Brooklyn is the Center of the Black Diaspora, and of an Academic Program Dedicated to the Study of That Diaspora

By Tamara Mose Brown, Program Director of Caribbean Studies

Brooklyn is known to many as the capital of the Black Diaspora. It is a designation that reflects the half-century influx of people of color from around the world—especially from the island-nations of the Caribbean.

This strong and vibrant immigration to Brooklyn, and the boroughs beyond it, has led to an exciting program here at Brooklyn College, and I have the honor of directing it.

It is called the Caribbean Studies Program and, as director, I see myself as the leader of expedition into Caribbean life and society, here and beyond. We at Brooklyn College will be turning out a new cadre of local and global leaders, who have a rich understanding of the interplay of history, culture and economy.

Our program offers students a well-rounded and innovative curriculum, which includes the new Urban Caribbean Diaspora course offered in Sociology, and the Caribbean Carnival course that will be offered next year.

We will also offer personal advisement for students, helping to create clear paths to graduation and then on to graduate school and employment. In our curriculum, we will emphasize place-based learning, through internships and study abroad programs.

As a person of Caribbean descent, I have a deep understanding of just how important all this is. Born to Trinadian parents in Canada, I initially knew only fragments of my culture, without an understanding of its wholeness, of how it fit into our wider social universe. It was only after trips to Trinidad and mind-opening conversations with family members that I came to see how important it is to focus one’s learning on a particular spot, and then proceed outward, studiously.

In my own case I learned that one of my uncles, Arnold Thomasos, had spent two decades as Speaker of the House in Parliament for Trinidad and Tobago. I also learned that my paternal grandfather had written several policy manuals for social care in Trinidad, even as he worked as a headmaster in the school system. This did wonders for my self-esteem and my imagination.

I take great pleasure in being able to help students find once unknown delights, especially things of promise, in their families’ backgrounds. I try to teach them that there is honor in learning about their cultures. My greatest moments in class are when students tell me, in effect, “My parents had never told me about this before,” and then go on to share what they had learned and...
tell how it strengthened their understanding of their cultural background.

What better place to do all this than New York City, especially Brooklyn?

Brooklyn has one of the largest Caribbean populations in all of the African Diaspora, which includes Africa, the Caribbean, Miami, New York, Canada and so many localities in between. Reflecting this presence, Brooklyn is the home of the internationally celebrated West Indian Day Parade, which takes place along Eastern Parkway on Labor Day.

In recognition of the impact of the Caribbean presence—and our program—we held a daylong Caribbean Studies conference, which took place on April 17. It was called “50 to 21,” in recognition of this being the 50th Anniversary of Caribbean Independence and of the impact we will have on the 21st Century.

The conference brought together faculty and students, as well as community members, as partners under one roof to discuss current Caribbean research and writings. Our esteemed faculty members shared with students the ways they—or, rather, we—can use Caribbean Studies to inform other academic interests.

In my life as a scholar, I have been drawn, with seeming naturalness, to the struggles and victories of people from the Caribbean.

My first book, *Raising Brooklyn: Nannies, Childcare, and Caribbeans Creating Community*, looked at how first generation Caribbean domestic workers in gentrified Brooklyn created social spaces in public parks, using a pan-Caribbean ethnic identity. It was important for me to reflect on my position as a researcher with Caribbean roots and to see how this affected the way participants

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**Professors are Immersed in Caribbean Studies, Like So Many Islands in a Sea**

We here at Brooklyn College can avail ourselves of many faculty members recognized for their work in the field of Caribbean Studies. In addition to Caribbean Studies Program Director Tamara Mose Brown, author of *Raising Brooklyn*, they include; Ray Allen, Music, author of *Island Sounds in the Global City*, which is about Caribbean music in New York; Dale Byam, Africana Studies, a scholar of theater in the African Diaspora, including the Caribbean; James Davis, English, author of the forthcoming biography of Caribbean-born writer Eric Walrond; Jason Frydman, English, who publishes works on the English- and Spanish-speaking Caribbean; Ron Howell, English, who is writing a book about his Caribbean-born grandfather, who in 1948 became Brooklyn’s first black elected official; Rosamond King, English, author of a forthcoming book on sexuality in the Caribbean; Regine Latortue, Africana Studies, author of many works about the French-speaking Caribbean; and Vanessa Perez Rosario, Puerto Rican and Latino Studies, a scholar of Latino and Caribbean literature.
viewed me, as well as how I interpreted the data I was collecting in my field work.

Using a feminist perspective of positionality, I was able to capture more nuanced details through my interactions with the women I studied. Subsequent research with aging Jamaicans—both here in New York and in Kingston, Jamaica—allowed me to better understand how people of Caribbean descent go through the process of aging. I included in my studies those who returned to the homelands to retire.

Together, my research and writing have made me more aware of pan-Caribbean concerns, and have also enriched my development as a scholar and social being. I want to share those feelings with students.

Brooklyn: The Northernmost Island of the Caribbean

There are some who think of Brooklyn whenever they hear reggae or calypso music.

Brooklyn is the home of the annual West Indian Day Parade, which annually draws hundreds of thousands of Caribbean natives and Caribbean lovers from all over the Americas.

The migration to the sunrise side of the Brooklyn Bridge began more than a century ago; but it picked up steam after the Immigration and Nationality Act of 1965.

(That Act, by the way, was sponsored by the late Congressman Emanuel Celler, who represented Brooklyn districts in Congress for half a century, till 1973.)

It was around that time, in the early ‘70s, that the West Indian Day Parade came into its own—an icon for the Caribbean presence throughout the Hemisphere.

The American Community Survey (which is performed by the U.S. Census Bureau, between its decennial counts) reports 302,202 Brooklynites hailing from countries defined as Caribbean (and non-Hispanic). That’s about 11 percent of Brooklyn’s total population of 2,674,710.

Sounds like a lot. But there are those who say we should use a higher number, one that counts the many children of immigrants who were born in the U.S. but identify as Caribbean.

Of course, if you walk through the vast swath of Central Brooklyn, from Crown Heights all the way down to Brooklyn College and then into Canarsie, you’d get the impression that at least half that population is West Indian—and, in that case, you wouldn’t be far from wrong.

(By the way, the Caribbean-born population of New York City, according to the ACS, is 607,049. That is more than seven percent of the city’s total of 8,128,980 residents.)

While island immigration has waned post-2001 and post-recession of 2009, Caribbean-Americans are asserting themselves ever more powerfully in local politics and in other spheres.

—By Ron Howell
The Brooklyn College English Department: All Giggles, 3 Guggenheims

One would be impressive for a college department.
Two would be doubly so.
But three Guggenheim Fellows?

The envy-producing fellowships (which come with approximately $50,000 for each winner) are meant to “promote the advancement of beauty, by aiding . . . scholars, scientists and artists . . . in the prosecution of their labors.”

Erin Courtney, a Brooklyn College Class ’03 MFA alumna and writing professor, received the award in the Drama and Performance Art category.

Courtney—like her fellow Fellows Lou Asekoff and Ben Lerner—was elated.

In an e-mail exchange with The Faculty Newsletter, Courtney described her latest play (“The Service Road”) as a “modern-day Hercules story that takes place entirely in Prospect Park.” It develops on a day in the fall of 2010, the very day actual tornados ripped through Brooklyn and Queens, causing considerable damage.

A great source of pride for Courtney was when Mac Wellman (Distinguished Professor, English Department) saw the play and “told me he felt it was the only play that he had ever seen that was really all about Brooklyn.”

Our recent e-mail exchanges occurred while Courtney was on a writing retreat in upstate New York. Writing is clearly her life. But Courtney is also well known as a co-founder of The Brooklyn Writers Space, which provides quiet writing rooms for over 250 writers in Brooklyn.

Asekoff, who’s retired after more than four decades with the English Department, told us he’s not a celebratory kind of guy but, yes, he appreciates the honor, thank you. At the age of 73, he said, “I’m at the older end of the spectrum” of Guggenheim Fellows.

As the father of a newborn child, Ben Lerner has been applying himself to tasks other than typing lately. Lover of writing though he is, we sensed no disappointment at the intrusion on his time.

Lerner is the author of three books of poetry: The Lichtenberg Figures (2004), Angle of Yaw (2006), and Mean Free Path (2010). He was a finalist for the National Book Award in poetry and was a 2003 Fulbright scholar in Spain, where he wrote Angle of Yaw, which several critics considered to be one of the most important books of the decade.


Now we offer snippets of writing from Brooklyn’s newest writing stars.

From opening chapter of Leaving the Atocha Station, by Ben Lerner (Coffee House Press, 2012)

The first phase of my research involved waking up weekday mornings in a barely furnished attic apartment, the first apartment I’d looked at after arriving in Madrid, or letting myself be woken by the noise from La Plaza Santa Ana, failing to assimilate that noise fully into my dream, then putting on the rusty stovetop espresso machine and rolling a spliff while I waited for the coffee. When the coffee was ready I would open the skylight, which was just big enough for me to crawl through if I stood on the bed, and drink my espresso and smoke on the roof overlooking the plaza where tourists congregated with their guidebooks on the metal tables and the accordion player plied his trade. In the distance: the palace and long lines of cloud. Next my project required dropping myself back through the skylight, shitting, taking a shower, my white pills, and getting dressed. Then I'd find my bag, which contained a bilingual edition of Lorca’s Collected Poems, my two notebooks, a pocket dictionary, John Ashbery's Selected Poems, drugs, and leave for the Prado.

“Crossing into Brooklyn,”
by L. S. Asekoff

First the numerals, then the letters & the names.

We are going under the river.

Across from me an old man sits, lampblack Bible in his lap.

Twin moons of a world turn inward.

Over the dark void, a dark hand hovers—
black rainbow,

Flock of winter crows circling a wheat field.

Rising softly, swinging low,
it lights in its own shadow.

Greedily each finger pecks brailed stubble, gleans the burning grain.

Closing my eyes, I enter the blind man’s night.

专员: 3 Guggenheim Fellows
From “The Service Road,” a play
by Erin Courtney

SETTING:
Prospect Park, Brooklyn
September, 2010

CHARACTERS:
Lia: a nature guide; Frank: a park ranger; a
High School Senior; a Big Headed Toddler; a
Tree Man; a Carousel man; Linus; a Chorus of
Tree Children; a Ghost Dog

The sky turns a horrible grey color.
A sound that Lia has never heard roars
through the park.

(High School Student)
Holy shit! holy shit! holy shit!

Trees begin falling. All around them.
There is no place for them to hide.
They stand holding on to each other
in shock.
Then the storm burst passes and there are
large trees downed all around them.

Lia
Oh! Are you alright?

HSS
I’m alright. Are you?

Lia
I’ve never, never experienced anything like
that.

HSS
Was that a tornado?

Lia
I think it was.

HSS
In Brooklyn?
Elizabeth Sklar’s current research is in a rapidly expanding area of computer science called multiagent systems. No, its agents have nothing to do with the CIA!

Multiagent systems (or MAS) is a subfield of computer science that grew out of artificial intelligence (AI)—that better-known branch of computer science that was developed more than 50 years ago, and that creates machines able to imitate human thought processes.

Expanding beyond robot controllers and game players, today’s Artificial Intelligence has grown into something more robust. Its state-of-the-art techniques underlie Google’s search engine, as well as the processing of data on Twitter and Facebook.

MAS takes AI a step farther, using a simple premise: That multiple loci of control are more effective than a single locus. Think of armies of ants carrying particles of food to their nest, and then use that model to conceptualize the management of traffic in a big city.

MAS is being used to tackle a wide range of problems, not just traffic management, but job-shop scheduling and even homeland security. Sklar seems to enjoy explaining those processes to students.

Sklar’s Brooklyn College Agents Lab research, funded by the National Science Foundation, explores the application of MAS theory and algorithms to multi-robot systems. Her lab group is developing methods for a team of robots to self-organize, so that they can efficiently search spaces inaccessible to humans.

A motivator for this research is the saving of lives. Imagine that a complex of buildings is on the verge of destruction, because of a natural disaster or a terrorist attack. A robot can be deployed in an urban search and rescue (USAR) task, searching for human victims in the buildings, and collecting images and sensory data (such as temperature and the motion of objects—maybe the moving fingers of a survivor).

Here’s a Question for Professor Elizabeth Sklar, Heading to Kings College London on a Fulbright: What is it You Cannot Do?
Elizabeth Sklar

Sklar wants robots to be more efficient—and cheaper.

Her group takes the approach that a team of small robots can operate more efficiently than the typical robot used today because the robots on the team can search spaces in parallel, accomplishing more in a shorter period of time. Sklar’s robots are small and inexpensive. Her theory is that small, multiple robots can cover more area, more quickly, and that such a robot can easily be replaced if lost or severely damaged during a rescue mission.

Another aspect of this multi-robot team project is the development of an intelligent interface for human first-responders, so they can interact with the robot team. Here’s Sklar’s idea: In a life-and-death scenario, a robot handler receiving images and sensor data from 25 robots at the same time would not know which data to focus on.

And so Sklar wants to put more human-type intelligence into the robot team, so that it will not only have more members but also will be better able to coordinate its mission, with much greater chances of success.

In collaboration with Professor Simon Parsons, Co-Director of the Agents Lab, Sklar is also these days exploring ideas that could improve the efficiency of robot teams by using “market-based mechanisms” to self-organize. For example, certain processes can simulate auctions or facilitate argumentation, distributing tasks in real-time.

Here’s big news that makes Brooklyn College proud. Sklar recently learned that she has won a Fulbright Scholar award, allowing her to spend time next year at King’s College London, where she will apply her approach to a new domain: Multi-sensor surgical devices. She will work with other scholars developing these devices and she will be assessing the viability of her own multi-robot idea for use in medical probes.

In addition to all this, Sklar is the one professor in the Computer and Information Science department who has taught a course that includes discussion of “app” development. App

With Professor Sklar (center) in this photo are, left to right: Jeffery Raphael (CUNY Grad Center Ph.D. student); Arif Tuna Ozgelen (CUNY Grad Center Ph.D. student); Eric Schneider (Brooklyn College Agents Lab Research Assistant); Slavisa Djukic (Undergraduate Research Fellow, Hunter College student); Vitaliy Matiyash (Undergraduate Research Fellow, Hunter College student); Mithlesh Dev (Undergraduate Research Fellow, City College student); Olear Balas (Undergraduate Research Fellow, Brooklyn College student); J. Pablo Munoz (CUNY Grad Center Ph.D. student)
development refers to the making of games and tools that run on Apple and Android devices. It should be noted that while the creating of apps is a hot area in today's job market—applying the fundamental skills taught by the CIS department—the department concentrates on the teaching of theory, methodology and foundational programming techniques.

As Sklar explains it, her Computer Science graduates possess skills that go far past app development. They have the ability not only to build apps, but to move from one programming environment to another, as the market changes and new trends appear.

Last Spring, Sklar taught an advanced undergraduate course on the fundamentals of Human-Computer Interaction (HCI), teaching how to design a user interface and evaluate its efficacy. Her students read about the theories behind HCI, and then they put them into practice. Along the way, they create simple Android Apps. This course (CIS 3650) will be taught next in Fall 2013.

Here's something that might well interest a tech-minded student considering a computer science major: In their third semester of the sequence for major, CIS students learn Java programming language, which is the basis for Android software development. This skill is a potential money-maker, and several students from Sklar's class have posted apps for download from the iPhone/iPod/iPad and Android online marketplaces.

That Java language course (CIS 3120) is required for all majors in Computer Science (CS), Multimedia Computing (MC) and Information Systems (IS) – the three undergraduate majors offered by the CIS department. The course is offered every semester, including summer, and is a pre-requisite for the HCI course.
It’s a teacher’s dream come true: A classroom with students actively engaged. All students coming prepared—okay, most students coming prepared—and then leaving class remembering what they learned.

The Team-Based Learning Academy at Brooklyn College is saying that dream will come true for teachers who participate in their workshops.

TBL, as its known, is an instructional strategy that relies on teamwork and immediate feedback. And TBL advocates say they are willing to bet (their reputations, if not their money) that practitioners will see improved attendance, energetic class participation, and impressive development in their students’ interpersonal skills.

The following promise is especially attractive for teachers: That Team-Based Learning will reduce faculty burnout.

In Brooklyn College’s first TBL cohort, 30 professors are looking forward to trying out the techniques in their classes this fall.

“One of my main concerns is student engagement in a large lecture class,” said Brian Sowers, of the Classics Department. “I think this approach is going to allow students to be engaged in ways I might not have thought of using before.”

Natasha Lamont, who teaches a core biology class, said, “By incorporating team-based learning, I believe the students will be better able to apply what they are learning to life situations, right there in class, and to enjoy the learning more, and they hopefully will become more interested in science.”

The six current TBL workshops, which are being led by Suklima Roy, are funded through a Student Success Research Grant from the CUNY Office of Academic Affairs. The grant helps train and support faculty as they begin using TBL—and assessing its outcomes.

A thousand dollars is being made available to each faculty member who completes training and uses TBL in a Fall 2013 course—revising her or his current syllabus to reflect the changes.

Brooklyn College’s TBL Academy is under the auspices of the Roberta S. Matthews Center for Teaching.

“I think it’s inspiring to be in a room with faculty representing disciplines from across the entire campus and listen to each other debating, arguing, and problem-solving within and across our teams,” said Graciela Elizalde-Utnick, who is Director of the Center for Teaching.

“It’s making us think about student learning. Larry has said that there’s fear on the part of the faculty and fear on the part of the students to conduct group work,” because of the perceived
relative novelty of the methodology. “But (Larry) has been implementing TBL since the 1980s and, in the end, the students are loving it because they’re learning and they’re engaged.”

The “Larry” to whom Elizalde-Utnick referred is Larry Michaelsen, the central figure in the development of TBL, who is now a Professor of Management at the University of Central Missouri. Michaelsen was at Brooklyn College in February of this year, when he introduced TBL to Brooklyn College’s first cohort. He is scheduled to return in May (the 28th and 29th), to conduct an advanced workshop for the first cohort, and to introduce TBL to a new cohort of faculty members.

TBL is today applied across disciplines in undergraduate, graduate and professional programs around the world.

Brooklyn College’s 30 pioneering TBL faculty members are from across the spectrum of the academy, from Business, Education, Humanities and Social Sciences, Natural and Behavioral Sciences, and Visual, Media and Performing Arts. In interviews they all expressed enthusiasm about learning the new method.

In a TBL course, students are grouped into permanent teams at the beginning of the semester. Based on readings and in-class mini-lectures, the students are tested regularly, through a Readiness Assurance Process (RAP), taking the tests individually and as part of teams.

TBL experts say it is important to “keep it real” and make sure students are gaining practical knowledge. In this vein, instructors fashion “Application Exercises,” which offer opportunities to creatively apply what has been learned.

In the TBL workshops, professors listen intently as they learn the step-by-step processes for TBL. And along the way they discuss their hopes for and fears concerning the process. Always with questions. How objective versus subjective should the tests be? They are eager. They want to teach effectively.

A member of the first cohort of the TBL Academy, JoAnn Luhrs, of Classics, said, “I frequently use group class work and it is not always a success. I can see the efficacy of the program and I am eager to try it out in the fall.”

Faculty who implement TBL in their classes will have the opportunity to present and publish assessments of the methodology.

Elizalde-Utnick noted that science professors are expressing a very strong interest in TBL and they constitute more than half of the current group of TBL learners. She said that is likely because science classes are often very large, with many scores of students, and the science professors are often looking for ways to form smaller groups, especially in a program that has a good success record, as TBL does.

To learn about the Team-Based Learning Academy, check out http://bctbledublogs.org/.

To reach the Center for Teaching Director Elizalde-Utnick, send at e-mail to: GUTnick@brooklyn.cuny.edu.
“In 1979 Larry Michaelsen taught business management courses of about 40 students each, and he used class time mostly for in-depth discussions about case studies. The classes were small enough that he could count on a sufficient number of students to come prepared and motivated by the lively give-and-take discussions about significant problems. In this format, he could hear his students thinking critically about the material, and he felt it was really helping them learn to think like business management scholars...

“In a single stroke of policy change, however, his course enrollments jumped from 40–120, and large classes present an array of challenges to a mostly discussion-based class. Students can feel intimidated by a sea of strangers, anxious about appearing overeager (the “gunner” or teacher’s pet), and anonymous enough to feel comfortable coming to class with little or no pre-class preparation. Faced with a situation where discussion seems to be out of the question, many teachers in large classrooms simply resort to lecturing.

“But Michaelsen was unwilling to give up the engaged critical thinking he had found so satisfying in his smaller classes. By experimenting and adding elements over time, he began developing an instructional strategy to which many teachers have since contributed and that we now know as Team-Based Learning (TBL).”

(Note: TBL advocates say their method works in smaller classes—of, say, 15 students—just as it does it larger, lecture-size classes.)

“In most forms of higher education, teachers traditionally design their courses by asking themselves what they feel students need to know, then telling the students that information, and finally testing the students on how well they absorbed what they were told.

“In TBL, courses are not organized initially around what you want the students to know, but instead what you want them to be able to do.”
Jennifer D. Adams, Secondary Education, in March received the prestigious NSF Early Career Grant Award, worth more than $600,000, to study Informal Learning Environments in Teacher Education for STEM (Science, Technology, Engineering and Mathematics) over the next five years.


Kenneth Axen, Health and Nutrition Sciences, did a short experimental film, “The Harold,” which was screened at the CUNY Film Festival (CUFF) at the Macaulay Honors College on March 17, 2013. The festival screened nine films that were chosen from over 70 submissions from Brooklyn College, Hunter College and CCNY.

Swapna M. Banerjee, History, gave the keynote address on “Colonization and Domestic Service: A View from Present-Day India” at an international symposium on colonization and domestic service at the University of Newcastle, Australia, in July 2012. A revised version of her paper is being published by Routledge (2013), in an edited anthology based on the conference. She also spoke at the international conference on “Childhood, Youth and Emotion in Modern History” at Max Planck Institute for Human Development in Berlin (November 2012).


Gregory Boutis, Physics, was awarded $1,099,000 by the National Institutes of Health for “NMR studies of the effects of mode of birth on vaginal elastin” (2013-2016).

Matthew Burgess, English, was the recipient of a grant from The Fund for Poetry, in January 2013. He also presented the paper “Serious Play” at the AWP Conference in Boston in March 2013, and he published the article “‘Glories Strung Like Beads:’ The Queer Brilliance of Joe Brainard’s I Remember,” in Teachers & Writers Magazine, Winter 2012-13.

Alberto M. Bursztyn, School Psychology, Counseling and Educational Leadership, was the lead author of a chapter entitled “Through a Cultural Lens: Psychopathology Within and Across Borders” in Abnormal Psychology Through the Ages, edited by Thomas Plante. His review of Mental Health Disorders in Adolescents: A Guide for Parents, Teachers, and Professionals was published by Teachers College Record, Book Reviews online.

Jillian Cavanaugh, Anthropology and Archaeology, was awarded a Cultural Anthropology Senior Research Grant (#1260270) by the National Science Foundation to conduct research on the production of heritage food in northern Italy. Cavanaugh received the grant in February, 2013, and it runs for three years. She also recently published “Intersections of Gender and Endangered Languages” for a special issue of the journal Gender and Language.

Sarah J. Christman, Film, exhibited her feature documentary film “As Above, So Below” at the MoMA Documentary Fortnight in February 2013. Christman presented a program of her films, including “As Above, So Below,” “Broad Channel,” and “Dear Bill Gates” at the International House in Philadelphia, also in February 2013.


Andrew R. Delamater, Psychology, gave the keynote “Effects of Nonreinforcement on Stimulus-Outcome Associations” at the Meeting on Learning & Memory at the 22nd Convention of the Mexican Society for Behavior Analysis in Guanajuato, Mexico, Nov. 7, 2012.

Nadia Doytch, Economics, presented “Responsiveness of Sectoral FDI to Periods of Economic Acceleration and Deceleration: The Case of South and East Asia and the Pacific Region” at the American Committee for Asian Economic Studies and the Financial Econometrics Group, Deakin University, Melbourne, Australia, Oct. 26-27, 2012; and “The Behavior of Sectoral FDI in South and East Asia over Periods of Growth Acceleration and Deceleration” at the East Asia Economic Association 13th International Convention “Opportunities and Challenges for Asian Economies.
in the New Millennium” at Nanyang Technological University, Singapore, Oct. 19-20, 2012.

**Jason Eckardt**, Music, had performances of his compositions take place at the Guggenheim Museum and Museum of Modern Art, The Kennedy Center, Chicago’s Mayne Stage, Stuttgart’s Open Art Space, and the Musica Festival in Strasbourg.


**Paul Forlano**, Biology, spoke on “Neurochemical substrates underlying plasticity in brain and social behavior: studies in a vocal fish” at SUNY Downstate Medical Center on Nov. 21, 2012.


**Eugena K. Griffin**, Psychology, authored a workbook titled *The Steps I Took*, which is an interactive workbook text for students interested in learning strategies to enhance opportunities for scholarship, higher education, and career obtainment in February 2013. She also presented at the following conferences: “Understanding the Maladaptive Psychosocial Impact of Generational Internalized Oppression and Treatment” at the Graduate Level Multicultural Studies Course, College of Staten Island, CUNY Staten Island, March 5, 2013; “Increasing Minority Youth Ethnocentrism” at the Association of Black Educators of New York Meeting, Brooklyn, N.Y., Nov. 18, 2012; and “Understanding the Rationale for the Maladaptive Symptoms Displayed within the Black Community” at the 12th Annual Diversity Challenge, Boston College, Boston, Oct. 19-20, 2012.

**David Grubbs**, Music, released *The Plain Where the Palace Stood* (Drag City), his twelfth solo album. The recent album was licensed and released in Japan on the P-Vine label. Grubbs supported the album’s release with concerts in England, France, Germany, and Norway. Grubbs appears in and contributed music to Augusto Contento’s documentary film *Parallax Sounds*, which received a special mention by the UCCA Jury at the Torino Film Festival.

**Olympia Hadjiliadis**, Mathematics, presented a poster, “Quickest detection in a system with Correlated noise” at the Conference on Algorithms for Threat Detection in San Diego, Nov. 26-29, 2012, sponsored and organized by the NSF/DTRA/NGAA; and also presented “Drawdowns and last passage time distributions”


Rosamond S. King, English, presented “Caribbean Poets of the 20th Century” at Poets House, May 22, 2012, and gave the keynote address “Transforming Silence: Memory, Remembrance and Resistance in the Narratives of Caribbean Women Writers” at Medgar Evers College, March 31, 2011. [Editor’s note: This latter item was mistakenly dropped from the last issue of the newsletter.] King’s work “Gentrification is...” was exhibited at William Paterson University Gallery, November-December 2012, and her “Supplicant” performance video was screened in Massena, Brazil. Her past performances include: “Spectacle/Spectacular” in “Body of Words: the critical and kinesthetic intersection of text and physical performance,” at Dixon Place Theatre, Feb. 15, 2011, and a poetry reading with Jayne Cortez, at A Gathering of the Tribes, Feb. 27 2011. [Note: these last two were mistakenly omitted from the previous issue.]


Dominick A. Labianca, Chemistry (emeritus), wrote “Retrograde Extrapolation: A Scientifically Flawed Procedure” in The Champion (January/February 2012), the official journal of the National Association of Criminal Defense Lawyers. He also spoke on “Breath- and Blood-Alcohol Analysis: Chemical Considerations” at a meeting of the Suffolk County Criminal Bar Association held in East Islip, N.Y. on Oct. 25, 2012.

Gertrud Lenzer, Sociology and Children and Youth Studies, Founding Director, Children and Youth


Miguel Macias, Television and Radio, followed a group of teachers from Andalucia (the southern region of Spain) during a week of intense actions to protest the decision of the government of the region to fire 4,502 public school teachers, starting on Dec. 13, 2012, and recorded their activities during the week. The group lived for a week at the site of Corrala de Vecinas La Utopia in Seville, while staging daily protest actions across the city. The two resulting videos documenting the struggle of these groups of teachers were...
Veronica Manlow, Finance and Business Management, published “In-Store and On-line Purchasing Attitudes, Preferences and Behavior of Luxury Shoppers in France” in Global Business Issues Journal, 10, Spring, 40-57. Manlow also received the Excellence in Teaching Award in the School of Business at Brooklyn College. She was an organizer and discussant at “Bourdieu in Practice: Fashion and Habitus,” a thematic session at the 2013 Annual Meeting of the Eastern Sociological Society, Boston; and she presented “Business 101: Business Boot Camp for Liberal Arts Students” at the Magner Center for Career Development and Internships at Brooklyn College.

Namita N. Manohar, Sociology, has a forthcoming article “Mothering for Class and Ethnicity: The Case of Indian Professional Immigrants in the United States” in Notions of Family: Intersectional Perspectives, Advances in Gender Research, M. Kohlman, D. Krieg and B. Dickerson (Eds.) Vol 17, pp. 161-187, Bingley, UK: Emerald Group Publishing Limited. She also presented a paper with the same title at the 1st International Conference on Family and Consumer Sciences in Antalya, Turkey.


Namita N. Manohar, Sociology

Brigid O’Keeffe, History, was recently awarded a Feliks Gross Endowment Award in recognition of outstanding research by the CUNY Academy for the Humanities and Sciences.

Mim Nakarmi, Physics, presented a poster at the American Physical Society (APS) March 2013 meeting in Baltimore, “High-resolution TEM studies of Mg-doped Aluminum Nitride epilayers.”

Mario Naves, Art, created paintings that were the works in a one-person exhibition recently at Chelsea’s Elizabeth Harris Gallery in January, and were featured in the group exhibitions “Wit” at The Painting Center, “Revisions” at Trestle Gallery and “Sideshow Nation” at Sideshow Gallery.

Thomas Nazziola, Music, released several albums: Mellow Melodies/Music My Pet—Produced and performed by Tom Nazziola in October 2012; From Here to There (debut CD featuring all original compositions) in November 2012; and Equinox (EP release of original music) in March 2013, featuring musicians: Dan Willis, Doug Oberhamer, Derek Weiland and Conrad Harris. Two of his percussion pieces were also performed: From Here to There was performed by the Eastman School of Music Percussion Ensemble on February 28, 2013 under the direction of Michael Burritt; and Thirteen Ways of Looking at a Blackbird was performed in a concert produced by Arnie Lang by the Lehman Percussion Ensemble along with students of the Royal Conservatory of Music on March 21, 2013. Nazziola is currently an ongoing substitute percussionist for the Broadway show “Newsies” (2012 thru present), and President of Creative Sounds and Design, Inc. (2006 thru present).

Immanuel Ness, Political Science, edited the Five Volume Collection Encyclopedia of Global Human Migration (Oxford, UK: Wiley Blackwell, February 2013), which explores migration from prehistory, ancient, medieval, pre-modern, modern, to the present era drawn from throughout the world. He presented “New forms of Labor Representation in an Era of Traditional Union Decline, 1990-Present” on a panel about alternative issues and forms of union power, at the 31st International Labour Process Conference March 18-20, 2013, at Rutgers University Migrant Workers Stream for the International Labour Process Conference; and he coordinated Stream 4: Migrant Workers in the Labour Process, with Alan Tuckman, Nottingham Trent University. He also presented “Temporary Workers, Labour Exploitation and the Future of Global Migration,” at the School of Oriental Faculty Notes
and African Studies, London, UK, as part of the Centre for Migration and Diaspora Studies Seminar Series on January 9, 2013. He also gave a talk, “Organizing Resistance Strategies in the US: A conversation with Immanuel Ness,” at the University of Greenwich, Greenwich, UK, which was a public event for Work and Employment and Research Unit; he presented “Migration and Rank-and-File Rebellion,” at the Historical Materialism Conference, University of London, November 9, 2012; and he served as plenary chair at the Labor and Occupy Closing Roundtable, North American Labor History Conference in Detroit, October 20, 2012.

Ness has been editor of *WorkingUSA: The Journal of Labor and Society*, from January 2000-present.

**Yung-Yi Diana Pan**, Sociology, published “Finding Their Place: How Adoptive Parents Utilize Chinese Activities for Inclusion in Multiple Americas” in the *Journal of Asian American Studies* 16(1), February 2013. She also presented a “You See? They’re Not Good Enough to be Here: How Race and Gender Shape Confidence in Law School” at the Eastern Sociological Society meeting on Friday, March 22, 2013 in Boston.


Archie Rand, Art, had a solo exhibition of his groundbreaking 1987 “Potato Prints” at the Islip Museum of Art From September to November 2012. Rand is a featured artist in the exhibition “The Sexuality Spectrum” (Sept 2012-June 2013), that is on view at the Hebrew Union College Museum, N.Y. His work was also in the group exhibition, “The Dura Project II”, at the Federation Gallery, in New York. In the fall of 2012, Rand’s work was also featured at the “Waldsee 1944” exhibition at the Permanent Mission of Hungary to the United Nations, Vienna, Austria, and Gallery 2B, Budapest, Hungary. Rand recently gave the following lectures: “Archie Rand: Jewish Iconoclast: A Conversation With Rabbi Dan Ain” at The City Winery, sponsored by The 92nd Street Y—Tribeaca, March 17, 2013; “The Iconography of Deborah”, HUC Museum—Jewish Institute of Religion, N.Y., February 2013; “Collaborative Printmaking” at Islip Art Museum, N.Y., November, 2012; “Sexual Ambiguity in Scripture” at Hebrew Union College Museum, November 2012. In February 2013, he was an external evaluator of the Fellows Program for The Arts and Humanities Institute at Boise State University, Boise, Idaho. And in the fall of 2012, he was appointed to the Advisory Board of “Lost & Found—The CUNY Poetics Document Initiative,” which is published by the CUNY Graduate Center for the Humanities.

Laurie Rubel, Secondary Education, recently presented an invited talk entitled “Culturally Relevant Mathematics Pedagogy and Student Engagement in Urban Middle and High Schools” at the Rutgers University Graduate School of Education. Rubel served as a panelist at the CUNY C3IRG Workshop on Pedagogical Research in January 2013.


Anjana Saxena, Biology, was awarded the AACR Minority-Serving Institution (MSI) Faculty Scholar Award in Cancer Research, for participation in the AACR 104th Annual Meeting, Washington, D.C., April 6-10, 2013.

Michael Rawson, History, published “The March of Bricks and Mortar” in Environmental History, Vol. 17, No. 4 (October 2012). He also gave talks on the history of the urban environment at the Clark University Department of Geography in February and the Center for Urban Environmental Research and Education at the University of Maryland-Baltimore County in March.

Anthony Sclafani, Psychology

Charisa Kiyô Smith, Children and Youth Studies Program, in February 2013 was a presenter on the Reality panel at the Race, Law and Justice: Strategies for Closing the School to Prison Pipeline symposium. The symposium was sponsored by the Brooklyn District Attorney’s Office and featured Smith among other national experts, Brooklyn, N.Y. She also wrote an article, “Nothing About Us Without Us! The Failure of the Modern Juvenile Justice System and a Call For Community-Based Justice,” for the Journal of Applied Research on Children, which was published in March 2013.

Lulu Song, Early Childhood and Art Education, in January 2013, chaired a symposium at the Society for Research in Child Development’s (SRCD) Biennial Meeting entitled “Multi-Level Approaches to Dual Language Development.” She received two awards for the symposium: the William Stewart Travel Award from CUNY Academy for the Humanities and Sciences, for which she was recognized at the Academy’s Awards Ceremony in March 2013; and the SRCD’s Early Career Award based on her proposal for a longitudinal study that examines the dual language development of Dominican and Mexican children in New York City.


Karen B. Stern, History, had two peer-reviewed articles published: “Graffiti as Gift: Mortuary and Devotional Graffiti in the Late Ancient Levant,” in

Robert Tutak, Film, had a screening of “Dubai: A City of Dreams,” a documentary on labor exploitation and human rights abuses in Dubai, UAE, on Friday, March 1, 2013, at the United Nations Association Traveling Film Festival at University of Wisconsin La Crosse.


Mac Wellman, English, had a performance piece, HORROCKS (and TOUTATIS TOO) presented at The New Museum as part of their PRPOSITION series in January 2013.

Barbara Winslow, Secondary Education and Women’s Studies Program, Director of the Shirley Chisholm Project of Brooklyn Women’s Activism, presented a paper, “Using the Shirley Chisholm Archive to promote social justice activism,” at the annual conference of the American Historical Association, January 5-7, 2013.

Howard Zeng, Physical Education and Exercise Science, in October 2012, published Attitudes of Students toward Physical Activities: High-school students’ sports/physical activities preferences by LAP Lambert Academic Publishing AG & Co. KG. He also wrote the article “Urban Public School Principals’ Perception about Physical Education (PE) and Self-Evaluation on Their PE Programs—from New York City, USA” in the Asian Journal of Physical Education and Recreation, 16 (2) 115-123; and “PETE Students’ Perceptions about Mosston’s Spectrum of Teaching Styles,” which was presented at the Research Consortium Conference of the 2012 AAHPERD National Convention in Boston, and published in Research Quarterly for Exercise and Sport, Suppl, 83.

Alan Aja, Puerto Rican and Latino Studies, collaborated on a couple of articles for The Huffington Post: “Don’t Cut, Invest! Why the Obama Administration should support a Federal Jobs Guarantee Program!” (March 12) and “If Not Race, Then Wealth: Why Universities Should Avoid Income as Proxy for Race-Based Admissions Policy,” (January 10) both with William Darity, Jr., Duke University, and Darrick Hamilton, The New School.

Stephen U. Aja and Constantin Cranganu, Earth and Environmental Sciences, have published a new book, Exploring the Earth System, by Kendall Hunt Publishing Co. This is the first textbook published by faculty members of EES and will be used for both lower- and upper-tier core classes taught by the authors. Cranganu also collaborated recently with Dr. Mihaela Breban, “Al. I. Cuza” University of Iasi, Romania, on “Using support vector regression to estimate sonic log distributions: A case study from the Anadarko Basin, Oklahoma” in the Journal of Petroleum Science and Engineering.

Nicolas Biais, Biology, collaborated on “Neisseria infection of rhesys macaques as a model to study colonization, transmission, persistence, and horizontal gene transfer,” which could help understand the dynamics of antibiotic resistance acquisition. His collaborators are: N. Weyand, A. Wertheimer, T. Hobbs, J. Sisko, N. Taku, L. Gregston, S. Clary, D. Higashi, N. Biais, L. Brown, S. Planer, A. Legasse, M. Axthelm, S. Wong and M. So (University of Arizona) PNAS (Proceedings of the National Academy of Sciences) 110(8) 3059-3064 (2013).

Gregory Boutis, Physics, published “Multispin correlations and pseudo-thermalization of the transient density matrix in solid-state NMR: free induction decay and magic echo” in Physical Review B, 86, 214410, 2012, in collaboration with S. Morgan and V. Oganesyan. He also submitted the manuscript for “Analysis of pulse artifacts in eight-pulse spin-counting NMR sequences” to Solid State Nuclear Magnetic Resonance on March 21, 2013, which was done in collaboration with Y. Zelenova and S. W. Morgan.

Elisabeth Brauner, Psychology, along with Dr. Rommel Robertson, Queensborough Community College, CUNY, and Dr. Christine Gockel, University of Fribourg, Switzerland, wrote “Trust Your Peers or Bosses? Differential Effects of Trust
Collaborations

on Transactive Memory Systems, Job Satisfaction, and Job Performance,” published in Employee Relations, Vol. 35 (2), 2013. Also with Christine Gockel, Brauner co-wrote “The Benefits of Stepping Into Others’ Shoes: Perspective-taking Strengthens Transactive Memory,” published in Basic and Applied Social Psychology, Vol. 35 (2). At the 2013 Annual Meeting of the Eastern Psychological Association in New York on March 1-4, Brauner chaired a session; presented the paper “Counterproductive Behaviors in Teams: Detrimental Effects of Cognitive Loafing on Transactive Memory” a collaboration with Brooklyn College Alumnus Jamie DeMore (M.A.) (McGill University) and Christine Gockel; and presented the poster “Could Birthplace be a Mediator Between Agreement with Age Stereotype and Behavior?” done in collaboration with Brooklyn College Masters student Kadija N. Williams.


Alberto M. Bursztyn, School Psychology, Counseling and Leadership, co-authored an article with Emilia Lopez, Queens College, entitled “Future challenges and opportunities: Toward culturally responsive training in school psychology,” published recently in a special issue of Psychology in the Schools. At the National Association of School Psychologists Annual Convention in Seattle, Dr. Bursztyn led a paper presentation, “Abused Children with Disabilities: Assessing the School Psychologist's After Reporting,” with co-presenters Shannon Martin and Tracy Stein, both graduate students in School Psychology at Brooklyn College; and with Carol Korn-Bursztyn, School Psychology, Counseling and Leadership, presented a paper titled “Disability and diversity: Working with Immigrant Families,” which is based on on-going research funded by PSC.

Jillian Cavanaugh, Anthropology and Archaeology, together with Shalini Shankar, Northwestern University, published an article in the Annual Review of Anthropology (Volume 41), entitled “Language Materiality in Global Capitalism.”

Carol M. Connell, Finance and Business Management, and collaborator Dr. Joseph T. Salerno, PACE University, recently won an Institute for New Economic Thinking grant for their work Monetary Reform and the Bellagio Group: Selected Papers and Letters of Fritz Machlup, Robert Triffin and William Fellner. The Institute for New Economic Thinking funded 29 different projects as part of the 2012 round of the CIGI-INET Research Grant Program, which is aimed at finding solutions for the world’s most pressing economic problems.
Carol M. Connell, Finance and Business Management


Annette Danto, Film, organized a two-day conference, along with co-chairs Lonnie Isabel, CUNY Graduate School of Journalism, and Mobina Hashmi, Television and Radio, on the topic of media and ethics, titled “Global Media: Ethics of Representation.” The conference, held March 15 and 16, allowed students and faculty “to examine and explore values of right and wrong, good and evil, and responsibility as it pertains to the creation of media and media industries.”


Paul Forlano, Biology, co-authored a presentation with graduate students Christopher Petersen, Miky Timothy, undergraduate student Spencer Kim, and Ashwin Bhandiwad, Robert Mohr and Joseph Sisneros of University of Washington, “Listening to conspecific mate calls increases cFos response in catecholaminergic neurons and vocal-acoustic circuitry in nesting male plainfin midshipman fish” at the Society for Integrative and Comparative Biology, San Francisco, January 5, 2013.


Tiphanie Gonzalez, School Psychology, Counseling and Leadership, co-authored with Isaac Burt, Florida International University, Samir H. Patel,
Murray State University, S. Kent Butler, University of Central Florida, “Integrating leadership skills into anger management groups to reduce aggressive behaviors: The LIT model” in press in The Journal of Mental Health Counseling. She also presented with Isaac Burt “Narrative therapy as a culturally sensitive intervention for military veterans” at the American Counseling Association in Cincinnati, March 22, 2013.

Kenneth A. Gould, Sociology, and Tammy L. Lewis, also Sociology, were editors of Ten Lessons in Introductory Sociology, Oxford University Press, 2013. They also collaborated recently on the chapter “The Sociological Imagination” in Ten Lessons in Introductory Sociology.


David Grubbs, Music, and visual artist Angela Bulloch recently presented their commissioned performance work The Wired Salutation at the Grand Salle at the Centre Pompidou, Paris. Performance documentation of David Grubbs’s and Susan Howe’s Frolic Architecture was included in the White Columns Annual exhibition, and Grubbs and Howe recently presented work at NYU Gallatin’s “Celestial Twins?” symposium on music and poetry. Grubbs appears on the Wingdale Community Singers’ Night, Sleep, Death LP (Blue Chopsticks) and on two Bolt Recordings CDs of live performances from the 2012 Playback Play Festival in Warsaw. He participated in Noël Akchoté’s ensemble of five guitarists performing Carlo Gesualdo’s Fifth Book of Madrigals (1611) in a concert that opened the 2013 Banlieues Bleues Festival in Paris.

Gail B. Gurland, Speech-Language Pathology, presented a poster with recent alumnus Lisa Gilman entitled “Print vs. Digital Media: Implications for Reading Comprehension” at the ASHA Annual Convention in Atlanta, November 2012.

Olympia Hadjiliadis, Mathematics, along with Hongzhong Zhang, Columbia University, published and presented “Quickest detection in a system with correlated noise” at the 51st IEEE Conference of Decisions and Control in Maui, Hawaii, December 10-13, 2012.

Rosamond S. King, English, received the Brooklyn College Dean’s Curriculum Initiative Grant to create the course “Caribbean Carnival: History, Performance, Revolution,” January 2013, which is a collaboration with Tamara Mose-Brown, Sociology, and Jennifer Adams, Secondary Education.
Carol Korn-Bursztyn, School Psychology, Counseling and Leadership, co-authored with former student, Sheldon Siporin, a chapter in Contemporary Approaches to Psychodynamic Psychotherapy: From Neutrality to Empathy in Abnormal Psychology Through the Ages edited by Thomas Plante (Praeger Books), 2013. She also presented the poster “Play Therapy with Vulnerable Children” with School Psychology Graduate Students Alyssa Marko and Rena Gersten, at the annual conference of the National Association of School Psychologists, Seattle, February 2013.


Tomas Lopez-Pumarejo, Finance and Business Management, gave two presentations with Myles Bassell, Finance and Business Management, at the 49th Midwest Business Administration Association International Conference, Division: Society for Case Research, Chicago, March 1: “Inventory Accounting on an Egg Farm,” and “Revenue Recognition in the Tourism Industry.”

John Marra, Earth and Environmental Sciences, along with Veronica P. Lance, Postdoctoral Researcher at NASA Goddard Space Flight Center, Robert D. Vaillancourt, Millersville University, Bruce R. Hargreaves, Lehigh University, presented, “Resolving the Depth of the Ocean’s Euphotic Zone” and “Quantum yield for photosynthesis in the western North Atlantic Ocean,” at the meeting of the Association for the Sciences of Limnology and Oceanography, February 18-22, in New Orleans, 2013.


Anthoula Poulakos, Children and Youth Studies Program, along with P.J. Brooks, Psychology, CSI and The Graduate Center, CUNY, and A.M. Jewkes, East Carolina University, presented the paper “Influences of Perinatal Risk and Environment Characteristics on Preschool Language Outcomes” at the Eastern Psychological Association Conference, New York.

Laura Reigada, Psychology, with collaborators Keith J. Benkov, Mount Sinai School of Medicine, Jean-Marie Bruzzese, NYU School of Medicine, Eva Szigethy, University of Pittsburgh School of Medicine, research assistants at Brooklyn College, Alexis Briggie and Claire Hoogendoorn, Deborah J. Walder, Psychology, and Carrie Masia Warner, NYU School of Medicine and Nathan S. Kline Institute for Psychiatric Research, recently authored “Integrating Illness-Concerns into Cognitive Behavioral Therapy for Children and Adolescents with Inflammatory Bowel Disease and Co-Occurring Anxiety” in the Journal for Nurses in Specialty Practice; with collaborators Daniela Colognori, Kean University, Kathleen Herzig-Anderson, New York University Langone Medical Center, Alycia Leiby, Goryeb Children’s Hospital, & Carrie Masia Warner, wrote “Basic Cognitive Behavioral Therapy” in R.D. Anbar (Ed.), Functional symptoms in pediatric disease: A clinical guide, New York: Springer; and with C. Lin, C. Hoogendoorn, Keith J. Benkov, and Carrie Masia Warner, presented “CBT for Comorbid Anxiety and Chronic Illness in Pediatric Specialty Settings” at the annual meeting of the Association of Cognitive and Behavioral Therapies, Washington, DC (November, 2012).
Barbara Rosenfeld, Childhood, Bilingual and Special Education, and Sharon Anne O’Connor-Petruso, Childhood, Bilingual and Special Education, had their paper “Mobile Phone Use: A Comparison of Chinese and American College Students” published recently in the 35th Annual Proceedings of the Association for Educational Communications and Technology. Rosenfeld also published with Jess L. Gregory, Southern Connecticut State University, on the paper “Extending Classroom Discussion with Discussion Boards: Using Technology to Meet the Needs of Diverse Learners” in the 2012 Northeastern Educational Research Association (NERA) Conference Proceedings.

Anjana Saxena, Biology, along with Frida E. Kleiman of Hunter College, was awarded a grant (lasting from April 2013 to March 2015) for their work on “Role of nucleolin in regulating mRNA stability during DNA damage response (DDR).” Saxena also collaborated with Xiaokan Zhang, Shu Xiao, Emral Devany, Zaineb Nadeem, Elif Caglar Yıpın, and Frida Kleiman, to publish “Nucleolin Phosphorylation Mediated Regulation of Gene Expression in Determining Cellular Fate During the DNA Damage Response (DDR)” at the American Association for Cancer Research 104th Annual Meeting Proceedings, Washington, D.C., April 6-10, 2013.


Collaborations

Warren Soare, SEEK, and Peter Collazo, SEEK, received an $8,000 grant from the Office of Special Programs to implement a structured, peer mentoring program for Black and Latino SEEK students at Brooklyn College in the spring 2013 semester, called the Brooklyn Brother Project. They carefully selected and trained 10 juniors and seniors, who have both the academic and interpersonal skills to mentor freshmen and incoming transfer students.

Lulu Song, Early Childhood and Art Education, collaborated on a number of projects with Catherine Tamis-LeMonda at New York University, including publishing a chapter in the Handbook of Psychology, entitled “Parent-infant communicative interactions in cultural context,” and an article in the Journal of Child Language, entitled “Reciprocal Influences between maternal language and children’s language and Cognitive Development in Low-Income Families”; and in collaboration with Rachel Pulverman at Delaware State University, Shannon Pruden at Florida International University, Roberta Golinkoff at the University of Delaware, and Kathy Hirsh-Pasek at Temple University, Song published an article in the journal Child Development entitled “Infants’ attention to manner and path: Foundations for learning relational terms”; and in collaboration with Weiyi Ma at the University of Electronic Science and Technology of China, Roberta Golinkoff, and Kathy Hirsh-Pasek, Song recently published the article “Twenty-five years using the Intermodal Preferential Looking Paradigm to study language acquisition: What have we learned?” in the journal Perspectives on Psychology Science.

