

Faculty Newsletter

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Christoph M. Kimmich

A President of the Faculty and for the Faculty

by Renison Gonsalves, English

In his presidential address to the (British) Historical Association in January 1947, the great English historian G.M. Trevelyan talked about the ubiquity of bias in history. For Trevelyan, history requires an interpretation of the facts, and so the opinion of the historian inevitably intrudes upon historical analysis. And because of that inevitability, he said, a historian has an obligation to try to “make it the right kind of opinion—broad, all-embracing, philosophic.” President Kimmich, a historian himself, definitely exudes this aspect of Trevelyan’s credo. He has his biases, his opinions about things, his “prepossessions,” to use Trevelyan’s term, but they certainly are, in the very best sense, broad, all-embracing, and philosophic.

First and foremost, President Kimmich is undoubtedly biased toward the faculty of the College, in that he sees the job of the president of the College through the eyes of a member of the faculty. Kimmich, who has been at Brooklyn College since 1973, when he joined the Department of History, believes that his perspective on the presidency was shaped by his initial experience as a faculty member in two respects: first, “by knowing what it’s like to be a faculty member—the pressures,

the demands, the opportunities”; and, second, “by getting to know students in the most direct way possible—as a teacher, as an adviser, as a mentor.” For him, that is “the heart of the institution—the faculty are our major resource, and the students are why we are here.” Without the experience of being a faculty member in the classroom, without that “direct connection in some way—a sense of different memories,” a college president cannot have that “sharp sense of why you’re doing what you’re doing.” Referring to our new library and construction on the West Quad, the president admits that “building buildings is fun, but that’s not the heart of the matter; the heart of the matter is what goes on in those buildings.” Indeed, he sees the new construction as primarily creating a setting for teaching and learning, which “brings you right back to faculty and students again.”

In a different sense, President Kimmich is also biased toward the students of Brooklyn College. He draws a contrast with private education, which had been the total of his personal experience “from kindergarten to graduate school” before coming to Brooklyn College after teaching at Columbia University for ten years. There,



he says, the students were generally “the sons or grandsons of alumni,” who, when they graduated after four happy years, joined their father’s business. At Brooklyn College, “no one joins their father’s business,” Kimmich says. “Our students often are just as bright as any I have taught anywhere, and they’re going to make it on their own. That makes it all enormously exciting.” One of his delights as a faculty member was hearing students comment on the subject at hand with insight and intelligence and, in a sudden flash, discover how bright they truly were. As the list of prominent Brooklyn College alumni reveals, many of these students

have most certainly made it on their own and achieved great things in careers for which a Brooklyn College education prepared them.

These two broad, all-embracing, philosophic biases, toward our faculty and our students, inform much of President Kimmich's thinking on the past and current problems and future opportunities for the College. Associate Provost Jerry Mirotznik mentions a story that illustrates perfectly the first of these biases. A report in the mid-1990s had drawn an unsettling picture of morale among Brooklyn College faculty. When Kimmich, provost at the time, saw the report, he responded by taking immediate action to remedy the situation. With his support, the Faculty Recognition Initiative was launched, and that led to the creation of Faculty Day; the establishment of several awards honoring faculty for excellence in teaching, creative achievement, and service; and the restoration of the *Faculty Newsletter* to its current status as a regular publication of the College.

Kimmich says that once the idea of Faculty Day was presented to him, he recognized it as "a splendid way of featuring ourselves, of celebrating ourselves," and he notes with satisfaction that "it has been going great guns ever since." When he gets the opportunity to attend Faculty Day, he finds the sense of community created by faculty participation "rewarding," and he is impressed by how well this important annual event illustrates "the passionate involvement that the faculty has in what they do."

The prospect of a future dormitory (or, as Kimmich prefers, the more neutral "residence hall") for Brooklyn College students, currently under construction by

a private builder, makes clear the pride that he takes both in Brooklyn College students and in the programs available to them. The rationale behind Brooklyn College's first residence hall after more than seventy years without one stems from the fact that such a facility would enlarge the scope of students admitted to include those who want "the quintessential American college experience"—our years of college away from home. He also points out that the very positive reputation that many of our programs (such as the film program and the M.F.A. programs in fiction, poetry, performing arts management, and music) enjoy both here and abroad has attracted students from far afield. Such students often band together and live in crowded apartments. The new residence hall will help to solve this problem and "open new opportunities for students we would want to come to the College." Of course, having a residence hall will require that the College consider some changes, such as the extent to which it would provide late hours in the library and the Student Center, and access to the recreational facilities on nights and weekends. According to President Kimmich, the new residence hall will cause us to "think of ourselves in a somewhat different way," but he essentially sees it as an opportunity to attract a whole new set of students to Brooklyn College.

The president is excited about the opportunities that the West Quad Project will bring to the College, including the chance to rethink our perennial space problems. But the construction might ultimately also lead to a reconfiguration of the campus. The East Quad might well become the home of the arts, humanities, and social sciences, while the West Quad would house the physical sciences and

technology (in Roosevelt Hall after major renovations), and student services and physical education (in the new building that is nearing completion). He expects the new science facilities to be in sharp contrast with what we have in Ingersoll Hall, where, "when you walk down the halls, all you see are closed doors." A reconfigured Roosevelt Hall, with glass on both sides of a corridor, will give everyone a glimpse of students and faculty working together doing research with modern scientific equipment. "What a way to turn students on to science!" he exclaims.

What is most revealing, however, of President Kimmich's biases toward both students and faculty is what he counts as one of the most rewarding things of his tenure as president: "the influx of new faculty coming with superb credentials from some of the best graduate schools, bringing new energy and dynamism and wanting to be at Brooklyn College because of the kinds of students we have, because it is diverse, because it is in New York, and because of what we offer." He sees these new faculty members as the College's future, "transformative" for the College in the best of ways. He only regrets that, unlike his days as provost, when he knew all of the faculty by name, by area of research, and by area of teaching, "I now no longer know all of them personally."

Our regret, of course, is that President Kimmich will be retiring at the end of the academic year. We want to take this opportunity, on behalf of the faculty, both to thank him for his many years of service to Brooklyn College and to the City University of New York, and to wish him all the very best on his retirement. 📌

Brooklyn College's Globe Trekkers

By Martha Corpus and Irwin Weintraub, Library

With students from more than 140 countries who speak nearly one hundred languages, it is not surprising that the Princeton Review ranks Brooklyn College third among the nation's colleges with the most diverse student population (behind Baruch and the University of Maryland–Baltimore). The richly diverse student body is a great reflection of the diversity of the borough of Brooklyn itself, whether it be a matter of ethnicity, language, sexual orientation, gender identity, or veteran status.

Many Brooklyn College students, coming from mixed schools or neighborhoods, arrive on campus fully prepared to interact with those who are different from themselves. Yet there are some who come to the College with no experience of cross-race and cross-class interactions, and who lack any knowledge about working through difficulties that might arise in such relationships. Such students benefit from getting to know those of different cultures and classes, from talking together about stereotypes about the wealthy and the poor, or about people of particular cultures or economic status. This embrace of diversity affords all of our students the opportunity to become major contributors to society and the global community.

Taking advantage of the wealth of cultures among us, many academic departments take the diversity in the classroom on the road—using what's local to enhance the global—with study tours, excursions, meanderings, and research junkets to international outposts. Some

of the programs are short study-abroad tours of three to four weeks; others are longer and more detailed. Students and faculty travelers gain first-hand knowledge of the culture, language, arts, and mores of nations previously unfamiliar to them, and in many cases, emerge more savvy about the world around them and, possibly, with more sensitivity to the “otherness” in people. Below is a sampling of current studies in world cultures.

Winter in China

The CUNY-BC Winter in China Program gives juniors and seniors an opportunity to study and travel throughout the world's most populous country. Approximately fifty students of diverse backgrounds—as well as Brooklyn College faculty members who teach classes in modern Chinese history, the development of the Silk Road, intercultural communications, and beginning Chinese—join the group. One of the most interesting and rewarding assignments for the students is to keep a



**Shuming Lu, Speech Communication
Arts and Sciences**

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daily journal on ideas, observations, encounters, and thoughts on cultural differences. For example, one student's journal entry compared U.S. gyms ("private, expensive, and elite") with Chinese gyms ("public, cheap, and mainstream").

"It's on-site experimental learning," explains Professor of Speech Communication Arts and Sciences Shuming Lu, coordinator of the program. "Students come and tell me how they relate to the magnitude of the Great Wall and the historic importance of Tiananmen Square, the Summer Palace, and the Forbidden City." On the last program, the group took an overnight train from Beijing to Xi'an, and flew to Nanjing, Suzhou, and Shanghai, immersing themselves, under Lu's tutelage, in the richness of this three-thousand-year-old culture.

Students learned about the concept of yin and yang, dipped into traditional Chinese medicinal remedies, watched kung fu matches, and tasted local cuisines. The latter, says Lu, proved something of a stumbling block: "Food in China is authentic, and it is very different from what most of us are exposed to here in the United States." For example, one student described his turtle dinner experience in a "Chinglish" restaurant: "They showed me the live turtle before it was cooked, to assure me that it was fresh. When I ordered turtle soup, the waitress asked if I wished to have the animal's blood in my soup. I could not believe what she was saying." His conclusion? "Keep an open mind."

Another challenge was Chinese behavior. Although briefed in advance, students were somewhat abashed by the stares of passersby, the locals' propensity

to touch the visitors' hair; and the apparent disregard for what students termed "personal space." At subway stops, they were impressed by the cleanliness and the display of train arrivals in the stations but were appalled as Chinese workers stampeded to the doors of arriving trains, preventing passengers from exiting. Another spoke of becoming intimidated at a restaurant by wait staff who *really* waited: "The server stood behind me throughout the meal, interjecting at times with gestures. She did not leave the table until we were done." However, the student concluded, "I learned to accept these customs for what they are—Chinese culture."

Students also felt tested by communications. Almost all conversations were carried out in gestures, and the students rarely went out without their phrase books and pen and paper—a habit adopted when they found out how hard it can be to ask for simple things, even to order a bottle of water. One student commented, "It is a priceless and sometimes hilarious experience to try to explain something without using language."

During their travel time within China, which included side trips to Hong Kong and Sanya (often called the "Oriental Hawaii"), they talked with young Chinese people, ate dinner in their homes, and interacted with Chinese and other international students. They visited the Terra Cotta Warriors, mosques, and the starting point of the Silk Road; they participated in Islamic and Buddhist services, and were exposed to the tenets of Taoism and Confucianism.

Throughout all this learning and interaction, Lu says our students had the

rare experience of “thinking about and reflecting on the meaning of culture and real cultural differences while immersed in that different culture itself.”

Summer in Ghana

This four-week study tour, coordinated by Associate Professor of Africana Studies Lynda Day, supports Brooklyn College’s mission to provide undergraduates with the skills to be prepared for global citizenship.



Lynda Day, Africana Studies

The 2007 summer group comprised students of Trinidadian, Haitian, Puerto Rican, Ecuadorian, and Jewish backgrounds. Their academic interests ranged from English literature, to psychology, to economics and business.

Day, who spent an academic year in Ghana as a Fulbright scholar several years ago, feels that Ghana’s peaceful transition to a democracy and its ongoing economic growth give students “a chance to

observe great disparities of wealth and poverty. You might find a run-down shanty next door to a mansion or a palace. Our students have little experience with this type of poverty.”

Students are also exposed to a wide range of educational experiences. These include pre-departure lectures given by Brooklyn College faculty on the culture and history of Ghana and on-site orientations on Ghana’s rich heritage and cultural uniqueness by staff from the University of Ghana and Kwame Nkrumah University of Science and Technology. A major aspect of the study tour is the interaction with Ghanaian young adults. Visits to historic sites expose students to the West African country’s past, and trips to nature preserves and wildlife sanctuaries give them a chance to experience a piece of Africa’s natural beauty. In addition, students learn to be respectful of their hosts’ celebrations. This past year, for instance, instead of the punk look sported by other students, BC students, clad in white shirts, won high marks from the Ghanaians.

Some of these experiences have a deep, profound experience on the students. The Ashanti people—a major ethnic group in Ghana—are renowned for their skill in Kente cloth weaving, a symbolic cloth worn during important ceremonies. The students visited craft villages where local people weave the cloth. They learned about the patterns, colors, and traditions regarding the wearing of Kente cloth. One student took his research into Kente cloth so seriously that he regularly visited the villages, was adopted by a family of weavers, and learned how to use a loom. Subsequently, he wrote his honors thesis on Ashanti textiles.

At the end of their month abroad, students write about how their experiences enriched their understanding of Ghana and African culture. They address political and social issues, and they elaborate upon how the summer study program expanded their global perspectives and understanding of Caribbean and African culture. Several students write eloquently of their appreciation of and pride in their African heritage.

Day is committed to this program that takes students to a stable, democratic nation in a continent that faces many challenges and learning opportunities. Even Day herself admits that there is always something to learn on a trip to an African country. “My job is to be a translator of my culture, to pass on a globalizing point of view.”

Korea — Hot and Trendy Video

One of the reasons that brought Adjunct Professor Young Cheong, Television and Radio, to Brooklyn College was his fascination with the school’s diverse student and faculty populations. In fact, he was so impressed by it that he produced a documentary film, *The International Vision at Brooklyn College*, which is scheduled for release next year. Cheong is a video editor and software expert who returns to Korea, his birthplace, every summer to run film and video production workshops for Korean students. “Broadcasting and film is trendy right now,” he says, “and more and more Asian students are trying to learn about new TV and video methods.”

During all his transpacific shuttling, Cheong is cognizant of the many cultural differences that abound. “Americans, for instance, look at snow and shiver—it’s nice the first day, but then it’s not so great,” he observes. “In the East, snow is

Diversity and Inclusion

Brooklyn College's new *Diversity and Inclusion Plan 2008–2013* is a comprehensive document that supports the College's Strategic Plan through several recommendations, in three categories: increasing faculty diversity, creating an inclusive environment, and incorporating the principles of diversity and inclusion into the classroom and curriculum.

To pull these ideas together, a group of faculty, staff, and students was recently formed as the Advisory Committee on Diversity, under the aegis of Jennifer Rubain, director of the Office of Affirmative Action, Compliance, and Diversity. Charged with developing a new plan, the group concluded that achieving diversity was not the endpoint. "Just because we have a community of people with diverse characteristics does not mean that all members feel like they are an important part of our community," says Rubain. "That's why the word *inclusion* was added to the plan." The committee quickly determined that to create such a climate required an



Jennifer Rubain, Affirmative Action, Compliance, and Diversity

examination of "where we are now, where we want to be, and how best to get there," notes Rubain.

Among the first steps was a January workshop, *Diversity in the Classroom*, sponsored by the Center for Teaching and the Office of the Associate Provost. Barbara Gross Davis, assistant vice-provost, undergraduate education at the University of California, Berkeley, led the session. Says Rubain, "Everyone told me that I'd be lucky if ten people showed up for this workshop. Well, some forty faculty members came, and all came away saying 'we want more.'"

Davis's workshop focused on case studies related to characteristics of inclusive practices, an analysis of diversity and inclusion practices in complex teaching situations, the range of responses and actions to help students feel included in the classroom, and the potential consequences of an instructor's response to student motivation and achievement. Each case evoked a rich exchange of insights and ideas about how faculty could more sensitively and effectively address these challenging issues. In short, inclusive pedagogy is good teaching.

The workshop also led to a deeper understanding of how to take one of Brooklyn College's natural resources, our student diversity, and leverage it to create inclusive learning environments that enhance the academic achievement of all of our students.

Kathleen McSorley, Professor, School of Education



Young Cheong, Television and Radio

beautiful, warm, casting great majesty to mountain cliffs." Students in Korea, notes Cheong, are influenced by Western culture—such as the World Cup and its accompanying hoopla and advertisements, and the cults of superheroes. Many of these South Korean students fear nonwhites—even though few have ever met a person of color.

Turning to courses he teaches here on campus, he notes that his Korean students are very serious about their studies, are "unusually quiet," and have a deep respect for traditional values—parents, teachers, authority figures. "They do not know how to complain," something of a contrast to the openness of the average U.S. college classroom, "and they tend to be intimidated. It is considered disrespectful to speak up in class because that is construed as criticizing the professor." Cheong tries to encourage Korean students to interact and participate in class discussions. Says Cheong, "They regard themselves as

guests in this country, but I tell them that here, at Brooklyn College, you can open your mind, have friends of every color and religion. You belong here—you are a Brooklyn College student.” His dream is to bring a group of Korean students to Brooklyn College for a few weeks, and to take a group of BC students to Korea.

Cheong brings to Brooklyn College an international vision. He is committed to the concept that world leaders must know and accept differences in cultures, and be sensitive to the customs and mores of other peoples. In his view, if these students will be producing television and radio programs, they have to see the world from a broad perspective in order to produce quality work.

January in Rio

Assistant Professor of Philosophy Daniel Campos teaches a course on the history of Latin America and wants to expose his students to life in Brazil. He hopes to take his students there for an on-site experience of the social movements and political issues that face this massive South American country. Through visits, he says, the philosophical pragmatism he teaches in the classroom will come alive, and his students will know Brazil as a stable democracy that encompasses a wide diversity of cultures, like many other countries in Latin America.

He hopes this project will materialize in the future. He plans to head up a three-week study program to Rio de Janeiro to give his students exposure to the historical, literary, and cultural heritage of this famous city and, by extension, of the world’s fifth-largest country, a Portuguese-speaking, multicultural democracy comprising Native Indian, European, African, and Asian cultures.

By examining Latin American countries, he imparts to his students the ways in which those cultures have been shaped and differ from those of U.S. and European societies. Campos’s current research is in the area of philosophical pragmatism, which, with regard to culture, he defines as the study of the formation and transformation of the concepts and habits of conduct that societies use to ensure their survival.



Daniel Campos, Philosophy

He focuses on issues of identity and how Latin Americans perceive themselves and their region. Campos points out that students who enroll in his course are eager to learn about the region, but he is surprised at the limited understanding they have about what lies south of the U.S. border. However, their views are quickly changed when they realize that those countries are diverse and rich in a variety of art, music, literature, theater, and cultural life derived from a blend of peoples who reside there. 📌



Faculty Notes

Eric Alterman, English, wrote the following articles: "Israel at 60: The State of the State," in *The Nation*, September 3; "Remembering Paul Newman," in *The Guardian*, October 2; and "How Israel Failed Its Arab Minority," in *Moment*, November/December. He gave the following lectures: "Liberty and the News" at Queensborough Community College in October; "The Media and the 2008 Election" at Cornell University in October; "The Media and Civil Liberties," sponsored by the American Civil Liberties Union of Ohio, in Cleveland in November; and "What Do Jews Believe" at Yale University in November. He also presented "When Checks and Balances Fail: The Media and Civil Liberties in the 2008 Election" on a panel at the Boston Public Library in September.

Isabelle Barrière, Speech Communication Arts and Sciences, wrote "The Vitality of Yiddish among Hasidic Infants and Toddlers in a Low SES Preschool in Brooklyn," in *Proceedings of the 2008 Czernowicz Yiddish Language International Centenary Conference* (Sovetskii Pisatel, 2009). She presented "The Distinction between Low Percentage of Exposure and Language Impairment: Insights from the Acquisition of Yiddish and English" at the Bilingualism and Specific Language Impairment Conference, at the Hebrew University of Jerusalem in February; and "The Collaborative Work between Yeled V'Yalda Research Institute and CUNY" at the Yeled V'Yalda Risk-Management Meeting at the Regional Office of the Administration for Children and Families in December. She gave a workshop on "The New Head Start Dual Language Policy at Yeled V'Yalda Early Childhood Center" to Early Head Start teachers and directors in January.

Luigi Bonaffini, Modern Languages and Literatures, translated two books of poetry: *Calchi di luna* (*Moon Castings*), by Vincenzo Di Oronzo (Gradiva Publications, 2009) (Italian into English); and *What She Says about Love* (*Quello che lei dice dell'amore*), by Tony Magistrale (Bordighera Press, 2008) (English into Italian).

Rose Burnett Bonczek, Theater, taught a series of workshops on ensemble and improvisation to students and faculty at Leeds Metropolitan University and at Harrogate College, both in the United Kingdom, in February.

Edwin G. Burrows, History, wrote *Forgotten Patriots: The Untold Story of American Prisoners During the Revolutionary War* (Basic Books, 2008). He discussed the book with audiences in Florida and Connecticut and was interviewed on radio and television shows in Texas and California. His recent lecture at the National Archives was aired on C-Span. In January he joined the editorial board of the New York State Historical Association.

Daniel Campos, Philosophy, won the 2008 Peirce Essay Contest in philosophy for his essay "Imagination, Concentration, and Generalization: Peirce on the Reasoning Abilities of the Mathematician."

Robert Cherry, Economics, wrote "Using Child Care Tax Benefits in New York State," in *CPA Journal* (2009). He presented "Rethinking Poles and Jews" at the Graduate Center's Holocaust Lecture Series in November.

Anthony E. Clement, Mathematics, wrote "The Baumslag-Solitar Groups: A Solution for the Isomorphism Problem," in *Aspects of Infinite Groups, Algebra, and*

Discrete Mathematics, Volume 1 (World Scientific Publishing, 2008). He gave a talk based on this research paper at the New York Algebra Colloquium at the Graduate Center in fall 2008.

Maria Contel, Chemistry, wrote "Synthesis of Apoptosis-Inducing Iminophosphorane Organogold(III) Complexes and Study of Their Interactions with Biomolecular Targets," in *Inorganic Chemistry* 48 (January 2009). She presented "Catalytic and Pharmacological (Anti-Cancer, Antibacterial) Uses of New Gold(III)-Iminophosphorane Complexes" at the International Zing Conference on Organometallic Chemistry, in Antigua and Barbuda in March.

Constantin Crânganu, Geology, presented "Application of GIS to Water Resources Management" during GIS Day 2008 at East Stroudsburg University in November. In January, he was nominated associate editor of the *Journal of Marine and Petroleum Geology*, one of the leading publications in the field.

Jill Cirasella, Library, wrote two appendices, "Historical Bibliography of Quantum Computing" and "Keeping Abreast of Quantum News: Quantum Computing on the Web and in the Literature," in *Quantum Computing for Computer Scientists*, by **Noson S. Yanofsky**, Computer and Information Science, and Mirco A. Mannucci, HoloMathics (Cambridge University Press, 2008). She presented "Quirky, Not Quacky: Quantum Computing for Librarians" at the Science, Technology, and Medical Librarians Special Interest Group, Metropolitan New York Library Council, in New York in March.

Jason Eckardt, Music, was awarded a \$10,000 commission for a new chamber music composition from the Fromm Foundation at Harvard University. Recent performances of his work include portrait concerts in Paris and Helsinki.

Ronald Eckhardt, Biology, accepted an award on behalf of Brooklyn College's New York State Department of Education-funded Science and Technology Entry Program (STEP) from the Royal Society of Chemistry, USA Section, in recognition of the quality of the STEP academic program, at the Princeton Club in November. The award was accompanied by a financial donation to allow field trips to local scientific institutions to foster better early science preparation of participating high school students and encourage them to enter into STEM careers.

Dominick Finello, '65, Modern Languages and Literatures, wrote *The Evolution of the Pastoral Novel in Early Modern Spain* (University of Arizona, 2008).



Eric Alterman, English



Dominick Finello, Modern Languages and Literatures

Jack Flam, Art, presented the following: "The Artist as Philanthropist" at Art Basel Conversations, in Miami in December; "Pierre Bonnard: Possessive Space" at the New York Studio School in February; and "Rethinking Oceanic Art" at the Los Angeles County Museum of Art in February. He wrote "Einstein et la métasculpture," "Barnett Newman," and "Reinhardt Black Paintings," in *Traces du sacré* (Éditions du Centre Pompidu, 2008); and "Bonnard in the History of Twentieth-Century Art," in *Pierre Bonnard: The Late Still Lifes and Interiors* (Metropolitan Museum of Art and Yale University Press, 2009).

Namulundah Florence, Education, wrote *Multiculturalism 101: The Practical Guide Series* (McGraw-Hill, 2009). She volunteered at the Sierra Flor School, in Lasso, Ecuador, in December and January, working on a teachers' seminar; conducted in Spanish, that addressed the key issues

of teacher role, understanding students' needs, creating inclusive learning environments, and developing an enriching curriculum in the teaching /learning process. She was also a substitute teacher at the K–8 school.

Joshua Fogel, '93, Economics, wrote "Physician Customer Satisfaction and Medication Assistance Programs from Pharmaceutical Companies," in *Southern Medical Journal* 102 (2009). He chaired the symposium "Consumer Behavior" at the twentieth Greater New York Conference on Behavioral Research, in New York in November.

Brian R. Gibney, Chemistry, chaired the symposium "Advances in Proteomics: Analytical, Structural, and Functional Aspects" at the Thirteenth International Meeting on Trace Elements in Man and Animals, in Pucón, Chile, in November. At the same meeting, he presented "Modern Methods of Analysis of Zn Proteins."

Alexander Greer, Chemistry, wrote "Singlet Oxygen Chemistry in Water: Photophysics of Quenching of a Photosensitizer by O₂ at the Water/Porous Vycor Glass Interface," in *Journal of Physical Chemistry B* 112 (2008); and "Theoretical Studies of a Singlet Oxygen-Releasing Dioxapaddlane: 1,4-Diicoso Naphthalene-1,4-endoperoxide," in *Structural Chemistry* 20 (2009). He presented "Toxic Chemical Delivered by Fiber: Singlet Oxygen Delivery via a Fiber Optic-bound Photosensitizer" at Polytechnic University in October; and "Generation of Singlet Oxygen as a Therapeutic and Disinfecting Agent" at Queens College in November.

Christian Grov, Health and Nutrition Sciences, has been appointed to the New York City HIV Prevention Planning Group, which is responsible for HIV prevention plans for the New York City Department of Health and Mental Hygiene. Grov is a reviewer for the *International Journal of Sexual Health, AIDS Education and Prevention, Journal of Sex Research, Journal of Urban Health, Journal of Adolescent Health, and AIDS Research and Therapy*.

David Grubbs, Music, completed a tour of nine solo performances in Berlin and Dublin in January. He delivered an artist's talk at the Centre for Material Digital Culture, University of Sussex, in January.

Olympia Hadjiliadis, Mathematics, presented the following: "One-Shot Schemes for Decentralized Quickest Detection" at the Stevens Institute of Technology, in Hoboken, New Jersey, in November; and at the University of Delaware in December; and "Formulas for Stopped Diffusions with Stopping Times Based on Drawdowns and Drawups" at the American Mathematical Society Meeting on Financial Mathematics, in Washington, D.C., in January.

Annie Hauck-Lawson, '78, Health and Nutrition Sciences, wrote "My Little Town: A Brooklyn Girl's Food Voice," in *Gastropolis: Food and New York City* (Columbia University Press, 2008).

Janet Elise Johnson, Political Science and Women's Studies, wrote *Gender Violence in Russia: The Politics of Feminist Intervention* (Indiana University Press, 2009). She gave a keynote lecture, "Women's Crisis Centers in Russia: How Transnational Collaborations Can Work," at the Aleksanteri Institute Conference on

Welfare, Gender, and Agency in Russia and Eastern Europe, at Helsinki University, Finland, in December.

Margaret L. King, History, has been appointed editor-in-chief of the *Renaissance and Reformation OBO* (Oxford Bibliographies Online), one of the first of a series of new electronic bibliographies to be launched in 2009–2010 by Oxford University Press.

Sandra Kingan, Mathematics, presented “A Computational Approach to Inequivalence and Isomorphism in Matroids” at the Fortieth Southeastern International Conference on Combinatorics, Graph Theory, and Computing, in Boca Raton, Florida, in March. She gave an invited presentation, “On Representable Matroids with Large Planes,” at the American Mathematical Society Meeting, in Worcester, Massachusetts, in April.

Mark N. Kobrak, Chemistry, wrote “Coupled Ion Complexation and Exchange between Aqueous and Ionic Liquid Phases: A Thermodynamic Interpretation,” in *Solvent Extraction and Ion Exchange* 26 (2008).

Rachel Kousser, Art, presented “The Uses of the Past in Hellenistic Pergamon and Alexandria” at the Classics Graduate Forum, at the University of Wisconsin, Madison, in December; and “Memories of Greece, Souvenirs of Egypt: The Visual Culture of Expatriates in Hellenistic Alexandria” at the College Art Association, Los Angeles, in February.

Jerome Krase, Sociology (emeritus), wrote “Sucesión étnica en Little & Big Italy,” in *Bifurcaciones, Revista de Estudios Culturales Urbanos* 8, www.bifurcaciones.cl/008/Krase.htm; “La trasformazione delle Little Italy di New York City,” in *Letteratura Italoamericana, QUADERNI del Premio Letterario Giuseppe Acerbi* (Edizioni Fiorini, 2008); “Scrivere e Riscrivere: Leggere e Rileggere il testo della città via immagine,” in *Migrazioni e Paesaggi Urbani* (C.A.C.I.T., 2008); “Ethnic Succession in Little and Big Italy,” in *Italian Americans Before Mass Migration: We’ve Always Been Here* (American Italian Historical Association, 2008), which he coedited; and “The American Italian Historical Association: A View from the Bridge,” in *Polish American Studies* 65, no. 1 (2008). He presented “The Jordan Family in Politics” at the annual meeting of the American Italian Historical Association, in New Haven, Connecticut, in October; “Interpreting the Italian Look, or: What Looks Italian?” at the Forum on Italian American Criticism: An Annual Symposium, The Status of Interpretation in Italian American Studies, in New York in October; and “Seeing the Local in Global Cities,” at Public Space and Social Cohesion in the City: Present and Future International Conference, in St. Petersburg, Russia, in July. He gave the keynote address, “Popular Italian Touches in Neighborhoods: From Palladio to Your Cousin Joey,” at the Italian Culture Month Conference, at Nassau Community College in October. He moderated a diversity panel, “Migration in Museums: Narratives of Diversity in Europe,” at the Network Migration in Europa e.V., International Council of Museums, Europe, and Centre de Documentations sur les Migrations Humaines, in Berlin in October.



A Database for Everything Brooklyn

The Center for the Study of Brooklyn launched its new website, www.studybrooklyn.org, with links to borough data and research, public affairs, policy issues, and biographies of the New York City Council, borough presidents, and state and federal elected officials. Also included are data on current initiatives: EcoBrooklyn, Embrace Brooklyn, and HIV/AIDS. For more information, contact the center's director, **Gretchen Maneval**, at 718.951.5852 or 917.648.8200, or at gmaneval@brooklyn.cuny.edu.

Dominick A. Labianca, Chemistry (emeritus), wrote "Breath-Alcohol Analyzers and Simulator Solutions: A Commentary on a Deficient Explanation of Test Results," in *Forensic Toxicology* 27, no. 1 (February 2009).

Gertrud Lenzer, Sociology and Children's Studies, presented "From Advocacy to Legality to Legitimacy: New York and the Evolving Jurisprudence of Children and Adolescents" at the Third Child Policy Forum of New York: Implementation and Monitoring of the Optional Protocol to the U.N. Convention on the Rights of the Child, the Sale of Children, Child Prostitution, and Child Pornography, which she also convened and moderated, at the United Nations in February. She established a ChildRights Working Group that will prepare a New York State Party Report to review the degree to which statutes, regulations, and programs of New York State serve to protect children and adolescents from sexual exploitation. Lenzer was invited to join the steering committee of the Million Father Club (MFC), a fathering initiative from the office of Assembly Member William A. Scarborough.

Sharona A. Levy, SEEK, wrote "Reading the Reader," in *Academic Commons* (January 2009).

Susan Longtin, Speech Communication Arts and Sciences, presented a short course, "A Parent Education Program for Preschool Children with Autism," at the annual convention of the American Speech, Language, and Hearing Association, in Chicago in November.

Rohit Parikh, Computer and Information Science, wrote "Sentences, Belief, and Logical Omniscience, or What Does Deduction Tell Us?" in *Review of Symbolic Logic* 1, no. 4 (2008). He presented "Knowledge, Games, and Tales from the East" at the University of California, Irvine, in October; at National Tsing-Hua University, in Hsinchu, Taiwan, in January; and at the Third Indian Conference on Logic and Its Applications, in Chennai in January, which was included in the publication of the conference proceedings of the same name (Springer, 2009). He also made the following presentations: "Belief Revision and the Logic of Campaigning," at the University of California, Irvine, in October, and at Stanford University in November; "The Logic of Campaigning," at the Workshop in Logic and Social Interaction, in Chennai in January; and "States of Knowledge and the Logic of Campaigning," at National Chung-Cheng University, in Chiayi, Taiwan, in January.

Armed Defense, a short film by **Irina Patkanian**, Television and Radio, has been selected to play at the Big Muddy Film Festival in Carbondale, Illinois; the Connecticut Film Festival in Danbury; and the Athens Film Festival in Athens, Ohio. Her documentary *My American Neighbor* received the Best Short Documentary Award at the Peace on Earth Film Festival, in Chicago in August. In August, *My American Neighbor* was a finalist for the Best Documentary Award, and her *Second Egyptian* was a finalist for the Best Narrative Award at the Sixty-second University Film & Video Association Conference.

Margaret-Ellen (Mel) Pipe, Children's Studies and Psychology, was appointed to the editorial board of the American Psychological Association publication *Journal of Experimental Psychology: Applied*. She presented an invited seminar, "Investigating Child Sexual Abuse: Good Interviews Make for Good Evidence," at Victoria University of Wellington, New Zealand; and the paper "Case Outcomes in the Investigation of Child Sexual Abuse: Does the Quality of the Interview Make a Difference?" at a symposium that she convened at the annual conference of the American Society of Criminology, in St. Louis in November.

Tanya Pollard, English, presented "Rereading the Greeks, Writing the Stage" at the Rutgers Medieval/Renaissance Colloquium in New Brunswick, New Jersey, in October; and "Old as New: Rethinking Classical Reception" on the New Directions in Early Modern Studies Panel, at the CUNY Graduate Center in October.

Michael Rawson, History, wrote "On Common Ground: The Overlapping Fields of Environmental History and Planning History," in the *Journal of Planning History* 7, no. 4 (November 2008). He presented "The Power of Thought: Ideas of Nature and the Making of Nineteenth Century Boston" at the annual conference of the American Historical Association, in New York in January. Rawson received a Mrs. Giles Whiting Foundation Fellowship for Excellence in Teaching for the 2009–2010 academic year.

Helen E. Richardson, Theater, participated in a panel discussion, "Eliminate Violence against Women through the Arts and the Media," at the United Nations in March. She was dramaturg and cocurator of the play *MIKA*, commissioned by the United Nations for the Elimination of Violence Against Women Day, performed at the United Nations in November and again in March for International Women's Day. Since December, she has been working with the United Nations to seek funding to develop a project using theater as a framework for supporting the empowerment of women, with Latin America as the initial area of involvement.

Virajt Sahni, Physics, wrote "New Perspectives on the Fundamental Theorem of Density Functional Theory," in the *International Journal of Quantum Chemistry* 108, no. 2756 (2008).

Janna Schoenberger, Art, presented "Almerisa the Milkmaid: Rineke Dijkstra's Photographic Series of a Bosnian Refugee" at Location Dislocation, The Sixth Annual Festival of the Arts, at California State University, Sacramento, in March.

Robert Moses Shapiro, Judaic Studies, made two presentations in November: "The Press during the Holocaust" at the Rabbi Herbert Tarr Institute at Temple Sinai, in Roslyn Heights, New York; and "Kristallnacht: Why Didn't the Press Shout?" at Mt. Sinai Jewish Center, in New York. In December he chaired the session "Children, Gender, and Family and the Holocaust" at the annual conference of the Association for Jewish Studies, in Washington, D.C., as well as the YIVO



Irina Patkanian, Television and Radio

Book Discussion Group on Dara Horn's *The Next World*, which he also moderated, at the Center for Jewish History in Manhattan.

Karl Steel, English, presented "The Return of the Pig? Violence and Meat in Resurrection Doctrine" at the Southeast Medieval Association, at St. Louis University in October.

Cyndi Stein, Speech Communication Arts and Sciences, received her professional certification as a life coach. She presented several times at St. John's Hospital for the department of psychiatry grand rounds on incorporating the coaching model in medical practice.



Collaborations

David G. Troyansky, History, coedited *Transnational Spaces and Identities in the Francophone World* (University of Nebraska Press, 2009). As president of the Western Society for French History, he presided over the society's meeting in Quebec City, Canada, in November.

Merih Uctum, Economics, was invited to give a talk on her work "Does the Worldwide Shift of Foreign Direct Investment from Manufacturing to Services Accelerate Economic Growth? A GMM Estimation Study" at Fordham University in October.

Albena Vassileva, English, wrote "Spoken Revolutions: Discursive Resistance in Bulgarian Late Communist Culture," in *Poetics Today* 30, no. 1 (spring 2009).

Poems by **Marjorie Welsh**, English, were anthologized in *American Hybrid* (Norton, 2009). Welsh also wrote "Spaced Intertext," published online at <http://jacketmagazine.com/36/guest-welish.shtml>.

Paula A. Whitlock, Computer and Information Sciences, presented "Explorations of Hard Hyperspherical Systems at Higher Densities" at the One Hundredth Statistical Mechanics Conference, at Rutgers University in December.

Alan A. Aja, Department of Puerto Rican and Latino Studies, and Anne Hoffman, M.A., '08, wrote "The Influence of Latin@ Religion on American Politics," in *Encyclopedia on Hispanic American Religious Cultures* (ABC-CLIO, 2009).

Isabelle Barrière, Speech Communication Arts and Sciences, Gary Morgan and Ros Herman (City University, London), and Bencie Woll (University College, London) cowrote "The Onset and Mastery of Spatial Language in Children Acquiring British Sign Language," in *Cognitive Development* 23 (2008). Barrière presented the following posters: "Sensitivity to Subject-Verb Agreement at 18 Months: Evidence from Head Turn Preference," with Geraldine Legendre (Johns Hopkins University) and Louise Goyet and Thierry Nazzi (CNRS/University Paris 5), at the Syntactic Theory and (A)Typical Acquisition of Language Symposium, at Paris University, France, in February; and "Quantitative Effects on Yiddish/English Bilingual Development," with Shoshy Frenkel, M.S., '99, Fay Halberstam (CUNY Graduate Center), and Susie Smedesdran, Erika Bergelson, and Joyce Chen (Yeled V'Yalda Research Institute), at the Thirty-third Annual Boston University Conference on Language Development in November.

Maria Contel, Chemistry, and E.P. Urriolabeitia (University of Zaragoza, Spain) wrote "Gold(III)-Iminophosphorane Complexes as Catalysts in C-C and C-O Bond Formations," in *Journal of Organometallic Chemistry* 694 (January 2009).

Christopher Dunbar, Physical Education and Exercise Science, and Barry Saul (New York Methodist Hospital) coauthored *ECG Interpretation for the Clinical Exercise Physiologist* (Lippincott, Williams and Wilkins Publishers, 2009), an electrocardiography text designed specifically for clinicians involved in stress testing and cardiac rehabilitation.

Renee Fabus, Speech Communication Arts and Sciences, and Aimee Sidavi, '08, coauthored "A Review of Stuttering Intervention Approaches for Preschool and Elementary School-Age Children," in *Contemporary Issues of Communication Sciences and Disorders* (spring 2009).

Joshua Fogel, '93, Economics, cowrote two articles with **Laura A. Rabin**, Psychology, Sarah L. Weinberger-Litman (HealthCare Chaplaincy), and Janelle L. Mensinger (Reading Hospital & Medical Center): "The Influence of Religious Orientation and Spiritual Well-Being on Body Dissatisfaction and Eating in a Sample of Jewish Women," in the *International Journal of Child and Adolescent Health* 1, no. 4 (2008); and "Educational Setting and Eating Disorder Risk Factors among Young Jewish Women: A Comparison between Single-Gender and Coed Schools," in *Counselling and Spirituality* 27, no. 2 (2008). Fogel and Rabin also cowrote "Mild Traumatic Brain Injury and Its Sequelae: Characterization of Divided Attention Deficits," in *Neuropsychological Rehabilitation* 19, no. 1 (2009) with Nadia Paré (Kaiser Foundation Rehabilitation Center) and Michel Pepin (Universite Laval). Fogel also coauthored the following: "Integrative Internet-Based Depression Prevention for

Adolescents: A Randomized Clinical Trial in Primary Care for Vulnerability and Protective Factors," in the *Journal of the Canadian Academy of Child and Adolescent Psychiatry* 17, no. 4 (2008) with collaborators from the University of Chicago, Northwestern University, and other institutions; and "Internet Social Network Communities: Risk Taking, Trust, and Privacy Concerns," in *Computers in Human Behavior* 25 (2009) with Elham Nehmad, '08. He presented "Women and Purchase of Sexual Performance Products from Spam E-Mail," with Sam Shlivko, '08, at the Thirty-ninth Annual Meeting of the Decision Sciences Institute, in Baltimore in November. He made three presentations at the Twentieth Greater New York Conference on Behavioral Research, in New York in November: "Religious Affiliation and Workplace Behaviors," with Nadine McSween, '06, and Osman Dutt, '06; "Direct-to-Consumer Prescription Advertisements and Its Impact on College Student Consumers," with Daniel Novick, undergraduate student; and "Predicting the Purchase of Designer Clothing over the Internet," with undergraduate student Mayer Schneider. At the same conference, he presented and won the Guzewicz Award for Outstanding Cross-Cultural Research for "The Internet as a Source of Information for Helping Asian Americans Deal with Depression."

Hershey H. Friedman, '68, Economics, and Linda W. Friedman (Baruch College) wrote "Can 'Homo Spiritualis' Replace 'Homo Economicus' in the Business Curriculum?" in the *e-Journal of Business Education & Scholarship of Teaching* 2, no. 2 (December 2008). They cowrote "Ethical

Imperatives of CEOs: Creating the Virtuous Corporation," in the *Journal of Business Systems, Governance and Ethics* 4, no. 3 (December 2008), with **Frimette Kass-Shraibman**, Economics; and "The Role of Modeling in Scientific Disciplines: A Taxonomy," in *Review of Business* 29, no. 1 (November 2008), with S. Pollack (St. John's University). They also made two presentations at the Thirty-ninth Annual Meeting of the Decision Sciences Institute Conference, in Baltimore in November: "The New Media Technologies: An Overview and Framework for Study" and "Using the New Media to Transform a University from a Teaching Organization to a Learning Organization."



Isabelle Barrière, Speech Communication Arts and Sciences

Alexander Greer, Chemistry, and Joel F. Liebman, '67 (University of Maryland-Baltimore), coauthored "Paradigms and Paradoxes: Energetics of the Oxidative Cleavage of Azo Compounds," in *Structural Chemistry* 19 (2008).

Christian Grov, Health and Nutrition Sciences, presented the following at the Annual Meeting of the Society for the Scientific Study of Sexuality, in San Juan, Puerto Rico, in November: "Sex on Club Drugs: Pleasure, Patterns, and Risk," with Sarit A. Golub, Jeffrey T. Parsons, and Armando Fuentes (Hunter College), and Brian C. Kelly (Purdue University); "Using Respondent Driven Sampling to Identify 'Invisible' Populations: Implementation and Ethics," with Julia Tomassilli (Graduate Center) and Brian Mustanski (University of Illinois at Chicago); and "Emotional Labor and Men: How Male Sex Workers Break Cultural Stereotypes of Men's Work," with Michael D. Smith (Susquehanna University) and David W. Seal (Medical College of Wisconsin).

David Grubbs, Music, and artist Angela Bulloch collaborated on "Hybrid Song Box.4," which was included in the Solomon R. Guggenheim Museum's exhibition *theanyspacewhatever*. They performed the work in the Guggenheim's Peter B. Lewis Theater as part of a twenty-four-hour program to conclude the exhibition in January.

Gail Gurland, Speech Communication Arts and Sciences; Beryl Adler, '67; and Leda Molly, '79, wrote the following: *Vocabulary Power: Sound-a-Likes* (Play Bac Publishers, 2008), which won the 2008 Parents Choice Award, and *Vocabulary Power: Raining Cats and Dogs* (Play Bac Publishers, 2008).

Olympia Hadjiliadis, Mathematics, and H.V. Poor (Princeton University) wrote *Quickest Detection* (Cambridge University Press, 2008). She coauthored "A Comparison of 2-CUSUM Stopping Rules for Quickest Detection of Two-sided Alternatives," in *Sequential Analysis* 1, vol. 28, with Gerardo Hernandez-del-Valle (Columbia University) and I. Stamos (Hunter College).

Annie Hauck-Lawson, '78, Health and Nutrition Sciences, and Jonathan Deutsch (Kingsborough Community College) coedited *Gastropolis: Food and New York City* (Columbia University Press, 2008). Along with contributing writer Annie Lanzillotto, they appeared on the show *Gastropolis: Food and New York City* on WFUV-FM, the radio station of Fordham University, Bronx, in December.

Mark N. Kobrak, Chemistry, graduate student Hualin Li, and undergraduates Murvat Ibrahim and Ismail Agberemi cowrote "The Relationship between Ionic Structure and Viscosity in Room-Temperature Ionic Liquids," in the *Journal of Chemical Physics* 129 (2008).

Sharona A. Levy and **Robert J. Kelly** (emeritus), SEEK, presented "Critical Inquiry: A Comprehensive Strategy for Student Success" at the Faculty Resource

Network 2008 National Symposium, Defining and Promoting Student Success, at the University of San Francisco in November.

Paul McCabe and **Florence Rubinson**, Education, wrote "Committing to Social Justice: A Model for Behavioral Change to Serve LGBT Youth," in *School Psychology Review* 37, no. 4 (December 2008). They presented the special session "Braving the Barriers: Supporting Faculty Inclusion of GLBTQ Youth Issues in Courses and Research" at the National Association of School Psychologists convention, in Boston in February, with **Eliza Dragowski**, Education; Kristen Varjas (Georgia State University), and Margaret Rogers (University of Rhode Island). At the same convention, McCabe and graduate student Sarita Gober presented "A Tripartite Model to Explain Adolescent Steroid Use."

Jennifer McCoy, Art, and Kevin McCoy (New York University) presented *I'll Replace You*, an exhibition of new works, at Postmasters Gallery, New York, November 21–January 10. They also presented *Artists Choice Workshop*, in the education department of the Whitney Museum of Art, New York, in December.

Lisa Novemsky and **Barbara Rosenfeld**, Education, presented "E-Mail Is for Old Fogeys: A Modest Study of E-Habits and E-Preferences Across Generations" at the Thirty-ninth Annual Conference of the Northeastern Educational Research Association, in Rocky Hill, Connecticut, in October. They also wrote "E-Mail Is Not Just for Old Fogeys: A Modest Study of E-Preferences Across Generations," which was published in the conference proceedings.

Sharon O'Connor-Petruso and **Barbara Rosenfeld**, Education, presented "Effective Strategies for Integrating Technology and the Tools of Web 2.0 in the Curriculum When Limited by Budget, Infrastructure, and Shelf Life" at the 2008 Association for Educational Communications and Technology International Convention, in Orlando, Florida, in November. The presentation was included in the *31st Annual Proceedings Presented at the 2008 Convention of the Association for Educational Communications and Technology*, Volume 2.

Margaret-Ellen (Mel) Pipe, Children's Studies and Psychology, cowrote two chapters in *Critical Issues in Child Sexual Abuse Assessment* (Wiley, 2009): "Dolls, Drawing, Body Diagrams and Other Props: A Role in Investigative Interviews?" with K. Salmon (Victoria University of Wellington, New Zealand); and "Repeated Interviewing: A Critical Evaluation of the Risks and Potential Benefits," with D. LaRooy (University of Abertay, Scotland) and M. Lamb (Cambridge University). She also cowrote "Children as Eyewitnesses: Memory in the Forensic Context," in *The Development of Memory in Childhood* (Psychology Press, 2008), with Salmon, LaRooy, and Lamb. Pipe, Lamb, **Y. Orbach**, Children's Studies, C. Abbott (National Institutes of Health), and H. Stewart (Children's Justice Center, Salt Lake City), completed the final technical report to the National Institute of Justice, *Do Best Practice Interviews with Child Sexual Abuse Victims Influence Case Outcomes?* (2008).

Laura A. Rabin, Psychology, coauthored the following: "Cholinergic Components of Frontal Lobe Function and Dysfunction," in *Handbook of Clinical Neurology* 88, 3rd Series (Elsevier, 2008) with P. Tanapat and N. Relkin (Princeton University and Weill Medical College of Cornell University); "Implicit and Explicit Memory for Affective Passages in Temporal Lobectomy Patients," in *Brain and Cognition* 68 (2008) with L. Burton, S. Vardy, et al. (Fordham University); and "A Survey of Neuropsychologists' Practices and Perspectives Regarding the Assessment of Judgment Ability," in *Applied Neuropsychology* 15 (2008) with M. Borgos and A. Saykin (Dartmouth Medical School). She presented "Predicting Dementia Using Neuropsychological Tests, Self Reported Memory Complaints, and Informant Reports of Cognitive Decline," published in *International Conference on Alzheimer's Disease* (2008), the conference proceedings, with C. Wang, M. Katz, C. Derby, and R. Lipton (Albert Einstein College of Medicine).

María R. Scharrón-del Río, Education, and Jill Hill (Teachers College, Columbia University) presented "Racial Microaggressions in Higher Educational Institutions: Ripple Effects in Education and Training" at the World Indigenous Peoples' Conference on Education, in Melbourne, Australia, in December. Scharrón-del Río and **Delida Sanchez**, **Lynda Sarnoff**, **Haroon Kharem**, and **Alma Rubal-Lopez**, Education, and Lottie Almonte, Kentia Murren, Cleo Dancy, and Sandra Badillo (Performing Arts High School, East New York) presented "Transformational PATHS in East New



York and Multicultural Education: Redefining the Professional Development School (PDS) Model" at the Twenty-sixth Annual Winter Roundtable on Cultural Psychology and Education, at Teachers College in February. "Speak Up/Speak Out," a grant proposal by Scharrón-del Río, Sanchez, Sarnoff, and **Graciela Elizalde-Utnick**, Education, was funded for the second consecutive year by the Diversity Projects Development Fund.

Roseanne Schnoll, Health and Nutrition Sciences, and multiple collaborators wrote "Mercury from Chlor-Alkali Plants: Measured Concentrations in Food Product Sugar," in *Environmental Health* 8, no. 2 (January 2009).

Anthony Sclafani, '66, Psychology, coauthored with K. Ackroff, K. Bonacchi, and K. Touzani, Brooklyn College, and R.J. Bodnar, Queens College, the following posters presented at the November meeting of the Society for Neuroscience in Washington, D.C.: "Rapid Acquisition of Conditioned Flavor Preferences in Rats," "Opioid Mediation of Sugar and Starch Preference in the Rat," and "Intra-Accumbens Microinjections of Naltrexone Do Not Interfere with the Expression of Flavor Preferences Conditioned by Intra-gastric Glucose Infusion in Rats." He coauthored the following articles with colleagues from Brooklyn College and Queens College: "Activation of Dopamine D1-like Receptors in the Nucleus Accumbens Is Critical for the Acquisition, but Not the Expression, of Nutrient-Conditioned Flavor Preferences in Rats," in *European Journal of Neuroscience* 27 (2008); "Role of Dopamine D1 and D2 Receptors in the

Nucleus Accumbens Shell on the Acquisition and Expression of Fructose-Conditioned Flavor-Flavor Preferences in Rats," in *Behavioural Brain Research* 190 (2008); and "Role of Systemic Endocannabinoid CB-1 Receptor Antagonism in the Acquisition and Expression of Fructose-Conditioned Flavor-Flavor Preferences in Rats," in *Pharmacology, Biochemistry and Behavior* 90 (2008).

Jacqueline Shannon, Education; N. Cabrera (University of Maryland); C. Tamis-LeMonda (New York University); and M. Lamb (University of Cambridge) cowrote "Who Stays and Who Leaves? Father Accessibility Across Children's First Five Years," in *Parenting: Science and Practice* 9, no. 1 (January 2009). Shannon, Cabrera, Tamis-LeMonda, S. Mitchell (University of Maryland), and R. Ryan (University of Chicago) cowrote "Low-Income Nonresident Father Involvement with Their Toddlers: Variation by Fathers' Ethnicity, Resources, and Mother-Father Relationship," in *Journal of Family Psychology* 11 (December, 2008).

Russell Leigh Sharman, Anthropology and Archaeology, and his wife, Cheryl Harris Sharman, wrote *NIGHTSHIFT NYC* (University of California Press, 2008). Sharman and cowriters Owen Egerton and Chris Mass sold the feature-length screenplay *Bobbie Sue* to Warner Bros. Studios. The screenplay, to be produced by De Line Pictures, earned a place on the prestigious Blacklist for 2008.

Merih Uctum, Economics, wrote "A Nonlinear Approach to Public Debt Stationarity in Latin American Countries" in the *Oxford Bulletin of Economics and Statistics* 6, no. 10 (2008) with G. Chortareas (University of Athens, Greece) and G. Kapetanios (Queen Mary University, London). Uctum also wrote "Choice of Exchange Rate Regime and Currency Zones" in *The Review of International Economics and Finance* 17, no. 3 (2008) with I. Kato (Nikko Securities International).

Marjorie Welish, English, and James Siena (PaceWildenstein) coauthored *Oaths? Questions?* (Granary Books, 2009), a limited-edition visual/verbal book. Welish and Nathaniel Mackey (UCLA, Santa Cruz) gave a poetry reading sponsored by the Lannan Foundation, at Georgetown University in February.

Paula A. Whitlock, Computer and Information Sciences, and Malvin H. Kalos (Lawrence Livermore National Laboratories) wrote *Monte Carlo Methods, 2nd Edition* (Wiley-VCH, 2008). Whitlock, Nathan Clisby (University of Melbourne), and Marvin Bishop (Manhattan College) wrote "The Equation of State of Hard Hyperspheres in Nine Dimensions for Low to Moderate Densities," in *Journal of Chemical Physics* 128, 034506 (2008).

Noson S. Yanofsky, Computer and Information Science, and Mirco A. Mannucci (HoloMathics, LLC) cowrote *Quantum Computing for Computer Scientists* (Cambridge University Press, 2008).

Howard Z. Zeng and **Raymond W. Leung**, Physical Education and Exercise Science, wrote "An Examination of Competitive Anxieties and Self-Confidences among College Varsity Athletes," in *Journal of Physical Education and Recreation* (H.K.) 14, no. 2, (December 2008). Zeng and various colleagues presented two papers, "Attitude toward Physical Education of Urban High School Students" and "Urban School Physical Education Directors Perceptions of Physical Education," at the national convention of the American Alliance for Health, Physical Education, Recreation, and Dance, in Tampa, Florida, in April.



Merih Uctum, Economics





Faculty Newsletter

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