

2012
Auburn Author
Awards

April 25, 2012



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2012 Auburn Author Awards

PROGRAM



Welcome

Dr. George Flowers

Dean Bonnie MacEwan

Presentation of Auburn Author Awards

Dr. George Flowers

Dr. George Crandell

Reception

The publication of a book-length scholarly work is a significant milestone in an academic career, and we are pleased to honor the faculty represented here.

The Graduate School wishes to extend special thanks to Dr. Ted Becker, Alma Holladay Professor of Civic Engagement in the Department of Political Science. Thanks to Dr. Becker's advocacy on behalf of graduate faculty, the Auburn Author Awards program - after a hiatus of several years - was resumed in 2011.

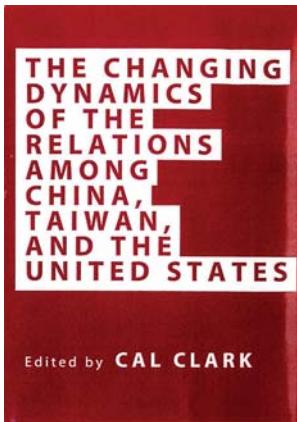
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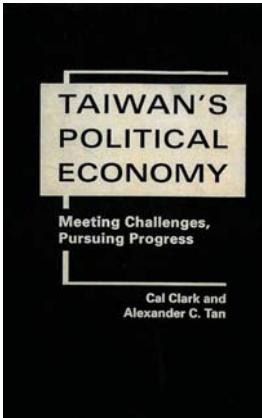


Cal Clark is the Director of the MPA Program and Alumni Professor of Political Science at Auburn University, who received his PhD from the University of Illinois. His major research and teaching areas are the political economy of development and Taiwan politics. He has published over 20 books and 250 journal articles and book chapters. In 2004, he won the College of Liberal Arts' Excellence in Advising award; and he is the 2007 recipient of Auburn University's Minority Achievement Award for mentoring minority students and faculty. He is a past President of the American Association for Chinese Studies; and he administered a \$150,000 grant in HUD's Community Development Work Study program.



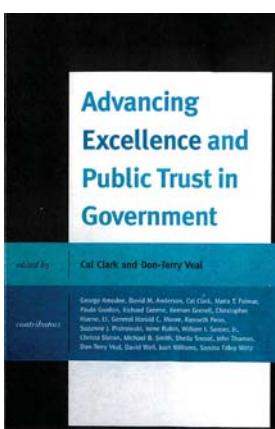
Advancing Excellence and Public Trust In Government

This book seeks to understand and analyze the relations among China, Taiwan, and the United States in the early twenty-first century. In particular, it explores what causes change in the relations among Beijing, Taipei, and Washington and how stable the new era is likely to be. Consequently, especial emphasis is placed on the factors promoting change or stability in the interactions among these three countries and upon the policy choices facing their governments. The major topics include the dynamics of the “strategic triangle” that defines cross-Strait relations, the domestic politics and policies of Taiwan and China, and the growing economic integration across the Taiwan Strait.



Taiwan's Political Economy

The book provides an analytic model explaining Taiwan's successful economic and political development in the second half of the twentieth century, with short cases that illustrate the general themes. It then argues that the very success of this strategy caused problems for the country later in its developmental sequence and discusses how Taiwan is now meeting these challenges.



The Changing Dynamics of the Relations Among China, Taiwan, and the United States

Over the past four decades, public trust of government in the United States has fallen dramatically. This book discusses how increasing transparency in government could promote more public trust. In particular, it covers three broad themes. The first concerns transparency about government operations per se, such as how decisions are made and what detailed budgets are. A second and somewhat broader theme concerns greater transparency of “performance measures” which tell us what the effects of specific policies are and how effective or efficient government agencies are. Third and even more broadly, several of the contributors argue that general questions of governance provide the key for a renewal of public trust among our citizenry.

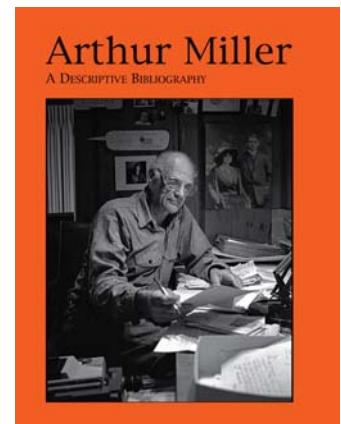
George W. Crandell is Associate Dean of the Graduate School at Auburn University and a professor of English. He is the author of *Tennessee Williams: A Descriptive Bibliography* and editor of *The Critical Response to Tennessee Williams*.



Arthur Miller: A Descriptive Bibliography

Twice awarded the Drama Critics' Circle Award for Best Play and once the Pulitzer Prize for drama, Arthur Miller is recognized internationally as one of the best American playwrights of the twentieth century. He is perhaps best known for the creation of Willie Loman in his tragedy of the common man, *Death of a Salesman*. With the production of *The Crucible* in the 1950s, Miller drew parallels between the puritan-era Salem witch trials and the hunt for Communist reds in the cold war-era of America, drawing forth both political ire and critical acclaim. Miller's career spanned more than six decades, during which time his plays, essays, films, and stories engaged his audiences with a heightened sense of political awareness and moral consciousness.

Arthur Miller: A Descriptive Bibliography traces the publishing career of this great American dramatist by chronicling the publication of his books, collections of plays, stories, and essays. Organized into eight sections, the bibliography lists or describes separate publications, collected editions, first-appearance contributions to books, pamphlets, occasional publications, first appearances in magazines and newspapers, translations, publications in braille, music, and dust jacket blurbs. First English and American editions are described in full, providing descriptions or images of the title page, copyright page, binding, and dust jacket. Descriptions of the first editions also include details about the size and collation of books, pagination, contents, publication, and printing. For short story collections, items within the volume are listed and a number or symbol is included to indicate first collected appearance. For binding entries, a description of cloth types, page trimming, and page-edge gilding or staining is included. The number of copies is listed when information from the publisher's records is available, and public information derived from copyright records, publisher's records, correspondence with publishers, and book trade announcements. The bibliography also includes a comprehensive index and a CD-ROM containing title pages and color images.





David C. DiRamio is an Associate Professor of Higher Education Administration at Auburn University. DiRamio serves as the faculty advisor for Auburn University's Veterans Learning Community, an initiative for students with military experience to take classes with other student veterans who share similar interests and experiences. He serves as the National Association of Student Personnel Administrators (NASPA) liaison for the American Council on Education's Severely Injured Military Veterans: Fulfilling Their Dream initiative, a program to assist severely injured veterans transition to college. DiRamio is the recipient of NASPA's 2006 Melvane Hardee Dissertation of the Year award. He received both B.S. and M.B.A. degrees from the State University of New York at Buffalo and a Ph.D. in Educational Leadership from the University of Nevada, Las Vegas. David is a U.S. Navy veteran.



Veterans in Higher Education: When Johnny and Jane Come Marching to Campus

According to an American Council on Education report in 2008, as many as two million students with military experience will take advantage of their educational benefits and attend postsecondary institutions in all sectors of higher education during this decade. This "non-traditional" population, known as student veterans, includes those who have exited the armed services and those who still have military ties. They bring life experiences that few traditionally-aged students, or, for that matter, faculty members, campus staff, or administrators can relate to or claim for themselves. These men and women are veterans of the wars in Iraq and Afghanistan and many of them have faced war-related trauma, such as fierce combat, roadside bomb explosions, physical and/or psychological injuries, and the deaths of their fellows. As this unique population of students continues to grow on campuses across the nation, professionals in higher education, including those serving in central administration, academic affairs, and student affairs are increasingly interested in understanding more about these students and helping them succeed.

This volume is intended to provide useful information about students with military experience who are attending college by blending the theoretical, practical, and empirical. We use some of the best known theories and research in the literature on higher education as comfortable starting points from which to investigate the phenomenon of the veteran attending college. In some instances, we contacted the major theorists themselves and they generously contributed their thoughts about student veterans. The expert contributions strengthen the information provided for the reader and are to be used to integrate student development theory in planning programs and services for this population.

Drawing from information provided in this monograph and other sources, higher education professionals who possess a fundamental understanding of the issues faced by the student veteran population can provide sorely needed assistance in the transition to college, persistence at the institution, and degree attainment.

Margaret Fitch-Hauser, an Associate Professor of Communication at Auburn University, has been involved in listening research for over 25 years. She has been an active member of the International Listening Association, including serving three years as the editor of the *International Journal of Listening*. Her listening research has focused on listening fidelity, information distortion in recall, the impact of schema on the listening process, and other application-focused topics. She currently chairs the Department of Communication and Journalism and teaches at the undergraduate and graduate level. Her recent research focuses on listening fidelity and developing two new measures of listening. Dr. Fitch-Hauser has authored one textbook on business writing, a number of book chapters and cases studies, as well as numerous scholastic papers.



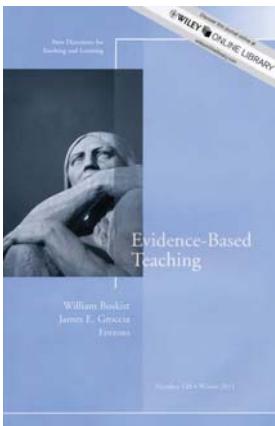
Listening: Processes, Functions, & Competency

Listening: Processes, Functions, & Competency provides a theory and research-based discussion of listening as a cognitive process, as a social function, and as a critical professional competency. The first section of the text introduces foundational concepts, such as types of listening, as well as cognitive and individual-related factors that may affect listening processes. The second section addresses social aspects of listening such as how it affects and is affected by the important relationships in our lives. The third section addresses listening in selected professional contexts, while the final chapter focuses on the future of listening – emerging contexts and research.



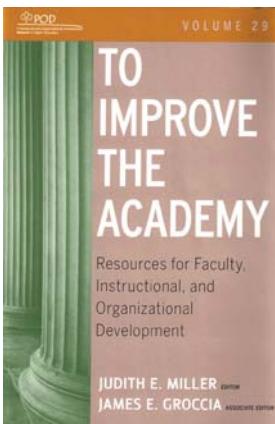


James E. Groccia is the Director of the Biggio Center for the Enhancement of Teaching and Learning and Associate Professor in the Department of Educational Foundations, Leadership and Technology. He was a Fulbright Scholar in Estonia at the University of Tartu's Institute of Educational Sciences during fall, 2011. In addition to faculty development work, Jim teaches graduate courses on teaching and higher education and coordinates Auburn University's Graduate Certificate in College/ University Teaching. He is a former POD Network President and Core Committee member. Jim received his doctorate in Educational Psychology and Guidance from the University of Tennessee. Groccia has presented at dozens of national and international conferences, conducted hundreds of workshops worldwide, has served as a consultant to institutions nationally and abroad, and has authored numerous articles and book chapters on teaching and learning issues.



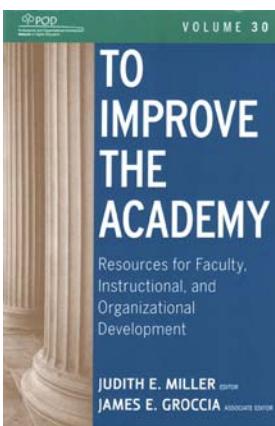
Evidence-Based Teaching

In the past several years researchers have not only investigated key variables influencing teaching and learning, they also have applied empirical findings to develop and refine new systems of teaching and learning—approaches that provide the infrastructure for the day-to-day organization and assessment of student learning over the course of an academic term. This volume presents an overview of these systems and offers an assessment of the effectiveness of each relative to both student learning and enjoyment of the learning process. Written by leading teaching scholars, these systems include the lecture, problem-based learning, case studies, team-based learning, interteaching, service-learning, just-in-time teaching, Web-based computer-aided personalized instruction, and online teaching. This is the 128th volume of the Jossey-Bass higher education quarterly report *New Directions for Teaching and Learning*.



To Improve the Academy, Resources for Faculty, Instructional, and Organizational Development, Volume 29

The annual publication of the Professional and Organizational Development Network in Higher Education, this book offers a resource for improving teaching and learning in higher education. Targeted toward faculty, instructional developers, department chairs, deans and other academic leaders this volume contains 22 contributions organized into three sections: Enriching our Colleagues; Enriching our Campus Contexts; and Enriching Our Craft.



To Improve the Academy, Resources for Faculty, Instructional, and Organizational Development, Volume 30

The annual publication of the Professional and Organizational Development Network in Higher Education, this book offers a resource for improving teaching and learning in higher education. Targeted toward faculty, instructional developers, department chairs, deans and other academic leaders contains 22 contributions organized into four sections: Promoting our Colleagues' Professional Success; Supporting Institutional Priorities; Broadening the Campus Context; and Developing our Craft.

Kathleen Hale, J.D., Ph.D., is an Associate Professor in the Department of Political Science and MPA Program at Auburn University. Kathleen Hale teaches graduate and undergraduate courses in public administration and political science, with an emphasis on nonprofit organizations, intergovernmental relationships, and the capacity of the public sector to address matters of public concern. Her research on information networks and capacity in intergovernmental systems has been published widely including *Public Administration Review*, *Policy Studies Journal*, *Journal of Information Technology & Politics*, and *Government Information Quarterly*. At Auburn, her research has also combined with teaching in the development of a graduate concentration and certificate in Nonprofit Organizations and Community Governance in the MPA Program. Prior to joining Auburn in 2006, Kathleen served as a policy advisor, board member, and legal counsel to nonprofit organizations and government offices.

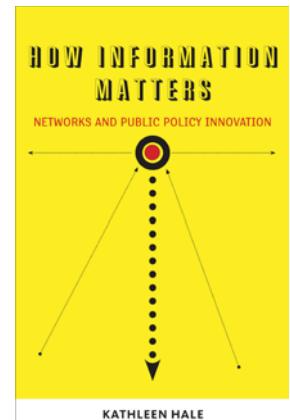


How Information Matters: Networks and Public Policy Innovation

How Information Matters: Networks and Public Policy Innovation is a book about how particular types of information generated by nonprofit organizations have been critical to public administrators in designing innovative solutions to challenging public policy dilemmas. *How Information Matters* demonstrates the value of nonprofit organizations in designing and implementing successful policy change in the American public policy process. The book chronicles the development of institutional linkages between nonprofit organizations and government policy decisions and the positive influence of nonprofit organizations on public policy at the state, local, and national level.

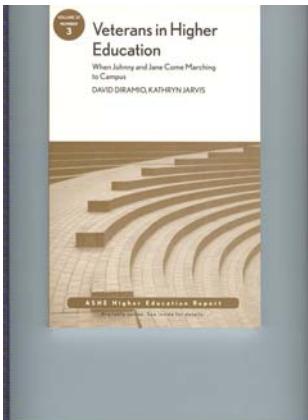
A centerpiece of the argument of the book is the tension that is created between different types of information generated by nonprofit organizations to advance their unique missions. A typology of champions, challengers, supporters, and bystanders is used to highlight the information positions of national nonprofit organizations engaged in criminal justice reform around the particular ideas encapsulated in a drug court as an innovative solution to one aspect of the intersection between drug use and crime.

How Information Matters demonstrates how a network becomes effective and transforms information into action through the strategic exchange, synthesis, and diffusion of ideas. *How Information Matters* also demonstrates how nonprofit organizations add value to the public policy process through information-oriented collaboration that reaches down from a national level and takes shape in the everyday decisions of public administrators and their local communities. The types of information, tools, and processes described in this study were instrumental for public administrators seeking to bring this program to life in their communities. The book provides valuable insight into the role of national professional associations of all types and the role of local interpretation in designing and operating public programs. The book also suggests a prototype for engaging diverse groups of professionals across jurisdictional lines in a search for common language and common ground in resolving issues of public concern.





Kathryn Jarvis has been an administrator and faculty member in private and public higher education for more than thirty years. She has written and presented in her fields nationally and internationally and most recently served as a member of the National Academic Advising Association (NACADA) journal editorial board. At Auburn University Kathryn is responsible for academic support services, which includes tutoring services, academic counseling, and freshmen year courses. The text for freshman year course Success Strategies, which she edited, has been used by other colleges who offer similar programs. Jarvis teaches college student development in Auburn University's higher education graduate program. She served as the first Dean of the Faculty and Acting President at Beacon College where she was responsible for the leadership and management of a small college for students with learning disabilities awarding the BA and the AS degrees. Prior to this appointment she taught undergraduate and graduate courses at Curry College and Lesley Graduate School of Education. Kathryn received a Ph.D. from Florida State University in higher education, a M.A. from Tufts University in education/child development and a B.A. from the University of Florida in communication disorders.



Veterans in Higher Education: When Johnny and Jane Come Marching to Campus

According to an American Council on Education report in 2008, as many as two million students with military experience will take advantage of their educational benefits and attend postsecondary institutions in all sectors of higher education during this decade. This “non-traditional” population, known as student veterans, includes those who have exited the armed services and those who still have military ties. They bring life experiences that few traditionally-aged students, or, for that matter, faculty members, campus staff, or administrators can relate to or claim for themselves. These men and women are veterans of the wars in Iraq and Afghanistan and many of them have faced war-related trauma, such as fierce combat, roadside bomb explosions, physical and/or psychological injuries, and the deaths of their fellows. As this unique population of students continues to grow on campuses across the nation, professionals in higher education, including those serving in central administration, academic affairs, and student affairs are increasingly interested in understanding more about these students and helping them succeed.

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Carole E. Johnson is a full Professor in the Department of Communication Disorders at Auburn University and runs the Auditory Rehabilitation Laboratory. She received her Ph.D. from the University of Tennessee at Knoxville and her Au.D. from the Pennsylvania College of Optometry, School of Audiology. Aside from publishing over 70 refereed articles and book chapters, she has co-authored two books, *Guidebook for Support Programs in Aural Rehabilitation* (Singular, 1999) and *Handbook of Outcomes Measurement in Audiology* (Singular, 2002). In addition, she was recipient of the Larry Mauldin Award for Excellence in Education in 2007.

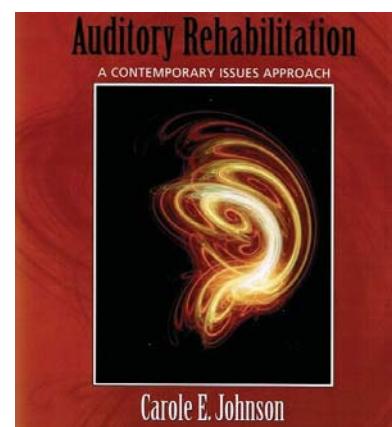


Introduction to Auditory Rehabilitation

Introduction to Auditory Rehabilitation provides students with a solid foundation of essential auditory rehabilitation concepts, knowledge, and skills within the context of critical contemporary issues that successfully prepares future practitioners for service provision to diverse patient populations in the real world.

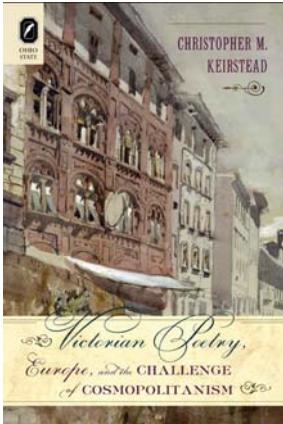
While a “rubber hits the road” approach engages and immerses students in the real world of clinical practice and decision-making, a bevy of pedagogical features including learning objectives, casebook reflections, learning activities, and review exercises to help readers to process and internalize the central issues, tools, and philosophies of the field.

The first section of the textbook provides a contemporary context for learning including an introduction to auditory rehabilitation, the psychosocial aspects of hearing impairment, and discussions of professional and multicultural issues. A full chapter is devoted to evidence-based practice and provides tools for use in clinical decision-making. The second section focuses on technology with informative chapters on hearing aids, cochlear implants, and assistive hearing technology. The final section covers the effects of and treatments for hearing impairment across the lifespan using process-driven, patient- and family-centered philosophies.





Christopher M. Keirstead is an Associate Professor of English and Coordinator of Graduate Studies for the English Department. He first joined the Auburn faculty in 1999. His teaching and research focus on issues of travel, mobility, and cultural exchange in Victorian literature and contemporary travel writing. In addition to his recent book, Dr. Keirstead has also published a number of articles on Victorian poetry, travel writing, and the novels of Charles Dickens. This summer, he will be teaching a course on Dickens's London for the English Department's Study Abroad Program, conducted through Regent's University.



Victorian Poetry, Europe, and the Challenge of Cosmopolitanism

The scope and complexity of the encounter with Europe in Victorian poetry remains largely underappreciated despite recent critical attention to the genre's global and transnational contexts.

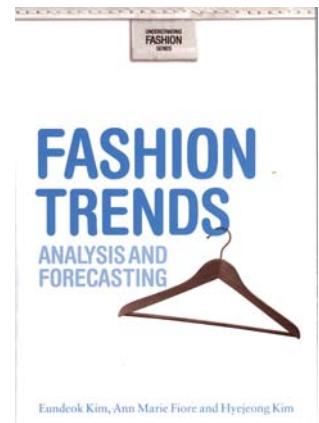
Providing much more than colorful settings or a convenient place of self-exile from England, Europe—as destination and idea—formed the basis of a dynamic, evolving form of critical cosmopolitanism much in tune with attempts to theorize the concept today. *Victorian Poetry, Europe, and the Challenge of Cosmopolitanism* reveals how a diverse range of poets sought to re-situate the form within a broad European political and cultural frame of reference. At the same time, a strong awareness of the difficulties of sustaining genuine, transformative contact between cultures permeates the work of these poets. The challenge of cosmopolitanism thus consisted not only in the threat it posed to entrenched assumptions about what was normative, natural, or universal, but in the challenge cosmopolitanism posed to itself. The poets who make up this study—Matthew Arnold, Arthur Hugh Clough, Elizabeth Barrett Browning, Robert Browning, Algernon Charles Swinburne, William Morris, and Thomas Hardy—were careful to temper cosmopolitan dreams with reality—to question the sometimes easy ways travel, mobility, and global free trade were equated with notions of progress. In turn, their work challenges us to reconsider the boundaries that still define much of our understanding of Victorian poetry and its potential to engage critically with the larger geopolitical forces of its time and our own.

Hye Jeong Kim obtained her master's degree from The Ohio State University and doctoral degree from Iowa State University with majors in consumer sciences and clothing and textiles and a minor in quantitative psychology. Dr. Kim's research interests focus on consumers' affective, cognitive, and conative responses to website design and service quality in online shopping. She also has conducted research on the use of e-commerce in small businesses and influence of product designs on consumer responses using functional resonance imaging (fMRI) and psychometric methods. She has taught undergraduate and graduate courses in the areas of consumer behavior, retail management, visual merchandising, and merchandising portfolio. The book *Fashion Trends: Analysis and Forecasting* is her first book publication based on her 9 years of experience as an apparel designer.



Fashion Trends: Analysis and Forecasting

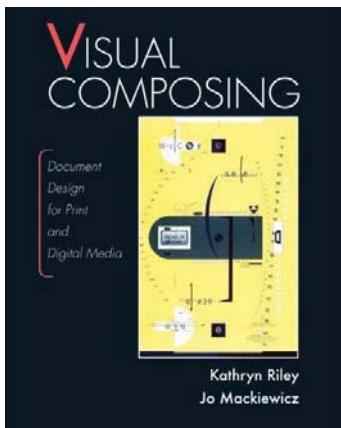
Forecasting is vital to successful product and brand development; this includes all fashion products from apparel to automobiles. The importance of forecasting has grown with the shift to more time-based competitive merchandising strategies. Forecasting facilitates the alignment of products with consumer preferences and the timely arrival of products in the market place. Therefore, staying current with the fashion trends shared by consumers across the world is a crucial issue for fashion companies to survive in the competitive international fashion industry. This book is designed to help students understand how fashion trend forecasting is developed and employed by a variety of professionals in the fashion industry to enhance their competitiveness in the marketplace. This book discusses the major factors influencing fashion change in 20th century (Chapter 1), factors influencing acceptance and rate of adoption of new fashion products (Chapter 2), differences in the fashion forecasting process across different national contexts (Chapter 3), role of fashion industry professionals in creating and supporting trends (Chapter 4), practices and consumer/social trends of the current fashion industry (Chapter 5), importance of sustainability and social responsibility in today's fashion industry (Chapter 6), and finally, forecasting presentation, including the process of sorting, organizing, and editing the materials (Chapter 7).



Eundeok Kim, Ann Marie Fiore and Hyejeong Kim



Jo Mackiewicz earned a Ph.D. in applied linguistics from Georgetown University. She teaches technical editing (for print and screen) and other courses in the Technical and Professional Communication program. Her research interests are politeness and credibility in evaluative texts, such as online consumer reviews of technical products. Until 2011, she was editor-in-chief of IEEE Transactions on Professional Communication. In 2011 and 2012, she has worked as the managing editor of Auburn Speaks. In 2012, she became the editor for the Taylor & Francis/Routledge book series in technical and professional communication. At Auburn University, she codirects the CLA Lab for Usability, Communication, Interaction, and Accessibility.



Visual Composing: Document Design for Print and Digital Media

Moving beyond a how-to book, *Visual Composing: Document Design for Print and Digital Media* explores the best practices in document design and why these practices work. Chapters consider the five criteria that contribute to effective visual composing (clarity, unity, usability, tone and aesthetics) and how these elements balance to form visually attractive and usable documents. Numerous examples illustrate relevant principles and exercises allow students to both evaluate and design documents. Covering both print and digital media, it presents the research behind best practices and gives students a more sophisticated understanding of why certain design principles are recommended.

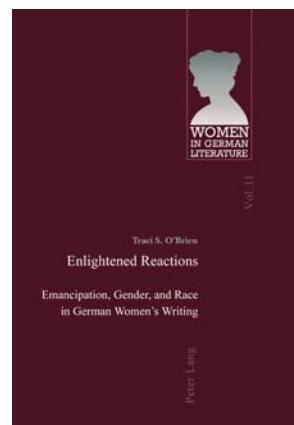
Traci S. O'Brien, just recently granted tenure at Auburn University, teaches in the German program of the Department of Foreign Languages. She received her Ph.D. from the Graduate Center, City University of New York, in 2006. Her most recent project, *Enlightened Reactions*, just came out with Peter Lang last fall. In this book, she focused on the articulation of (feminine) autonomy via racializing metaphors in German women's writing of the nineteenth-century. She has published on the best-selling, nineteenth-century novelist and travel writer, Ida von Hahn-Hahn in the feminist journal, *Women in German Yearbook*. She has a forthcoming article on nineteenth-century journalist Otilie Assing, as well as on twentieth-century Austrian poet and literary critic Ernst Schönwiese. She has published in the *Unterrichtspraxis/Teaching German* on "bridging the gap" between students' proficiency levels in upper-level content courses. Her teaching strategies at Auburn aim to guide students to advanced levels of proficiency by combining both language and content instruction, starting in beginning language on through upper-level literature and culture courses.



Enlightened Reactions: Emancipation, Gender, and Race in German Women's Writing

In *Enlightened Reactions*, I examine from a new perspective the ways in which three 19th-century German women – Ida von Hahn-Hahn (1805-1880), Fanny Lewald (1811-1889) and Otilie Assing (1819-1884) – wrote about and redefined selfhood and autonomy in their novels, travel literature (Hahn-Hahn, Lewald), political letters (Lewald), and newspaper reports (Assing). I reveal the striking discrepancy between the Enlightenment principles which these progressive authors used to support their emancipatory assertions and the racializing, subjugating vocabulary that was also central to their arguments for change. Previous feminist researchers on women writers of the 19th century more generally, and on these authors in particular, have often neglected the full import of “race” in their analyses because they tend to view women authors as “feminist” or “masculinist,” that is, as either resistant to or complicit with a dominant, patriarchal discourse. In both cases, the discursive exercise of power is defined as “masculinist,” and neither view therefore allows for an active assertion or textual articulation of female autonomy. Thus, these researchers also tend to leave unconsidered ways in which women authors conceptualized power (for women and for other oppressed groups) based on the seemingly contradictory exclusion of racially denigrated others. By contrast, in this book, I invite readers to consider that 19th-century feminist attempts to articulate emancipation were often entangled in a paradoxical affirmation of racial hierarchy.

To get at the heart of this seeming contradiction, I begin with the assertion that Hahn-Hahn, Lewald, and Assing all confronted problems of exclusion in their respective societies, and all three wrote emancipatory texts which went against the grain of these societies. Central to each of these texts is a belief in emergent Enlightenment values, such as the importance and worth of the individual and the inborn human need for self-development, as well as the faith that humanity continues to progress in a positive linear direction. In their respective writings, these authors chart progress, in part, according to increased human rights in society.

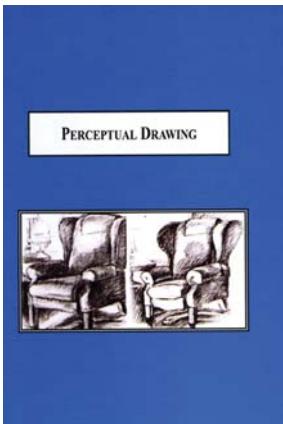




Conrad Ross was born in Chicago, Illinois in 1931. During his childhood he and his family moved often throughout the upper Midwest. He was interested in art at a young age and his ability was recognized early. In high schools in Sharon, Pennsylvania and Battle Creek, Michigan, his art teachers encouraged him to pursue his interest seriously. In the fall of 1948 he enrolled in the Fine Arts program at the University of Illinois in Champaign graduating in 1953 with a Bachelor of Fine Arts degree in painting with high honors. One of his undergraduate works was accepted in the Oakland, California Art Museum national juried exhibition.

Conrad met Janice Koenig, his to-be wife, in a junior year art class and they married in 1954. After graduation he enrolled for a short period at the University of Chicago to study philosophy before moving with Janice to Littleton, Massachusetts to begin the first year of a two year military obligation at Fort Devens. The following year of service was spent at Fort Meade in Maryland as a cryptographer. In the Fall of 1956 Conrad began graduate school at the State University of Iowa studying printmaking with Mauricio Lasansky, a master of intaglio and a noted printmaking instructor. In Iowa City their first two children, Katherine and Joe, were born. Conrad received his Master of Fine Arts degree in 1959 but remained working at the university the following year. In 1960 he was awarded a Louis Comfort Tiffany Foundation Grant in printmaking and purchased an intaglio press with the funds.

The family moved to Ruston, Louisiana in the Fall of 1961 where Conrad had a position teaching drawing and design at what was then the Louisiana Polytechnic Institute. In 1963 he secured a position in the Art Department at Auburn University in Auburn, Alabama where he remained until his retirement in 1997. In Auburn their third child, Rachel was born, and in Auburn both Janice and Conrad did their art work, establishing studios for each, and developed their professional credentials. Conrad established Wycross Press in 1989 and was granted Emeritus status on retirement from Auburn University.



Perceptual Drawing

Perceptual Drawing presents a practicum of 10 plus drawings which lead the reader in a detailed explanation of various perceptual concepts considering line and tone.

William I. Sauser, Jr., PhD is Professor of Management and Higher Education at Auburn University. Dr. Sauser earned his BS in Management and his MS and PhD in Industrial/Organizational Psychology at the Georgia Institute of Technology, and an MA in Business Ethics from the University of Wales. He is licensed to practice psychology in Alabama and holds specialty diplomas in Industrial/Organizational Psychology and Organizational and Business Consulting Psychology from the American Board of Professional Psychology. Dr. Sauser's interests include organizational development, strategic planning, human relations in the workplace, business ethics, and continuing professional education. He is a Fellow of the American Council on Education and the Society for Advancement of Management, a former president of the Alabama Psychological Association and the Society for Advancement of Management (International), and a former chair of the Alabama Board of Examiners in Psychology. Dr. Sauser currently serves on the board of directors of the Auburn/Opelika Tourism Bureau, the Greater Peace Community Development Corporation, and the Society for Advancement of Management (International), and is chair-elect of the Auburn University Senate. He has published extensively in the fields of psychology, management, business, ethics, and higher education leadership, and serves on the editorial board of the *SAM Advanced Management Journal*. Dr. Sauser is also a Commissioned Lay Pastor in the Presbyterian Church (USA) and serves as pastor of the Union Springs (Alabama) Presbyterian Church. He and his wife, Dr. Lane D. Sauser, reside in Auburn with their little Scottish Terrier, Kate. Dr. Sauser was awarded the 2003 Frederick W. Taylor Key by the Society for Advancement of Management in recognition of his career achievements.

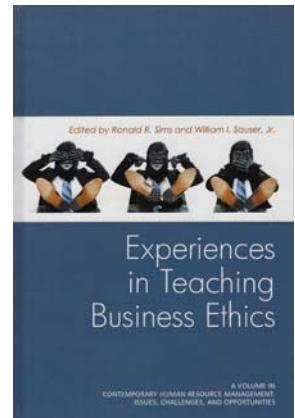


Experiences in Teaching Business Ethics

Despite the increased focus on business ethics there is still no agreement on what is the most effective way of teaching business ethics. Today it is common for those responsible for teaching or facilitating the learning of business ethics to begin with the actual practices of management then move the discussion back to exploring the bases and foundations of one's ethical thinking and decision making.

Experiences in Teaching Business Ethics is based on the underlying premises that "ethics can be taught" and it "can be taught and learned by adults." This book brings together practitioners and academics who offer their own approaches or methodologies and lessons learned about teaching business ethics. The primary purpose of this book is to stimulate dialog and discussion about the most effective ways of teaching business ethics.

The book speaks to a variety of audiences to include those individuals responsible for teaching management or leadership, especially those with responsibilities for teaching or facilitating the learning of business ethics. The book is also useful for practicing managers or leaders, for they have among their most important responsibilities the development of people in their organizations who have the integrity, values, and competence to be effective managers of economic resources while at the same time recognizing the roles of their organization in shaping society. Students in colleges, universities, continuing education, or other management and leadership development efforts will find the diverse approaches to teaching business ethics presented in this volume of immense value.





Gilda M. Socarrás is an Associate Professor of Spanish Linguistics in the Foreign Languages and Literatures Department at Auburn University. She is also the Coordinator of the Elementary Spanish Program and is in charge of graduate student teaching education. Her research interests are both in the acquisition of Spanish as a first language as well as a second language. In the field of Spanish as a first language, her research is focused on how children reach the adult grammar with the limited input they receive. As a Coordinator of the elementary Spanish program, she is also interested in how students of Spanish as a second language can better achieve an adequate proficiency level after four years of language study.

Her teaching interests are on Language Acquisition, Cognitive Linguistics, History of the Spanish Language, and Teaching Methodology. Dr. Socarrás has also created the civic engagement initiative Closing the Gap, which involves Auburn students serving as English language tutors to the local Hispanic community. She holds a Ph.D. in Spanish Linguistics and a M.A.T. in Bilingualism from Georgetown University. She also holds a Masters in Journalism and Communication from the University of Florida and a B.A. in Communications from the University of Puerto Rico.



First Language Acquisition in Spanish

First Language Acquisition in Spanish provides new insights into the acquisition of functional categories in child language. Operating within the Minimalist Framework (Chomsky 1995) it examines in particular the availability of Determiner Phrases in the grammar of young children acquiring Spanish as a first language (L1). In doing so, the book also explores the acquisition of nominal agreement (gender and number) and what learners do when the target language form is not available.

The analysis reveals an interaction in child grammar around the production of bare nominals, proto-determiners and full determiner phrases. Socarrás performs both qualitative and quantitative analyses to point to a link between the development stages children go through, and the occurrence of these elements in their speech.

The work goes on to address the language acquisition debate between the continuity and discontinuity hypotheses, aligning the findings with a conclusion on how best to organize the theory.

This monograph also provides the grounds for a comparative analysis of the acquisition processes involved in the acquisition of Spanish as an L1 and Spanish as an L2.

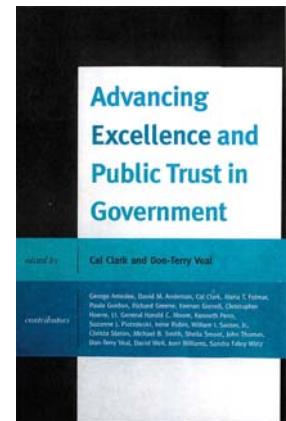
Don-Terry Veal is a national and international contributor to democracy and good governance, a writer and educator, serve as chief administrator of several statewide governmentally mandated and credentialing associations. He recently made keynote addresses on transparency in London, South Korea, and India. He led initiatives in South Africa, Egypt, Vietnam, and participated in applied research activities in Europe, the Caribbean, Mexico City, South East Asia, and Africa.

Dr. Veal served as a Founder and Editor-in-Chief of the *Entrepreneurship Policy Journal*. He has a quarterly column in the *London Government Gazette Magazine* and author and editor of many books, articles and book chapters in the areas of public finance nationally and internationally. He is Founder and Chairman of the Auburn University national conference: Governmental Excellence and Best Practices, the former Vice Chair of the World Conference of Mayors Corporate Round Table, and former President of the Southern Consortium of University and Public Service Organizations (SCUPSO).

Dr. Veal is a member of Who's Who in America, a Global Fellow for the IC² Institute at the University of Texas at Austin, a Foreign Honorary Fellow of the South Korea Research Institute for Local Administration, former Associate Board member of the Algiers Economic Development Foundation in New Orleans, and received advanced certification from Harvard University Law School on Negotiations.

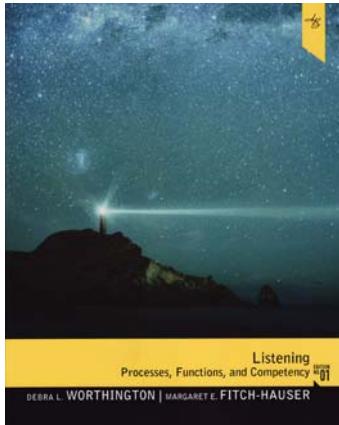
The Changing Dynamics of the Relations Among China, Taiwan, and the United States

Over the past four decades, public trust of government in the United States has fallen dramatically. This book discusses how increasing transparency in government could promote more public trust. In particular, it covers three broad themes. The first concerns transparency about government operations per se, such as how decisions are made and what detailed budgets are. A second and somewhat broader theme concerns greater transparency of “performance measures” which tell us what the effects of specific policies are and how effective or efficient government agencies are. Third and even more broadly, several of the contributors argue that general questions of governance provide the key for a renewal of public trust among our citizenry.





Debra L. Worthington is an Associate Professor of Communication at Auburn University. Dr. Worthington's teaching and research reflects her interest in persuasion and social influence. She teaches a variety of undergraduate and graduate courses including: Small Group, Legal Communication, Health Communication, Persuasive Discourse, and Empirical Research Methods. Much of her research explores psycho-social factors affecting communication processes during juror decision making. Her listening research has primarily focused on extending and refining our understanding of individual listening style. Her research has appeared in a variety of journals including the *International Journal of Listening*, *Law & Human Behavior*, *Behavioral Sciences & the Law*, *Communication Law Review*, and *Argument & Advocacy*. Her research has been recognized by the Burton Foundation for Legal Achievement, the Communication and Law Division of the National Communication Association, and the Institute for Study of Intrapersonal Processes and the International Listening Association.



Listening: Processes, Functions, & Competency

Listening: Processes, Functions, & Competency provides a theory and research-based discussion of listening as a cognitive process, as a social function, and as a critical professional competency. The first section of the text introduces foundational concepts, such as types of listening, as well as cognitive and individual-related factors that may affect listening processes. The second section addresses social aspects of listening such as how it affects and is affected by the important relationships in our lives. The third section addresses listening in selected professional contexts, while the final chapter focuses on the future of listening – emerging contexts and research.

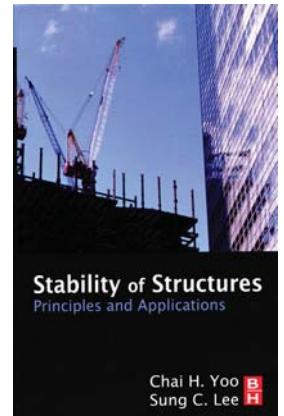
Chai H. Yoo, Ph.D., P.E., F.ASCE, is professor emeritus at Auburn University. He has over 40 years of teaching, research, and consulting experience. He received his BS from Seoul National University in Korea and MS and PhD from the University of Maryland. He is the recipient of 2008 ASCE Shortridge Hardesty Award for his outstanding research and practical engineering efforts dealing with the strength and stability of thin-walled sections, especially as it applies to bridge girders. Author of over 80 refereed journal papers and a book on curved steel girder bridges, Dr. Yoo has been active on numerous ASCE and SSRC technical committee activities. He was the principal investigator/project director of NCHRP Project 12-38 that produced AASHTO Guide Specifications for Horizontally Curved Steel Girder Highway Bridges with Design Examples for I-Girder and Box-Girder Bridges.



Stability of Structures: Principles and Applications

The current trend of building more streamlined structures has placed a new importance on the fundamental principles and practices of stability analysis. *Stability of Structures: Principles and Applications* provides engineers and architects with a firm grasp of the fundamentals and principles that are essential to performing effective stability analysis. Although written primarily as the graduate-level textbook and reference for civil engineers (structures), the book may be of interest for aerospace, mechanical, and ship building engineers.

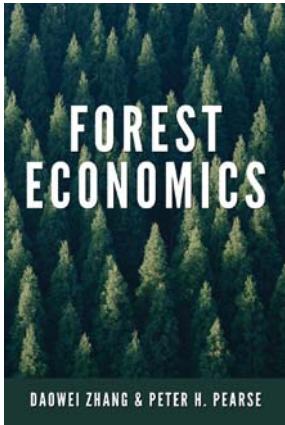
Set in the context of elementary nonlinear flexural analysis, the book seamlessly incorporates theory into everyday practice. Various approximate methods are illustrated along with the fundamentals of energy methods. The subject of torsion is covered, to some extent, to provide a better understanding of buckling accompanied with torsional behavior. The book introduces several topics such as buckling of beam-columns, torsion in structures, and stability of framed structures. Discussed in the book are topics such as buckling of plate elements, cylindrical shells, and general shells. Although the book is devoted primarily to analysis, rudimentary design aspects are also discussed with key features, including (a) stability of framed structures with torsional behavior, (b) mathematical analysis of physical resistance, and (c) linear elastic theory and the effect of large deformation and inelastic behavior.





Daowei Zhang is Alumni and George Peake Jr. Professor of Forest Economics and Policy in the School of Forestry and Wildlife Sciences at Auburn University. He received his bachelor's degree from South-Central University of Forestry in 1984, master's degree from Beijing Forestry University in 1989, and Ph.D. in forest economics and policy from the University of British Columbia in 1994. He worked as an assistant policy analyst (assistant researcher) for China's Ministry of Forestry, an economist/assistant project manager for a Chinese state forestry corporation, and a teaching and research assistant in Lakehead University and the University of British Columbia, Canada.

Dr. Zhang joined Auburn University as an Assistant Professor in 1994, reaching Associate Professor in 1999 and full Professor in 2003. His teaching responsibilities include graduate and undergraduate forest industry economics and forest (natural resource) policy. His research interests cover the economic and policy aspects of forest resource management. He is an author or co-author of more than 70 referred journal articles, 5 books, and 6 book chapters. He served on the Board of Directors of the Pinchot Institute for Conservation between 2000 and 2006. He is the recipient of Award in Forest Science by Society of American Foresters in 2009 and of Auburn Authors Award in 2011.



Forest Economics

A firm grounding in economics is integral to sound forestry policies and practices. This book, a major revision and expansion of Peter H. Pearse's 1990 classic, is an essential textbook for forestry students. Updated and enhanced with advanced empirical presentation of materials, it covers the basic economic principles and concepts and their application to modern forest management and policy issues. *Forest Economics* reflects the authors' more than fifty years of combined experience in teaching forest economics in the United States and Canada. Its comprehensive and systematic analysis of forest issues makes it an indispensable resource for students and practitioners of forest management, natural resource conservation, and environmental studies.



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