A Message from Dean Marietta Morrissey

It is exciting to be a part of the College of Humanities and Social Sciences. As I begin my fourth year as Dean, I am amazed at the range of activities going on in the College and the quality of faculty, staff and student efforts. With thirteen departments and many more majors and programs, we offer a broad range of learning possibilities and some of the best teaching and most exciting faculty research that higher education has to offer.

Every day brings news of a valuable classroom innovation, a field-defining investigation or an on-campus program drawing large numbers of campus and community participants. We are pleased to bring you this inaugural College newsletter, our first effort to introduce to you some members of our outstanding faculty, staff and student body. In the pages that follow, you will quickly see that we are working hard to achieve ever higher levels of excellence in all that we do.

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The Dedication of Conrad J. Schmitt Hall

On April 19, 2012, Montclair State students, alumni, faculty, staff, and community guests gathered to celebrate the opening of the newly renovated Conrad J. Schmitt Hall. The University’s Board of Trustees has named the academic building in honor of alumnus and benefactor Conrad J. Schmitt ’58, who was present at the dedication ceremony to proudly cut the dedication ribbon.

Formerly Finley Hall, the renovated Conrad J. Schmitt Hall is now home to the departments of Spanish and Italian, Modern Languages and Literatures, Linguistics, and the Language Testing and Technology labs.

Schmitt earned magna cum laude honors from Montclair State Teachers College in 1958, graduating with a bachelor’s degree in French, English and Spanish. Schmitt later became a distinguished educator, author, publisher, and translator. His passion for languages, culture, and education has made a great impact on current and future University students. His generous bequest to the University has already helped enhance the educational experience for those students interested in and passionate about studying languages.

Students and faculty of the College of Humanities and Social Sciences are grateful for this newly renovated academic space. Dr. Lois Oppenheim, chair of the Department of Modern Languages and Literatures, expressed sincere appreciation and gratitude on behalf of the College, acknowledging Conrad’s generosity in providing students and faculty with an environment with the “best possible means in which to learn and educate.”

Michael Heller, Director of Language Learning Technology, notes the new Language Testing Center is now a separate facility, which includes technologies such as video recording, group video viewing, free-access use, and instructional space. In

Pictured L-R: Dr. Lois Oppenheim, Dean Robert Prezant, President Susan A. Cole, Mr. Conrad J. Schmitt, Dean Marietta Morrisey, student Juan Villegas, Dr. Linda Gould Levine, Dr. Mary Call.
addition to this facility, students and faculty have access to large screen computers, recording rooms, a translation and interpretation lab, and a multi-purpose room to be used for various events. Heller says that “students and faculty have been very enthusiastic” about their new home, technologies, and laboratories.

![Students in one of the language technology labs.](image)

Mr. Schmitt’s generous gift provides students and faculty with the “best possible means in which to learn and educate.” —Dr. Lois Oppenheim

The Teresa De Escoriaza Seminar Room

On May 1, 2012, the Teresa de Escoriaza Seminar Room was officially dedicated on the third floor of Conrad J. Schmitt Hall. The room's namesake was a beloved languages professor at Montclair State University from 1929 until 1959. Several of Professor de Escoriaza's former students, many of whom affectionately referred to her as “Scory,” and including William De Lorenzo '59 '64 MA and John T. Riordan '59, attended the dedication. President Susan A. Cole, Provost and Vice President for Academic Affairs Willard P. Gingerich, College of Humanities and Social Sciences Dean Marietta Morrissey, Linda Levine, chair of the Spanish and Italian Department, faculty members from the Department of Spanish and Italian, staff, and students were in attendance as well.

Before beginning her teaching career, Professor de Escoriaza was a pioneer in the field of journalism, first as a battlefield reporter during the Spain-Morocco Conflict of 1921, then as the first woman's voice on Spanish radio, and later as a New York correspondent for major Spanish newspapers. She was a friend and confidante to many of the major Spanish writers and artists of her day.
A new course for Political Science and Justice Studies majors promises to give students a unique perspective on the legislative process at the State House in Trenton, New Jersey.

Led by Professor Sal Anderton, the upper-level course, Selected Topics in Political Science (POLS-416-05), provides eleven students with a rare opportunity to observe, experience, and gain first-hand knowledge of the legislative process of state government.

When in Trenton, the students attend voting sessions and committee hearings and meets with cabinet members and legislators. Classroom discussions on the day’s hot political topics feature visits from legislators, lobbyists, and heads of state governmental agencies.

This innovative course marks the first time Montclair State students will regularly travel to the State House as a part of a course requirement.

Alumna Profile: Andrea Bedoya

Early in my career I realized that subsets of the United States population are underserved with respect to mental health. I want to become a clinical psychologist because I believe there are not enough professionals with the desire or appropriate training to work with underserved populations. In particular, I am interested in serving Latino immigrants. My interest in working with this population originated from my own background as a Colombian immigrant, and from my constant involvement with the Latino community. I have witnessed the limitations Latinos face in seeking mental health services due to cultural stigmas, low income, lack of insurance, undocumented status, or limited understanding of the English language. My practical experiences have not only helped me realize the benefits of mental health interventions, but have also highlighted the need for more culturally sensitive mental health professionals.

I will continue with my education at The Massachusetts School of Professional Psychology, where I will pursue a Psy.D. in Clinical Psychology. I feel confident that my academic, practical, and research experiences at MSU have prepared me for study at the doctoral level. I am immensely grateful for the professors I had, as without the training, mentorship, and support I received from them throughout the completion of my Master’s Degree in Clinical Psychology, I would have not felt as prepared for this next phase of my academic journey.
After much success in 2011 with Eric Weiner’s *The Geography of Bliss*, Montclair State University’s faculty advisory committee made its selection for the 2012 Montclair Book Program. All incoming first-year students are reading *The Immortal Life of Henrietta Lacks*, written by Rebecca Skloot.

Montclair Book is a common reading experience for the first-year students at Montclair State. The program is jointly sponsored by the Center for Writing Excellence, the College of Humanities and Social Sciences, the First-Year Writing Program, and Student Development and Campus Life. Each year, members of the faculty advisory committee review a variety of books, looking for a recent non-fiction text. The book must be well-written and readable, and allow Montclair State students to make personal and global connections to what they are reading. The book should introduce first-year students to college-level processes of inquiry. Members of the committee look for a book that can be taught across a variety of disciplines while lending itself to campus-wide events and activities.

*The Immortal Life of Henrietta Lacks* is a riveting story about a woman’s life and health, the sciences, ethics, and race. “Described as a ‘poor black tobacco farmer’ from a small-town in Virginia, Henrietta Lacks walked into the public ward of Johns Hopkins Hospital in 1951 with a rapidly growing tumor. Months later, she died of cervical cancer. But her cells—taken by a surgeon without her or her family's consent—are still alive and reproducing today. Those ‘HeLa’ cells have helped with some of the most significant advances in science, including the polio vaccine, chemotherapy, cloning, gene mapping, and in vitro fertilization.” On September 27, 2012, Montclair Book hosted a well-attended keynote panel that included David “Sonny” Lacks, son of Henrietta Lacks. Later in the year, the Center for Writing Excellence will sponsor an essay contest using a book-related topic.

*In box: Top—Students attend September 27th event. Center: David Lacks (center), his son David Lacks, Jr., and Political Science and Law Professor Brigid Harrison. (moderator). Bottom: Students attend September 27th event. Event photos courtesy of Mike Peters.*
Psychology Faculty Receive Major Research Grants

Ruth Propper

Ruth E. Propper, Associate Professor of Psychology, is the Principal Investigator of a three-year Department of Defense contract to support research on the relationships between activity of the two brain hemispheres, cognition, and emotion. Propper's research is titled "Research on Predictors of Emotional/Arousal State, Perceptual and Cognitive Biases, and Methods of Mitigation," and is being funded through the United States Army Research, Development, and Engineering Center, in Natick, Massachusetts.

The three-year, $300,000 contract is being used to support research that may help soldiers in the field by suggesting ways by which cognition and perception can be enhanced, and by decreasing the cognitive and perceptual biases that interfere with safety.

One direction of Dr. Propper’s research, based on findings reported in the February 2012 issue of Brain and Cognition, is whether the left or right hemispheres of the brain are differentially involved in retrieval of location-based versus language-based memories. Through testing and research, Propper's work has examined two competing theories concerning how the left and right hemispheres retrieve and process memory.

The funding has allowed Dr. Propper to fund three student researchers; these students are involved in almost all aspects of the research, including participant recruitment and testing, and data entry and analyses, giving them the opportunity to engage in real-world experiences in the field of Psychology.

Jennifer Pardo

Jennifer Pardo, Assistant Professor of Psychology, has been awarded research funding by the Perception, Action, & Cognition Program at the National Science Foundation’s Division of Social, Behavioral, and Economic Research. These awards are highly competitive, with approximately 10% of proposals receiving funding.

Spoken communication works so well that its efficacy is taken for granted. Two complete strangers who meet for the first time and speak the same language can converse with relative ease from the moment of introduction. How is this feat accomplished? The fact that talkers share a language with similar vocabulary and grammatical rules is only part of the answer. Because of the enormous variability in phonetic forms employed by talkers, how an individual speaks is just as important as what they say. When talkers converse, they often adopt various phonetic attributes of their conversational partners, engaging in phonetic convergence. On other
occasions, talkers diverge or show little change in their phonetic repertoire. Moreover, some talkers are more adept than others at shedding an accent or establishing fluency in a foreign language. To further an understanding of spoken communication with regard to such effects, the current project will be conducted over the course of three years and is designed to investigate the relationship between perceptual sensitivity to talker differences, learning to identify talkers by voice, and variability in phonetic convergence across both nonsocial and conversational settings.

A more complete understanding of the contribution of interactive settings to acoustic-phonetic form can inform basic theories of speech production and perception as well as applications across multiple arenas that rely on spoken communication.

Funding for this project is being provided by the Perception, Action, & Cognition Program at the National Science Foundation’s Division of Social, Behavioral, and Economic Research. These awards are highly competitive, with approximately 10% of proposals receiving funding. These funds will be used to provide paid research opportunities for MSU undergraduate students, to compensate human participant volunteers, and to purchase necessary equipment.

Laura Lakusta

Laura Lakusta, Assistant Professor of Psychology, has received a grant from the National Science Foundation to conduct research to investigate how infants process and represent motion events, specifically looking into "two understudied" components of motion events: starting points and endpoints. Lakusta's research is driven by the notion that language represents an event's components in a highly abstract form. Infants are able to perceive events, but the abstractness of language leads to questioning the nature of prelinguistic event representations and how these can support language development.

Lakusta's research will shed light on two different theories regarding how language is learned by infants and children. Through use of an infant-controlled familiarization procedure, Lakusta will be able to find answers to two questions: do infants represent an event’s components abstractly (as does language), or do infants represent an event’s components concretely? Does learning language influence the way infants think about the world? The procedure will test whether 10-, 14.5-, and 18-month-old infants categorize endpoints and starting points across different motion events, reflecting categorization in language.

Lakusta's research will also enable students from underrepresented groups in undergraduate and graduate programs to participate in the study. Each student will have the opportunity to engage in all aspects of the research. The research funding will contribute to a deepened characterization of cognitive and language development in typically-developing and atypically-developing children. Further, the long-term goals include exploring the research questions with children who have autism and Williams syndrome.
Milton Fuentes, Associate Professor of Psychology, is serving as the President of the National Latino Psychological Association, and this past spring was selected to receive the 2012 Excellence in Hispanic Mental Health Research, Advocacy and Leadership Award by the National Resource Center for Hispanic Mental Health’s Board of Advisors and Staff.

Janet Koehnke, Ph.D., CCC-A, chair of the department of Communication Sciences and Disorders, was chosen as a Fellow of the American Speech-Language-Hearing Association (ASHA). She will be recognized at the 2012 conference of ASHA in Atlanta, GA to be held this November.

Julian Brash, Assistant Professor of Anthropology, is serving as the President of the Society for Applied Anthropology of North America. He is also a member of the advisory board of the Anthropology Program for the New York Academy of Arts and Sciences.

Yasemin Besen-Cassino, Associate Professor of Sociology, is the author of Consuming Politics: Jon Stewart, Branding and the Youth Vote, co-authored with Dan Cassino (Rowman and Littlefield, 2009) and The Jessie Bernard Reader, co-authored with Michael Kimmel (2008). Her work on sociology of work, gender, politics and youth has appeared in some of the most prestigious journals in the field.

Professor Besen-Cassino’s research has important social implications, particularly in areas such as fair pay and pay equity for women. She explains, “I have published and given talks on sex discrimination in the workplace. I have given talks alongside Lily Ledbetter before the Lily Ledbetter Act. I co-authored a report on the gender pay gap in New Jersey funded by the American Association of University Women. Last year, I was asked to testify before the NJ State Legislature on the pay gap in New Jersey.” She is currently at work on a book project on youth labor in the United States and other industrialized countries and a second book-length manuscript on research methods in the social sciences.
I became the first Marie Frazee-Baldassarre Professor of English in January, 2009. My field is Irish Studies, and the professorship has helped me immensely in many ways. I have been able to travel frequently to Ireland to do research in archives, to give lectures at conferences and university seminars, and to visit and photograph places that are important in the literature I teach.

In order to bring Ireland to my students, I have established an Irish poets series and a lecture series: my students in Art of Poetry study the work of two Irish poets every semester, and then meet and eat lunch with the poets when they visit MSU to give readings. I can't offer them face time with Shakespeare and Keats, whom we also study, but I can introduce them to any number of Irish poets who are very much alive.

Through the lecture series, my advanced students read, meet, and question Irish scholars who have written the most important commentaries on the works we’re studying. And finally, funds from the Frazee-Baldassarre Professorship have enabled me to purchase books for my own scholarship and for my students; I can put on reserve in the library any book I want my students to read, and that’s an enormous advantage for them and for me.

For further details see:
http://www.lucymcdiarmid.com/
MarieFrazeeBaldassarreProfessorship.html

The Inserra Chair in Italian & Italian American Studies is an endowed position devoted to the promotion of Italian culture with particular emphasis to its meaning and relevance in the international scene, and especially in the U.S. and in New Jersey, as a result of people’s migrations and exchanges of ideas, practices, and goods over the centuries.

As the first and current Inserra Chair, I started in this position in January, 2011, and the cultural programs I have organized so far have covered topics such as diaspora, food practices, and avant-garde movements through a number of collaborations that span diverse disciplines, along with attracting large audiences and broad media coverage.

An equally rich calendar for AY 2012-2013 comprises five events embracing Film, Music, Theater, Design, and Fashion. I envisage Inserra programs as a cross-pollination between academic and non-academic environments with the ultimate goal of reaching mixed communities, while continuing to address issues that are relevant to my research interests in 19th-, 20th-, and 21st-century Italian literature, Italian cinema, Italian American culture, and immigration in contemporary Italy.

For further details see:
http://www.montclair.edu/inserra/
Esperanza Brizuela-Garcia, History
African Histories, New Sources and Techniques for Studying African Pasts
With Trevor R. Getz
Pearson Education, Inc., 2012

Elsa Davidson, Anthropology
The Burdens of Aspiration: Schools, Youth, and Success in Divided Social Worlds of Silicon Valley
New York University Press, 2011

Cynthia Eller, Philosophy and Religion
Gentlemen and Amazons: The Myth of Matriarchal Prehistory, 1861-1900
University of California Press, 2011

Elizabeth Emery, French
Makers of the Middle Ages: Essays in Honor of William Calin
Editor, with Richard Utz
Studies in Medievalism, 2012

Mary English, Classics and General Humanities
A Little Latin Reader
With Georgia L. Irby
Oxford University Press, 2011

Grover Furr, English
Khrushchev Lied: The Evidence That Every “Revelation” of Stalin’s (and Beria’s) "Crimes" in Nikita Khrushchev’s Infamous “Secret Speech” to the 20th Party Congress of the Communist Party of the Soviet Union on February 25, 1956, is Provably False
Erythrós Press and Media, LLC, 2011

David Galef, English
My Date with Neanderthal Woman
Dzanc Books, 2011

Jonathan Greenberg, English
Modernism, Satire, and the Novel
Cambridge University Press, 2011

Marta López-Luaces, Spanish
Tensar el Arco y Otros Poemas
Translator, with Robert Duncan
Bartleby Editores, 2011

Negin Nabavi, History
Iran: From Theocracy to the Green Movement (ed.)
Palgrave Macmillan, 2012
Lois Oppenheim,
French
*Imagination: From Fantasy to Delusion*
Routledge, 2012

Patricia Salzman,
Classics and General Humanities
*Mothering and Motherhood in Ancient Greece and Rome*
Editor, with Lauren Hackworth Petersen
University of Texas Press, 2012

Rabia Redouane,
French
*Regards Croisés Sur l'Enseignement des Langues Étrangères*
L'Harmattan, 2011

Peter Siegel,
Archaeology
*Protecting Heritage in the Caribbean*
Editor, with Elizabeth Righter
University Alabama Press, 2011

Jessica Restaino,
English
*First Semester: Graduate Students, Teaching Writing, and the Challenge of Middle Ground*
Southern Illinois University Press, 2012

Art Simon,
English
*The Wiley-Blackwell History of American Film*
Editor, with Cynthia Lucia and Roy Grundmann
Wiley-Blackwell, 2011

Gabriel Rubin,
Justice Studies
*Freedom and Order: How Democratic Governments Restrict Liberties After Terrorist Attacks-- and Why Sometimes They Don't*
Lexington Books, 2011
We are pleased to announce that the MSU **Audiology Doctoral program** (the only such program in NJ) was reaccredited for eight years by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. The CAA is the only accrediting agency for audiology and speech-language pathology that is recognized by both the Council for Higher Education Accreditation (CHEA) and the US Department of Education. There are currently 74 audiology doctoral programs and 251 speech-language pathology master’s programs in the country that are accredited by the CAA.

During the 2011-12 academic year, the Audiology Program completed the accreditation process. The process begins with an in depth self-study describing all aspects of the program and addressing the standards set forth by the CAA. This documentation was submitted in August, 2011. In February, 2012, a team of site visitors from the CAA came to MSU for 2 days to evaluate the audiology program and meet with faculty, staff, alumni, clinical preceptors at our campus clinic and off-campus clinical sites and administrators. The program received glowing comments in all areas from the site visitors.

The findings of the site visit committee were compiled and presented to the CAA about a month after their visit to MSU. Their report and the information in our self study, were evaluated by the CAA at their July, 2012 meeting in the national office in Maryland. Shortly thereafter we received notification of our reaccreditation status.

The **Paralegal Studies Program**, approved by the American Bar Association, offers the MSU student a balanced and varied background in theoretical and practical aspects of law, which are necessary for work as a paralegal. The Montclair State University Paralegal Studies Program was the first program at a New Jersey state college/ university to receive American Bar Association approval in 1982.

For undergraduate students, the Paralegal Studies Program offers an academic minor or a concentration within the Justice Studies major. For Post-Baccalaureate students, it is a certificate program. A Certificate of Completion is awarded to all students who meet the program requirements.

The principal objective of the American Bar Association program of approving paralegal education programs that meet ABA Guidelines is to foster high quality paralegal education and training and the development of educational standards. According to Chere Estrin, chief editor of two major paralegal publications and a prominent member of the paralegal community, “Most employers would rather see a B.A. degree plus a certificate from an ABA-approved school. There are about 1,000 paralegal schools in the U.S. and only about 200 are ABA approved.” She goes on to say, “Schools that choose ABA approval make a substantial investment of time and money to meet the standards. More and more employers specifically require that a person have an educational credential from an ABA-approved program.”