard moved out. Twenty-four minutes later, Guardsmen launched a 13-second, 67-shot barrage that left four students dead and nine wounded, one paralyzed for life. The story doesn't end there, though. A horror of far greater proportions was narrowly averted minutes later when the Guard and students reassembled on the Commons. The Kent State shootings were both unavoidable and preventable: unavoidable in that all the discordant forces of a turbulent decade flowed together on May 4, 1970, on one Ohio campus; preventable in that every party to the tragedy made the wrong choices at the wrong time in the wrong place. Using the university's recently available oral-history collection supplemented by extensive new interviewing, Means tells the story of this iconic American moment through the eyes and memories of those who were there, and skillfully situates it in the context of a tumultuous era.

Kent State University, Ohio, 1969. Senior Matt Kubik is having a groovy time sharing an off-campus duplex with three quirky guys and four far-out hippie chicks. His only goal is to find true love and romance -- until the anti-Vietnam war protests spin out of control.

More than simply a vital collection development tool, this book can help librarians help young adults grow into the kind of independent readers and thinkers who will flourish at college.

Drawing upon systematic research using Q Methodology in seven countries - Denmark, France, Germany, the United Kingdom, Italy, Netherlands and Sweden - this volume presents the results of the most extensive effort yet at cross-cultural, subjective assessment of national and supranational identity. The studies attempt to explain how the European Union, as the most visible experiment in mass national identity change in the contemporary world, influences how Europeans think about their political affiliations.

Modern man Mike de Wolf gets stranded in a pirate adventure being written by his friend Horace Hackett and finds himself fighting for his life as the villainous Miguel de Lobo, while trying to figure out how to extricate himself from Horace's fatal plot.

Supporting newly hired science teachers has taken on an increased importance in our schools. This book shares the most current information about the status of newly hired science teachers, different ways in which to support newly hired science teachers, and different research approaches that can provide new information about this group of teachers. Chapters in the book are written by those who study the status of beginning science teachers, mentor new teachers, develop induction programs, and research the development of new science teachers. Newly Hired Teachers of Science is for administrators who have new science teachers in their schools and districts, professionals who create science teacher induction programs, mentors who work closely with new science teachers, educational researchers interested in studying new science teachers, and even new science teachers. This is a comprehensive discussion about new science teachers that will be a guiding document for years to come.

Presenting beautifully illustrated picture book biographies, this book pairs narrative nonfiction biographies rich in language and illustrations with national content standards in the social studies, science, and the arts. • Provides more than 100 picture book biographies (primarily from 2010 to the present) that offer the newest in engaging literature • Supplies lessons and units of instruction—including technology and web tools—that can be used to teach collaboratively with content area teachers • Links directly to national content area standards to ensure rigorous teaching • Provides clear evidence of the value of using higher-level picture books with middle grade students • Lends the unique perspective of authors who hold graduate degrees in children's literature, have been book reviewers for many years, have presented at state and national conferences on children's literature, and possess extensive experience with review committees of children's resources at the state and national levels on the subject of determining the quality of books for children

Employing a relaxed, readable writing style, David Locher illustrates all the major sociological perspectives and theories of collective behavior and classical social movements. The book provides a comprehensive and balanced examination of the field and provides recent examples that encourage readers to evaluate different perspectives and think for themselves. Addresses the study of collective behavior, theory, categories of collective behavior, an analysis of modern episodes of collective behavior and social movements. For those curious about collective behavior.

From two-time National Book Award finalist Deborah Wiles, a masterpiece exploration of one of the darkest moments in our history, when American troops killed four American students protesting the Vietnam War.

The Linked Open Data Enabled Bibliographical Data (LODE-BD) 3.0 guide is designed to provide an overview of how to select appropriate metadata properties to create, manage, and exchange bibliographic information.

One May day in 1896, at a dining-room table in Cambridge, England, a meeting took place between a Romanian-born maverick Jewish intellectual and twin learned Presbyterian Scotswomen, who had assembled to inspect several pieces of rag paper and parchment. It was the unlikely start to what would prove a remarkable, continent-hopping, century-crossing saga that has in many ways revolutionized our understanding of Jewish history, religion, and culture. In Sacred Trash, MacArthur-winning poet and translator Peter Cole and acclaimed essayist Adina Hoffman tell the story of the retrieval from an Egyptian geniza—a repository for worn-out texts—of the most vital cache of Jewish manuscripts ever discovered. This tale of buried scholarly treasure weaves together unforgettable portraits of Solomon Schechter and the other heroes of this drama with explorations of the medieval documents themselves—letters and poems, wills and marriage contracts, Bibles, money orders, fiery dissenting religious tracts, fashion-conscious trousseaux lists, prescriptions, petitions, and mysterious magical charms. Presenting a panoramic view of nine hundred years of vibrant Mediterranean Judaism, Hoffman and Cole bring modern readers into the heart of this little-known trove, whose contents have rightly been dubbed "the Living Sea Scrolls." (With black-and-white illustrations throughout.)

The chapters examine new study abroad initiatives while looking closely at the critical role that guided teacher-led experience plays in facilitating intercultural growth and development.

An analysis of the career of Candido Rondon providing an avenue to deconstruct recent Brazilian historiography on nation building, indigenous people, and state action

This much-needed case study book provides higher education and student affairs graduate students, practitioners, and faculty with

the tools to enhance their learning of student development theory and to apply this learning to practice. Each chapter offers a summary of theory – covering traditional and newer student development models – in addition to multiple case studies that help readers focus on practice that fosters social justice and inclusion. The case studies for each chapter represent a range of institutional types and diverse student populations, offering an opportunity to explore the intersections of various developmental processes and to foster social justice and inclusion in higher education contexts. Guiding questions at the end of each case study offer opportunities for further discussion and critical reflection. An essential text for every student development course, *Case Studies for Student Development Theory* enhances student learning and development in higher education while also addressing how students' social identities intersect with college campus environments.

"[This book] is designed . . .to provide an overview of the current status of FRBR [Functional Requirements for Bibliographic Records] development; to identify the key FRBR issues that need to be addressed; and, to point to future directions of FRBR development."-Preface.

"Artists: Hector Acebes, Derrick Adams, Karo Akpokiere, Deborah Anzinger, Keturah Ariel, April Bey, Charles Bohannah, Margaret Bowland, Nakeya Brown, Jean-Baptiste Carpeaux, Tawny Chatmon, Sonya Clark, David Driskell, Sarah Duah, Andrew Esiebo, Joseph Eze, Amber Ford, Yrneh Gabon, Olaf Hajek, Nakazzi Hutchinson, Shara K. Johnson, Eric Lafforgue, Annie Lee, Delita Martin, Charlotte Mensah, Lebohang Motaung, Zanele Muholi, Althea Murphy-Price, Nontsikelelo Mutiti, Woodrow Nash, Sharon Norwood, Glenford Nuñez, Charly Palmer, Gordon Parks, Faith Ringgold, Lezley Saar, Augusta Savage, Ngozi Schommers, Devan Shimoyama, Mary Sibande, Lorna Simpson, Nelson Stevens, Ibrahima Thiam, James Van Der Zee, Lina Viktor, Nafis White, Kehinde Wiley, Masa Zodros (and dozens of unidentified artists across African and American people groups)."- Publisher website.

"Lucid, accessible" research on classroom language bias for educators and "parents concerned about questions of power and control in public schools" (Publishers Weekly). In this collection of twelve essays, MacArthur Fellow Lisa Delpit and Kent State University Associate Professor Joanne Kilgour Dowdy take a critical look at the issues of language and dialect in the education system. *The Skin That We Speak* moves beyond the highly charged war of idioms to present teachers and parents with a thoughtful exploration of the varieties of English spoken today. At a time when children who don't speak formal English are written off in our schools, and when the class- and race-biased language used to describe those children determines their fate, *The Skin That We Speak* offers a cutting-edge look at this all-important aspect of education. Including groundbreaking work by Herbert Kohl, Gloria J. Ladson-Billings, and Victoria Purcell-Gates, as well as classic texts by Geneva Smitherman and Asa Hilliard, this volume of writing is what Black Issues Book Review calls "an essential text." "The book is aimed at helping educators learn to make use of cultural differences apparent in language to educate children, but its content guarantees broader appeal." —Booklist "An honest, much-needed look at one of the most crucial issues in education today." —Jackson Advocate

All the latest research on fluency plus dozens of practical lessons and ready-to-use fluency-priming tools, including partner poems, word ladders, and more!

Lesser Civil Wars: Civilians Defining War and the Memory of War is an edited volume that surveys three hundred years of the Memory of war and the Will to war in the greater Ohio River Valley and Great Lakes region. Military theorists from von Clausewitz, to Dingiswayo and Chandragupta, calculated the Will of their own soldiers and of the enemy's soldiers. Sometimes the Will is assigned an erroneously low strength, as Abraham Lincoln learned quickly at the onset of the United States Civil War. In this volume, we examine the civilian production of the national Will to fight future wars through the least civil war – each individual's war to remember or to forget – and no armistice or accord brings this internal battle to an end. This is not a book about the atrocities committed during war. This is a book about the very nature of the Will-Memory-Will cycle, where the Memory of war continues for generations until a new war requires the resurrection of the Will. As these essays show, sometimes it only takes a few individuals to prosecute these Memory wars with rules of engagement that do not necessarily include civil behavior. By focusing on microhistories from a specific region and by bracketing the US Civil War with an essay about a century prior to it and essays about the century following it, we are able to demonstrate the power and energy of the incubating stage of Memory in the Will-Memory-Will cycle. In the greater Ohio River Valley and Great Lakes region, ordinary civilians controlled and incubated the memories of the Iroquois Wars, the French and Indian/Sevens' Years War (1756–1763), the American Revolution (1776–1783) and the War of 1812, and they converted Memory into the Will to fight the US Civil War and the Vietnam War. In these chapters, we present micro-wars between civilians over control of the Will of a nation. They are, indeed, lesser civil wars.

A stunning new volume from the first Native American Poet Laureate of the United States, informed by her tribal history and connection to the land. In the early 1800s, the Mvskoke people were forcibly removed from their original lands east of the Mississippi to Indian Territory, which is now part of Oklahoma. Two hundred years later, Joy Harjo returns to her family's lands and opens a dialogue with history. In *An American Sunrise*, Harjo finds blessings in the abundance of her homeland and confronts the site where her people, and other indigenous families, essentially disappeared. From her memory of her mother's death, to her beginnings in the native rights movement, to the fresh road with her beloved, Harjo's personal life intertwines with tribal histories to create a space for renewed beginnings. Her poems sing of beauty and survival, illuminating a spirituality that connects her to her ancestors and thrums with the quiet anger of living in the ruins of injustice. A descendent of storytellers and "one of our finest—and most complicated—poets" (Los Angeles Review of Books), Joy Harjo continues her legacy with this latest powerful collection.

Do you want to incorporate purposeful and effective online learning into your classes but aren't sure where to begin? Here's the perfect introductory guide to planning a hybrid class for grades 4–12. Author and educator William Kist enthusiastically advocates for blended learning as he explains how to * Navigate the technical details of Internet access and learning management systems. * Decide which learning experiences are best delivered online and which should be saved for face-to-face instruction. * Organize your online space for maximum effectiveness, respond to your students, and structure online discussions that are most beneficial for students. * Evaluate the design of your blended instruction, and refine it for the next class. No matter what subject you teach, *Getting Started with Blended Learning* can help you develop the skills and confidence to introduce students to this engaging way of learning.

In 1925 Leonard Rhineland, the youngest son of a wealthy New York society family, sued to end his marriage to Alice Jones, a former domestic servant and the daughter of a "colored" cabman. After being married only one month, Rhineland pressed for the dissolution of his marriage on the grounds that his wife had lied to him about her racial background. The subsequent marital

annulment trial became a massive public spectacle, not only in New York but across the nation--despite the fact that the state had never outlawed interracial marriage. Elizabeth Smith-Pryor makes extensive use of trial transcripts, in addition to contemporary newspaper coverage and archival sources, to explore why Leonard Rhinelander was allowed his day in court. She moves fluidly between legal history, a day-by-day narrative of the trial itself, and analyses of the trial's place in the culture of the 1920s North to show how notions of race, property, and the law were--and are--inextricably intertwined.

Reconstructing Policy in Higher Education highlights the work of accomplished and award-winning scholars and provides concrete examples of how feminist poststructuralism effectively informs research methods and can serve as a vital tool for policy makers, analysts, and practitioners. The research examines a range of topics of interest to scholars and professionals including: purposes of Higher Education, administrative leadership, athletics, diversity, student activism, social class, the history of women in postsecondary institutions, and quality and science in the globalized university. Students enrolled in Higher Education and Educational Policy programs will find this book offers them tools for thinking differently about policy analysis and educational practice. Higher Education faculty, managers, deans, presidents, and policy makers will find this book contributes significantly to their own policy analysis, practice, and discourse. Elizabeth J. Allan is an Associate Professor of Higher Education at the University of Maine where she is also an affiliated faculty member with the Women's Studies program. Susan V. Iverson is an Assistant Professor of Higher Education Administration & Student Personnel at Kent State University where she is also an affiliated faculty member with the Women's Studies Program. Rebecca Ropers-Huilman is a Professor of Higher Education at the University of Minnesota.

There is a rich and varied body of literature for lesbian, gay, bisexual, transgender, queer/questioning, asexual/allied and intersexed young people, which can function as a mirror for LGBTQAI+ individuals and as a window for others. This resource for librarians who work with children and teens not only surveys the best in LGBTQAI+ lit but, just as importantly, offers guidance on how to share it in ways that encourage understanding and acceptance among parents, school administrators, and the wider community. Helping to fill a gap in serving this population, this guide discusses the path to marriage equality, how LGBTQAI+ terms have changed, and reasons to share LGBTQAI+ literature with all children; presents annotated entries for a cross-section of the best LGBTQAI+ lit and nonfiction for young children, middle year students, and teens, with discussion questions and tips; offers advice on sensitive issues such as starting conversations with young people, outreach to stakeholders, and dealing with objections and censorship head on; and ideas for programming and marketing. This resource gives school librarians, children's, and YA librarians the guidance and tools they need to confidently share these books with the patrons they support.

Epilogue: A Battlefield of Memory -- Appendix: After the War-The Fates of Kent's Activist Generation -- Acknowledgments -- Notes -- Index -- Illustrations -- Back Cover

Established in 1910 by the State of Ohio as a teachers' training college, Kent State Normal School rapidly evolved into a major research university during the first half of the 20th century. Kent State University Athletics chronicles the highlights of sports history during the institution's first 100 years. As athletics evolved from its close relation to physical education training and intramural play to varsity intercollegiate programs competing at the Division I level, a number of outstanding athletes, teams, and coaches arose, including several Olympic competitors and future professional athletes.

Written for administrators, faculty, and staff in Higher Education who are working with low income and first-generation college students, *Recognizing and Serving Low-Income Students in Higher Education* uncovers organizational biases that prevent post-secondary institutions from adequately serving these students. This volume offers practical guidance for adopting new or revised policies and practices that have the potential to help these students thrive. This contributed volume is based on empirical studies that specifically examine the policies and practices of postsecondary institutions in the United States, England, and Canada. The contributing authors argue that discussions of diversity will be enriched by a better understanding of how institutional policies and practices affect low-income students. Unlike most studies on this topic, this volume focuses on institutional rather than federal, state and public policy. Institutional policies and practices have been largely ignored and this volume lifts the veil on processes that have remained hidden.

Prepare students for an increasingly flat world—a place where diverse people from divergent cultures learn and work together rather than in isolation. Learn specific steps to globalize your classroom, and move beyond the call for students to memorize material to instead encourage higher-order thinking. These ideas, assignments, projects, and assessments are all wrapped in a 21st century skills framework.

This resource gives school librarians, children's, and YA librarians the guidance and tools they need to confidently share these books with the patrons they support.

This revolutionary book empowers its readers by exploring enduring, challenging, and timely philosophical issues in new essays written by expert women philosophers. The book will inspire and entice these philosophers' younger counterparts, curious readers of all genders, and all who support equity in philosophy. If asked to envision a philosopher, people might imagine a bearded man, probably Greek, perhaps in a toga, pontificating about abstract ideas. Or they might think of that same man in the Enlightenment, gripping a quill pen and pouring universal truths onto a page. They may even call to mind a much more modern man, wearing a black sweater and smoking a cigarette in a Paris café, expressing existential angst in a new novel or essay. What people are unlikely to picture, though, is a woman. Women have historically been excluded from the discipline of philosophy and remain largely marginalized in contemporary textbooks and anthologies. The under-representation of women in secondary and post-secondary curricula makes it harder for young women to see themselves as future philosophers. In fact, it makes it harder for all people to engage the valuable contributions that women have made and continue to make to intellectual thought. While some progress has been made in building a more inclusive world of philosophy, especially in the last fifty years, important work remains to be done. *Philosophy for Girls* helps correct the pervasive and problematic omission of women from philosophy. Divided into four sections that connect to major, primary fields in philosophy (metaphysics, epistemology, social and political philosophy, and ethics), this

anthology is unique: chapters are all written by women, and each chapter opens with an anecdote about a girl or woman from mythology, history, art, literature, or science to introduce chapter topics. Further, nearly all primary and secondary sources used in the chapters are written by women philosophers. The book is written in a rigorous, academic spirit but in lively and engaging prose, making serious philosophical insights accessible to readers who are new to philosophy. This book appeals to a wide audience. Individual readers will find value in these pages--especially girls and women ages 16-24, as well as university and high school educators and students who want a change from standard anthologies that include few or no women. The book's contributors both represent and map the diverse landscape of philosophy, highlighting its engagement with themes of gender and equity. In doing so, they encourage philosophers current and future philosophers to explore new territory and further develop the topography of the field. *Philosophy for Girls* is a rigorous yet accessible entry-point to philosophical contemplation designed to inspire a new generation of philosophers. Grounded in theory and research, this book offers a spatial perspective on how and why populations are regulated and disciplined by mass violence—and why these questions matter for scholars concerned about social justice. James Tyner focuses on how states and other actors use acts of brutality to manage, administer, and control space for political and economic purposes. He shows how demographic analyses of fertility, mortality, and migration cannot be complete without taking war and genocide into account. Stark, in-depth case studies provide a powerful and provocative basis for retheorizing population geography. Winner--AAG Meridian Book Award for Outstanding Scholarly Work in Geography "With contributions from leading investigators, the book explores the effects on attachment of a wide range of factors in middle childhood, including children's broadening network of social relationships. Compelling data are presented on whether the quality of attachment in middle childhood can be predicted by assessments earlier in life, and what may explain changes over time."--BOOK JACKET.

President Nixon's announcement on April 30, 1970, that US troops were invading neutral Cambodia as part of the ongoing Vietnam War campaign sparked a complicated series of events with tragic consequences on many fronts. In Cambodia, the invasion renewed calls for a government independent of western power and influence, eventually resulting in a civil war and the rise of the Khmer Rouge. Here at home, Nixon's expansion of the war galvanized the longstanding anti-Vietnam War movement, including at Kent State University, leading to the tragic shooting deaths of four students on May 4, 1970. This short book concisely contextualizes these events, filling a gap in the popular memory of the 1970 shootings and the wider conceptions of the war in Southeast Asia. In three brief chapters, James A. Tyner and Mindy Farmer provide background on the decade of activism around the United States that preceded the events on Kent State's campus, an overview of Cambodia's history and developments following the US incursion, and a closing section on historical memory--poignantly tying together the subject matter of the preceding chapters. As we grapple with the legacy of the Kent State shootings, Tyner and Farmer assert, we should also grapple with the larger context of the protests, of the decision to bomb and invade a neutral country, and the violence and genocide that followed.

In this new, authoritative textbook, internationally recognized metadata experts Zeng and Qin have created a comprehensive primer for advanced undergraduate, graduate, or continuing education courses in information organization, information technology, cataloging, digital libraries, electronic archives, and, of course, metadata. Instructors seeking a text that covers the theory as well as the how-to's of application design, implementation, and evaluation will find it here. An outcome-based approach lets learners with different orientations adapt their new knowledge and skills to any domain. Examples and practice problems focus on tasks typical to all metadata application projects. Other useful features include sample problems with solutions, quizzes, hands-on tutorials, and a recommended reading list at the end of each chapter. A companion digital library on CD-ROM for instructors includes quizzes, answer keys, and additional exercises. An ideal classroom tool, this book works equally well for self-guided study. Individual modules can stand alone, for reference on an as-needed basis, when transitioning from traditional cataloging to compilations of metadata for locally created resources and websites, for example. Or you can study metadata systematically, module by module. Regardless of your approach, this book is the ideal guide to metadata for both students and working information professionals.

From Derf Backderf, the bestselling author of *My Friend Dahmer*, comes the tragic and unforgettable story of the Kent State shootings† On May 4, 1970, the Ohio National Guard gunned down unarmed college students protesting the Vietnam War at Kent State University. In a deadly barrage of 67 shots, 4 students were killed and 9 shot and wounded. It was the day America turned guns on its own children—a shocking event burned into our national memory. A few days prior, 10-year-old Derf Backderf saw those same Guardsmen patrolling his nearby hometown, sent in by the governor to crush a trucker strike. Using the journalism skills he employed on *My Friend Dahmer* and *Trashed*, Backderf has conducted extensive interviews and research to explore the lives of these four young people and the events of those four days in May, when the country seemed on the brink of tearing apart. *Kent State: Four Dead in Ohio*, which will be published in time for the 50th anniversary of the tragedy, is a moving and troubling story about the bitter price of dissent—as relevant today as it was in 1970.

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