A message from the Dean

Join the College of Humanities and Social Sciences and see the world. We believe that the responsible citizen of tomorrow should know about the innovations, ideas and cultural trends that we offer the world and what other countries offer to us.

Our faculty includes many instructors who have lived, studied and worked abroad, including several Fulbright Scholars. Our students travel and study abroad in Montclair State programs that have been established around the world, from France, to China, to Peru, and beyond. Students return with a deeper understanding of global relations and many stories to tell about adapting to another culture.

CHSS students study with colleagues from all over the world. A CHSS class may include students whose families have come to the United States from Haiti or Puerto Rico, from Korea or China, from Portugal or Russia. Many international students attend Montclair State to study for a semester or a year. Their experiences and insights into our culture educate us all.

Finally, the College of Humanities and Social Sciences is a regional center of language learning. We offer degree programs or coursework in French, Spanish, Italian, Portuguese, German, Russian, Arabic, Hebrew, Chinese and Japanese. Each program offers a rich mix of courses, programs and gatherings to enhance language and cultural learning.

You will find many examples in this newsletter of activities that support our global perspective. Visit our website to learn more!

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The fall 2013 semester opened to a tremendous success, a visit to campus of award-winning and best-selling author Luis Alberto Urrea to discuss *The Devil's Highway*, the critically acclaimed non-fiction book selected as the Montclair Book for 2013. A full house of students, faculty, staff and guests from the surrounding community thoroughly enjoyed his engaging stories about the development and writing of his book, and the lively Q & A session that followed his entertaining presentation.

As summarized by program co-sponsor Dr. Melinda Knight (Professor of English and Director of the Center for Writing Excellence), “In May 2001, a group of 26 men attempted to cross the border into the desert of southern Arizona, through the deadliest region of the continent, a place called the Devil's Highway. They were led by a ‘coyote’ who abandoned them. Only 12 survived. Luis Alberto Urrea explores the politics and policies that can lead to such tragedy. We selected this book because of the important issues it raises, including the personal and social costs of illegal immigration and also the financial benefits to the two countries on the border, Mexico and the United States.”

In addition to his Montclair Book Keynote on his experiences researching and writing *The Devil's Highway*, Luis Alberto Urrea had treated the campus community to a reading earlier in the day from his historical novel about Teresa Urrea, the Saint of Cabora, *The Hummingbird’s Daughter*, as guest of the Center for Writing Excellence and the Latin American and Latino Studies Program.
In 1971 I went, for the first time, to San Cosme Mazatecochco, a rural community in central Mexico, to study political factions among campesinos (small-scale rural cultivators) for my dissertation research. What I found, however, was that about a third of the men from the community were not campesinos. They were obreros or industrial workers in textile factories in Mexico City, 60 miles away, or the city of Puebla, 10 miles away. Despite the fact that most families still relied primarily on small scale cultivation rather than wages from factory work, the influence of factory work and factory workers within the community was noticeable and growing.

For the next ten years I focused on the impact of factory work and the growing differentiation between the families of obreros and the families of campesinos. Instead of planting squash, beans and corn, as was traditional, obreros planted only corn. Women in the families of factory workers also began to focus more on domestic labor and less often worked in the fields. Their domestic work was facilitated by new purchases such as gas stoves and potable water, but getting these items increased women’s dependence on men’s earnings.

In the 1980s, however, many factories closed. Hundreds of thousands of textile workers, including those from Mazatecochco, lost their jobs. In the 1990s job growth for women in domestic work and landscaping and construction for men in the United States led to the migration of hundreds of men and women from Mazatecochco. For the last five year I have been studying San Cosmeros/as in New Jersey. Then, the US economy entered the recession. As I have done for over forty years, I am again following San Cosmeros/as as many now return home. With the help of a research grant from MSU I did exploratory research on return migrants in the summer of 2012. With funding from the Wenner-Gren Foundation for Anthropological Research I plan on returning to Mazateochco once again in 2014.
Montclair State Award Winners in Anthropology

Contributed by Elaine Gerber, Ph.D.

Four students in the Anthropology Department’s required Methods course (ANTH 301) competed with over 3,500 other students from 25 schools and wrote winning “op-eds” as part of the Center for a Public Anthropology’s Community Action Project. Congratulations to our four award winners: Kelsie Fleming, Kayla Hall, Bridget O’Leary and Bryan Welsh.

The Community Action Project, sponsored by the Center for a Public Anthropology, provides an interactive venue for both intellectual exchange and for activism. It uses the Internet to draw students together into an intellectual community, and has students consider ethical issues that lie at the interface of anthropology and the contemporary world. Thus, it empowers students by providing them with a sense of engagement, of how what they are learning relates to the broader world, and an opportunity to put that knowledge into practice and literally apply what they know to make a difference. Participating in the Community Action Project also helps students improve both their critical thinking and writing skills and can give them an understanding of how students from other universities, with different life-experiences, view the issue being addressed.

This year, students wrote about the U. S. Department of Health and Human Services’ rules for regulating research, and in particular, how much, or how little, governmental regulation of research is appropriate. Students wrote Op-Ed letters that summarized their views. These letters were bundled together and sent to the Department of Health and Human Services by the Center for Public Anthropology.
Memorial Auditorium was nearly filled to capacity on November 12, 2013. Over 750 New Jersey high school students and their teachers, together with many other students and staff from Montclair State and the neighboring community, gathered for a performance of the play, *La gringa*, sponsored by the Spanish and Italian Department with a grant from Santander Global Universities Division. The cast and crew of the renowned Repertorio Español Theater of New York performed the play, winner of an Obie Award and the longest-running Spanish-language play in off-Broadway history. Written by award-winning playwright Carmen Rivera who was present for the performance and who engaged the audience in a lively Q & A session following the play, it is a funny, moving, and thoughtful rendition of the complex topic of cultural identity. María, a Nuyorican, travels to Puerto Rico to discover her rich family roots and is promptly told by some family members that she is not a Puerto Rican, as she proudly feels, but a *gringa*. Dismayed and confused, she embarks on a journey to El Yunque rainforest that leads to a new sense of self-awareness and belonging.

Dr. Linda Gould Levine, Chair of the Spanish and Italian Department and organizer of the event, was thrilled that so many high school students could come to Montclair State, enjoy a tour of the campus, and benefit from the performance. She remarked, “From the moment they entered Memorial Auditorium and were greeted with the aroma of Colombian empanadas sold by members of our ¡Español en vivo! High school students pack the house for a performance of *La gringa* at MSU

Contribute by Linda Levine, Ph.D.

“From the moment they entered Memorial Auditorium ... [the students] were living and breathing Spanish.”
Hispanic Honor Society, Sigma Delta Pi, they were literally living and breathing Spanish.”

One of the invited guests was John T. Riordan, ’59 and Chair of the CHSS Advisory Council. He was struck by the “powerful message with which so many in the audience can identify--especially the young people from the high schools who doubtless are from families having experiences of integrating into a new country all the while preserving the culture of their country of family origin.” Spanish professor Dr. María José García Vizcaíno echoed his words and commented, “One of the teachers explained to me that the topic of identity is particularly relevant to her students since they are working on a unit on cultural identities.” Spanish professor Dr. Raúl Galoppe "was delighted to witness up-close the joy and artistic energy delivered to an audience of over 800 people.” He added," It was a memorable experience that renewed my faith in the Humanities and the Arts.” Teachers commented in a follow-up evaluation of the event that the presence of playwright Carmen Rivera was particularly meaningful to their students. Dr. Levine hopes this is the beginning of a sustained and exciting collaboration with Santander to bring Spanish and Latino theater to Montclair State for the benefit of high school students and the MSU community.
I am working on a DVD project that provides brief sketches of the lives and works of women in the history of philosophy -- from ancient times to the 21st century. The project was initiated by Dr. Mary Ellen Waithe, of Cleveland State University, whose four-volume work, *A History of Women Philosophers*, serves as a foundational source for placing women philosophers in their historical and disciplinary contexts. I became aware of the project when Mary Ellen gave a presentation at the annual meeting of the American Philosophical Association in which she showed a DVD she developed for Women's History Month at her institution. She and I later talked about how to improve and expand the project, and a collaboration was born.

The finished product, "Busted! A Pictorial History of Women Philosophers," will be a 4-disc set featuring over 150 women in each historical period: ancient/medieval, early modern, late modern, and 20th century. We are currently hoping to complete the first disc on ancient and medieval women thinkers. There is a slide or two for each woman, which provides an image of her, the name of her works, and her specializations within philosophy. Mary Ellen and I have also enlisted colleagues and students to read narrations from the point of view of each woman, discussing her life and work. We have just three voice overs left for the ancient/medieval disc. THEN there are the logistics of editing and matching them to music by women composers from that historical period, which Mary Ellen took the extra step to find!

For more information about this exciting project, visit [http://www.women-philosophers.com](http://www.women-philosophers.com).

Dr. Fawzia Afzal-Khan, Professor of English and Director of Women’s & Gender Studies, poses with Malala Yousafzai, education and women’s rights activist, at the residence of the Pakistani Ambassador to the United Nations — the day after this remarkable young woman’s now-famous speech at the UN General Assembly session in August 2013.
“CineLezione—Current Approaches to Film in the Classroom” marked the sixth annual Teaching Italian Symposium-Workshop. This program hosted over 100 teachers of Italian language and culture, at all levels, from the tri-state area, and as far away as Ohio and Colorado. Co-organized by Enza Antenos-Conforti and Mary Ann Re, this signature collaboration between the Coccia Institute for the Italian Experience in America and the Department of Spanish and Italian at Montclair State University, and co-sponsored by the Inserra Chair in Italian and Italian American Studies, featured an engaging keynote address by Prof. Piero Garofalo (University of New Hampshire); a lively roundtable moderated by Prof. Enza Antenos-Conforti (Montclair State University); and two-hour intensive workshops developed and presented by Prof. Garofalo, Prof. Tania Convertini (Dartmouth College), Prof. Elisa Dossena Marcon (Princeton University) and Prof. Teresa Lobalsamo (University of Toronto at Mississauga). In addition to this program comprised of “ottimi presentatori e veri esperti (excellent presenters and real experts),” a special feature of this signature program was the presentation of the national Coccia-Inserra Award for Excellence and Innovation in the Teaching of Italian (K-12) to Ida Nolemi-Lanza of San Pedro High School, San Pedro, California.

A common refrain among the participants is “can't wait for next year,” stated eloquently by Teresa Del Giudice (Pasack Valley High School): “I enjoy this day each year to learn about various pedagogy and teaching methods, see friends and acquaintances, and speak Italian. The legacy of Cav. J. Coccia lives on through his work: spreading the language and culture of Italy.” Save the date for Teaching Italian VII – November 14, 2014!
In the College of Humanities & Social Sciences, academic advising takes many forms. Whatever the approach—a casual conversation in the hallway, a flurry of emails exchanged on a Sunday night, group advising sessions, one-on-one counseling—the focus is clear: we want to prepare our students to pursue their academic passions and leave CHSS prepared to be active contributors in their fields. To examine the ways in which we set students on this path, four faculty members and administrators were interviewed about their personal approaches to advising and the advice they would offer to anyone taking on this responsibility for the first time.

As Coordinator of Undergraduate Advising in the History Department for three years, Esperanza Brizuela-Garcia’s overall objective is straightforward: “To get students to become self-sufficient. My personal approach is very hands off. I want to promote independence in students.” To help students develop this independence, Dr. Brizuela-Garcia has adopted a group advising model for first time freshmen. Groups of new History majors meet with her before they are permitted to register. There, they learn about the ins and outs of the History Department and its requirements. By the second semester, students are expected to come prepared with self-selected course options. She notes, “Students need to work it out first, then we can discuss it. Otherwise, we foster dependence. They need to realize that choosing courses means more than just filling out your requirements. It makes them think about the bigger questions such as what they need versus what they like. They need to own their own college experience.”

As simply stated by Dr. Rita Jacobs, “There is nothing that can replace the one-on-one interaction a student can have with a professor.” Students need to feel comfortable to enter your office and start a conversation that may begin: “This may sound like a crazy idea, but....”

Long “concerned about the translation of skills,” Dr. Jacobs talks to students about “more than just their courses.” Together, they discuss, “how to make greater
use of the services we have to offer on campus. I encourage them to get involved with activities on campus.” Dr. Jacobs started the cooperative internships program in the English Department, which has been a tremendous success. This program allows students to get a taste for life beyond Montclair State University and to begin to develop their professional interests. Proud of her co-op students, Dr. Jacobs notes, “Our students have had internships at Marvel Comics, MTV, Good Housekeeping, Allure, Seventeen and Esquire magazines, Prudential, Oxygen Network, MSNBC and Channel Thirteen among many others.”

Gale Morganti, Department Administrator in the Department of Justice Studies also takes a one-on-one approach with her students. This is no easy feat: Gale is responsible for advising approximately 200 students per semester. With her students stresses the importance of the orderly sequence of courses—making early progress on General Education requirements, while allowing some flexibility in the event one changes majors—but also wants students to graduate in a timely fashion. Recognizing that many students get advice from others sources like athletic coaches, other students, friends and relatives, she reminds them, “Your major advisor is in the department!” Advice for students? “Don’t worry about squeezing in all those majors courses right away—you may change your mind!”

It wouldn’t take more than a few minutes’ chat to understand why Nicole (Director, Paralegal Studies Program) was selected “Outstanding New Advisor” for 2012-13. A staunch advocate of the intrusive advising philosophy, “I stalk students to get them to meet with me. But I also try to ease their fears. Essentially I want them to put their best foot forward and do their best work.”

Nicole continues, “The key is constant contact...accommodating students’ schedules, keeping evening hours at least once a week.” Ensuring that students feel you are invested in the process is important, too: “Make time—when you carve out time and they see you’ve squeezed them in, they’re really appreciative.”

Her tips for new advisors? “Be patient, sometimes you’ll get reluctant students. I just let them know, ‘I’m your advisor. You can’t get around me—and we have got to make this work!’”
The Department of Modern Languages and Literatures offers several online and hybrid courses. Among them are those offered through the partnership with Kibbutzim College of Education in Tel Aviv. Students at MSU and KCE have enjoyed interacting in one of our Hebrew language courses where one segment of the course was devoted to “Second Life,” an online virtual world that allowed students from Kibbutzim to act as “tour guides” for MSU students who “visited” much of Israel with the help of their Kibbutzim student "guides."

Two fully online courses are offered for MSU and KCE students as well. One is taught by Dr. Lois Oppenheim: Modernism in Literature and Art. Students at MSU explore with students in Tel Aviv the differences imposed by the historical framework of "modernism," on the one hand, and the stylistic framework, on the other. In addition to exploring the emergence of modernism in Western literature and the visual arts, they consider the relation of 20th-century European modernism to the major philosophical movements (phenomenology and existentialism) of the first half of the century, the meaning of the avant-garde, and characteristic works of the nouveau roman in literature, nouveau réalisme in visual art, and the nouvelle vague in film.

The Department’s second online course with Kibbutzim is Bilingualism and Translation. The primary objective of this course, taught by Prof. Miri Yochanna (of KCE), is to offer students a means of integrating their understanding of language and culture. While it introduces students preliminarily to the notion of bilingualism (the different types, how being bilingual affects everyday discourse, etc), the course centers on how the process of translation affects the text. Students explore, above all, how the existence of different word categories impacts translation, the very structure of the text, and the back-and-forth process between the languages at hand. As both courses are online with approximately half the students from MSU and half from Kibbutzim, full advantage is taken of available electronic resources.
Have you ever wondered how young infants and children perceive and reason about the world around them? And, do these early thoughts reflect the language that older children and adults use to describe the world? Along with nine research assistants, such questions are currently being explored in our Laboratory for Infant and Child Research.

In order to test these questions, in an infant study, the baby is seated on the parent’s lap and presented with video animations. The length of time the baby spends looking at the display is measured. Since babies typically look longer at things that they find new or surprising, inferences can be made about how they perceive and understand the displays by examining general patterns of looking across a number of infants. With older children, the studies are set up like games and typically involve the child’s playing with toy objects or viewing short movies and being asked questions about what he or she sees. The results thus far are exciting and suggest that in many ways, the way infants think about the world reflects the language and perceptions of older children and adults.

For example, adults and children show a bias to encode the endpoint of an event over the starting point (the bird flew out of the tree and into the pond); infants as young as 14.5 months also show an endpoint bias. Current studies in our lab are exploring whether an endpoint bias also extends to events involving inanimate motion (e.g., a balloon floating rather than a bird flying), whether this endpoint bias is also reflected in early language comprehension in infants, and whether infants’ own motion (crawling and walking) may be related to a bias for endpoints. This research program has recently received three years of funding from the National Science Foundation ($384,460) and the work has been, and will continue to be, presented at national and international conferences, as well as published in peer-reviewed journals.
Online learning is not for everyone. Or so the saying goes. Having taught at Montclair State for over 40 years, teaching a course online was simply not on my radar screen. What’s wrong with yellow pads? All right, I’ll try PowerPoint. As online education began to flourish I thought I would take a peek. I figured I needed some evidence to confirm my indifference or even downright hostility toward a teaching pedagogy about which I knew relatively little.

Fortunately one of my faculty was a technology wiz and a great teacher. He had been trying to get me involved in online teaching for years. Finally, he sent me one of his online courses that I had assigned him. And, as they say, the rest is history.

At the Center for Child Advocacy we have recently begun to offer our MA online. This is a 33 credit Master’s degree in Child Advocacy and Policy. A student may complete the degree in less than two years. Two courses are offered each semester, including summers, in modules of 7 weeks each. These classes are offered consecutively. That is, each student registers for one course and immediately after completing that course the student enrolls in another. Research has shown that by taking one course at a time students actually learn better. This in-depth approach has garnered support from both our students and our faculty. More importantly, the program content parallels closely the in class version of our Master’s degree. In fact, our excellent faculty often teaches in both.

Our MA online fulfills a need for highly qualified professionals who want to work in a myriad of settings to advocate for children. Employment opportunities may be found within the Division of Child Protection and Permanency, Court Appointed Special Advocates (CASA), the Juvenile Justice System, Youth mentoring and development programs, among many others.

Our online program allows students with busy schedules to complete a state-of-the-art degree in a timely way yet in a format that can better fit into a hectic lifestyle.
Remembering Dr. Robert McCormick

Contributed by Marietta Morrissey Ph.D., Dean of the College of Humanities & Social Sciences

The adjacent article was written by Dr. Robert D. McCormick shortly before his untimely death on January 3, 2014. It illustrates his commitment to program development in Child Advocacy and Policy. The College of Humanities and Social Sciences will continue to support the worthy academic programs and others supporting children and adolescents in the community.

Dr. McCormick was Professor of Psychology and Director of the Center for Child Advocacy, which he founded. Dr. McCormick taught at Montclair State for more than 40 years. A man who modeled the goal of lifelong learning, Dr. McCormick achieved multiple and diverse academic credentials: he obtained a Ph.D. in 18th Century Spanish Literature from CUNY followed by a second Ph.D. in Psychology from Rutgers University. He also received a J.D. from Rutgers Law School in Newark. Dr. McCormick published two books, poetry, and many scholarly articles. In his MSU career, Dr. McCormick previously taught Psychology, Spanish & Italian.

Dr. McCormick was born in Manhattan on April 3, 1948, raised in Brooklyn, and later lived in New Jersey, most recently in Glen Ridge. He is survived by his partner, Hunter Jones, a long-time staff member of Sprague Library, and their two sons Matthew and Gregory.
The College of Humanities & Social Sciences

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