

AUBURN AUTHOR AWARDS

TUESDAY, APRIL 23, 2013



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2013 Auburn Author Awards

P R O G R A M



Welcome

Graduate School Dean George Flowers

Dwayne Cox, Head of Special Collections and Archives

Presentation of Auburn Author Awards

Graduate School Dean George Flowers

Graduate School Associate Dean 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 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.

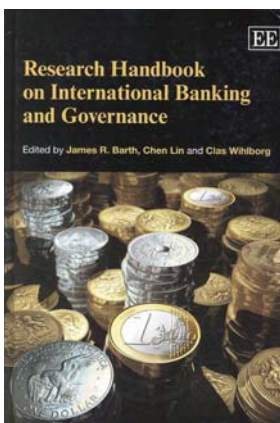
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James R. Barth is the Lowder Eminent Scholar in Finance at Auburn University, a Senior Fellow at the Milken Institute, and a Fellow at the Wharton Financial Institution Center. His research focuses on financial institutions and capital markets, both domestic and global, with special emphasis on regulatory issues. He served as leader of an international team advising the People's Bank of China on banking reform. Barth also participated in the U.S. Speaker and Specialist Program of the U.S. Department of State in China in 2007, India in 2008, Russia in 2009, and Egypt in 2010. Also in 2008, Barth spoke on "Competition in the Financial Sector: Challenges for Regulation" at the G-20 Workshop on Competition in the Financial Sector, Bali, Indonesia. Barth was an appointee of Presidents Ronald Reagan and George H.W. Bush as chief economist of the Office of Thrift Supervision and previously the Federal Home Loan Bank Board. He has also held the positions of professor of economics at George Washington University, associate director of the economics program at the National Science Foundation, and Shaw Foundation Professor of Banking and Finance at Nanyang Technological University. He has been a visiting scholar at the U.S. Congressional Budget Office, Federal Reserve Bank of Atlanta, Office of the Comptroller of the Currency, and the World Bank. Barth has testified before several U.S. Congressional Committees. He has authored more than 300 articles in professional journals and has co-authored and co-edited several books, including *The Great Savings and Loan Debacle*, American Enterprise Institute Press; *The Reform of Federal Deposit Insurance*, Harper Business; *Rethinking Bank Regulation: Till Angels Govern*, Cambridge University Press in 2006; *Financial Restructuring and Reform in Post-WTO China*, Kluwer Law International in 2007; *The Rise and Fall of the U.S. Mortgage and Credit Markets: A Comprehensive Analysis of the Meltdown*, John Wiley & Sons in 2009; and *China's Emerging Financial Markets: Challenges and Opportunities*, Springer in 2009. His most recent books are *Guardians of Finance: Making Regulators Work for Us*, MIT Press in 2012; *Fixing the Housing Market: Financial Innovations for the Future*, Wharton School Publishing-Pearson in 2012; and *Research Handbook on International Banking and Governance*, MIT Press in 2012. He has been quoted in publications ranging from the *New York Times* and *Wall Street Journal* to *Barron's* and *Newsweek*, and has appeared on various broadcast programs and National Public Radio. Barth is the overseas associated editor of the *Chinese Banker* and included in *Who's Who in Economics: A Biographical Dictionary of Major Economists, 1700 to 1995*.



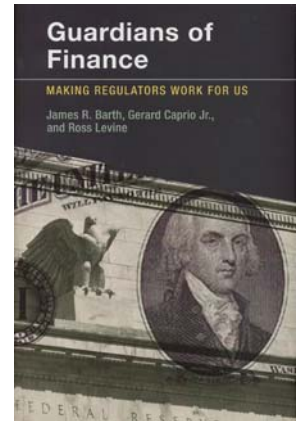
Research Handbook on International Banking and Governance

The recent financial crisis has stimulated much debate on the governance of financial institutions, as well as research on the effects of governance arrangements on risk-taking, performance and financial institutions more generally. Furthermore, researchers are asking how regulation, legislation, politics and other factors influence the governance of financial institutions and their behavior in different dimensions. The specially commissioned contributions featured in this timely handbook confront these complex issues. The contributors — top international scholars from finance, law and business — explore the role of governance, both internal and external, in explaining risk-taking and other aspects of the behavior of financial institutions. Additionally, they discuss market and policy features affecting objectives and quality of governance. The chapters provide in-depth analysis of factors such as: ownership, efficiency and stability; market discipline; compensation and performance; social responsibility; and governance in non-bank financial institutions. Only through this kind of rigorous examination can one hope to implement the financial reforms necessary and sufficient to reduce the likelihood and severity of future crises. Bringing the reader to the frontier of research on governance of financial institutions, this volume is sure to inspire future research in scholars and students of financial institutions, governance and banking. Practitioners in financial institutions and public regulatory and supervisory authorities will also find much of value and insight in this book.

James R. Barth (continued)

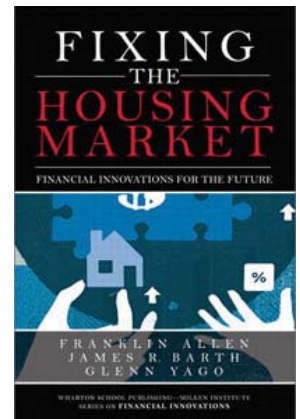
Guardians of Finance: Making Regulators Work For Us

The recent financial crisis was an accident, a “perfect storm” fueled by an unforeseeable confluence of events that unfortunately combined to bring down the global financial systems. And policy makers? They did everything they could, given their limited authority. It was all a terrible, unavoidable accident. Or at least this is the story told and retold by a chorus of luminaries that includes Timothy Geithner, Henry Paulson, Robert Rubin, Ben Bernanke, and Alan Greenspan. In *Guardians of Finance*, it is argued that the financial meltdown of 2007 to 2009 was no accident; it was negligent homicide. The authors show that senior regulatory officials around the world knew or should have known that their policies were destabilizing the global financial system, had years to process the evidence that risks were rising, had the authority to change their policies — and yet chose not to act until the crisis had fully emerged. The current system, the authors write, is simply not designed to make policy choices on behalf of the public. It is virtually impossible for the public and its elected officials to obtain informed and impartial assessment of financial regulation and to hold regulators accountable. The authors propose a reform to counter this systemic failure: the establishment of a “Sentinel” to provide an informed, expert, and independent assessment of financial regulation. Its sole power would be to demand information and to evaluate it from the perspective of the public — rather than that of the financial industry, the regulators, or politicians.



Fixing the Housing Market: Financial Innovations for the Future

Ever since the ancient Greeks, financial innovation has enabled more people to purchase homes. Today is no different: in fact, responsible financial innovation is now the best tool available for “rebooting” crippled housing markets, improving their efficiency, and making housing more accessible to millions. In *Fixing the Housing Market*, three leading experts explain how, covering everything decision-makers should know about today’s housing and financial markets. The authors first explain how innovative housing financial products, services and institutions evolved through the 19th century, World War I, the Great Depression, World War II, and beyond — culminating in the post-1970s era of securitization. Next, they assess housing finance systems in mature economies during and after the recent crisis, highlighting benefits and risks associated with each widely-used mortgage funding structure and product. They also carefully assess current housing finance structures in emerging economies such as Brazil, Russia, India, and China. Building on these insights, the authors introduce transformative financial innovations that can facilitate a more stable and sustainable financing system for housing — providing better shelter for more people, helping the industry recover, and creating thousands of new jobs. Using these new tools, entrepreneurs, economic development specialists, and policymakers can develop practical strategies for bridging funding gaps — raising more capital for longer terms at lower cost.

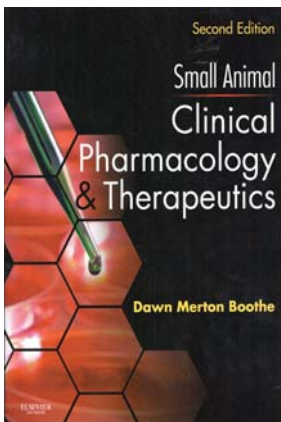




Dawn Merton Boothe is a graduate of Texas A&M University, receiving a BS in Zoology and Veterinary Science (1977, 78) and her Doctorate in Veterinary Medicine (1980). She completed an internship in small animal medicine and surgery at Auburn University's College of Veterinary Medicine (1980-1981) before moving back to Texas A&M where she completed a Master of Science Degree program in Physiology and Pharmacology and a residency in small animal internal medicine in 1985. Shortly thereafter, she completed the requirements for board certification in the American College of Veterinary Internal Medicine (Internal Medicine). She was then a recipient of a Fellowship in Clinical Pharmacology awarded by the Pharmaceutical Manufacturer's Association in 1987-1989. During the Fellowship, she completed a PhD in Clinical Pharmacology in 1989 and a mini post-doctoral experience at Vanderbilt University in the Departments of Toxicology and Clinical Pharmacology. She joined the faculty at Texas A&M University in the Department of Veterinary Physiology and Pharmacology. She was in the first class of diplomates of the American College of Veterinary Clinical Pharmacology (ACVCP; 1991); she currently is President of the ACVCP. In 1996, she became Associate Professor and in 2003, Full Professor. During her tenure at Texas A&M University, Dr. Boothe was recognized with a University-level Distinguished Teaching Award. In 2003, the Boothe family trekked from Texas A&M University, their home of 30 plus years, to Auburn University where she joined the Department of Anatomy, Physiology and Pharmacology as Professor, with a joint appointment in the Department of Clinical Sciences, which includes hospital privileges. Dr. Boothe is Director of the Clinical Pharmacology Laboratory, which provides guidance in the design of dosing regimens to over 5,000 veterinarians or practices throughout the world and approximately 100 patients each week. At Auburn University, Dr. Boothe contributes to teaching in the 2nd through 4th years in the veterinary curriculum. Her major responsibilities include coordination of 2nd year general pharmacology and 3rd year clinical pharmacology, and she also participates in clinical rounds. Dr. Boothe is active in research, with interests that range from molecular (particularly mechanisms of antimicrobial resistance in canine and feline *E. coli*) to clinical trials. She achieves great joy in working with students at the undergraduate through post-doctoral levels (including development of a graduate clinical pharmacology course). Dr. Boothe was recently honored by Auburn University at both the College and University levels for her commitment to graduate student mentorship. Dr. Boothe also recently received the Jack Mara Scientific Achievement Award for Scientific Achievement, awarded by the American College of Veterinary Emergency and Critical Care for her contributions in Clinical Pharmacology, and the Zoetis (previously Pfizer) Award for Excellence in Research. Dr. Boothe was married to Harry William Boothe Jr. (DACVS) in 1982. They have two children (of whom they are MOST proud), Ashley Marion (age 26, AU'2010, MS, Special Education) and Matthew William (24, AU-CVM'2015).

Small Animal Clinical Pharmacology and Therapeutics

Small Animal Clinical Pharmacology and Therapeutics, 2nd ed, addresses the safe and effective use of drugs for the treatment of diseases in dogs or cats. Its exclusive focus on dogs and cats (compared to other animals) makes this a one of a kind textbook. Sold nationally and internationally, it targets the veterinary student by providing basic pharmacology with clinical applications, and the post-graduate veterinarian by providing the use of drugs for specific treatments. With 10 years between editions, the second addition brings with it inclusion of references which support evidence-based medicine, and new topics on pharmacogenomics (the study of the genetic basis for differences in drug response) and principles of antimicrobial therapy with a focus on avoiding antimicrobial resistance. Comprised of over 1,300 pages, 10 contributing authors provide 33 chapters in five sections. Also included are Appendices that address Regulatory Issues, provide pharmaceutical calculations and conversions, and guide the clinician in the topics of nutrition and pharmacology, and clinical toxicology.

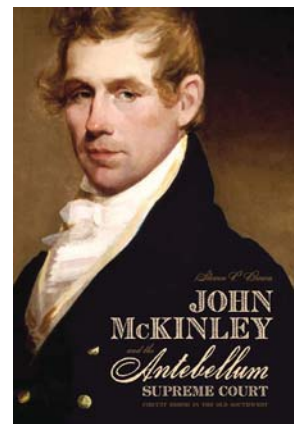


Steven P. Brown is an associate professor of political science at Auburn University, where he has taught since 1998. He received his bachelor's degree from Brigham Young University and his master's degree and doctorate from the University of Virginia. He teaches courses in constitutional law, American government, and religion and politics. His primary research focus is the First Amendment and church and state issues. His first book, *Trumping Religion: The New Christian Right, The Free Speech Clause, and the Courts*, received the National Communication Association's Franklyn S. Haiman Award for Distinguished Scholarship in Freedom of Expression. In 2006, he was the national winner of the National Society of Collegiate Scholars' faculty of the year award. In addition to his university responsibilities, Dr. Brown has also taught courses on the American presidency in the Elderhostel program at Auburn, constitutional law to members of Auburn University's Osher Life Long Learning Institute, and election law to state and local elections officials as part of the National Election Center's continuing education program. When not teaching, he enjoys working in his yard, camping, and spending time with his wife and children.



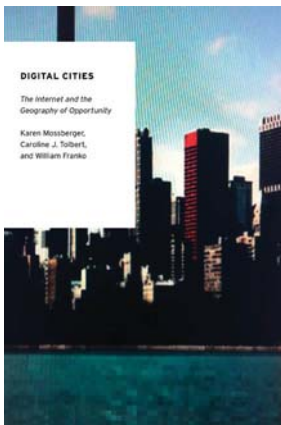
John McKinley and the Antebellum Supreme Court

John McKinley and the Antebellum Supreme Court presents a portrait of US Supreme Court justice John McKinley (1780–1852), the exigencies of his circuit work, and the contributions he made to both American legal history and Alabama. John McKinley was the first of three men from Alabama (along with John Archibald Campbell and Hugo Black) to serve on the U.S. Supreme Court. A native Kentuckian who moved in 1819 to northern Alabama as a land speculator and lawyer, McKinley was elected to the state legislature three times and became first a senator and then a representative in the U.S. Congress before being elevated to the Supreme Court in 1837. He spent his first five years on the Court presiding over the newly created Ninth Circuit, which embraced the 206,000 square miles that make up Alabama, Arkansas, Louisiana, and Mississippi. His was not only the newest circuit, encompassing a region that, because of its recent settlement, included a huge number of legal claims related to property, but it was also the largest, the furthest from Washington, D.C., and by far the most difficult to traverse. While this is a thorough biography of McKinley's life, it also details early Alabama state politics and provides one of the most exhaustive accounts available of the internal workings of the antebellum Supreme Court and the very real challenges that accompanied the now-abandoned practice of circuit riding.





William Franko is assistant professor of political science at Auburn University. He received his Ph.D. in political science from the University of Iowa in 2012. His research focuses on the policy consequences of political and economic inequalities, political behavior, state and local politics, and political participation. Franko is coauthor of the book, *Digital Cities: The Internet and the Geography of Opportunity* (Oxford University Press). He has also published work appearing in journals such as *American Politics Research* and *Political Research Quarterly*. He worked as a researcher for the University of Iowa Hawkeye Poll for four years, and has advanced skills in political methodology and quantitative data analysis. Franko teaches a variety of courses in American politics and public policy including state and local government, political behavior, research methods, and political institutions.



Digital Cities: The Internet and the Geography of Opportunity

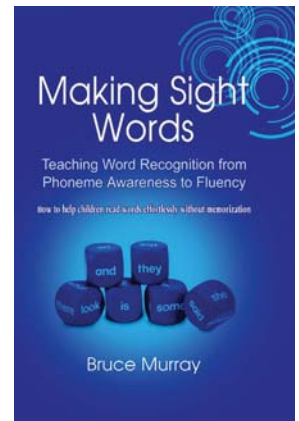
In an age when the United Nations has declared access to the Internet a human right, and universal access to high-speed broadband is a national goal, urban areas have been largely ignored by federal policy. The cost of that neglect may well be the failure to realize the social benefits of broadband and a broadly-connected digital society. Technology offers unparalleled advantages for innovation in urban areas — in the economy, health care, education, energy, transportation, government services, civic engagement, and more. With their density and networks of activity, cities hold the most potential for reaping the benefits of technology. But there are surprisingly substantial disparities in broadband adoption across cities. More puzzlingly, rather than promoting innovation or addressing the high cost of broadband access, the US has mostly funded expensive rural infrastructure in sparsely-populated areas. *Digital Cities* tells the story of information technology use and inequality in American metropolitan areas and discusses directions for change. The authors demonstrate the significance of place for shaping our digital future and the need for policies that recognize the critical role of cities in addressing both social inequality and opportunity.

Bruce Murray is an associate professor in the College of Education at Auburn University. He grew up in Quincy, Illinois, a Mississippi River town. His undergraduate education was at Quincy University, where he double-majored in philosophy and psychology. After meeting his wife, Geri, Bruce made a career change to education. He taught 16 years in Missouri elementary schools, mostly in the field of Social Studies, and earned Master's degrees in School Administration and in Reading Education at Missouri State University. His interest in reading led him to the University of Georgia, where he worked with some of the top scholars in the field, including Steve Stahl, Jim Baumann, David Reinking, and Donna Alvermann. After earning his PhD, Dr. Murray moved to Auburn in 1996, where he continues to teach and do research. He has published more than 20 journal articles and book chapters. Dr. Murray's research has focused on children's development of phoneme awareness (PA), the ability to detect phonemes in spoken words. The National Reading Panel cited a study by Dr. Murray as one of only 52 experiments meeting scientific standards for establishing the causal role of PA in beginning reading. Dr. Murray has worked on defining and assessing PA, and on teaching PA to young children. His interests have branched out into instruction in spelling, vocabulary, fluency, letter recognition, and oral reading. His strategies for the letterbox lesson and wordmapping are in wide use, and his website, *The Reading Genie*, has become a popular resource for reading teachers.



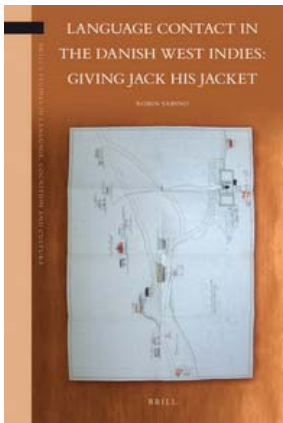
Making Sight Words

Making Sight Words focuses on the key task for beginners: learning to read words. Most texts on teaching children to read lean heavily on philosophical speculation rather than on reading research, and they recycle failed practices from the past along with many empty fads of contemporary practice. This book tells the exciting story emerging from reading research of how beginners can learn to read words effortlessly and automatically, not by memorization, but by understanding their alphabetic mappings. Teachers learn to guide beginners in their journey from phoneme awareness to accurate, reliable decoding, and from there to the effortless word recognition of fluent reading, which supports reading comprehension. *Making Sight Words* translates research into practical strategies to help children recognize new words thoroughly, efficiently, and permanently. *Making Sight Words* features an unusual organization into expository chapters and practical chapters. The twelve expository chapters deal with broad questions about what to teach and why. The book introduces the unique discovery, promise, and problems of alphabetic writing and explains a powerful theory for understanding how children develop the ability to read words. After describing the expertise of adult readers, it follows the course of reading development to develop familiarity with the milestones of phoneme awareness, phonics, fluency, vocabulary, and reading comprehension strategies. The nine practical chapters show students how to carry out the work of effective reading teachers. They show how to motivate reading and support word learning as children read aloud. Readers learn to teach phonics through an engaging, hands-on technique developed at Auburn, the letterbox lesson. They learn how to guide the development of reading fluency and how to teach spelling as wordmapping, another homegrown Auburn technique. In addition, these chapters include simple assessments to monitor children's progress in learning to read.





Robin Sabino is a faculty member and Director of Undergraduate Studies in the Department of English and the Director of the College of Liberal Arts Africana Studies Program. She also supervises the Echota Tsalagi Language Revitalization Project. Having produced scholarship of interest to historians, literary critics, and specialists in Communication Disorders, her primary research focus is language contact, variation, and change especially with regard to Creole Studies, additional language learning, and language attrition. Her recent monograph on language contact in the Danish West Indies was selected as the lead volume in a new international forum for high-quality, original studies in language and culture. Recently promoted to full professor, Sabino has an article on modeling language variation in the winter issue of *American Speech*. Her review of *Speaking American: A History of English in the United States* will appear in the *Journal of English Linguistics*.



Language Contact in the Danish West Indies: Giving Jack His Jacket

Robin Sabino's *Language Contact in the Danish West Indies: Giving Jack His Jacket* is the lead volume in Brill's Studies in Language, Cognition and Culture Series. The monograph lays the bare crucial roles played by resistance and community in the refashioning of heritage languages. Sabino advances her argument with archival evidence data from her fieldwork with the last speaker of Negerhollands; by surveying published research in anthropology, archeology, history, language acquisition, linguistics, and philosophy; and by drawing on her life experiences and community relationships in the U.S. Virgin Islands. The monograph's chapters steadily advance a revisionist history elucidating how Africans deployed their rich cultural resources to create community in a land they did not choose and from which they could not return. In parallel fashion, the narrative locates the partial appropriation of creole features by the colony's Euro-Caribbean community in the emergence of local identity. It also traces the replacement of Dutch and Virgin Islands Dutch Creole with their English counterparts.

Hilary E. Wyss (B.A., Hamilton College; Ph.D., University of North Carolina-Chapel Hill) is Hargis Professor of American Literature at Auburn University, where she teaches courses in early American literature, American studies, and Native American studies. She is the author of over a dozen articles and book chapters as well as three books, including *English Letters and Indian Literacies: Reading, Writing, and New England Missionary Schools, 1750-1830* (University of Pennsylvania Press, 2012); *Early Native Literacies in New England: a Documentary and Critical Anthology* (University of Massachusetts Press, 2008, co-edited with Kristina Bross); and *Writing Indians: Literacy, Christianity, and Native Community in Early America* (University of Massachusetts Press, 2000). She has won teaching awards at Auburn University as well as national research grants to support her work. She has served on the editorial board of the journal *Early American Literature* and was most recently the President of the Society of Early Americanists.



English Letters and Indian Literacies

Focusing on early Native American boarding schools established by New England missionaries, first in southern New England and later among the Cherokees, Hilary E. Wyss explores both the ways this missionary culture attempted to shape and define Native literacy and the Native response to their efforts. She examines the tropes of “readerly” Indians — passive and grateful recipients of an English cultural model — and “writerly” Indians — those fluent in the colonial culture but also committed to Native community as a political and cultural concern — to develop a theory of literacy and literate practice that complicates and enriches the study of Native self-expression. Wyss’s literary readings of archival sources, published works, and correspondence incorporate methods from gender studies, the history of the book, indigenous intellectual history, and transatlantic American studies.

ENGLISH LETTERS AND
INDIAN LITERACIES
Reading, Writing, and
New England Missionary Schools, 1750-1830



HILARY E. WYSS



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