



We Are Dedicated

In This Issue

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Collaborations

Many Professors Shun Facebook, But One Gains National Attention as a Pioneer

By Ron Howell, *Journalism*

In the halls of academia, the talk about Facebook often betrays an undercurrent of suspicion, even hostility.

And the feelings are not baseless, for there are cautionary tales aplenty about the mushrooming social network, including allegations it has allowed breaches of personal data in the profiles of its users.

Advocates for Internet transparency have organized boycotts against Facebook, and have protested its “creepy” efforts to get users to expose information about themselves.

But there are faculty members, here and beyond, who see Facebook as a global high-speed train, heading non-stop into the future of communications. Get on board, they say, or get left behind.

Brooklyn College Library’s **Professor Beth Evans**, for example, has been lauded as an “early adopter” of social networking, and she has written and spoken widely about it.

Evans is cited throughout a recent book about the online social networking trend that is transforming young lives and businesses around the world, *The Young and the Digital: What the Migration to Social Network Sites, Games and Anytime, Anywhere Media Means for Our Future* (Beacon Press, 2009).

“In March 2006 her [Evans’s] library became one of the first in the nation to establish a presence in *MySpace*,” wrote the

author, Professor S. Craig Watkins of the University of Texas at Austin.

“Evans’s experiment with social media made her a celebrity in the library world,” he continued.

Four years ago — the remote past in this new digital age — MySpace was the major site for those seeking to network online. In the past two years, however, the



Beth Evans,
Library

Rupert Murdoch-owned MySpace has been overtaken and left out of virtual sight by the explosive growth of Mark Zuckerberg’s Facebook.

In an interview with the *Faculty Newsletter*, Evans said using MySpace and Facebook has been part of an effort to be “proactive,” reaching out to millennial students who are less familiar than their



Facebook

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earlier counterparts with the traditional intricacies and protocols of information searching.

“There’s a real concern that we not just wait for people to come to us, but that we try to get out there where they are, because they’re not finding out things on their own,” Evans said.

Like any true scholar, Evans came to her insights by observing the world around her — especially her four children, the oldest of whom is an architect. Evans believes that one of the most positive things about their Facebook obsession is that it keeps them writing and reflecting (even if millennial reflecting can be, well, speedy as a mouse click).

Of course, one can easily forgive or, indeed, empathize with other professors not so favorably disposed to Facebook.

Suspicious about the network and its founder were seemingly justified in the recent movie, *The Social Network*, as well as in the book on which it is heavily based, *The Accidental Billionaires: The Founding of Facebook: A Tale of Sex, Money, Genius, and Betrayal* (Doubleday, 2009), by Ben Mezrich.

Founder Zuckerberg has been portrayed in both as insincere, deceitful, secretive and misogynistic; and there are hints in the movie that his abbreviated experience at Harvard (he is a drop-out from there) was characterized by latent hostilities toward classmates of other ethnic groups, such as the twin brothers Cameron and Tyler Winklevoss, quintessential legacy Harvardites, and Eduardo Saverin, a Brazilian-born co-founder of Facebook.

Both the Winkilvosses and Saverin sued Zuckerberg, receiving reported tens of millions of dollars in settlements for Zuckerberg’s alleged wrongful acts, including (in the case of the Winklevosses) theft of their online networking idea and (in the case of Saverin) cheating him out of his initial investments.

What might be the perception among Brooklyn College faculty of the young billionaire and his business? Do they see Facebook as a potential teaching tool?

For answers, where better to turn than the college’s [Roberta S. Matthews Center for Teaching](#), which examines “innovative and creative methods and techniques that directly affect the lives of students”?

We asked the chairperson of the Center’s board, English Professor [James Davis](#), who answered promptly.

“I’ve actually never been on Facebook . . .,” Davis replied in an e-mail.



[Fabio Girelli-Carasi](#), *Modern Languages and Literatures*

Davis then graciously offered to pass the query on to another Center board member, Modern Languages and Literatures Professor [Fabio Girelli-Carasi](#), who (Davis



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wrote) “knows a great deal about the various internet-based platforms for instruction these days, and . . . may be able to shed some light on the Facebook angle . . .”

Girelli-Carasi also responded quickly, saying he was not on Facebook, did not like Facebook, and believed Facebook conflicted with his professional values.

Said the professor in his e-mail:

I haven’t used Facebook for a variety of reasons, first of which is that I find it confusing and poorly organized. Moreover, unless you are careful, it’s hard to know intuitively what is going to be public (even in a restricted environment) and what will be seen by the entire group of participants. Unless it is used only for tasks clearly intended to be in the open, it could present some problems. Also, but this is a purely subjective response, I think the entertainment purpose of the medium would put academic content in a context that is at odds with my personal goals for my classes.

Those in the anti-Facebook contingent, like Girelli-Carasi, may find some backing for their hard-line stance in recent research. Last year a doctoral student in education at Ohio State University did a survey suggesting college students may be sacrificing academic achievement in their regular use of Facebook. Undergraduate Facebook users had GPAs between 3.00 and 3.50, the study reported, compared to GPAs of 3.50 to 4.00 for non-users.

The study also found that 85 percent of undergrads used Facebook, while only 52 percent of graduate students did so.

All grist, some professors might argue, for staying away from the site.

But more numerous than total abstainers might be those professors who use Facebook discriminately, confining it to a circle of friends and family who are, well, really



Brett Branco,
*Earth and
Environmental Sciences*

friends and family. Even here, however, there is a cloudy mat at the front door: No Students Welcome.

Professor **Brett Branco**, for instance, who teaches geology and other courses in the Department of Earth and Environmental Sciences, thinks it’s inappropriate, at least for him, to be sharing personal information on Facebook with students.

“I am not comfortable with the idea of being in a social network with students, particularly undergraduates,” Branco said.

“I like to maintain some barrier of formality. It makes it easier to be objective in terms of grading.”

The professor acknowledged that his desire to avoid fraternization with students might seem militaristic. And there’s a reason for that. Branco was in the U.S. Navy before pursuing his graduate studies.

A Ohio State University survey found that undergraduate Facebook users had GPAs between 3.00 and 3.50, compared to GPAs of 3.50 to 4.00 for non-users.



Facebook

Brooklyn-College Student-Center +1 Add as Friend

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People who aren't friends with Brooklyn-College see only some of his profile information. If you know Brooklyn-College personally, send him a message or add him as a friend.

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Billy Elliot on Broadway

Facebook, like its 140-character, little protégé, Twitter, may be frequently derided by serious writers and thinkers, who see it as a reflection of the new, lightning speed culture that is hastening the “death” of newspapers and books.

But, looked at from another perspective, it might be said the networks are ushering in new platforms that will take society beyond restrictions of the post-modern world.

Marketers certainly see the potential, which is why Brooklyn College — and many other colleges trying to attract and hold onto students — have joined Evans and have begun reaching out via FB (forgive the thumb-friendly abbreviation).

On October 26, a little after noon, as I wrote this article, Brooklyn College placed its latest “update” at the top of its Facebook page: “Brooklyn College is calling all you undiscovered singers and unpublished poets. Reveal your talents at tonight’s Open Mic Night . . . [Y]ou’ll receive refreshments and the opportunity to show the world what you’ve been hiding . . .”

Beyond the outreach to students, colleges and universities are also attempting to engage administrators and faculty, encouraging them to create online forums.

For example, faculty and administrators can now join what is essentially a CUNY-wide version of Facebook. It’s called the **CUNY Academic Commons**, and those who sign up, using an e-mail address from one of the 23 campuses, form groups and carry on discussions about whatever seems pertinent at a given moment. Recently one participant, from Hunter College, made the observation that “. . . Facebook is something of a dirty

word around here . . .” But the CUNY network itself continues to draw updates from professors who bond online with counterparts at their own and other CUNY campuses.

The home page of the Commons is: <http://commons.gc.cuny.edu>.

What’s more, with the cloud of knowing expanding as it is, opportunities for group sharing will almost certainly grow; and the assumption is that more and more professors will step into the pond, even if hesitantly at first.

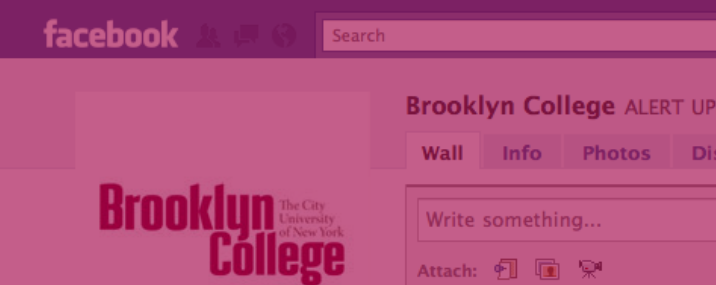
You’ll have a long wait for me, some professors are surely saying.

But not all the published material about Zuckerberg and his billion-dollar baby is negative, and some of it certainly should be read.

It’s important to keep in mind, after all, that while *Accidental Billionaires* and *The Social Network* drew great media attention, there is also *The Facebook Effect: The Inside Story of the Company That is Connecting the World* (Simon & Schuster, 2010), by *Fortune* magazine writer David Kirkpatrick.

Kirkpatrick, unlike the author of *Accidental Billionaires*, interviewed Zuckerberg and seems to believe Zuckerberg’s motives are sincere, that he wants to bring people together, in their hometowns and around the world.

In his introduction Kirkpatrick asks of Facebook, “Could it become a factor in helping bring together a world filled with political and religious strife and in the midst of environmental and economic breakdown?” He answers with another question. “A communications system that includes people of all countries, all races, all religions, could not be a bad thing, could it?”



As for Beth Evans, she accepts that the road ahead is being paved by learners as much as by teachers. The trick, she says, is to watch, guide and be a learner as well as a teacher.

The younger generation seems to have an interest in “self reporting,” she says, referring to Facebook’s main attribute. Then she adds — addressing in-classroom professors as much as those in the library — that the challenge now is this: to discover how to use that self-reporting drive in furtherance of a course’s goals.

“How can we take hold of that and expand it so that . . . [the student’s world] can be bigger . . . so that we can be effective in teaching about bigger things?”



Veronica Manlow and Hershey Friedman, both of Finance and Business Management.

News Flash: Facebook is a Part of Brooklyn College’s Heritage

Finance and Business Management faculty knew there was something unique about their department.

Interconnectivity and sharing are among their watchwords, as they create new courses and teach them along with faculty members from other departments.

“Some of our faculty use Facebook in courses,” declares Professor Veronica Manlow, of Finance and Business Management, with a measure of pride.

“Certainly some faculty worry that the human element will be lost, should we go too far in the direction of digital technologies and social media,” Manlow concedes; but she argues that technologically aware professors can incorporate these technologies in the classroom without sacrificing the need for a personal connection.

What Manlow learned recently was that her department’s passion for interconnectivity on- and off-campus is embedded in the genes of Brooklyn College.

The parents of Facebook founder, Mark Zuckerberg, are graduates of Brooklyn College. His mother Karen Kempner Zuckerberg, a psychologist, is an alumna from the Class of 1979, his father, Edward Zuckerberg, a dentist, is an alumnus from the Class of 1975.

Not only that, Mark Zuckerberg’s maternal grandfather, Sidney Kempner, also attended Brooklyn College!

Manlow is happy to learn about the College’s connection to Mark Zuckerberg, and while she is understanding of the skepticism that some of her fellow academicians have about the social network Facebook, she believes it serves a worthy purpose for both students and faculty.

“Facebook allows students who are often rushing to the next class or to a full-time job, or perhaps who are off-campus entirely, to connect with classmates, to post relevant information, and to interact more freely with their professor,” she says. “It permits faculty, many of whom teach the same courses, to exchange information and to collaborate on projects.”

Manlow believes such networks will be driving forces in the implementation of successful pedagogies, as she and like-minded colleagues embrace those networks and strive to make the School of Business an even more effective place of learning. Professor Hershey Friedman, deputy chairperson of the Finance and Business Management Department, adds that networking platforms will be sources of nutrition for higher education as a whole.

Cooperation and exchange, hallmarks of social networking, are keys to the survival of learning institutions, he maintains.

Friedman recently created a course “New Media and Business,” which is cross-listed with the Television and Radio Department, as well as with the Computer and Information Science Department.

Such cooperation is necessary in an age that is seeing an astounding convergence of interests and duties across disciplines and professions, he and other researchers say.

“I see social media in general as helping colleges. One sees how powerful people can be when they work together,” Friedman asserts.

Moving in this direction of interdisciplinary teaching and collaborative learning will connect more people at Brooklyn College and will create links with other institutions. This will make the college a better, more productive place, according to Manlow.

She says: “Communication has always been inherently flexible and dynamic. Today we have more tools to carry it out. Individuals are purposeful agents capable of creating shared meanings. Each of us carves out social spaces in which we can interact comfortably and in which we can reach our goals. Aided by the new technologies, we are trying to make the classroom, our departments, and the School of Business true learning spaces.”

Gone But Not Forgotten: Maxwell College

By Joe Fodor

“We thought it was a joke when we first heard,” remembers Grace Goldstein Brown, '35, who was a sophomore at Maxwell Teachers Training College when the school was closed in 1933, and all 670 female students transferred to Brooklyn College. The men enrolled at Maxwell, some two dozen, were transferred to CCNY.

In the end, Maxwell was killed by budget cutbacks at the Board of Education. As the Depression worsened, school budgets tightened, and the city had an unexpected surplus of 5,000 certified teachers who could not find jobs. Dr. George J. Ryan, president of the Board, framed the problem in dramatic terms:

We are confronted with a tragic problem of unemployment among the graduates of our training colleges. There are enough young men and women on eligible lists to meet the needs of the school system for at least five years, possibly longer.

“The sound and businesslike thing to do,” Ryan concluded, was “to stop adding to the oversupply of teachers.” And so, starting in 1933, all three New York City municipal training colleges — Jamaica Training School for Teachers, the New York Training School for Teachers, and the Maxwell Training College for Teachers — were dissolved and their faculty reassigned to the public school systems.



The Brooklyn Training School for Teachers, circa 1932.

The Board of Higher Education, which at that time oversaw Hunter, City and Brooklyn Colleges, resolved that it “accepts from the Board of Education the functions of the Teacher-Training College, receives the pupils now being educated therein.”

Soon, Brooklyn College had devised a curriculum for a B.S. in Education, and the women from Maxwell were welcomed at Brooklyn College.

But much was lost in the process. Maxwell was a historic institution — the first municipal teachers training school in New York, founded in 1885 — two years earlier than the privately-funded New

York College for the Training of Teachers. While that institution, now called Columbia Teachers College, is already planning lavish 125th anniversary celebrations for 2012, this article will likely be Maxwell Teachers Training College's only quasiquicentennial remembrance.

Who was Maxwell?

The school was the brainchild of William H. Maxwell (1852–1920), an educational reformer who blazed into New York City from Galway, Ireland, with a master's degree in philosophy and political science. Denied a teaching post because he was a foreigner, he instead threw



The bronze sculpture of William H. Maxwell, by Charles Eugene Tefft, which once stood in the American Museum of Natural History, was installed in 1923, and paid for with \$30,000 in contributions from teachers and schoolchildren. In later years Maxwell's head, with part of his neck, was removed to the AMNH library — the rest of the sculpture was scrapped.

himself into newspaper work, first at the *New York Herald* and then as managing editor of the *Brooklyn Daily Times*. An engaging writer, he wrote frequent editorials, decrying the state of the educational system, and urged that testing and standards be used in hiring teachers.

In 1881, he started teaching history in the Brooklyn school system, and the next year, became assistant superintendent. Five years later, at the age of 35, Maxwell was made Brooklyn's school superintendent, in charge of one high school, 68 elementary schools (including three "colored schools"), 1,520 teachers and 75,290 students.

In short order, Maxwell also oversaw the opening of the first vocational training schools, expanded instruction for German and other foreign language students in the schools, started the first kindergarten classes, and ushered in basic academic standards and a fair hiring and firing process for teachers, including a 1895 law that required teachers to be "graduates of a recognized high school and also of a school for the professional training of teachers or from institutions of equal or higher rank offering similar instruction."

In 1898, Maxwell was appointed New York City's first superintendent of public education, and was in charge of public schools for nearly two decades. In 1912 a celebration of his 25th year as a superintendent of education was held at Carnegie Hall and featured a chorus of 550 students from all across the city and a parade of distinguished speakers.

DID YOU KNOW?

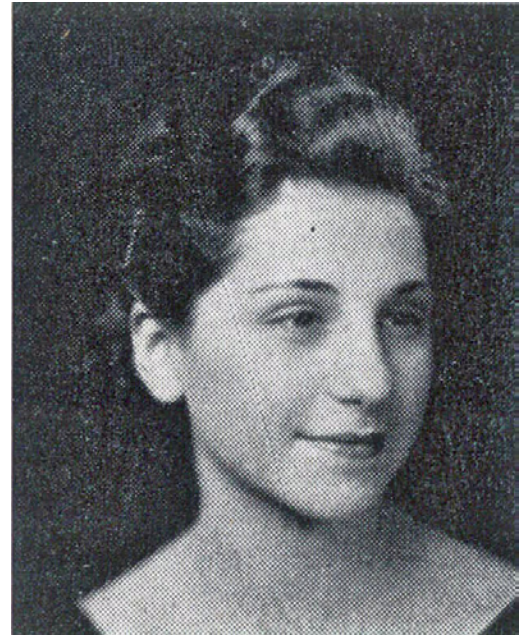
The William H. Maxwell Career and Technical Education High School is right here in Brooklyn on Pennsylvania Ave.

The Little Grey Home on Park Place

In the beginning, the Brooklyn Training School for Teachers offered one-year training courses that were supplemented by practice teaching in the local public schools. Besides courses in penmanship and rhetoric, the school taught about exercise and gardening, and, starting in 1911, began offering the first classes in New York for training teachers of special needs students, who were called in those days “defective children.”

Maxwell died in 1920, and the following year, the Brooklyn Training School for teachers was named in his honor. By this time, the course of study at the Brooklyn Teachers Training School had been expanded to two years. Home was a four-story building, built in 1904, on Park Place in Crown Heights, which included a model school, P.S. 138, for practice teaching. In 1923, Maxwell adopted a three-year program, and in 1931 it became an official four-year college, with an option for students who wanted to teach in the elementary schools to receive three-year degrees. The college, which had an enrollment of over a thousand and more than fifty faculty members during its peak years, boasted a large auditorium, a women’s basketball team, yearbooks, a school song, and a gossipy newspaper, *The Commentator*.

There was little doubt to where Grace Goldstein would go to school. “I’ve always wanted to be a teacher — since I was a child,” she says. Her father, an electrician for the Edison Company, didn’t make enough money to send his daughter to a private school, but Maxwell was free, and after she graduated



Grace Goldstein Brown, '35, a proud Maxwell College alumna.

from Erasmus Hall High School, Grace Goldstein enrolled at Maxwell, a short trolley ride from her home on Eastern Parkway.

“I remember it was like a finishing school,” she recalls today from her home in Maine. “Once I was putting my lipstick on in the back of class, and the teacher noticed me, and had me come to the front. Then she demonstrated to all the girls the proper way to apply lipstick. That was the sort of school it was.”

On another notorious occasion, she was summoned to Dean Holden’s office. “She made me stand in front of a sunny window,” Grace recalls. “It was a hot day and I was wearing a wool dress and no slip and I didn’t think anyone would notice. I remember she said ‘You know we have gentlemen in this school, too,’ and sent me home to put on

more underwear. I came back and went to her office, and flipped up my dress and said, 'See?'" The incident made Grace Goldstein infamous among the Maxwell girls, and even merited a cryptic reference in the 1935 *Broeklundian* yearbook.

And then, in the summer of her sophomore year, Maxwell was dissolved, and the grey stone building on Park Place was taken over entirely by Public School 138, which remains there to this day, and the name "Training School for Teachers" can still be seen above the school's doorway.

The Stranger in Our Midst

Brooklyn College tried to make life more welcoming for the Maxwell students, even sponsoring a luncheon for them at the Plymouth Institute. Grace Goldstein did not attend. "Maybe we were snobs," she says. "We liked our old school." Brooklyn College, at the time, was housed in rented quarters scattered throughout a grimy area of downtown Brooklyn, making their "little grey home on Park Place" seem idyllic in comparison. Indeed, the women from Maxwell would defiantly wear their "M" medals throughout their Brooklyn College years, and even formed a sorority, the Alpha Omegas — a tribute to their special status as the first and last students of the four-year Maxwell College.

Grace Goldstein Brown still has the letter she received as part of her initiation to the Alpha Omegas, which instructed her to go to the DeKalb Avenue subway station and stand there until given further instructions, wearing summer shoes, woolen socks, zippers (rubber

galoshes), ribbons on either leg (red on the right and silver on the left), long earrings, an old feather hat with a veil and "two heavy beauty marks" on her face. She wore the ridiculous costume into the crowded subway station and waited until rescued by her sisters, and remained close friends with many of them for years, long after she had become an elementary school teacher and moved to Brookline, Massachusetts to start her family. And now, she believes, she is the last surviving Alpha Omega.

Should Maxwell College have been shuttered? The oversupply of teachers in 1933 was short-lived, and within a few years there was again a shortfall — one that, with the arrival of the Baby Boom Generation, became a crisis. In 1948, the Brooklyn College School of Education was founded with considerable support from the state of New York, and remains one of the most important parts of Brooklyn College, training thousands of teachers who have raised standards and helped make the public schools of New York City "the furnace under the melting pot," in Dr. Maxwell's formulation.

Happy 125th anniversary, Maxwell Teachers Training College!



The Agora

From the Editor:
This is a space – the Agora – where faculty can appear from time to time and call out for like-minded colleagues to join them in activities, such as the folk music sessions proposed here by English Department Professor Len Fox. The idea of this metaphoric and inclusive reincarnation of the ancient Greek marketplace is to foster spirit-boosting camaraderie often elusive in an urban campus setting.

Are There Folksingers/Musicians Out There? by Len Fox

We sometimes refer to ourselves as the “Brooklyn College community,” but I think in fact we don’t have that much opportunity to act like and feel like a community. For myself, I remember that many years ago we had an Anti-Bigotry Teach-In at the college, which was a day of presentations about problems related to bigotry in the borough of Brooklyn and in the U.S. as a whole. It was my first opportunity to meet and to work with faculty from departments other than my own. It did actually make me feel more like part of a community. And I have felt that way, too, when I’ve worked on the Faculty Day Committee, and especially when I’ve also participated in events of that day.

I think, however, that faculty members should have more opportunities to act and feel like a community.

One way for us to do this would be for us to reach out and try to find others who have a common interest, and then try to get together, at the college or one of our houses or a neighborhood meeting-place.

In a community as talented and diverse as ours, the interests must be legion. For example, an interest of mine is singing and playing folk music, with a guitar or banjo. This pastime goes back to younger years when, as a high school lad, I would listen to and enjoy the Kingston Trio.

I would spend hours listening to their records and trying to play along. It shouldn’t have been very difficult, since they never seemed to use more than three chords; but for some reason or other, it took some

persistence, and a bit of time, for me to figure out the three chords.

In my high school, the Bronx High School of Science, kids used to bring guitars and sit around on the grassy hills outside after classes, and they’d sing songs at parties and at friends’ houses.

It had lots of meaning for them — and me — that went beyond the mere fun of rhythmic bouncing. Rather than just singing songs for fun, kids would sing out lyrics that, for us, had deep meaning, songs by Pete Seeger and the Weavers, songs about past fights of union workers, songs about freedom and social justice, songs of protest against war, songs against corporate greed and the destruction of the environment, songs from all around the world, in different languages, intended to encourage us to respect the art and beauty of other cultures.

But then came the busy-ness and the responsibilities of adulthood, and my poor old guitar and banjo would lie in the corner for long stretches, gathering dust, and I would lose the dexterity in my fingers and the calluses that made the playing sometimes seem effortless.

However, in recent years I have been picking up the old instruments more frequently, and getting back my calluses and some dexterity, which leads me to the main point of this article, which is to ask if there are other folksinger/musicians among the faculty who might like to get together, from time to time, to play and sing some folk music.



Are there?

I actually found one colleague (David Forbes, Education) who is an excellent mandolin player, and I have sometimes played music with my good friend Geri De Luca, but now she has gone and retired on me and moved out of the city. So David and I are wondering if there are other Brooklyn College faculty who might like to join us sometime for some music. If so, please contact me (at lfox11215@aol.com) and we'll see what we can arrange.

I would also suggest that if other faculty have other common interests or other ways of coming together as a community of shared interests, that you might consider letting us know by writing an article of this sort for this newsletter.

Len Fox, English, foreground, is pictured here with, left to right, Emily Moss and Bruce MacIntyre, both of the Conservatory of Music, and Mike Hipscher, Physical Education and Exercise Science.

Faculty Notes

Kenneth Axen, Health and Nutrition Sciences, presented “Nutrition and Exercise” at the Craving for Ecstasy and Natural Highs workshop for drug rehabilitation counselors, at the TT Ranganathan Clinical Research Foundation in Chennai, India, in June 2010.



Sally Avery
Bermanzohn,
Political Science

Sally Avery Bermanzohn, Political Science, presented “Truth and Reconciliation: Possibilities in the United States?” at the Annual Meeting of the American Political Science Association at the Marriott Convention Center in Washington D.C., on September 2, 2010. She also participated, by invitation, in the First National Event of the Truth and Reconciliation Commission of Canada, at The Forks, in Winnipeg, Manitoba, Canada, June 16–18, 2010.

Elisabeth Brauner, Psychology, presented “TRAWIS: A Coding System for Transactive Memory” at INGRoup, Interdisciplinary Network of Group Researchers at the Hilton in Arlington, Washington, D.C., July 22–24, 2010.

Daniel Campos, Philosophy, published “Peirce’s Philosophy of Mathematical Education: Fostering Reasoning Abilities for Mathematical Inquiry,” in *Studies in Philosophy and Education*, 29, 5 (2010). He also wrote “On the Value and Meaning of Football: Recent Philosophical Perspectives in Latin America,” which appeared in the *Journal of the Philosophy of Sport*, 37, 1 (2010).

Erin Courtney, English, wrote the play *A Map Of Virtues*.

Constantin Cranganu, Earth and Environmental Sciences, wrote a series of five articles, “Climate Change — Between Reality and Fiction,” which appeared in *Romania Pitoreasca* (January–February, March, April, May, June–July 2010).

Howard Davidoff, Finance and Business Management, gave a seminar titled “What You Need to Know Now in Estate Planning,” at an event sponsored by the New York State Society of Certified Public Accountants on July 22, 2010.

Jason Eckardt, Conservatory of Music, received a commission from Chamber Music America to compose a new string quartet for the JACK string quartet. Clarinetist Jean Kopperud recorded Professor Eckardt’s composition “Rendition” on her CD *Extreme Measures* (Albany, 2010). Three of Professor Eckardt’s compositions (“16,” “Rendition,” and “Equilibrium”) were performed in August at the prestigious Darmstadt Music Festival in Germany.

Joseph Entin, English, wrote “A Terribly Incomplete Thing: No-No Boy and the Ugly Feelings of Noir,” which appeared in *MELUS*, 35, no. 3 (Fall 2010).

Beth Ferholt, School of Education, wrote “A Synthetic-Analytic Method for the Study of Perezhivanie: Vygotsky’s Literary Analysis Applied to Playworlds,” a chapter in *Vygotsky and Creativity: A Cultural-historical Approach to Play, Meaning-Making and the Arts*, edited by Connery, John-Steiner, and Marjanovic-Shane (Peter Lang, 2010). Ferholt co-authored with Robert Lecusay, “Horizontal movement in the zone of proximal development: Socratic dialogue in a Playworld,” which appeared in *Mind, Culture, and Activity*, 17, no. 1 (January 2010).

Margarite Fernández Olmos, Modern Languages and Literatures, gave the keynote speech “On Becoming Latina in the U.S. — A Personal Journey: What’s in a Name?” at the Latino Studies Conference, Texas Christian University, Fort Worth, Texas, April 1, 2010.

Dominick Finello, Modern Languages and Literatures, lectured on “Integrating Landscapes in Don Quijote.” at the July 2010 meeting of the International Association of Hispanists, at the University of Rome.

Joshua Fogel, Finance and Business Management, wrote the chapter “Internet Use and Cancer: The Impact of the Internet for Those with Cancer and from Racial/Ethnic Groups and/or Low Literacy Populations,” which appeared in *Race and Ethnicity: Cultural*

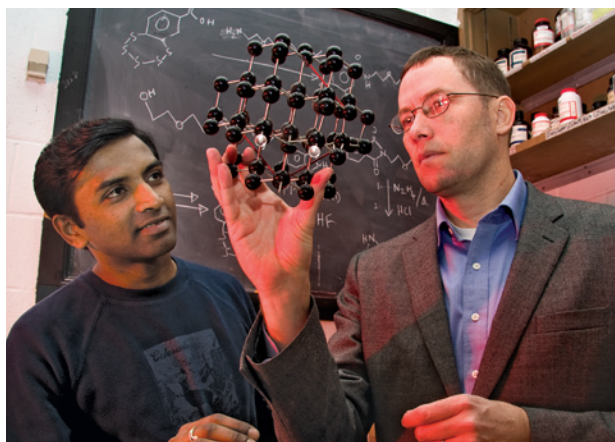
Roles, Spiritual Practices and Social Challenges, edited by Crennan (Nova Science, 2010).

Frederick Gardiner, Mathematics, was invited to give one week of lectures at the Mathematics Department of the Universidad Autonoma de Madrid, from September 13th –17th, on “Highlights of Teichmueller Theory.”

Rennie Gonsalves, English, presented “Toward a Logic of Performatives; The Case of Requestives,” in July at the 2010 annual meeting of the Linguistics Society of Canada and the United States, at McMaster University, in Hamilton, Ontario, Canada.

Douglas Geers, Conservatory of Music, presented his “pocket concerto” *Sweep*, for violin, percussion, and Wiimote orchestra, on June 4 at the International Computer Music Conference (ICMC), held at the Staller Center for the Arts, Stony Brook University. His electroacoustic composition “Enki’s Table” was performed at ICMC, June 1–5 as part of the installation *60x60*, in the Wang Center, Stony Brook University. Geers also presented a lecture, “The Brooklyn College Center for Computer Music, City University of New York” at the conference. On April 10, Geers gave a talk, “Why All the Laptops? The New Electroacoustic Ensemble Culture” at the Society for Electroacoustic Music in the United States (SEAMUS) conference at St. Cloud State University, Minnesota.

Faculty Notes



Alexander Greer,
Chemistry,
molecule model in
hand

Alexander Greer, Chemistry, presented “Portable Device Based on a Fiber-Optic Singlet-Oxygen Generator (FOSG),” at a meeting of the American Society for Photobiology at Brown University, Providence, R.I., June 2010. He also presented “Mechanism of Photodynamic Therapy and its Use in the Treatment of Cancer” at Stern College of Yeshiva University, April 2010, and at the College of Staten Island, May 2010.

Christian Grov, Health and Nutrition Sciences, presented “LGBT Communities and Social Networks,” at the International LGBT Psychology Summer Institute, at the University of Michigan, Ann Arbor, Mich., August 2010; “Community viral load: Opportunities for community and structural level interventions in NYC,” at a meeting of the MSM workgroup of the New York City HIV Prevention Planning Group at the NYC Department of Health and Mental Hygiene, July 2010; and “Sexual Harm Reduction for Gay and Bisexual Men: Navigating HIV in its Third Decade,” at the 17th Annual Texas HIV/STD Conference in Austin, May 2010.

David Grubbs, Conservatory of Music, performed concerts in Israel and France in the summer of 2010 and lectured at Tel Aviv’s Levinsky College. His latest LP release, in trio with Andrea Belfi and Stefano Pilia, is *Onrushing Cloud* (Blue Chopsticks, 2010). He received the 2010 Brooklyn College Award for Excellence in Creative Achievement.

Annie Hauck-Lawson, '78, Health and Nutrition Sciences, president of the Association for the Study of Food and Society (ASFS), developed the agendas and led the 2010 ASFS Board meeting and the combined Board meetings with the Agriculture, Food and Human Values Society (AFHVS) and the Society for the Anthropology of Food and Nutrition (SAFN) at the annual meeting of the ASFS, June 3rd–6th, in Bloomington, Ind.

Hanna Haydar, School of Education, presented “Caught at the Policies Crossroad: Beginning Mathematics Teachers and Educational Policies in New York City,” at the 2nd Paris International Conference on Education, Economy and Society, held at the Hotel Lafayette Concorde, Paris, France, July 2010.

Natalie Kacinik, Psychology, presented “Investigating the Processing of Literal and Figurative Language” at the Annual Department of Psychology Conference at the University of California, Riverside, September 2010.

Danielle L. Kellogg, Classics, was named an NEH Fellow at the American School of Classical Studies at Athens for academic year 2010–2011. She will be conducting research on property ownership and population mobility in the Athenian countryside between the fifth and first centuries B.C.E.

Margaret L. King, History, was the editor-in-chief of the following entries in the *Oxford University Press OBO* (Online Bibliography): Renaissance and Reformation (launched May 2010, readable at <http://www.oxfordbibliographiesonline.com/>): “Venice,” “Women and Learning,” and “Family and Childhood.” King also wrote “Renaissance Selves, Renaissance Bodies” in *A Cultural History of the Human Body in the Renaissance*, edited by William Bynum and Linda Kaloff (Wellcome Institute, 2010), 227–252.

Sandra Kingan, Mathematics, gave an invited presentation “Inequivalence in Representable Matroids” at the Second Workshop on Graphs and Matroids at the University of Maastricht in the Netherlands, August 1st–7th.

Aaron Kozbelt, Psychology, wrote a new chapter, “Psychology,” for the fourth edition of *The Teaching Portfolio*, edited by Seldin, Miller and Seldin (Jossey-Bass, 2010).

Dominick A. Labianca, Chemistry (emeritus), wrote “Flawed Conclusions Based on the Blood/Breath Ratio: A Critical Commentary”

in *The Champion* (June 2010), the official journal of the National Association of Criminal Defense Lawyers. He was also invited by the Criminal Courts Bar Association of Nassau County to speak on “Breath- Alcohol Analysis: Accuracy, Precision, and Slope Detection” (April 2010).

Tania Leon, Conservatory of Music, Coordinator of Composition Studies, was inducted into the American Academy of Arts and Letters in May 2010. She also received a Latin Grammy nomination in the Best Classical Contemporary Composition category for her work “To and Fro,” performed by the Nodus Ensemble. The work is included in the recording *Sonidos Cubanos* (Innova 322).

Hong-Jen Abraham Lin, Finance and Business Management, presented, as an invited speaker, “On the MOU and ECFA between Taiwan and China: The Perspective from Efficiency Analysis of Commercial Banks” at the 35th annual conference of Chinese American Academic and Professional Society (CAAPS), Sheraton LaGuardia East Hotel, Flushing, N.Y., August 21, 2010.

Veronica Manlow, Finance and Business Management, wrote “Creating an American Mythology: A Comparison of Branding Strategies in Three Fashion Firms,” which appeared in *Fashion Practice, Design, Creative Process and the Fashion Industry*, 3, no. 1 (May 2011); “Scoring In-Store Luxury Experiences: Brands Make Their Most Potent Impressions

on Customers in Stores but They're Not Always Good," which appeared in *Wealth Report*, 6, no. 6 (June 2010); and "Book Review of Glamour in Six Dimensions: Modernism and the Radiance of Form," which appeared in *Visual Studies*, 1 (April 2010). Manlow also presented the following: "Experiential Luxury Shopping at Louis Vuitton in Paris: Discerning Consumer Perceptions at the Point of Purchase," at the In Pursuit of Luxury conference and debate in collaboration with the University of Hertfordshire at the Royal Institute of British Architects, London, June 2010; and "Constructing a Mythologized Feminine Identity in American Fashion: A Comparison of Strategies in Four Firms," at the Eastern Sociological Society meeting in Boston, March 2010.

Nicola Masciandaro, English, wrote: "Individuation: This Stupidity," which appeared in *Postmedieval*, 1 (2010); "The Sorrow of Being," which appeared in *Qui Parle: Critical Humanities and Social Sciences*, 19, no. 1 (2010); and *Event of Oneself* [52 ghazals] (Createspace, 2010). Masciandaro also presented "Getting Anagogic" and "The Severed Hand: Commentary as Ecstasy," at the 45th International Congress on Medieval Studies, Kalamazoo, Mich., 2010.

Clement Mbom, Modern Languages and Literatures, published two chapters in books: "Aimé Césaire, un bousculeur de bornes," in *Aimé Césaire, Lettre à Maurice Thorez, La Rupture* (Editions Alexandrines, 2010, 173-189); and "Proverbes africains, trésors du berceau de l'Humanité," in *Vers un Monde Nouveau*.

He presented at a conference, "Le français acteur du développement dans les pays où il n'est pas la langue maternelle," held at The Permanent Mission of the International Organization of the Francophonie, New York, N.Y., June 16, 2010.

Paul McCabe, School of Education, presented "Using the MMPI-2 to predict success in school psychologist training," at the American Psychological Association (APA) Convention, at the San Diego Convention Center in California, August 2010.

Joshua Mehigan, wrote the poem, "The Smokestack," published in *The New Republic* (August 12, 2010).

Janet Moser, English, with Virginia Cruickshank, FECS Health and Human Services System, wrote "Staying Power: The Case for Off-Campus Support for College Retention Programs," published in the *Journal of Jewish Communal Service* 85, no. 2 (Fall 2010). She also presented a paper, "Using Canonical Literature as Models for Writing in Freshman Composition," at the English Department's Works in Progress program, Spring 2010.

Paul Moses, English, won the 2010 Catholic Press Association Book Award for History, first place, for his book, *The Saint and the Sultan: The Crusades, Islam and Francis of Assisi's Mission of Peace*, (Doubleday, 2009). His recent articles include "Belgian Surprise," *Commonweal*, 16 July 2010; "Wrong Then, Wrong Now: What Yesterday's Anti-



Sonia Murrow, *School of Education*

Catholicism Has in Common with Today's Islamophobia," www.commonwealmagazine.org, 26 August 2010; and "On Islamic center, what would Pope John Paul do?" www.cnn.com, 27 August 2010. Moses, '75, was named Brooklyn College's 2010 Alumnus of the Year.

Carolina Bank Muñoz, Sociology, was awarded a Fulbright Fellowship to study the impact of Wal-Mart in Chile in the spring semester of 2011.

Sonia Murrow, School of Education, wrote: "Preparing Teachers to Remake Society: New College at Teachers College, Columbia University, 1932–1939," in *Critical Questions in Education*, 1, no. 2, 51–69, (2010); and "Depicting Teachers' Roles in Social Reconstruction, The Social Frontier, 1934–1943," in *Educational Theory* (John Dewey Society, University of Illinois, 2010).

Mim Nakarmi, Physics, served as a resource person in a training program, "Physics Teaching at Basic Science Level at Tribhuvan University," organized by Amrit Science College, Kathmandu, Nepal (July 2nd–4th, 2010); Nakarmi gave a presentation, "An experience with SCALE UP: a new environment for physics teaching." Nakarmi also gave an invited talk, "III-Nitrides and II-Oxides for deep UV photonic materials," at Patan Campus, Tribuvan University, Nepal on June 11, 2010.

Brigid O'Keeffe, History, wrote "Backward Gypsies, Soviet Citizens: The All-Russian Gypsy Union, 1925–28," published in *Kritika: Explorations in Russian and Eurasian History* 11, no. 2 (Spring 2010).

Priya Parmar, School of Education, wrote: "Towards New Epistemological Possibilities: The Critical Complex Epistemology of Hip Hop Culture" a chapter in *Teaching Joe Kincheloe*, edited by Brock, Mallot, and Villaverde (Peter Lang, 2010); "Man Up! Masculinity and the Real Man" a chapter in *Boy Culture: An Encyclopedia*, edited by Steinberg, Kehler, and Cornish (ABC-CLIO, 2010); and "Life, Liberty and ... a Cup of Joe" which appeared in *Cultural Studies=>Critical Methodologies*, 10, no. 5, 409–412 (October 2010).

Irina Patkanian, Television and Radio, received two 2010–2011 NYSCA grants to write and direct an animation about the Mozambican Civil War: one, a film production grant (\$22,000) (in the Individual Artists/Film category) and the other to hire a

composer to write the score for it (\$7,000) (in the Individual Artists/Music Commission category). Patkanian was awarded a 2010 Jerome Foundation grant (\$30,000) to write, direct, and produce a documentary “Living Here: A Kamchatka Tale” — a story about one family in Siberia told from the perspective of a village horse.

Mark Patkowski, English, presented “Three Cases of Late L1 Acquisition: Evidence or Parameter Setting in the Speech of Isabelle, Genie, and Chelsea” at The Child Language Seminar, City University London, UK, on June 25, 2010.

Tanya Pollard, English, wrote “Tragedy and Revenge,” a chapter in *The Cambridge Companion to English Renaissance Tragedy*, edited by Smith and Sullivan (Cambridge University Press, 2010), and “Enclosing the Body: Tudor Conceptions of Skin,” a chapter in *A Companion to Tudor Literature and Culture, 1485-1603*, edited by Cartwright (Blackwell, 2010). She also presented the paper “Italy’s Aristotle, England’s Public Theater,” at the Renaissance Society of America’s annual convention, in Venice, Italy, in April 2010.

Jeremy R. Porter, Finance and Business Management and Children’s Studies, wrote *Tracking the Mobility of Crime: New Methodologies and Geographies in Modeling the Diffusion of Offending* (Cambridge Scholars Publishing, 2010). With Frank M. Howell, Emory University, he wrote “Surveys and Geographical Information Systems,” a

chapter in *Handbook of Survey Research, Second Edition*, (Emerald Group Publishing, 2010) and “Diversity, Macrosociology, and Religious Belonging: Using Mixed-Level Models in Examining Spatial Variation and the Closed Community Thesis” in *Sociological Focus*, 43, no. 2 (September 2010).

Herve Queneau, Finance and Business Management, wrote “Trends in Occupational Sex Segregation in the USA: Evidence from Detailed Data,” which appeared in *Empirical Economics Letters* 9 (2010).

Michael Rawson, History, wrote *Eden on the Charles: The Making of Boston* (Harvard, 2010). In May, he completed a year-long Mrs. Giles Whiting Foundation Fellowship for Excellence in Teaching, and in August he gave the keynote address at the Public Works Historical Society’s annual meeting: American Public Works Association International Public Works Congress and Exposition, Boston, Mass.

Laura Reigada, Psychology, was invited to review *Effective Treatments for PTSD: Practice Guidelines from the International Society for Traumatic Stress Studies, Second Edition*, edited by Foa, Keane, Friedman and Cohen (The Guilford Press, paperback 2010). The book review, titled “A Comprehensive Review of Best Practices in the Assessment and Treatment of Posttraumatic Stress Disorder,” was published in the journal *Death Studies* (September 2010).

Corey Robin, Political Science, wrote the following articles: “Garbage and

Gravitas," *The Nation* (June 7, 2010); "Get over It!" *London Review of Books* (June 10, 2010); and "Conservatism and Counterrevolution," *Raritan*, 31, no. 1 (summer 2010). He also wrote, "You Say You Want a Counterrevolution: Well, You Know, We All Want to Change the World," a chapter in *A Century of Revolution: Insurgent and Counterinsurgent Violence during Latin America's Long Cold War*, edited by Grandin and Joseph (Duke University Press, 2010).

Vanessa Perez Rosario, Puerto Rican and Latino Studies, edited *Hispanic Caribbean Literature of Migration: Narratives of Displacement* (Palgrave Macmillan, 2010)

Alfred L. Rosenberger, Anthropology and Archaeology, wrote "Platyrrhines, PAUP, Parallelism, and the Long Lineage Hypothesis: A Reply to Kay et al. (2008)" which appeared in the *Journal of Human Evolution* 59 (August 2010).

Laurie Rubel, School of Education, wrote "Centering the Teaching of Mathematics on Urban Youth: Equity Pedagogy in Action," which appeared in *Mathematics Teaching and Learning in K-12: Equity and Professional Development*, edited by Foote (Palgrave Macmillan, 2010); Rubel also wrote "Can 7/10 Differ from 700/1000 Only in the Real World?" which appeared in *Mathematics Teacher* 104, 2 (September 2010).

Virahit Sahni, Physics, wrote "Particle Number and Probability Density Functional Theory and A-Representability," which

appeared in the *Journal of Chemical Physics* 132, (2010), and "Wave Function Functionals," which appeared in *Physical Review A* 81, (2010). He presented "Basic Variables in Density Functional Theory in the Presence of a Magnetic Field," at the 50th Sanibel Symposium at St. Simons Island, Ga., February 24–March 2, 2010.

Anthony Sclafani, '66, Psychology, presented invited talks: "Food preferences conditioned by nutrient sensing in gut" at the Rank Prize Foundation Seminar on Nutrient Sensing in Grasmere, England in June 2010, and "Nutrient-conditioned food preferences in rodents" at the Nestle Flavour Nutrient Learning Mini-Symposium in Lausanne, Switzerland in September 2010.

Alycia Sellie, Library, presented "Meta-Radicalism: The Alternative Press by and for Activist Librarians" at The Center for the History of Print Culture in Modern America's Library History Seminar XII: "Libraries in the History of Print Culture," Madison, Wisc., September 2010.

Teresa Snider-Stein, Theater, received a PSC-CUNY grant to travel to Greece for two weeks in July to research the Clytemnestra/Agamemnon myth. She will be using the 4,000 or so photos she took in Athens and the Peloponnese to develop costume designs for a new work currently in development.

Dina Sokol, Computer and Information Science, chaired a session and was a member of the program committee for the 21st

Annual Symposium on Combinatorial Pattern Matching, held at the Polytechnic Institute of New York University in June 2010.

Karl Steel, English, presented “The Past as Past Is its Disappearance: Erkenwald and the Jews” at the New Chaucer Society Conference, in Siena, Italy, July 2010; and “On Not Finishing Erkenwald” and “Always Historicize?” at the Historicism, Post-Historicism, and Medieval Studies, Anglo-Saxon Studies Colloquium, New York University, April 2010.

Karen B. Stern, History, wrote, “Mapping Devotion in Roman Dura Europos: A Reconsideration of the Synagogue Ceiling,” which appeared in the *American Journal of Archaeology* 114, no. 3 (July 2010).

Peter M. Taubman, School of Education, received two more awards for his book, *Teaching by Numbers: Deconstructing the Discourse of Standards and Accountability in Education* (Routledge, 2009). The awards are the 2010 Critics Choice Book Award of the American Educational Studies Association (AESAs); and the 2010 Outstanding Book Award of the American Association for Teaching and Curriculum (AATC).

David G. Troyansky, History, gave a plenary talk, “‘C'est la nature seule qui est coupable’: Making sense of ageing in the nineteenth century,” at the annual meeting of the Society for the Study of French History, Newcastle, UK, June 2010.

Alex S. Vitale, Sociology, wrote “The Safer Cities Initiative and the Removal of the Homeless: Reducing Crime or Promoting Gentrification on Los Angeles’ Skid Row,” which appeared in *Criminology and Public Policy* 9, no. 4 (November, 2010). Vitale completed a Fulbright in Seoul, South Korea, in spring 2010. He taught criminology at Ewha Womans University and did research on policing and public order issues in Seoul.

Christine Vitrano, Philosophy, wrote “The Subjectivity of Happiness,” which appeared in the *Journal of Value Inquiry* 44, no. 1 (2010).

Judylee Vivier, Theater, was invited to head the voice department at the Central School of Speech and Drama, London University, in the B.A. Collaborative and Devised Theatre strand from April–July, 2010. In mid-July Vivier was invited to lead workshops for a group of visiting South African actors at the Royal Shakespeare Company in Stratford-Upon-Avon.

Deborah J. Walder, Psychology, presented “Psychiatric Symptoms in Relation to Neurocognitive Functioning Among Healthy Young Adults,” at the Cognition Satellite Meeting of the Schizophrenia International Research Society, at the San Raffaele University Scientific Institute in Florence, Italy (April 2010).

Marjorie Welish, English, as Fulbright Senior Specialist, in May–June 2010, conducted six informal seminars under the title “Criticism, the Care and Feeding Of,” at sites

in Edinburgh ranging from a classroom at Edinburgh College of Art to the project space Fruitmarket, to consider how criticism changes with the differing frameworks of visual culture and cultural studies. Welish also researched material in archives concerning the Inverleith House at the Royal Botanic Gardens, Edinburgh, in order to later realize a project there.

Craig Williams, Department of Classics, wrote *Roman Homosexuality: Second Edition* (Oxford University Press, 2010). This revised and expanded edition of his 1999 monograph includes a new foreword by Martha Nussbaum, University of Chicago. Williams was also awarded a grant from the Alexander von Humboldt Foundation to do research at the Freie Universität Berlin. His project concerned the relationship between animals and humans in Greco-Roman and Native American cultural traditions.

Barbara Winslow, School of Education, was a conference host and organizer for the History Educators International Research Network (HEIRNET) Conference, held at the Joseph Murphy Center for Worker Education/CUNY, September 13th–15th. She presented a paper, “Teaching on 9/11, Teaching 9/11.”

Howard Z. Zeng, Physical Education and Exercise Science, wrote *Teaching and Practicing of Table Tennis* (LAP Lambert Academic Publishing, 2010).



Sharon Zukin,
Sociology

Sharon Zukin, Sociology, published *Naked City: The Death and Life of Authentic Urban Places* (Oxford University Press, 2010). She gave a keynote talk on “The Normalization of Luxury: Aesthetics and Authenticity in the Big City,” at the annual meeting of the Association of European Schools of Planning, in Helsinki, July 2010. She published an op-ed piece in support of community gardens in the *New York Daily News* (August 10, 2010), and gave a keynote talk on “The Invention of Authenticity: How New York Channels Its Inner Vegas” at the fifth biennial conference of the Urban History Association, in Las Vegas, October 2010. This year she is spending part of her fellowship leave as a visiting professor at the University of Amsterdam.



Our Faculty works
together

Collaborations

Ana Acosta, English, and David Pike, American University, co-authored *Literature: A World of Writing* (Longman, 2010).

Jennifer D. Adams, School of Education, co-edited *Cultural Studies and Environmentalism: The Confluence of EcoJustice, Place-based (Science) Education, and Indigenous Knowledge Systems* (Springer, 2010), with Deborah J. Tippins and Michael P. Mueller, both of the University of Georgia, and Michiel van Eijck, Eindhoven University of Technology.

Elisabeth Brauner, Psychology, with Christine Gockel, Technical University of Chemnitz, Germany, presented "Perspective-taking helps transactive memory development" at a meeting of the Interdisciplinary Network of Group Researchers, INGRoup, in Washington, D.C., July 22–24, 2010.

Gregory S. Boutis, Physics, co-wrote with Cheng Sun, a postdoctoral fellow in his laboratory, "Investigation of the Dynamical Properties of Water in Elastin by Deuterium Double Quantum Filtered NMR," which appeared in the *Journal of Magnetic Resonance* 205, 86–92 (2010). Sun and Boutis also co-wrote "Simulation Studies of Instrumental Artifacts on Spin I=1 Double Quantum Filtered NMR Spectroscopy," which also appeared in the *Journal of Magnetic Resonance* 205, 102–08.

Robert Cherry, Economics, and **Dina Kupfer**, Political Science, co-wrote "Israel's Progress at Integrating Arab Citizens," which appeared in *Jewish Currents* (Fall 2010).

Anthony E. Clement, Mathematics, and Sal Liriano, John Jay College of Criminal Justice, co-authored "Krull Dimension and Deviation in Certain Parafree Groups," which appeared in *Communications in Algebra*, 38, no. 6 (June 2010).

Maria Contel, Chemistry, wrote, in collaboration with E.P. Urrilabeitia, University of Zaragoza, Spain, "Mechanistic Insights in the One-Pot Synthesis of Propargylamines from Terminal Alkynes and Amines in Chlorinated Solvents Catalyzed by Gold Compounds and Nanoparticles," which appeared in *Chemistry — A European Journal*, 16, no. 30, 9287–9296 (2010).

Christopher Dunbar, Physical Education and Exercise Science, co-authored two abstracts: with P. Davidson, P. Martinowicz, and R. Curran, "Assessment of aerobic power with a Bruce treadmill protocol and a graded maximal CPR compression test," which appeared in *Medicine and Science in Sports and Exercise* 42, no. 5, S526 (2010); with R. Curran, P. Davidson and C. Dee, "Energy expenditure of chest compressions in cardiopulmonary resuscitation," which appeared in *Medicine and Science in Sports and Exercise* 42, no. 5, S560 (2010). All of Dunbar's coauthors teach in the Brooklyn College Exercise Science Program.

Margarite Fernández Olmos, Modern Languages and Literatures, wrote “Creole Religions of the Caribbean,” with Lizabeth Paravisini-Gebert, Vassar College, a chapter in *Hispanic New York: A Sourcebook*, edited by Claudio Remeseira (Columbia University Press, 2010).

Joshua Fogel, Finance and Business Management, co-wrote numerous articles, including the following: “Religious Affiliation and Ethics: Patterns Regarding Beliefs for Workplace Behaviours,” *Journal of Business Systems, Governance, and Ethics*, 5, no. 1 (June 2010), with his collaborators, Nadine McSween and Osman Dutt, former students from the Class of 2006; “Intentions and behaviors to obtain Invisalign,” *Journal of Medical Marketing*, 10, no. 2 (2010), his collaborator being Raymond Janani, '10, a former student; “Consumers with sexual performance problems and spam e-mail for pornography,” *Journal of Internet Banking and Commerce*, 15, no. 1 (2010), with his collaborator, Sam Shlivko, '08, a former student; and “Understanding designer clothing purchases over the Internet,” *Journal of Fashion Marketing and Management*, 14, no. 3 (2010), along with his collaborator, Mayer Schneider, '09, a former student.

Hershey H. Friedman, Finance and Business Management, and Linda W. Friedman, Baruch College, wrote “Lessons from the Global Financial Meltdown of 2008,” which appeared in the *Journal of Financial Transformation*, 28 (2010). They also wrote “The Global Financial Crisis of 2008: What Went Wrong?” a chapter

in *Lessons from the Financial Crisis: Causes, Consequences, and Our Economic Future*, in the Kolb Series in Finance, edited by Robert W. Kolb (John Wiley & Sons, Inc., 2010).

Frederick Gardiner, Mathematics, co-authored two articles with **Jun Hu**, Mathematics, which appeared in the *Ramanujan Math Society Lecture Notes Series*, no. 10, April 2010: “Finite Earthquakes and the Associahedron” and “A Short Course on Teichmüller’s Theorem.”



Yu Gao, Psychology

Yu Gao, Psychology, co-wrote, among numerous other studies, the following, with Adrian Raine, University of Pennsylvania, Peter Venables, University of York, UK, Michael Dawson and Sarnoff Mednick, both of the University of Southern California: “Reduced electrodermal fear conditioning

Collaborations

from ages 3 to 8 years is associated with aggressive behavior at age 8 years," which appeared in the *Journal of Child Psychology and Psychiatry*, 51, no. 5 (May 2010); and "Early maternal and paternal bonding, childhood physical abuse, and adult psychopathic personality," which appeared in *Psychological Medicine*, 40, no. 6 (June 2010).



Christian Grov,
Health and Nutrition
Sciences

Alexander Greer, Chemistry, and **Catherine McEntee**, Biology, wrote "Fiber-optic Singlet Oxygen Generator Device Serving as a Point Selective Sterilizer," which appeared in *Photochemistry and Photobiology*, 86 (2010). Greer also wrote, with Robert Bittman, Queens College, Gilbert Arthur, University of Manitoba, and Akira Kawamura, Hunter College, "Synthesis, Characterization, Mechanism of Decomposition, and Antiproliferative Activity of a Class of PEGylated Benzopolysulfanes Structurally Similar to the Natural Product Varacin," which appeared in the *Journal of Organic Chemistry*, 75 (2010).

Kenneth A. Gould, Sociology, and **Tammy L. Lewis**, Sociology, wrote "Transnational Social Movements," an entry in *The International Studies Encyclopedia*, edited by Denmark (Wiley-Blackwell Publishing, 2010).

Christian Grov, Health and Nutrition Sciences, co-authored the following, with David S. Bimbi and Anthony Bamonte, "Best Practices in Enhancing Effective Prevention Messages with Performance," a paper which they presented at the 17th Annual Texas HIV/STD Conference, Austin, Texas, May 2010; "Sexual compulsivity and sexual risk in gay and bisexual men," which appeared in the *Archives of Sexual Behavior*, 39 (2010); and "Loneliness and HIV-related stigma explain depression among older HIV-positive adults," which appeared in *AIDS Care*, 22 (2010).

Olympia Hadjiliadis, Mathematics, co-wrote with Hongzhong Zhang, Columbia University, "Drawdowns and rallies in a finite time horizon," which appeared in *Methodology and Computing in Applied Probability* (Special Issue), 12, no. 2, 293–308 (2010). Hadjiliadis also presented "Sequential Classification in Point Clouds of Urban Scenes" with Ioannis Stamos, Hunter College, at the **Fifth International Symposium on 3D Data Processing, Visualization and Transmission**, in Paris, France, May 17th–20th, 2010.

Curtis D. Hardin, Psychology, co-authored with **Rick M. Cheung**, Graduate Center, "Costs and benefits of political ideology: The case of economic self-stereotyping and stereotype threat," which appeared in the

Journal of Experimental Social Psychology, 46, 761–766, (September 2010). Hardin co-authored, with **Michael W. Magee**, Graduate Center, “In defense of religion: Shared reality moderates the unconscious threat of evolution,” which appeared in *Social Cognition*, 28, 379–400 (September 2010).

Annie Hauck-Lawson, '78, Health and Nutrition Sciences, was a discussant on “The benefits of organic food for child health and development” panel with Annie Novak, an urban farmer at 55 Eagle St. Rooftop Farm. In July, *Gastropolis: Food and New York City*, the book that Hauck-Lawson co-edited with Jonathan Deutsch (Kingsborough Community College), was released in paperback by Columbia University Press.

Hanna Haydar, School of Education, co-wrote with Mary Foote, Queens College, Andrew Brantlinger, University of Maryland, Beverly Smith, City College, and Lidia González, York College, “Are We Supporting Teacher Success: Insights from an Alternative Route Mathematics Teacher Certification Program for Urban Public Schools,” which appeared in *Education and Urban Society* (September 2010).

Janet Elise Johnson, Political Science, wrote “The New WAVE: How Transnational Feminist Networks Promote Domestic Violence Policy Reform in Postcommunist Europe and Eurasia” (with Laura Brunell) and “Global feminism, foreign funding, and Russian writing about domestic violence” (with Gulnara Zaynullina, '06), two chapters

in *Domestic Violence in Post-Communist States: Local Activism, National Policies, and Global Forces*, edited by Fábíán (Indiana University Press, 2010). She also wrote “Foreign Intervention and Violence Against Women,” an entry in *The International Studies Encyclopedia*, edited by Denmark (Wiley-Blackwell, 2010). Johnson also gave an invited presentation, “Assessing Civil Society in Putin’s Russia: The Plight of Women’s Crisis Centers,” for the Gannon Center for Women and Leadership’s conference, “Women in Russia: Politics and Policy,” held at Loyola University Chicago, May 2010.

Natalie Kacinik, Psychology, and Kendall Eskine, a doctoral student in the Cognition, Brain and Behavior sub-program in psychology at the Graduate Center, presented a poster, “Idiomatic Representation: Can Live Bodies Wake up Dead Metaphors?” at the joint Conceptual Structure, Discourse, and Language (CSDL) and the Embodied and Situated Language Processing (ESLP) meeting at the University of California, San Diego, September 2010.

Sandra Kingan, Mathematics, with co-PI, **Jeff Suzuki**, Mathematics, received a \$193,103 National Science Foundation (NSF) Course Curriculum and Laboratory Improvement (CCLI) award. The goals of their project, “Mathematics for Social Advocacy,” are to design a new course and to write a book.

Aaron Kozbelt, Psychology, co-wrote a number of articles, including the following, with Kana Nishioka, '05, “Humor

Comprehension, Humor Production, and Insight: An Exploratory Study," which appeared in *Humor: International Journal of Humor Research*, 23, no. 2 (September 2010); and with David R. Owen, Psychology, and Angelika Seidel, Amanda ElBassiouny, and Yelena Mark, graduate students, "Visual Selection Contributes to Artists' Advantages in Representational Drawing," which appeared in *Psychology of Aesthetics, Creativity, and the Arts*, 4, no. 3 (May 2010).

Veronica Manlow, Economics, co-authored with Linda Weiser Friedman, Baruch College, "Inventing the Future: Using Social Media to Transform a University from a Teaching Organization to a Learning Organization," which appeared in the *Journal of Interactive Learning Research*, 19, no. 1 (2010).

Namita N. Manohar, Sociology, co-authored, with Dana Berkowitz and Justine Tinkler, both of Louisiana State University, "Walk Like a Man, Talk Like a Woman: Teaching the Social Construction of Gender," which appeared in *Teaching Sociology*, 38 (April 2010). Manohar also presented "Bargaining for Migration: The Gendered Strategizing of Migration by Tamil Women in Atlanta." at the American Sociological Association Annual Meeting, Atlanta, Ga. (August 2010).

Nicola Masciandaro, English, co-wrote, with Anna Klosowska, Miami University of Ohio, "Between Angela and Actaeon: Dislocation," which appeared in *L'Esprit Createur*, 50 (2010).

Paul McCabe, School of Education, presented, with Steven Shaw, McGill University, "Psychotropic medications for young children: Promises, prospects, or poisons?" at the spring meeting of the Association of Early Childhood and Infant Psychologists (AECIP) held at Pace University, New York, N.Y., April 2010; and with **Florence Rubinson**, Education, "Training Psychologists and Counselors to Advocate for LGBTQ Youth in Schools," and "Intention of School Psychologists and Counselors to Advocate for LGBT Youth," at the American Psychological Association (APA) Convention, held at the San Diego Convention Center, Calif., in August 2010.

Michael Meagher, School of Education, made presentations, including one with Andrew Brantlinger, University of Maryland, "When will I learn to be a mathematics teacher? Alternatively certified teachers, a case study," at the 32nd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, held in Columbus, Ohio in October 2010.

Eleanor Miele and **Jennifer D. Adams**, both from the School of Education, co-authored *Science Safaris in New York City: Informal Science Expeditions for Children, Parents and Teachers*, (Kendall Hunt, 2010).

Priya Parmar, School of Education, received a grant of \$31,700, awarded by the 21st Century Community Learning Center Program to District 10-JHS 80-Mosholu (Bronx, NY),

The Leadership Program, Inc., Priya Parmar and Bryonn Bain, Long Island University — the founders of “Lyrical Minded” — and the Lehman College Adult Learning Center. The “Lyrical Minded” literacy program is being implemented as an afterschool program for the 2010–2011 academic year.

Jeremy R. Porter, Finance and Business Management and Children’s Studies, received \$200,000 in September 2010, in funding from the Delta Health Alliance for “Addressing Gaps in the Healthcare System in the Mississippi Delta,” with Arthur Cosby, Dasha Radin and Heather Hanna, all three of Mississippi State University; David Bloom and Diana Bowser, both of the Harvard School of Public Health, and Emily Broad, Harvard School of Law. Porter also received \$35,000 in funding from the Social Science Research Center for “Pain Prevalence and Addictive Behaviors,” with Marissa S. Matta, and Arthur Cosby, both of Mississippi State University, in June 2010.

Laura A. Rabin, Psychology, presented “Complaints associated with current cognitive functioning and progression to dementia: Predictive value of patient and informant report items” at the mid-year meeting of the International Neuropsychological Society in June 2010, in Krakow, Poland, with A. Saykin, Indiana University School of Medicine; H. Wishart, L. Flashman, R. Santulli, all from Dartmouth Medical School; and M. Brown, Brooklyn College. In addition to co-authoring studies for medical journals, Rabin was awarded

a three-year grant for \$471,000 from the National Institutes of Health. The winning proposal is titled “Cognitive Complaints in a Diverse Cohort of Elders: Novel Assessment Approaches.”

Alfred L. Rosenberger, Anthropology and Archaeology, with Siobhán B. Cooke, a CUNY Graduate Center doctoral student; Renato Rímoli, Universidad Autónoma de Santo Domingo; Xijun Ni, Institute of Vertebrate Paleontology and Paleoanthropology, Beijing, China, and Luis Cardoso, City College of New York, published “First skull of *Antillothrix bernensis*, an extinct relict monkey from the Dominican Republic” in the *Proceedings of the Royal Society* (July 2010).

Barbara Rosenfeld and **Sharon O’Connor-Petruso**, both of the School of Education, presented “Rudeness in the Classroom: A Survey of College Students’ Perceptions of Inappropriate Use of Technology” at the 2010 Association for Educational Communications and Technology (AECT) International Convention in Anaheim, Calif., in October 2010.

María R. Scharrón-del Río, Florence Rubinson, Paul McCabe, Eliza A. Dragowski, Wayne Reed, Graciela Elizalde-Utnick, Delida Sánchez, Michael Meagher, Sonia Murrow, Barbara O’Neill, Beth Ferholt, and Herman F. Jiesamfoek, members of GLARE, the School of Education faculty committee, presented “Brooklyn College’s GLARE: GLBTQ Advocates for Research and Education,” at the American Psychological Association

(APA) Convention, held at the San Diego Convention Center, Calif., in August 2010.

Anthony Sclafani, '66, Psychology, with **Mahsa Bahrani, Steven Zukerman and Karen Ackroff**, all teaching in the Psychology department, co-authored a number of studies, including "Stevia and saccharin sweetener preferences in rats and mice" which appeared in *Chemical Senses* 35 (2010). Also, Sclafani co-authored, along with K. Touzani, Psychology, and R.J. Bodnar, Queens College, "Acquisition of glucose-conditioned flavor preference requires the activation of dopamine D1-like receptors within the medial prefrontal cortex in rats" which appeared in *Neurobiology of Learning and Memory* 94 (2010).

Charles A. Stone, Finance and Business Management, with Carlos E. Ortiz, Arcadia University, and Anne Zissu, Polytechnic Institute of New York University, wrote, "Can ARMs' Mortgage Servicing Portfolios be Delta Hedged under Gamma Constraints?" which appeared in *The Journal of Financial Transformation* (Spring 2010).

Sophia Suarez, Physics, among other studies, co-wrote with Jay R. P. Jayakody and Steve G. Greenbaum of Hunter College; Thomas Zawodzinski, Jr., Case Western Reserve University; and John J. Fontanella, U.S. Naval Academy, "A Fundamental Study of the Transport Properties of Aqueous Superacid Solutions," which appeared in the *Journal of Physical Chemistry B*, 114, 8941.



Deborah J. Walder, *Psychology*

Deborah J. Walder, Psychology, co-authored with Hanan D. Trotman, Joseph F. Cubells, Joy Brasfield, Yilang Tang and Elaine F. Walker, all of Emory University, "Catechol-O-Methyltransferase (COMT) modulation of cortisol secretion in psychiatrically at-risk and healthy adolescents," *Psychiatric Genetics*, 20, no. 4 (August 2010). Walder also co-authored, with Vijay A. Mittal, Carrie E. Bearden, Melita Daley, Anthony Simone and Tyrone D. Cannon (all from the University of California Los Angeles) and Elaine F. Walker and Hanan D. Trotman (from Emory University), "Markers of basal ganglia dysfunction and conversion to psychosis: Neurocognitive deficits and dyskinesias in the prodromal period," *Biological Psychiatry*, 68, no.1 (July 2010).