



News2 Note

April 2014

The College of Liberal Arts and Human Sciences is pleased to announce that three students nominated for the ACC Meeting of the Minds Conference in the first round of competition at the College level were chosen in the second round at the University level to represent Virginia Tech. **Andrea Ledesma**, a senior History major, will present “Keep up the Fight: Eudora Ramsay Richardson and the Evolution of Feminism after Suffrage”; her faculty mentor is **Marian Mollin**, History. The research of **Taylor Moran**, a senior Communication major, is titled “Reading Marion Halcombe: The Heroine as Physiognomical Text in Wilkie Collin’s ‘The Woman in White’”; her faculty mentor is **Nancy Metz**, English. **Elizabeth (Jade) Womack**, a senior International Studies major, will present “Breast is Best: A Case Study of Advertising Techniques of Infant Formula Post-Nestlé Boycott (1984)”; her faculty mentor is **Peter Wallenstein**, History. The three CLAHS students are among eight from Virginia Tech selected to participate in the Ninth Annual ACC Meeting of the Minds undergraduate research symposium that will be held at the University of Pittsburgh April 3-5.

The following ASPECT students gave presentations at the 2014 ASPECT Graduate Student Conference titled “Critical Ecologies: Digital Habitats, Material Governance, and Global Inequalities”: **Ryan Artrip**, “The Principle of Virulence”; **Richard Curtis**, “The Secrets of Everyday Life: Information Gathering and the Demise of the Private”; **Claudio D’Amato**, “The Impossibility of Development: Poverty, Capabilities, and the Savior Complex”; **Francine R. de Paula**, “Brazilian Emergence and the Underside of Geopolitical Power”; **Taulby Edmonson**, “Gone with the Wind in Contemporary American Memory: Media Reception”; **Sascha Engel**, “The Institutional Economics of the European Sovereign Debt Crisis: Some Notes for an Alternative Approach”; **Barbara Hassell**, “Martyrs at the Heart: The Social-Religious Roles of Resistance Women during Nazi Germany”; **Elizabeth Jamison**, “State-based Immigration Efforts and Internally Displaced Person: An Experiment in Alabama”; **Holly Jordan**, “Black, Poor, and Jewish: The Ostracism of Ethiopian Jews in Modern Israel”; **Jordan Laney**, “Bluegrass 2.0: Post-Colonial Observation of Bluegrass Music’s Hypermediated Community”; **Jennifer Lawrence**, “Governing Nature, Sustaining Degradation: Toward a Normalization of Environmental Disaster in an Era of Unconventional Oil”; **Christian Matheis**, “Hegel’s Reproductive Issues: On the Recognition/ Reproduction Paradigm in Contemporary International Relations and Liberal Identity Politics”; **Kent Morris**, “Blurring the

Lines of Hubris: On the NSA, Ontology, and America's Collective Response to Securitization"; **Jamie Sanchez**, "Cultural Colonization: The Dual Displacement of the Mongolians of Inner Mongolia"; **Melissa R. Schwartz**, "Implications of Bio-Power in the French Colonial History of Slavery and Race"; **Tyler Suggs**, "When Aporia Isn't Good Enough: Derrida and Minow on Forgiveness and the Problem of Violence"; **Anthony Szczurek**, "Multiple Modernities and the Politics of Becoming." The conference was held March 21-22 on the Virginia Tech campus.

The 17th annual Brian Bertoti Innovative Perspectives in History Graduate Conference was held on March 21-22; it featured 33 presentations by students from one international and 15 U.S. institutions, including Virginia Tech. Department of History graduate students organized the conference; faculty from the departments of History and Religion and Culture as well as ASPECT doctoral student **Dana Cochran** served as discussants for the sessions. The following students presented papers: **Earl K. Cherry**, a junior History major; **Kate Good**, who earned her B.A. in History in 2011; **Erica Aiken**, **Eric Ames**, **Tyler Bergeron**, **Jay Coman**, **Alexandra Dowrey**, **Melea Foley**, **Alison Hight**, **Lucas Kelley**, and **Spenser D. Slough**, all master's students in History; and **Gregory Nelson**, a doctoral student in Science, Technology, and Society. Details about the conference are available [here](#).

Rosemary Blieszner, Alumni Distinguished Professor of Human Development, Associate Director of the Center for Gerontology, and Associate Dean of the Graduate School, published "The Worth of Friendship: Can Friends Keep Us Happy and Healthy? *Generations* 38.1 (2014): 24-30. She also gave the keynote address, titled "Demographic Change: Effects on Families and Societies," at the International Symposium on "Solidarity Between Young and Elderly Citizens Creating and Living a Joint Future – The Contribution of Older Persons," International Federation for Home Economics, which was held February 22 in Fulda, Germany.

Jennifer M. Bondy, School of Education/Teaching and Learning, and **Anthony A. Peguero**, Sociology, published "Immigration and Education: Complexities and Intersecting Factors with Schooling the Children of Immigrants" in *Understanding Diversity: Celebrating Differences, Challenging Inequality*, ed. Claire M. Renzetti and Raquel K. Bergen (Boston, MA: Pearson, 2015), pp. 128-43.

Several CLAHS undergraduate and graduate students participated in the Deans' Forum on Global Engagement on March 27. Making presentations were: **Wendy Gentry**, a doctoral Student in the School of Education/Curriculum and Instruction, "Cross-Cultural Education in the Classroom: An International Graduate Student Team Designs Online Instruction for Non-Profit Organizations Serving Developing Countries," with Katherine Cennamo, School of Education/Learning Sciences and Technologies; **Cassidy Grubbs**, a senior English major, "Learning Swiss: Exploring Switzerland's Higher Education System," with Jonathan Krone; **Tea Ivanovic**, a senior International studies major, "Comprehending the Incomprehensible: War Criminal and their Justification, the Victimization of Women by Women"; **Allison Laclede**, a junior International Studies major, "This Place Will Become Our Home"; **Sawsene Nejjar**, an exchange student from the EGE in Rabat, Morocco, studying Sociology, "Undergraduate Research, Student Exchange, and Building an International Community of Excellence"; and **Justin Shanks**, a doctoral student in Science,

Technology and Society, “Global Times Call for Global Perspectives: How Virginia Tech Prepares Graduate Students to Become Globally Engaged Faculty Members,” with Vice President and Dean Karen DePauw. Presenting posters were: ASPECT student **Michele Deramo**, “Despite Borders - How Kanere Free Press Produces Civil Society”; **Nicole Johnson**, School of Education/Educational Leadership and Policy Studies doctoral student, “Becoming a 21st Century Faculty Member and the Global Perspectives Program at Virginia Tech: A Case Study”; and **Morgan Witten**, a senior International Studies major, “Friends of Israel: Connecting Virginia Tech Students to Israel.” Johnson was the second prize winner and Witten was awarded third prize in the poster contest sponsored by the Virginia Tech chapter of Phi Beta Delta.

François Debrix, Political Science and ASPECT Director, gave the keynote address at the University of Warwick (UK) annual graduate conference in Security Studies on October 31, 2013. The title of his plenary presentation was “Body Parts of Terror: Rethinking Security Politics through the Disseminated Body.”

ASPECT student **Michele Deramo** presented “Right to a Story: How Kanere Free Press Transgresses Biopower” at the Refugee Voices Conference, which was held March 24-25 at Saint Anne’s College, Oxford, United Kingdom.

The following students participated in the College’s diversity symposium titled “Examining Difference, Power, and Privilege in Local and Global Communities”; CLAHS majors are in bold. Antonio Alexander, Business Information Technology sophomore, “Dual Racialization Practices: An Intersectional Approach to Puerto Rican Identities”; **Natasha Chadha**, English senior, “‘Booty’ Image in African American Children’s Literature, Magazines, and Pop Culture”; Nathaniel Foote, freshman Construction Engineering and Management major and Center for 21st Century Studies minor, “The Effect of International Travel on the Spiritual Perception of an Individual”; **Alexandria Hubbard**, Apparel, Housing, Resource Management sophomore, “A Case Study on a Kosher Kitchen for a Jewish Family”; **Tea Ivanovic**, International Studies senior, “Comprehending the Incomprehensible: War Criminals and Their Justification, Violence of Women by Women”; **Devon Johnson**, English senior, **Nicholas Robb**, History senior, **Will Gipe**, History senior, **Lorraine Feury**, Sociology and Mathematics senior, and Ryan Hopkins, Wood Science junior, “Virginia’s Crooked Road Heritage Trail”; **Matthew Johnson**, English, Mathematics, and Statistics sophomore, “Faithless Wars: War and Realism in Don Juan”; **Erica Lee**, Sociology senior, “Racial Identity, Campus Involvement, and Progress Toward On-Time Graduation”; **Allison Laclede**, International Studies junior, “This Place Will Become Our Home: Forced Relocation and Crisis in Refugee Resettlement”; **Andrea Ledesma**, History senior, “Keep Up the Fight: Eudora Ramsay Richardson and the Evolution of Feminism After Suffrage”; **Eric Schneider**, Political Science junior, “Militarization of Refugee Camps: Importation of Conflict Through Refugees in Central Africa”; and **John Wall**, Human Development and Psychology senior, “Familial Roles in Identity Disclosure.” The symposium was held March 28 in Squires Student Center.

Three School of Education faculty members are recipients of the 2014 P. Buckley Moss Scholarship, which is co-sponsored by the School of Education and the Institute for Creativity, Arts, and Technology. **Emily Fielder**, Educational Research and Outreach, received funding for

engagement in the National Art Educators Association 2014 convention; **Sue Magliaro**, Learning Sciences and Technologies, and Liesl Baum Walker, ICAT, garnered support for a four-day exploratory camp, in which participants are challenged to design and build an electronic musical instrument; and **Michele Seibert**, Virginia Career VIEW, was awarded funding for the creation of a workshop session to promote the use of art projects as a foundation for classroom career exploration activities.

The School of Education moved up to the rank of 83 in the United States from 100. The SOE's Career and Technical Education program again ranked fourth in the nation, under the listing of Technical/Vocational Programs. More information can be found in the recent article about [Virginia Tech's ranking as elite among world universities](#).

The School of Education held its Annual Awards Banquet on March 25. Honored for earning scholarship support for 2013-2014 were the following students: **Karley Arsenault**, Elementary Education; **Andrew Barrett**, Counselor Education; **Catherine Bianco**, Counselor Education; **Ryan Borden**, History and Social Sciences; **Dana Cone**, ESL and Multicultural Education; **Jacqueline Coppage-Miller**, Educational Leadership; **Sarah Deel**, Science Education; **Elvira Dimas**, Elementary Education; **Sarah Edwards**, Music Education; **Morgan Hicks**, Elementary Education; **Billi Hockman**, Science Education; **Kourtney Hunter**, Science Education; **Sara Johnson**, Music Education; **Laura Keith**, History and Social Sciences; **Beatriz Kodnovich**, Counselor Education; **Kristina Legg**, Educational Leadership; **Tyler Love**, I-STEM Education; **Lisa Mercer**, Educational Leadership; **Yannos Misitzis**, Educational Leadership; **Bentry Nkhata**, Career and Technical Education; **Brittan Orr**, Elementary Education; **Crystle Reed**, Elementary Education; **Allison Rolley**, Career and Technical Education; **Corinne Tsapatsaris**, History and Social Sciences; **Kimberly Williams**, Educational Leadership; **Megan Willis**, Science Education; and **Matthew Woods**, Educational Leadership. Honored as the 2013-2014 Outstanding Student in their respective program area were the following: **Susan Alvarado**, Counselor Education; **Julie Aurora**, Mathematics Education; **Jessica Chittum**, Educational Psychology; **Kristen Fowler**, Music Education; **Melanie French**, ESL and Multicultural Education; **Debbie Hunley-Stukes**, Educational Leadership; **Nicole Johnson**, Higher Education; **Brooke King**, English Education; **Evelien Schilder**, Instructional Design and Technology; **Laura Segedin**, Integrative STEM Education; **Andrea Sharpe**, Special Education; and **Rongrong Yu**, Educational Research and Evaluation.

School of Education faculty members **Michael Evans**, Learning Sciences and Technologies, and **Jesse "Jay" Wilkins**, Teaching and Learning, published "Technology Helps Students Transcend Part-Whole Concepts, *Mathematics Teaching in the Middle School* 19.6 (2014): 352-58, with Osman Balci, Mido Chang, Kirby Deater-Deckard, and Andy Norton.

Two School of Education/Curriculum and Instruction doctoral students participated in the Pupil's Attitudes toward Technology (PATT) 27 conference "Technology Education for the Future: A Play on Sustainability," held in Christchurch, New Zealand, December 2-6, 2013. **Michael Grubbs** presented "Bridging Design Research and Theory with Teaching and Learning," and **Tyler Love** presented "Theoretical Underpinnings toward Assessing Science Pedagogical content Knowledge (PCK) of Technology Educators."

The following CLAHS students and faculty were recognized at the 14th Annual Graduate Education Week Awards Banquet. **Alison Vick**, History, received the 2014 William Preston Society Outstanding Thesis Award for Social Science, Business, Education, and Humanities. **Heidi Lawrence**, English/Rhetoric and Writing, was recognized with the 2014 Outstanding Dissertation Award in the Social Sciences, Business, Education and Humanities category. **Bernice Hausman**, English, received the 2014 Outstanding Dissertation Advisor Award in the Social Sciences, Business, Education, and Humanities category; Hausman served as Lawrence's advisor. The College of Liberal Arts and Human Sciences Outstanding Graduate Student Awards went to master's student **Alison Hight**, History, and doctoral student **Andrea Swenson**, Human Development. The Outstanding Interdisciplinary Graduate Student was **Elizabeth Jamison**, ASPECT. **Natasha Cox**, Human Development, was honored with the Graduate Student Service Excellence Award. Honored as Who's Who Among Students in American University and Colleges was **Nick Warrington**, School of Education/Educational Leadership and Policy Studies. **Katie Barrow**, Human Development, was recognized with Graduate Teaching Excellence – Instructor Honorable Mention, and **Paige Horst**, School of Education/Curriculum and Instruction, with Graduate Teaching Excellence – Assistant Honorable Mention. **Tyler Love**, School of Education/Curriculum and Instruction, was recognized with Graduate Student of the Year Honorable Mention. Honored with Graduate School Citizen Scholar Awards were **Leonard Grant**, English, and **Tana Schiewer**, English. The banquet took place on March 27.

Anthony Kwame Harrison, Sociology, published “What Happens in the Cabin . . .’: An Arts-Based Autoethnography of Underground Hip Hop Song-Making,” *Journal of the Society for American Music* 8.1 (2014): 1-27; and “Schwarze Skifahrer? Über den ganz alltäglichen Rassismus im Sport“ [Black Skiing, Sports Stereotypes, and Everyday Racism], trans. Claudia Kotte, *Kulturaustausch: Zeitschrift für internationale Perspektiven* 1 (2014): 39.

The Department of History partnered with University Libraries to [relocate the Corps of Cadets Museum](#) from Rasche Hall to Newman Library. Master's student **Tyler Bergeron** and senior **Cort Rushton** served as interns on the project; their responsibilities included inventory of the nearly 1,000 items in the museum's collection.

On March 21 the Department of History Student Awards Ceremony was held in Owens Dining Hall in conjunction with the opening of the 17th annual Brian Bertoti Innovative Perspectives in History Conference. The following History undergraduates were recognized for their achievements: **Taylor Ullrich** was honored with the James W. and Martha N. Banks Award. The History Prize was awarded to **Grayson Van Beuren**, with **Diana Piskor** and **Leah Williams** being recognized with Honorable Mention. **Rachel Goatley** received the Curtis Award, with **Carmen Bolt** and **Derek Litvak** being recognized with Honorable Mention. **Courtney Howell** was awarded the Digital History Award; **Jarrid Dulaney** received Honorable Mention. **Kevin “Tiny” Dawson** was recognized with the Hayward Farrar Award. Two graduate students in History were also recognized with awards. **Alison Vick**, who earned an M.A. in History in 2013, received the 2012-2013 Outstanding Thesis Award; a 2013-2014 Outstanding Graduate Assistant Award was presented to **Erica Aiken**. **Marian Mollin** was the recipient of the Faculty Excellence Award, with **Matt Heaton** and **Paul**

Quigley receiving Honorable Mention; the faculty awards were given by the History Graduate Student Association.

Human Development doctoral students **Hoa Nguyen** and **Jamie West**, both enrolled in the Marriage and Family Therapy program, were awarded [fellowships from the American Association for Marriage and Family Therapy Minority Fellowship Program](#). The award is funded by a grant from the federal Substance Abuse and Mental Health Services Administration (SAMHSA) and supports the training of practitioners and researchers in mental-health and substance-abuse services, treatment, and prevention. It provides about \$20,000 per year in financial aid as well as a living allowance, leadership development, and professional guidance. Since 2007 89 students have received SAMHSA fellowships; among the winners have been eight Virginia Tech Human Development students – nearly 10 percent of the national total.

The following CLAHS students gave presentations as part of “(En)Gendering Human Rights: The 3rd Annual Forum on Human Rights”. Undergraduates **Danielle Girardi**, Political Science, “Lesbian, Gay, Bisexual, Transgender, and Queer Rights: A Hegelian and Nietzschean Approach,” and **Nneoma Nwankwo**, Political Science, “Menstruation Amongst Schoolgirls In Sub-Saharan Africa: Effects Of Poor Menstrual Hygiene Management Facilities In Schools On Female Pupils.” ASPECT students **Komal Dhillon**, “Material Realities of Pigmentocracy in Postcolonial India: Cultural, Political, Social and Economic Implications,” and **Christian Matheis**, “Governing Policies and Institutional Responses to International Refugee Crises.” The conference took place February 28 on the Virginia Tech campus.

The Institute for Society, Culture, and Environment (ISCE) presented a Summer Scholar award for Summer 2014 to Principal Investigator **Ilja Luciak**, Political Science, for “Security, Inequality and Gender in Central America: The Case of El Salvador.” A Summer Scholar In-Resident award was made to Co-PI **Sonja Schmidt**, Science, Technology, and Society, fellow Co-PI Ariel Ahram, and PI Patrick Roberts for “Building a Nuclear Safety, Security, and Safeguards Culture in the New Middle East.”

Aaron Johnson, a doctoral student in the School of Education/History and Social Science Education, presented “Creating Authentic Historical Inquiry by Way of Civil War Online Archive Valley of the Shadow” at the Virginia Council for the Social Studies in Roanoke on November 1-2, 2013. In addition, he presented “Critically Moving the Conversation Forward: Theory and Research in Social Education and 40 Years of Citizenship and Citizenship Education” at the annual conference of the College and University Faculty Assembly of National Council for the Social Studies in St. Louis, Missouri, November 20-21; he also served as a panel member on a symposium titled “Is the Concept of Historical Significance ‘Significant’ in the Preparation of History Teachers?” Johnson also published “Effective Methods for 21st Century Learning: A Teacher Action Research,” *Meridian: Journal of K-16 School Computer Technology* 16.2 (2013), online.

Brett Jones, School of Education/Learning Sciences and Technologies, published the fourth edition of *Essentials of Educational Psychology: Big Ideas to Guide Effective Teaching*, 4th edition (Boston:

Pearson, 2015) and *Instructor's resource manual for Essentials of educational psychology: Big Ideas to Guide Effective Teaching*, 4th edition (Boston: Allyn & Bacon, 2015), both with Jeanne E. Ormrod.

Stephen King, School of Performing Arts/Music, served as chair of the committee that developed two documents addressing the evaluation of school band directors for the American School Band Directors Association: "Administrator Guidelines for Band Director Observation `Look Fors'" and "Administrator Guidelines for Band Director Evaluation" (Guttenberg, IA: American School Band Directors Association, 2013).

ASPECT student **Jordan Laney** presented "Migration and Memory: The Bluegrass Mapping Project in McDowell County, NC" at the 2014 International Association for the Study of Popular Music - United States (IASPM-US) Conference on March 14-16 at the University of North Carolina at Chapel Hill, and "Rising Appalachia: How the Soundscape of Rising Appalachia Transcends the Borders of a 'Filthy Dirty South'" at the 37th annual Appalachian Studies Association Conference on March 28-30 at Marshall University in Huntington, WV.

Timothy W. Luke, University Distinguished Professor and Chair of the Department of Political Science, presented an invited plenary address titled "Actually Existing Sustainabilization: Developing, Designing, Deploying Global Inequalities" at "Critical Ecologies: Digital Habitats, Material Governance, and Global Inequalities," the 2014 ASPECT Graduate Conference, held March 21-22 on the Virginia Tech campus. In addition, he co-edited, with Ben Agger, *Gun Violence and Public Life* (Boulder, CO: Paradigm Publishers, 2014), which is anchored by his contribution as Chapter 1, "Gunplay and Governmentality: Sovereignty, Subjectivity, and Shootings in the United States," pp.1-26.

Elizabeth Struthers Malbon, Religion and Culture, published "The Healing of the Hemorrhaging Woman on Fourth-Century Sarcophagi from Rome" in *The Woman with the Blood Flow (Mark 5:24-34): Narrative, Iconic, and Anthropological Spaces*, ed. Barbara Baert (Leuven, Belgium: Peters Publishers, 2014), pp. 109-42; and "Narrative Criticism: Learning to Listen to the Story," *Journal of Catholic Theology and Thought* (Korea) 72 (2013): 11-43, special issue on Biblical hermeneutics.

Erika Meitner, English, recently published the following poems in anthologies: "North Country Canzone" in *250 Poems: A Portable Anthology*, 3rd ed., ed. Peter Schakel and Jack Ridl (New York: Bedford St. Martin's, 2013), pp. 300-302; "Yiddishland" and "Advice" in *The Bloomsbury Anthology of Contemporary Jewish American Poetry*, ed. Deborah Ager and Matthew Silverman (New York: Bloomsbury, 2013), pp. 146-49; and "Miracle Blanket" and "Fathom," *St. Peter's B-list: Contemporary Poems Inspired by the Saints*, ed. Mary Ann Miller (Notre Dame, IN: Ave Maria Press, 2014), pp. 5-6 and 37-38; these poems in journals: "Holiday Road Atlas" and "Bang Bang Lullaby Remix (1992)," *Barn Owl Review* 7 (Spring 2014): 33-37; "Swift Trucks," *Pleiades* 34.1 (Winter 2014): 113-15; "[Continuation](#)," *Shenandoah: The Washington and Lee University Review* 63.2 (posted March 2014); "[Seven Fragments about Christmas and an Episode of Night Swimming](#)," "[Factography 4: Hometown](#)," "[Loss Prevention Starts with You](#)," and "[By the attachments with which we come](#)," *Ampersand Review* (posted March 2014).

ASPECT student **Kent Morris** presented “Wherever Drones May Roam: Roving Exceptions and New Spaces of Terror” at the International Studies Association conference, which was held March 26-29 in Toronto, Canada.

Carol A. Mullen, Director of the School of Education and Associate Dean for Professional Education, co-authored *Shifting to Fit: The Politics of Black and White Identity in School Leadership* (Charlotte, NC: Information Age Publishing, 2014), with Kim C. Robertson.

On March 7 the following students traveled to the National Library of Medicine in Bethesda, Maryland, as part of a research project on the Russian flu 1889-1890; CLAHS students are in bold: Alexis Abraham, a sophomore in Engineering; Veronica Kimmerly, a junior in Engineering and Mathematics; Nicholas Mehfoud, a senior in Biological Sciences; **Emily Oliver**, a senior History and Spanish major; **Anna Pope**, a sophomore History and Political Science major; Madison Rawles, a senior Chemistry major and French minor; and **Grayson Van Beuren**, a senior History and Art History major. The project director is **Tom Ewing**, History and Associate Dean. The students met with research scientists who offered advice on their research projects, were introduced to the Pandemic Influenza Digital Archive, and spent time working with rare published materials held in the History of Medicine Division collection. The students also are preparing materials that will be posted on the Circulating Now blog hosted by NLM; in most cases they are working with materials in French, German, and Spanish.

Charles Nichols, SOPA/Music, presented his composition *Sound of Rivers: Stone Drum*, at the national conference of the Society of Electroacoustic Music in the United States, held March 28 at Wesleyan University in Middletown, CT. The multimedia collaboration also featured Nichols on electric violin.

Lisa Pennington, a doctoral student in the School of Education/History and Social Science Education, presented “Thinking Critically about World War One” with Amanda Williams at the Virginia Council for the Social Studies, held in Roanoke on November 1-2, 2013, and “Primary Sources, Critical Thinking, and the World War One Centennial,” also with Williams, at the National Council for the Social Studies conference in St. Louis, Missouri, on November 22, 2013. In addition, she presented “Hands-on History” at the American Battle Monuments Commission Teacher Summit, which took place on November 16, 2013 in Washington, D.C.

It is with deep sadness that the College notes the death of **Sam G. Riley III**, Professor in the Department of Communication. He joined the Virginia Tech community in 1981. Named National Magazine Educator of the Year in 2001 by the Association for Education in Journalism and Mass Communication, Riley published 14 academic volumes on the history of the magazine publishing industry, newspaper columnists and their work, and celebrity culture, as well as a two-volume encyclopedia on African Americans and the U.S. news media. He published dozens of scholarly articles on media figures and topics and more than a thousand reference book entries on Southern newspapers and Southern magazines. He was well known as an editorial writer, and his opinions and stories appeared in venues such as the *New York Times*, *Washington Post*, *Los Angeles Times*, and *Chicago Tribune*. An award-winning teacher, Riley taught a wide range of undergraduate and

graduate courses, including courses in journalism, magazine writing, the history of mass media, and communications law. He earned his bachelor's degree from Davidson College, and the M.B.A. and Ph.D. from the University of North Carolina. A memorial service was held on March 29. Additional information can be found in the [VT News In memoriam](#) as well as the [Roanoke Times](#).

Sumeyra Sahbaz, a doctoral student in Educational Research and Evaluation, and School of Education/Learning Sciences and Technologies faculty member **Brett Jones** presented "Testing a model of motivation and science identification with middle-school students" at the annual meeting of the Eastern Educational Research Association, held February 22-24 in Jacksonville, Florida.

Tana Schiewer, a doctoral student in English/Rhetoric and Writing, presented "Out of Sight, Out of Mind: The Rhetorical Challenges of Invisible Disabilities" at the Conference on College Composition and Communication on March 20 in Indianapolis, Indiana. On March 7 she presented "Compelling Messages for Nonprofits: How to Talk about Your Organization to the People You Need to Reach," a workshop she developed thanks to a John E. Dooley Student Engagement Grant she was awarded in Spring 2013.

Sarah Sierra, Foreign Languages and Literatures/Spanish, published: "*La sombra*, Memory, and the Narrative Self: Galdós's Practice of Realism," *Decimonónica* 11.1 (2014): 30-45.

Sociology faculty members **Michael Hughes** and **K. Jill Kiecolt**, with Verna M. Keith, published "How Racial Identity Moderates the Impact of Financial Stress on Mental Health among African Americans," *Society and Mental Health* 4 (March 2014): 38-54.

ASPECT student **Anthony Szczurek** published a review of William Connolly's *A World of Becoming*, [Interstitial: A Journal of Modern Culture and Events](#) (March 2014), online.

As Principal Investigator, **Catherine Ulrich**, School of Education/Teaching and Learning, was awarded a [NSF Robert Noyce Teacher Scholarship grant](#) in the amount of \$800,000 for the project "Virginia Teach, Phase II: A Community-Based Approach to Serving Mathematics Students in Need." Co-PIs are **Jesse "Jay" Wilkins** and **Bettibel Kreye**, also from the Department of Teaching and Learning, along with colleagues from the Department of Mathematics. The Noyce scholarship program encourages STEM majors and professionals to become K-12 mathematics and science teachers; in return for support from Virginia Teach, which awards one- to three-year scholarships, recipients make a commitment to teach in high-needs school districts. Virginia Tech's School of Education and Department of Mathematics, Montgomery County Public Schools, Roanoke City Public Schools, New River Community College, Southwest Virginia Community College, and Virginia Western Community College are part of the Phase II partnership. The project is one of 20 grants selected for funding from a total of 103 proposals. Current Noyce Scholars at Virginia Tech, all School of Education/Curriculum and Instruction students, are **Julie Aurora**, **Sarah DeVito**, **Ben Petersen**, **Shawn Savage**, and **Brett Sherfy**.

The following students were recipients of awards from the CLAHS Undergraduate Research Institute (URI) in Spring 2014. **Earl Cherry**, a junior History major, garnered support for “Tales from Fincastle Hall: How a Community College Grew Up,” which he will present at the Virginia Social Sciences Association Annual Conference in April; his faculty mentor is **Peter Wallenstein**, History. Funding for this presentation was provided by the Department of History. **Mason Gottschalk**, a junior Music major, received support on behalf of a group of students for the Linux Laptop Orchestra Team’s performance at the National Student Electronic Music Event, held in February at Georgia Southern University in Statesboro, GA; other musicians in the group were: Brock Allen, Computer Engineering, Wisdom Ebirim, General Engineering, **Chris Kurlmel**, Music, Erik Rodriguez, Mathematics, and alumnus Paul Sathre, Computer Science. The faculty mentor for the team is **Charles Nichols**, School of Performing Arts/Music. **Devon Johnson**, a junior English major, was awarded grant support for “Listening to the Landscape of Creation: Benefiting Quilt Knowledge in Virginia’s New River Valley through Research and Rhetoric”; his faculty mentor is **Carlos Evia**, English. **Demetria Lee**, a sophomore English, Philosophy, and Political Science major, received an award to present “Teaching Tolerance: The Limits of Contemporary Approaches to Violence Prevention” at the International Conference on Conflict Resolution, which will be held at George Mason University in June; the paper is co-authored with **Marc Lucht**, Interim Director of the Undergraduate Research Institute, who also serves as faculty mentor. **Derek Litvak**, a sophomore History major, garnered support for “Falling Sacrifice to Despotism: Virginians Respond to the Intolerable Acts of 1774,” to be presented at the Virginia Social Sciences Association Annual Conference in April; Litvak’s faculty member is Peter Wallenstein. Funding for this presentation was provided by the Department of History. English senior **Bethany Melson** was awarded funding to present “Lawless Women: A Feminist Look at the Appalachian Female in Film and Literature” at the Appalachian Studies Conference in March; her faculty mentor is **Serena Frost**, English. Senior Theatre and Cinema major **Matthew Schott** was awarded support for “Refresh,” which he will be performing at the Edinburgh Fringe Festival in August 2014; his faculty mentor is **Robert Leonard**, School of Performing Arts/Theatre and Cinema. **Cara Stombock**, a junior History major, received support for her research related to a service learning project this summer in Kakuma, Kenya; her faculty mentor is **Brett Shadle**, History. Funding for this project was provided by the Department of History. **Lisa Thai**, a junior Human Development and International Studies major, garnered support for “A Causal-Comparative Study about the Educational Systems for Refugees in Kakuma, Kenya, and Quito, Ecuador”; her faculty mentor is Brett Shadle. **Shelbie Turner**, a junior Human Development major, received support on behalf of a team of students working on the project titled “Implementation and Assessment of one-on-one Companion Visit Kits for Dementia Residents in a Continuing Care Facility”; additional team members were: Anne Brown, Biochemistry, **Lauren Byrd**, Human Development, **Katherine Eastham**, Human Development, and Suh Hee Yang, Psychology. Faculty mentor for the project is **Shannon Jarrott**, Human Development. **Benjamin Wiley**, a senior Classical Studies major, received funding to present “The Magi as Wise Men: Contextualizing Cicero’s *De Divinatione*” at the University of Tennessee Third Annual Undergraduate Classics Conference; his faculty advisor is **Richard Phillips**, Department of Foreign Languages and Literatures/Classics. In addition, the following academic units were awarded URI grants in support of their undergraduate research initiatives: Classics program, Department of English, and Department of History.

The following students presented posters at the 2014 WEAVE Connections Conference, which was held March 3-5 at The Inn; CLAHS students are in bold. "Evaluation Design for Center for the Enhancement of Engineering Diversity Peer Mentoring Program," **Adrien DeLoach**, School of Education/Educational Leadership and Policy Studies; "Eat Well, Learn Well, Be Well: Evaluation of a Community Service Project," **Andrea Sharpe**, School of Education/Curriculum and Instruction, and **Paige Horst**, SOE/Curriculum and Instruction; "Graduate Teaching Assistants' Perception of Preparedness, Support, and Evaluation in Teaching Responsibilities," **Connie Jones**, School of Education/Counselor Education, **Katherine Hickey**, Human Development, **Kelly Woods**, School of Education/Higher Education, **Xuejing Duan**, School of Education/Educational Research and Evaluation, and **Jennifer Keith**, SOE/Counselor Education; "Instructor Influences on and Impressions of Student Learning in STEM Fields," **Daniel Yaffe**, SOE/Curriculum and Instruction, **Tracey Birdwell**, SOE/Curriculum and Instruction, **Jianqiang Zhang**, SOE/Curriculum and Instruction, George Kuster, and Philip Dominy; "Factors Influencing Knowledge Sharing Between Peers Outside the STEM Classroom," **Ashley Gess**, SOE/Curriculum and Instruction, **Songze Li**, SOE/Curriculum and Instruction, Shihao Zhou, and Samuel Doak; "Evaluation Design for the Virginia Tech Writing Center," Xuejing Duan and **Yue Sun**, SOE/Educational Research and Evaluation; "VT PhysTEC Project: An Evaluation of Effectiveness," **Lauren Hatfield**, SOE/Educational Research and Evaluation, **Mary Norris**, SOE/Educational Research and Evaluation, D. Adam Cletzer, and Havva Savran Al-Haik; and "MAOP Summer Research Internship: Program Evaluation Plan," **Elsa Camargo**, **Nicole Johnson**, and **Delight Yokley**, all SOE/Educational Leadership and Policy Studies, and **Byron Hughes**, SOE/Higher Education.

Alan Weinstein, School of Performing Arts/Music, performed a concert of new music with the Kandinsky Trio at the Garth Newel Music Center in Warm Springs, Virginia on March 8. The performance included premiers of compositions by two other Virginia Tech School of Performing Arts/Music faculty: "Dust" for trio and computer by **Ivica Ico Bukvic** and "Thoughts and Dialogues" by **Dwight Bigler**. These works were repeated, along with additional works, at the Kandinsky Trio Series concert at Roanoke College in Salem, Virginia, on March 15. Weinstein and the other members of the trio also performed, taught, and gave seminars at the Garth Newel Music Center's Amateur Chamber Music Retreat March 13-16.

Matthew Wisnioski, Science and Technology in Society, was awarded \$187,425 from the National Science Foundation as the Principal Investigator for "Developing Innovators and Expertise for Fostering Innovation."

Laura Zanotti, Political Science, and Max Stephenson, Public and International Affairs, and their edited volume *Building Walls and Dissolving Borders: The Challenges of Alterity, Community and Securitizing Space* were featured as the [March Visible Scholarship Initiative](#), a monthly celebration of research and creative scholarship in the liberal arts and human sciences, sponsored jointly by the College and the University Libraries. A reception on March 3 featured remarks by Zanotti and Stephenson about the book and their research.

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