

of interest to those involved in the design and implementation of such systems.

In summary, I believe that there is much of value and interest in this book for many readers of this journal, although I find it impossible to recommend wholeheartedly due to the problems outlined at the beginning of this review. In addition, I believe the author and publisher made a critical error by not including an index, even though the table of contents is quite detailed. I strongly encourage the author and publisher to consider issuing a revised and corrected edition, including an index. Otherwise, I doubt that this book will have the positive impact that it otherwise might have.—*Wade R. Kotter, Weber State University.*

**Johansen, Bruce E.** *Silenced: Academic Freedom, Scientific Inquiry, and the First Amendment Under Siege in America.* Westport, Conn.: Praeger, 2007. 185p. alk. paper, \$49.95 (ISBN 0275996867). LC 2007-8456.

In *Silenced: Academic Freedom, Scientific Inquiry, and the First Amendment Under Siege in America*, Bruce E. Johansen has brought together several diverse stories from the news in recent years that stand as examples of increasing attacks on humans' age old search for knowledge, pursuit of scientific truths, and yearning for justice by political, economic, and religious activists whose power is threatened by an informed citizenry. Johansen opens with two quotes, the oft-quoted one in recent years of Benjamin Franklin about those who give up freedom for security deserving neither, and another by Thomas Jefferson:

Truth is great and will prevail if left to herself, that she is the proper and sufficient antagonist to error, and has nothing to fear from the conflict, unless by human interposition disarmed of her natural weapons, free argument and debate.

The book following the page on which stand these wise words tells six stories

exemplifying the extent to which power elites play on the public's ignorance and fear in pursuing their own interests and maintaining their power. In Johansen's introduction, he writes, "This is a book about people whose ideological circumstances found them on the opposite side of the powerful in our times."

Divided into six chapters, the book covers climate change, evolution, the Second Amendment, academic freedom, student and faculty rights, and terrorism, and ends with a "coda" written as a beacon of hope, a bibliography, and an index. Although many of these events will be familiar to anyone who follows the news, the important contribution here is Johansen's comprehensive analysis and synthesis of the debates surrounding each, his integrity as a scholar, and his engaging (occasionally humorous) writing.

Although most people and politicians in the United States have largely been living as if in the Dark Ages when it comes to climate change, the international scientific community has been researching and documenting global warming for decades and knows for certain that the observed changes are not part of earth's natural climate cycle but are caused directly by human activity. In other words, global warming is a fact. It is real. It is a fundamental truth of today's world. Climate change itself is not debatable.

What is open to debate, of course, is whether or not anything will be done to begin reducing the production of carbon dioxide and other substances, which are changing the chemical composition of the atmosphere. Those individuals who do not want to do anything to address the problem cannot say to the public at large, "Yes, cars and power plants are changing the climate, but there's no way we captains of industry are going to risk profits or market shares or stockholder returns on investments, and so nobody is going to tell us to go namby-pamby green!" Such a self-serving (and revealing) message would make oil company presidents, auto industry CEOs, airline

operators, and others sound selfish—selfish doesn't work for glossy ad campaigns, marketing, and public relations.

So, instead, these people (and the politicians they constantly court and sometimes buy) hire “experts” who will, for a price, tell journalists and the public that human-induced global warming is bunk, a message picked up and promulgated over the airwaves and via cable into the minds of either unsuspecting or equally selfish listeners, viewers, and, yes, readers.

Johansen focuses chapter 1, “Weather Wars: Hard Science and Hardball Politics,” on the world of James E. Hansen, director of NASA's Goddard Institute for Space Science and a true (and truthful) expert on climate change. In relating Hansen's experiences, Johansen shows that political meddling with scientific facts is not a recent development. Working for NASA, Hansen has had more than his share of run-ins with presidents and their minions intent on making the facts fit policy, not vice versa. Hansen suffers fools lightly and refused to be muzzled by both presidents Bush. Satirist Molly Ivins is quoted by Johansen commenting on the second Bush administration's “editing” of one of Hansen's reports on anthropogenic climate change:

Think of the possibilities presented by this ingenious solution. Let's edit out AIDS and all problems with drugs, both legal and illegal.... We can do away with unemployment, the [medically] uninsured, heart

disease, obesity, and the coming Social Security crunch. We could try editing out death and taxes...

Chapter 2, “Soft Science: How Intelligent Is This Design?” describes the mechanisms by which public discourse on scientific subjects is undermined by people determined to inculcate within the public mind an approach to science that grants equal status to myth, religion, and science as sources of knowledge about the mechanisms of biology and other life sciences. Johansen refers to some recent polls that indicate the extent of ignorance regarding basic science among the general public:

...polls indicated that only about 40 percent of U.S. citizens subscribed to the theory of evolution, about 20 percent insisted that the sun revolved around the Earth, one-half believed that human beings coexisted with dinosaurs...

Of particular interest in this chapter are Johansen's descriptions of the disposition of many people toward relativistic thinking, which posits that “everybody has a view, and all are equally valid”; academia's unwillingness in many cases to protect teachers from attack by zealous creationists; the phenomena of “closet creationists” who teach science in our public schools; and proposals that religious belief and text enter into education not through the door of the science classroom, but through those of history and literature where they more properly belong.

Chapter 3, “The Second Amendment Trumps the First,” is the book's shortest and deals with the experience of historian Michael Bellesiles, whose book *Arming Americans: The Origins of a National Gun Culture* raised the ire of many gun enthusiasts and what Johansen describes as the “armaments-industrial complex.” Johansen covers this unusual case with considerable care and attention to detail,

### Index to advertisers

Annual Reviews	5
CHOICE	82
E-Image Data	cover 4
EBSCO	2
Emery Pratt	70
IGI Global	1
InteleX	cover 2
Perry Dean Architects	94
Readex	cover 3
Serial Solutions	50

which, after all, is what the story is all about—the devils within the details regarding interpretations of statistical sources, accuracy of footnotes, and the construction of sentences in a book over 600 pages long. The campaign waged against Bellesiles and his book cost him his job at Emory University, the loss of the Bancroft Prize for history, five years of his life spent, and untold personal stress. Was Bellesiles a dishonest scholar, as the gun lobby contended?

Mary Beth Norton, a historian of early America...concluded that Bellesiles's interpretation of the documents [in question] was "just as plausible" as that of his critics, "if not more so." She did find Bellesiles's use of probate records "slapdash and sloppy," but contended that other criticisms of *Arming America* "strike me as the usual sorts of disagreements historians always have about how to interpret documentary evidence, although those criticisms have been expressed more vehemently than is usual in the scholarly literature."

Echoing the notion that anything less than impeccable scholarship justifies an open season on dissenting voices, chapter 4, "Gut-Based Discourse in the Age of the Internet," describes the travails of Ward Churchill, just recently removed from his tenured teaching position at the University of Colorado following two years of attacks on the talk-radio circuit and an investigation into his scholarship following allegations of plagiarism.

Johansen gives a thorough examination of this complex case, beginning in the preface to *Silenced* when he describes his own connection to the case and in chapter 4 telling the fascinating story of how Churchill's detractors used his own shortcomings as a scholar to fuel their virulent attacks to bring him down.

Chapters 5 and 6 continue the examination of the state of academic freedom,

with the last chapter, titled "Terrorology 101," focusing on the most troubling development in post-9/11 United States, which is the targeting for persecution of foreign faculty and students, along with anyone who questions U.S. foreign policy, by "defenders" of "homeland security." Johansen tells the stories of professors Joseph Massad, Nicholas de Genova, Juan Cole, Sami al-Arian, and Ali a-Timimi and describes new State Department policies greatly inhibiting the ability of foreign students to study at U.S. universities—to the detriment of both.

Johansen's "coda" ends *Silenced* on an upbeat, with an overview of the successes of Marxist scholar Mike Davis, who flourishes in the hostile environment described so well in the preceding 152 pages.

*Silenced* is strongly recommended for all libraries that serve students, teachers, and the general public. It could even be used as a textbook in courses dealing with current events, censorship, or education. It is a mighty fine and timely book. —*Elaine Harger, Mount Si High School, Snoqualmie, Washington.*

**Keeran, Peggy, Suzanne Moulton-Gertig, Michael Levine-Clark, Nonny Schlotzhauer, Esther Gil, Christopher C. Brown, Joseph Kraus, Carrie Forbes, and Jennifer Bowers.** *Research Within the Disciplines: Foundations for Reference and Library Instruction.* Lanham, Md.: Scarecrow, 2007. 267p. alk. paper, \$35 (ISBN 0810856883). LC 2006-32340.

Developed collaboratively by reference librarians and subject specialists affiliated either currently or previously with the University of Denver, this book derives from the university's decision to integrate writing and research across the curriculum and the ensuing demands on reference staff to support those efforts through library instruction. The book aims "to provide a degree of orientation toward conducting research within specific disciplines and across others," emphasizing optimizing the research experience "through the utilization of