



News2Note

April 2021

Two ASPECT doctoral students participated in the Entangled Ontologies, Decoloniality, and Decolonization Virtual Symposium at Virginia Tech. **Hannah Glasson** presented “Ecological Crisis, Indigenous Politics, and Neoliberal Narratives: Interpreting the Politics of Ontology”; and **Molly Todd**’s presentation was titled “Performance and the (Borders of) the Decolonial Imagination.” The symposium was held virtually on March 4.

Four ASPECT doctoral students presented papers as part of the 2021 [Virginia Humanities Conference](#), with the theme “Democracy, Technology, and Social Justice: Humanities in an Unequal World”: **Hannah Glasson**, “Spatial Biosecurity and the Politics of Intentional Relation: Alternatives to Hegemonic Narratives of Informationalized Life”; **Sarah Plummer**, “Difference and Otherness in Puppet Theater”; **Shaun Respass**, “Going Telemental: Contact and Intimacy in Digital Mental Health”; and **Sara Wenger**, “Fantasies of Domination: Exploring Technoliberalism’s Influence on Sexual Technologies.” The conference took place virtually March 24–25 and March 30–April 1.

Amy Price Azano, Education, published “Innovations in Providing Quality Gifted Programming in Rural Schools Using Place-conscious Practices,” *Rural Education Across the World: Models of Innovative Practice and Impact*, ed. Simone White and Jayne Downey (Singapore: Springer Nature Singapore, 2021), pp. 91–106, with Carolyn M. Callahan.

The [24th Annual Brian Bertoti Innovative Perspectives in History Conference](#) featured 46 presentations by students from 25 institutions globally. Department of History graduate students organized the conference; faculty from the Department of History served as discussants. The following Virginia Tech students presented papers; all of them are master’s students in History, unless otherwise noted: **Clay Adkins**, “The Great Appalachian Flood of 1977 and Unit 18”; **Nick Anthony**, undergraduate History major, “We Will Not Comply: Racial Implications of the Second Amendment”; **Jessica Brabble**, “‘Let Us See to it That They Enter the Race with No Handicap’: The Better Babies Bureau and North Carolina, 1913–1929”; **Jay Burkette**, ASPECT doctoral student, “Historiography and Apocalypse: A Necessary

Relationship?"; **Noah Crawford**, "A Matter of Increasing Perplexity': How Refugees Experienced and Influenced the American Civil War in the Shenandoah Valley"; **Sydney Montoya**, "A Contested Empire: Fiscal Policy, Expansion, and Protest"; **Benjamin Olex**, "'We Were Superior in Practice': Reassessing the Context of British Navy Signal Reform"; **Dylan Settle**, "Checking the Chief Diplomat: The Role of Congress in the Sale and Transfer of Weapons Globally and the US-Israeli 'Special Relationship,' 1977–1989"; **Faith Skiles**, ASPECT doctoral student, "'I Would Never Set Foot on American Soil Again': Conversion, Space and Gender: American Women Missionaries in Korea"; **Iris Swaney**, "'Take Care of Your Neighbor': The New River Valley's Legacy of the Battered Women's Movement"; and **Valencia Turner**, "The Devil's Half Acre: Lumpkin's Slave Jail at the Shockoe Bottom Slave Market." The conference took place virtually March 19–20.

School of Communication faculty members **Natalia Mielczarek** and **Wat Hopkins** published "Copyright, Transformativeness, and Protection for Internet Memes," *Journalism and Mass Communication Quarterly* 98.1 (Spring 2021): 37–58.

Cara Daggett, Political Science, received the Yale H. Ferguson Book Award for 2020 from the International Studies Association – Northeast for [*The Birth of Energy: Fossil Fuels, Thermodynamics, and the Politics of Work*](#) (Durham, North Carolina: Duke University Press, 2019).

School of Education faculty members **Barbara Lockee** and **Alicia Johnson** published "Ensuring Virtual Success: Graduate Preparation to Teach Online in the K12 Context," *Handbook of Research on K-12 Blended and Virtual Learning through the i²Flex Classroom Model*, ed. Maria D. Avgerinou and Peggy Pelonis (Hershey, Pennsylvania: IGI Global, 2021), pp. 36–59, with Mark Aaron Bond.

School of Education faculty member **Barbara Lockee** and 2019 alumna **Qing Zhang** published "[Exploring Chinese Students' Learning Experience in CIC MOOC 2.0 – A Study with Chinese Online Communities](#)," *Journal of Educational Technology Development and Exchange* 13.2 (2021): 21–38, with Hengtao Tang and Kathryn Jablolkow.

School of Education faculty member **Carol Mullen** and 2020 alumnae **Samantha Reed** and **Emily Boyles** published [Problem-based Learning Elementary School: What Strategies Help Students Develop?](#) (Cham, Switzerland: Springer Nature, 2021) in the SpringerBriefs in Education series.

Joseph Eska, English, published "Aspects of Brittonic Spirantisation under Laryngeal Realism," *Celtica* 32 (2020): 1–14.

Thirteen undergraduates were recognized during this year's [Nikki Giovanni Celebration of Poetry](#); the [event](#) took place virtually on March 23. The ten finalists who read their poems were: Daniel Feldman, Statistics; **Michelle Emily Garcia**, English and Communication; **Julie Greenough**, Creative Writing; **Jonathan Kabongo**, Creative Writing; Kate Lacy, Psychology; Julia McConnell, Animal and Poultry Science; **Elena Amanda Meccia**; Psychology and Spanish;

Kathleen Walker, Creative Writing; **Cam Wheatley**, Creative Writing; and **Michelle You**, Wildlife Conservation. The three students recognized for Honorable Mention were: **Michael Caraballo**, History; **Isa Diaz**, Creative Writing; and **Anne Doyle**, English. Winners of the 2021 Giovanni-Steger Poetry Prize were: Walker, who was awarded first prize, \$1,100, for her poem, “Stagnant”; Greenough, who received the second-place prize of \$500 for “[app-uh-lach-uh]”; and McConnell, the recipient of the third-place prize, \$300, for “Night Drive.” The prize was renamed in 2020 to honor University Distinguished Professor of English **Nikki Giovanni**, who established the competition in 2005 and continues to administer it. Department of English faculty members **Aileen Murphy** and **Joe Scallorns** serve as co-directors.

Aarnes Gudmestad, Modern and Classical Languages and Literatures, published “An Exploration of Advanced-level Learners’ Verb Choices in Variable Mood Distinction Contexts,” *Advancedness in Second Language Spanish: Definitions, Challenges, and Possibilities*, ed. Mandy R. Menke and Paul A. Malovrh (Philadelphia, Pennsylvania: John Benjamins, 2021), pp. 172–91.

Bob Hicok, English, was one of three Virginia Tech faculty members recently [appointed to the Academies of Faculty Service and Leadership](#); he earned membership in the Academy of Faculty Service, which recognizes exceptional service to the university beyond a faculty member’s usual responsibilities. Hicok’s nomination was based on his instrumental role in the revision of the Faculty Handbook, his collaborative approach, and his efforts to include stakeholders at all levels. His portfolio includes service on the Commission on Faculty Affairs, University Council, Faculty Senate, President’s Committee on Governance, and the University Advisory Council on Strategic Budgeting and Planning as well as committees at the College and department level.

Sammy Hirshland, a master’s student in Philosophy, was awarded the Ellen E. Wade Graduate Studies Fellowship by the Graduate School for the 2021–2022 academic year. The competitive fellowship provides a \$2,500 stipend in support of graduate studies.

Wat Hopkins, Communication, received the Best Faculty Paper Award in the Law and Policy Division of the Association for Education in Journalism and Mass Communication (AEJMC) for “*Times v. Sullivan* Revisited: Interment or Resurrection.” The paper was presented at the AEJMC Southeast Colloquium, which was held virtually March 18–20; Hopkins received the award during the colloquium.

Department of Human Development and Family Science faculty member **Joyce Arditti** and doctoral students **Casey McGregor** and **Shawnice Johnson** published “[Maternal Mediation in the Context of Fathers’ Incarceration and Reentry](#),” *Family Relations* 70.1 (February 2021): 146–61, with Susan Dennison and Kirsten Besemer.

Department of Human Development and Family Science faculty members **Caroline Hornburg** and **Ben Katz** were awarded grants as part of separate teams through the [EF+Math’s](#) Prototyping Track to design and develop teacher- and student-centered learning systems that embed executive function skill-building within high-quality mathematics content and

instruction. Hornburg is part of the [Our Mathematical World](#) team, which is creating a multi-stage curriculum overlay in which students design stories that center themselves as strong mathematical problem solvers. The project goal is to improve third- and fourth-grade students' multi-step problem-solving skills, mathematics vocabulary, executive function skills, and mathematical identity. Katz is a member of the [SparkMath](#) team and will work to develop a comprehensive set of replacement units for sixth-grade math that attends to cultural relevance, math identity and belonging, executive function skills, mathematization of concepts that students find relevant, the realities of classrooms and current practice, and classroom social norms.

Melanie Kiechle, History, published "[‘Health is Wealth’: Valuing Health in the Nineteenth-Century United States](#)," *Journal of Social History* 54.3 (Spring 2021): 775–98.

Bryan Klausmeyer, Modern and Classical Languages and Literatures, published a lexicon entry on "Spirale" (Spiral) in the [Goethe-Lexicon of Philosophical Concepts](#) 1.1 (January 2021). Klausmeyer serves as the Digital Editor for this digital lexicon project, which investigates the central role played by concepts in Johann Wolfgang von Goethe's development as a philosopher.

Barbara Lockee, Education, published "[Shifting Digital, Shifting Context: \(Re\)considering Teacher Professional Development for Online and Blended learning in the COVID-19 Era](#)," *Educational Technology Research and Development* 69 (2021): 17–20.

Timothy Luke, University Distinguished Professor and Chair of the Department of Political Science, published "[The Qualitative Transparency Deliberations: Insights and Implications](#)," *Perspectives on Politics* 19.1 (March 2021): 171–208, with Alan M. Jacobs et al. The article was written with support from the National Science Foundation under Political Science Program Grant #1644757 for the Qualitative Transparency Deliberations Interim and Working Group Meetings.

The following faculty members in the College of Liberal Arts and Human Sciences were awarded mentoring grants from the Office of the Provost during the 2020–2021 academic year: **Sweta Baniya**, English; **Candace Buckner Ducharme**, Religion and Culture; **Christopher Campo-Bowen**, Performing Arts; **Silas Cassinelli**, English; **Breanna Ellington**, Education; **Mathias Elmer**, Performing Arts; **Lillian Frost**, Political Science; **Julie Gerdes**, English; **Gil Hersch**, Philosophy; **Annie Hesp**, Modern and Classical Languages and Literatures; **John Irrera**, Performing Arts; **Jennifer Lawrence**, Political Science; **Rachel Midura**, History; **Emmett O’Leary**, Performing Arts; **Caroline Sanner**, Human Development and Family Science; **Jeremy Sather**, Modern and Classical Languages and Literatures; **Andrew Wadoski**, English; **Megan Weaver**, English; **Heidi Williams**, Sociology; **Sarah Wilmot**, Apparel, Housing, and Resource Management; and **Philip Yaure**, Philosophy.

Fabian Prieto-Nañez, Science, Technology, and Society, was awarded the [Martha Moore Trescott Prize](#) by the Business History Conference for “Disrupting National Infrastructures: Satellite Television, Informal Trade, and Suitcase Entrepreneurs in the Caribbean in the 1980s.” The paper was presented at the Business History Conference, which was held virtually March 11–13; Prieto-Nañez received the award at the conclusion of the conference.

ASPECT doctoral student **Shaun Respass** presented “Caring for Depression: The Limits of Biomedical Treatment” at the 30th Annual Association for Practical and Professional Ethics International Conference, which was held virtually February 25–27.

Patrick Ridge, Modern and Classical Languages and Literatures, published the following: “Montando el Mundial ’78: las transmisiones de la Argentina 78 Televisora (A78TV)” (Staging World Cup ’78: The Transmissions of Argentina 78 Televisora [A78TV]), *Deporte y sociedad civil en tiempos de dictadura*, ed. Raanan Rein, Mariano Gruschetsky, and Rodrigo Daskal (Buenos Aires, Argentina: UNSAM EDITA, 2021), pp. 63–82; “[Be Like Mike: Mise-en-scène, Sport, and Globalization in Pedro Almodóvar’s Carne trémula](#),” *Contrapuntos VIII* (2021): 77–86; and “Cómo leer los clásicos...de fútbol” (How to Read the Classics...of Soccer), *Fútbol y sociedad en América Latina*, ed. Thomas Fischer, Romy Köhler, and Stefan Reith (Madrid, Spain: Iberoamericana Vervuert, 2021), pp. 395–408.

Theresa Rocha Beardall, Sociology, received a three-year grant from the William T. Grant Foundation for “Tribes and Families: Fulfilling the Dual Promise of Indian Child Welfare Reform” with co-Principal Investigator Frank Edwards, Rutgers University–Newark.

The College notes with sadness the death of **John Ryan**, Professor and Chair of the Department of Sociology from 2001 to 2019.

The College expresses its sorrow at the death of **Kusum Singh**, Professor Emerita in the School of Education. Singh joined the Virginia Tech community in 1992 as the first female faculty member in the Educational Research and Evaluation program. Additional information is included in the [VT News In memoriam](#).

Rebecca Weaver-Hightower, Professor and Chair of the Department of English, “[Enshrining Gender in Monuments to Settler Whiteness: South Africa’s Voortrekker Monument and the United States’ This is the Place Monument](#),” *Humanities* 10.1 (2021), 41, with Cynthia Prescott and Nathan Rees.

John Wells, Education, received the 2021 Distinguished Technology and Engineering (DTE) Professional award and the Academic of Fellows award from the International Technology and Engineering Educators Association. The [DTE designation](#) “is a coveted mark of distinction” that recognizes “outstanding performance and accomplishments in the field of professional technology and engineering education. As one of the highest honors for professional achievement in technology and engineering education, the DTE designation recognizes the attainments of technology and engineering educators.” The [Academy of Fellows award](#) is the

highest recognition the association can bestow upon an individual; it is based on leadership roles in the ITEEA and affiliated organizations; presentations and professional development activities at the local to international level; and recognition by peers. In the almost 90 years since the ITEEA was established, only 43 individuals have been honored with this award. Wells was recognized with both awards at the ITEEA annual conference, which took place virtually March 22–27.

Please submit items for inclusion in upcoming **News2Note** newsletters to Associate Dean Debra Stoudt at dstoudt@vt.edu.