

# Sabbatical Panorama

## 2010-2011

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# Provost's Introduction

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November 2013

Dear Colleagues,

Please enjoy this edition of Sabbatical Panorama, which finds the University enjoying record enrollment, with the attendant consequences, both positive and negative. For example, I am grateful to many of my administrative and faculty colleagues who completed a task force a while ago to revise our approach to scheduling classrooms and make more efficient use of this conserved resource. Among the most telling concerns about our initial approach to scheduling was that the first plan was felt to not have enough slots for classes that met for longer than fifty minutes.

In a year when 140-character “tweets” are a popular medium of social communication, and a key characteristic of a useful work computer is that it supports keeping dozens of files open simultaneously, I am not disappointed that the faculty considers that at least some topics at some times require more than fifty minutes at a time. As technology and habit make multitasking easier, they also make multitasking more mandatory – we should take care that we do not lose the benefits of occasional periods of deep concentration.

This is, of course, the point of a sabbatical. Variety is one of the blessings of faculty life, but the community of scholars has always held that all of the variegated activities of faculty benefit from occasional opportunities to focus more exclusively on a new question, a crucial missing piece in one’s theoretical mosaic, a new direction in one’s credentials and knowledge. My colleagues who took sabbaticals during the 2010-2011 cycle used this coveted opportunity to experiment with remedies for invasive species, to study the intricacies of foreclosure law, to prepare a book on a neglected fifth-century Christian writer, and to develop a multimedia approach to tracking six of the world’s major alphabetical systems. Their efforts and reports continue to make the case that this revered academic practice remains a savvy organizational investment.

Sincerely,

Larry A. Robinson,

Provost

# Allan Blake

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## *Department of Biology*

I requested, and was granted, a one semester sabbatical for the spring semester 2011. The sabbatical's main focus was on developing a novel dynamical cellular system to mimic and assess cell signaling molecule release. Several departmental colleagues were supportive of the cell-based system and loaned essential equipment for the project.

By working with a talented graduate student in the Molecular Bioscience program, Ms Jeanette Walton, a system was developed that linked a media reservoir with a temperature controlled flow via a multichannel peristaltic pump and finally to an automated fraction collector. That was the easy part of the project. Since no literature precedent exists for monitoring immune cell function in this type of dynamical system, considerable effort was then expended on defining the optimal conditions for reservoir capacity, fluid flow and cell density. Fortunately, Jeanette Walton proved to be a talented, meticulous and insightful collaborator. Her considerable tenacity and insightful approach allowed proof of principle data to be acquired and an experimental operating protocol to be established. Although the project is destined to be long-term, over the course of several years, the early months of focused experimentation provided a solid project foundation.

Of course, no worthwhile research project ever escapes setbacks and the frigid January temperatures provided several laboratory disruptions. Frozen and fractured water pipes occurred in the 224 McNulty Hall lab space, requiring exterior wall equipment cupboards and supply cupboards to be emptied and research equipment to be repositioned to allow access to the problem areas. In total, two thirds of the laboratory exterior walls were opened during the repair process which was finalized in late February.

University service continued during the sabbatical period, as the University Research Council met and both undergraduate and graduate student academic advisement continued by e-mail. As we all know, teaching is never far from our

lives as SHU faculty, and I returned full-time to campus in March to give a week of undergraduate lectures in the undergraduate course that I normally teach each spring semester.

An additional goal of the spring sabbatical was establishing collaborative research projects. In that regard, this was accomplished as long-term research collaborations were initiated with Professors Wyatt Murphy and David Sabatino of the SHU Department of Chemistry and Biochemistry.

An unanticipated benefit of the sabbatical was an opportunity to read more widely than usual. My experience and continued interest in drug discovery led me to read several books that address the American pharmaceutical industry's role as a catalyst for the medicalization of everyday life. Especially insightful were Professor Carl Elliot's works "Better than Well" (W.W Norton and Co., NY: 2003) and "White Coat, Black Hat" (Beacon Press, MA; 2010). In a similar vein, Tom Nesi's work on the skewing of medical practice by direct to consumer advertising was addressed in "Poison Pills" (St. Martin's Press, NY; 2003), as well as in Ray Monihan's and Alan Cassels' "Selling Sickness" (Persus Book Group, NY; 2005). Perhaps the most gripping argument against a wholesale medicalization of daily life's issues is found in Robert Whitaker's "Anatomy of an Epidemic" (Broadway Paperbacks, NY; 2010) which addresses the alarming rise in mental illness.

The spring sabbatical provided a welcome change and I am grateful to my colleagues at SHU for allowing me the opportunity.

# Karen Boroff

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## *Department of Management*

For the 2010-2011 academic year, I was on sabbatical from the Stillman School of Business. I received a Visiting Professorship appointment in the Department of Behavioral Sciences and Leadership at the United States Military Academy at West Point. This appointment was without compensation.

The sabbatical was enriching and rejuvenating. Working with my new departmental colleagues at the Academy was rewarding and teaching in a very different academic environment was outstanding. I was tremendously honored at the conclusion of my visiting professor appointment to receive the Department of the Army Commander's Award for Public Service.

Here is a synopsis of accomplishments from the sabbatical.

- I taught one section of Human Resource Management in both the fall 2010 and the spring 2011 semesters. This course is a required course for cadets majoring in management, and is an elective course for cadets with majors in either systems management or engineering management, the latter of which is an ABET-accredited major at the Academy (ABET is the premier accrediting agency for collegiate engineering programs). The last time I taught courses was in 1998. So, by virtue of teaching Human Resource Management, a course which is offered at the Stillman School, I was able to reengage my work as an instructor, making use of new textbooks, professional computer simulations, and classroom technology. I was also able to consider teaching techniques from the Academy that may have application here at the Stillman School.
- Beyond this formal classroom instruction, I was a faculty member assigned to two different learning modules in the Academy's Professional Military Ethics Education Program, working with cadets on two topics: "Courageous Communications" and "Cultural Awareness." I also led interest sessions in a basic Plebe course, Psychology for Leaders, as those freshmen students consider their majors.

- I was one of seven faculty members throughout the Academy who was appointed as a member of Brigadier General Timothy Trainor’s Academy-wide curriculum assessment team. Dr. Trainor is the chief academic officer at the Academy. This assessment team developed the workshop materials for the Academy’s Assessment Workshop in January 2011. COL Brian Imiola and I were responsible for the module “the assessment process.” I also served as mentor for five majors (engineering psychology, leadership science, management, psychology, and sociology) as the faculty developed the learning goals and assessment processes for these majors.

- I published, along with colleagues Major Aram Donigian and Major Zachary Mundell, an article in the Armed Forces Journal (AFJ). The article, “A Better Way to Develop Officers,” which appeared in the May 2011 issue of the AFJ, centered itself on the human resource management implications of the speech given by outgoing Secretary of Defense Gates in February 2011 at the Academy. The AFJ, founded in 1863, is the leading joint service monthly magazine for officers and leaders in the United States military community. It has been providing essential reviews and analysis on key defense issues for over 140 years.

- Besides the publication in the AFJ, here are the references for my other research published during my sabbatical:

Boroff, Karen E. “Triangle Waist Company Fire—Lessons and Legacy, The Bergen Record, March 25, 2011. (Editorial in newspaper). (carried, as well, by the Canada’s Safest Employers Daily, March 25, 2011).

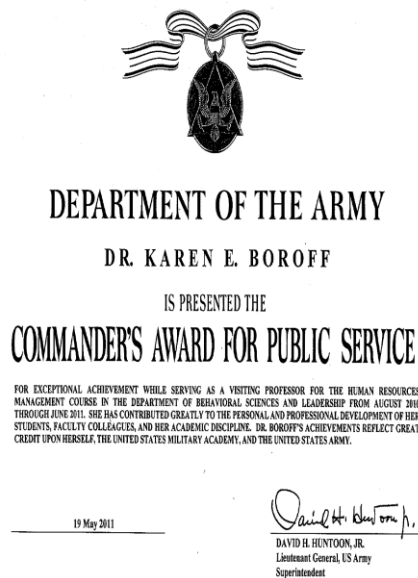
Boroff, Karen E. “What Legislative History Can Teach Us about Obamacare,” NewJerseyNewsroom.com, October 29, 2010. (Editorial in online newspaper).

Boroff, Karen E. “Gulf Oil Spill Exposes our Loss of American Ingenuity,” NewJerseyNewsroom.com, July 8, 2010. (Editorial in online newspaper).

- In addition to the above works, I completed two case studies, “Performance Management at Middleton College,” and “What’s in a Name?” and submitted both of these in June 2011 for consideration to be presented at the North American Case Research Association’s 2011 Annual Meeting in October 2011.

- I served on the Academy's faculty task team on widening interdisciplinary studies at West Point. The team recommended applying for a SENSER grant, which was granted, and faculty from the Academy are attending a SENSER meeting in June 2011, to develop the course that will be interdisciplinary in scope.
- I was able to secure, on behalf of the Academy, the CEO of Under Armour apparel, Kevin Plank, to come to West Point to speak to cadets and officers on October 4, 2011.
- I served as consultant for the USMA's management major, as those faculty seek to earn AACSB-accreditation. Through my efforts, Dean Tim Sugrue (Dean, Clarkson University) visited the Academy, providing his additional insights on the Academy's preparedness for AACSB. He has now been appointed by the AACSB as the Academy's formal accreditation mentor.
- I mentored several officers, as they explored career alternatives, both in academe and outside of it. Mr. Bernard Milano, the head of the Ph.D. Project, a program which assists minorities who aspire to earn the Ph.D. in business, accepted my invitation to visit the USMA to discuss possible alliances with the USMA since the U.S. Army does send officers to doctoral programs.
- All faculty at West Point are expected to support cadet activities. Along with my spouse, I supported both the USMA Crew Team (Men and Women's) and the Women's Handball team, attending meets, regattas, and tournaments, preparing food and working the concession stand.

- Because of my Visiting Professorship, I was able to extend the reach of the Stillman Leadership Development Program to West Point. Several Stillman faculty had the opportunity to attend the Global Leadership Forum sponsored by the Academy. Professor Michal Reuter has formed a relationship with his counterpart at West Point, and Stillman students are invited to the Academy's cadet-run leadership forum in October





2011. Dr. Jason Yin was invited as a guest lecturer on the topic of international human resources, and spoke to 60 cadets in the fall and again in the spring semesters. His topical material was extraordinarily well-received.

- In my work for the Board of Governors of Beta Gamma Sigma, I secured Mr. Joseph Plumeri to be the BGS International Honoree at the AACSB Annual Meeting in NYC in April 2011. Mr. Plumeri was an outstanding speaker and his good work reflected well on the Stillman School.

- I was on the AACSB Peer Review Team for the initial business accreditation of St. Thomas University in Minneapolis, MN. This review was conducted in November 2010.

- I served on the Seton Hall University search team for its new Athletics Director.

- Within the Department of Management at the Stillman School, I participated in the project investigating why students select a given major. I contributed significantly to designing the survey instrument, which was subsequently administered in November 2010 and January 2011.

- I began my own development using SPSS software. Heretofore, I had used SAS for my statistical computing needs, but, given my administrative positions since 1997, I had not used SAS for significant periods of time. Given that SPSS is University-supported software and SAS is not, and since I would have had to relearn SAS anyway, I decided that now would be the appropriate time to make the switch to SPSS. Using a data set on course evaluation data, I am in the midst of studying relationships with that data, using SPSS.

I am very appreciative the Seton Hall University's support of this sabbatical. It was a truly wonderful experience and, as I reflect on the entirety of my professional career, it was perhaps one of my very best years of work.

# Rabbi Asher Finkel

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## *Department of Religious Studies*

As I was granted a sabbatical leave, from 2010 to summer 2011, I welcomed with appreciation the opportunity to prepare a book on early Masorah to the Torah of Moses in the Hebrew Bible. For the dynamics of Masorah (from the verb binding [ʿasar] and transmitting [masar], a dual Hebraic root) set apart this unique written work in Assyrian script by Ezra the scribe during the Second Temple period in contrast to the Samaritan text that preserved the Canaanite script. For the Masorah guided the reader to the unique work rooted in four human relationships (transpersonal, interpersonal, subpersonal and intrapersonal) as guided by reason, truth, history and Law.

The Torah revolutionized religious life under one transcendental God in contrast to myth and magic. Individual life on earth related to the heavenly existence but it is rooted in physical reality. Thereby, collective human life on earth relates a historical development under God with Temple or synagogue and with study and prayer. Thus, the Masorah governed the way one relates to the dynamics of life under God as free people with “set apart” (holy) scriptures. The holy book is called Torah, the teaching that guards the human being in his four relationships, as unique legislation in the ancient idolatrous world that did not acknowledge the subpersonal world, since it was thought to be inhabited by gods. As well the very significant intrapersonal relationship that deals with human soul and spirit was neglected, where prayer and reflection, meditation and knowledge reside. Thus the historical reality and the human spirit as related to God’s presence guide the Torah and the prophetic teachings as well as prayer and deeds. Moreover, within the Torah tradition is secreted particular information that relates to the very text, the numerical value of the letters, particular formation of given names of God as well as the unpronounced form of the divine Name.

The very text is accompanied with Masoretic formations from the early period of the Second Temple time that the priestly groups viewed it to be prophetic, as the Dead Sea scrolls attest by the Qumranite priestly teaching. However, the Pharisaic teachers approached the text from the rules of human logic

as related to secreted knowledge. Thus, protomasoretic transmission of the Hebrew text from the Second Temple period beginning with Ezra's Torah enjoyed also translation into Greek for Alexandrian Jewry as well Aramaic for Palestinian and Babylonian Jewries. Now I have prepared the manuscript to be completed and arranged with notes and bibliography, so it can be ready for publication this semester.

I am grateful to the Dean and Provost who granted me a sabbatical leave to enable me to prepare a scholarly work that comes to challenge the way Bible is taught as interwoven texts from varied writers and not as interwoven with masoretic dynamics as a unique book that relates the transpersonal reality to the three human relationships, to persons, to self and to sub human world.

# Linda Fisher

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## *School of Law*

I had a calendar-year sabbatical in 2010 and worked on a number of projects during the year. I began an empirical research project studying the relationship between foreclosures and vacant properties (the so-called “shadow inventory” that undermines housing market recovery). The project examines whether parties game the judicial process of foreclosure by stalling cases and, if so, whether it contributes to vacancies. This research can only be conducted by comparing individual foreclosures and properties; the project therefore focuses on a random sample of 100 foreclosure cases in the Upper Clinton Hill neighborhood of Newark. I scanned and am analyzing the entire court files for these cases.

I have found considerable evidence that bank plaintiffs voluntarily stop foreclosures at all points in the process, from default to dismissals to sales. On the other hand, there is little evidence of borrower strategic defaults in this area. The next step in the research is to compare the foreclosure cases to vacant neighborhood properties. To that end, my research assistants and I just completed a vacant property survey of the Upper Clinton Hill neighborhood. A recent GAO study found that foreclosures abandoned by banks contribute to vacancy rates by increasing borrower confusion, causing them to give up. It remains to be seen whether the Newark data will be consistent with that report.

Last December, I was named a Bellow Scholar by the Association of American Law Schools Clinical Section based on this research project. The Section supports the Scholars by providing expert assistance with empirical research as well as opportunities to present the project at conferences. I have presented the project twice thus far. In 2010, I also wrote and published *Attacking Foreclosure Rescue Scams*, 2010 Emerging Issues 5309, Lexis Nexis Matthew Bender Research Solutions (2010) (with Leena Khandwala).

I testified before the House Financial Services Committee last fall at a hearing on *Robo-Signing, Chain of Title, Loss Mitigation & Other Issues*. I continued to educate members of the media and others regarding the complex legal issues involved in the ongoing foreclosure crisis. I was mentioned or quoted in the

following articles: Washington Post, Nov. 15, 2010: *Obama economy officials, bank execs and mortgage electronic registry head to hot seat on Capital Hill*; Abcnews.com, Oct. 12, 2010: *Florida's Foreclosure King Investigated for Questionable Practices*; Mother Jones, Aug. 4, 2010: *Fannie and Freddie's Foreclosure Barons*; New Jersey Law Journal, law.com, May 7, 2010: *Malpractice Suit Can Proceed Against Lawyer Who Did Work from New York*; Bloomberg.com, Jan. 21, 2010: *Reviving Down-Payment-Assistance Program Faces FHA Opposition*; International Business Times, The Guardian (UK), CNN Money, Fox Business News, Jan. 7, 2010: *Wells Fargo Mortgage Case in Baltimore Dismissed*. Also, as a member of the NJ Council for the Humanities speakers' bureau, I spoke to civic groups about the foreclosure crisis and trained housing counselors in foreclosure law.

While on sabbatical, I continued to work on my Civil Litigation Clinic cases along with Practitioner-in-Residence Avi Cover. In a complex foreclosure rescue scam matter, we spent much of 2010 conducting discovery concerning negligent underwriting and securitization practices, resulting in a favorable settlement agreement. The settlement allows the client couple to remain in their home and have the foreclosure dismissed. We also settled a legal malpractice suit against our clients' former attorney who had entered into a foreclosure settlement agreement that passed a significant tax liability onto the clients, contrary to their express instructions. The case settled after the Clinic won an appeal in the spring of 2010 concerning personal jurisdiction over the lawyer defendant.

Last September, I was a panelist at the national People of Color Scholarship Conference, speaking on target marketing of subprime loans. I also remained a member of the New Jersey Supreme Court Committee on Minority Concerns and its Subcommittee on Minority Access to Justice; in that capacity, I participated in planning the Annual Conference of the National Consortium on Racial and Ethnic Fairness in the Courts, held in New Brunswick in April of 2010.

# Ömer Gökçekuş

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## *School of Diplomacy and International Relations*

I was on sabbatical leave during the fall 2010 and spring 2011 semesters. My host institutions were the Department of Economics, University of Cyprus, and the Centre for Interdisciplinary Economics (CIW), University of Münster, Germany. The following is the list of some of the activities I had engaged in while I was on sabbatical leave:

### 1. Teaching

Two courses, International Finance and Development Economics, at the University of Cyprus

### 2. Service

Organizing committee member, **Turkish Economic Association 2nd International Conference on Economics**, Kyrenia, Cyprus, September 1-3, 2010

### 3. Scholarship

#### *Article*

Gokcekus, O. and Y. Suzuki. "Business Cycle and Corruption," **Economics Letters**, Volume 111, Issue 2, May 2011, Pages 138-140.

#### *Other Publications*

**Havadis** (2nd most widely circulated daily Newspaper in Cyprus) regular bi-weekly columns on each Saturday and Monday. (in Turkish)

Gokcekus, O. and N. Ergun. "Privatization of the Ercan Airport and duty free stores future: An evaluation report." Nicosia, Cyprus, December 2010. (in Turkish)

Gokcekus, O. "What is privatization? How to privatize?" Turkish Cypriot Chamber of Commerce, Nicosia, Cyprus, March 2011. (in Turkish)

#### *Conference Presentations*

**Turkish Economic Association 2nd International Conference on Economics**, Kyrenia, Cyprus, September 1-3, 2010.

**The Economics of Corruption: Lecture and Workshop in Good Governance and Reform**, Passau, Germany, October 9-16, 2010.

**Trade Across the Green Line**, Chateau Status, Buffer Zone, Nicosia, Cyprus, 28 February 2011.

**Public Choice Society Annual Meeting**, San Antonio, Texas, March 10-13, 2011.

**2011 - Kick-off Workshop, The Causes, Consequences and Democratic Legitimacy of International Institutions**, St. Gallen University, Switzerland, June 9-10, 2011

**Fifth Annual Conference of the American Association of Wine Economists**, Bolzano, Italy, June 22-25, 2011.

*Grants, Awards, and Affiliations*

Seton Hall University Research Council 2010 Summer Research Grant.

**Visiting Professor**, Department of Economics, University of Cyprus, September 2010 – June 2011.

**DAAD Visiting Professor**, Graduate School of Politics, Westfälische Wilhelms-Universität Münster, Germany, Spring – Summer 2011.

I believe that I had a very productive sabbatical leave. I managed to accomplish more than what I had envisioned and written in my sabbatical application form. Starting and completing a number of new research projects, submitting five new manuscripts for possible publication in refereed journals, attending and presenting my research findings at six meetings, teaching and getting excellent teaching evaluations, and receiving the DAAD Visiting Professorship award were just a few highlights of my sabbatical leave.

In my opinion, these accomplishments qualify my sabbatical as a successful one; for which I am grateful to Seton Hall for granting me a sabbatical leave. I am confident that the University, the School and our students will be benefiting a great deal from my one year sabbatical leave

# Larry Greene

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## *Department of History*

My sabbatical semester was productive. My original sabbatical proposal called for continued research and a draft of the first four chapters of a book on the history of Harlem, tentatively entitled, *A Century in the Life of Harlem: 1905-2005*. Harlem throughout this period represented not simply a historic African American community, but also the center of African American national intellectual and cultural life through most of the twentieth century. I resumed research on the book by looking at new primary and secondary sources. However, I changed my research focus when the opportunity presented itself to complete research on another project of mine that would result in a publication in 2012. The new opportunity involved resuming my research of many years on the Civil War and Reconstruction Era in New Jersey. This took precedent and I completed a chapter entitled, “The Civil War and Reconstruction in New Jersey,” for a book co-edited by Maxine Lurie and Richard Veit published by Rutgers University Press in 2012 entitled *A History of the Garden State*. A paper based on my New Jersey Civil War research was presented at a Rutgers University program entitled, “New Jersey African Americans in the Civil War,” in January of 2013. A version of that paper will be published this fall in the *Journal of Rutgers Libraries*. The *Journal* is devoted to those historical projects utilizing the manuscripts and archival resources of the state libraries and archives.

During my sabbatical semester, I also assumed co-chairing the “350<sup>th</sup> Anniversary Committee” of which I was entreated to take by the Director of the New Jersey State Historical Commission. I was asked to take on this responsibility due to my previous role as the vice-chair and later chairman of the Board of the Historical Commission. The co-chairmanship of the 350<sup>th</sup> Anniversary Committee is a non-compensated position of a state-wide committee established to celebrate the 350<sup>th</sup> anniversary of the founding of New Jersey. I did this temporarily only to help this worthwhile organization get off the ground. After helping to establish the requisite sub-committees, I resigned from co-chairing to devote to the rest of my sabbatical leave to research.



Meanwhile during my sabbatical semester and the summer, I took the opportunity to begin work on another research project which will culminate in a book length monograph on *The History of New Jersey During the Second World War*. My research interests over the years have focused on Harlem during the Great Depression and World War II period (1929-1945) and New Jersey during the Ante-bellum, Civil War, and Reconstruction Era (1850-1880). These two distinct time periods and geographic locals have attracted some scholarship, but remain fertile fields for historical research. However, research on the history of New Jersey during the Second World War is even more limited to the point of being virtually non-existent. Therefore, I used part of my sabbatical to begin research on New Jersey during World War II realizing the great publishing opportunities that are emerging with the 350<sup>th</sup> anniversary of the state. I am preparing a book proposal, tentatively entitled, *On the Home front: New Jersey during World War II*, based on my preliminary research. I hope to complete the research and writing on New Jersey's experience in WW II over the next two years. After the completion of the New Jersey project, I plan to resume my historical research and writing on Harlem.

# Rev. Thomas Guarino

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## *Department of Theology*

During the sabbatical, I completed a book entitled, **Vincent of Lérins and the Development of Doctrine**, which will be published early in 2013 by Baker Academic Press.

Who was Vincent of Lérins and why is he an attractive thinker to investigate? Vincent was a fifth century Christian writer who spent a significant part of his life at the monastery at Lérins, a Mediterranean island in southern France, near present-day Cannes. (They knew how to pick monasteries in those days). The island is now named after its monastic founder, St. Honorat, and it still houses a monastery, as it has almost continuously since 410AD.

In the fifth century, Lérins was a powerhouse of theology, with Vincent among its most adept practitioners. We know little about him except that he left us one major work, *The Commonitorium* or Reminder, a small book that was lost for a millennium but was recovered in the sixteenth century.

What makes Vincent's work uniquely appealing is that he is the first Christian writer to deal head-on, and in a sophisticated way, with the relationship between history and doctrine. Some readers may think the relationship between doctrine and history was only fully examined by John Henry Newman, the eminent Victorian thinker, in his famous *Essay on the Development of Christian Doctrine*. But Vincent preceded Newman by fourteen centuries, offering a careful analysis of how biblical truth unfolds in the Church over the course of the ages, as new challenges present themselves.

In a stirring paragraph, Vincent poses this question: Is the Church simply immobile and unchanging? He answers:

“But someone will perhaps say: is there no progress of religion in the church of Christ? Certainly there is progress, even exceedingly great progress (*plane et maximus*)! For who is so envious of others and so hateful toward God as to try to prohibit it? Yet, it must be an advance (*profectus*) in the proper sense of the word and not an alteration (*permutatio*) of faith. For progress means that each thing is enlarged within itself, while alteration implies that one thing is transformed into something else entirely. It is

necessary, therefore, that understanding, knowledge, and wisdom should grow and advance vigorously in individuals as well as in the community, in a single person as well as in the whole Church and this gradually in the course of ages and centuries. But the progress made must be according to its own type, that is, in accord with the same doctrine, the same meaning, and the same judgment.”

Essentially, the book is a sustained reflection on Vincent’s prescient insights concerning biblical teaching and its interaction with history. Constructively, I try to show how Vincent provides theoretical help for contemporary theological and ecumenical advances.

During the sabbatical I also co-chaired two sessions of the bi-lateral ecumenical initiative, “Evangelicals and Catholics Together” (ECT). During this time, ECT worked on a statement entitled “In Defense of Religious Freedom,” which was published in *First Things* (March, 2012).

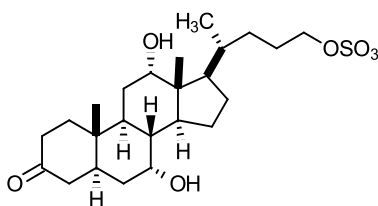
Besides thanking my own dean, Msgr. Robert Coleman, I would also like to thank Chrys Grieco, dean of Seton Hall libraries and the librarians and staff of both Walsh and Turro libraries for their generous help.

# James E. Hanson

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*Department of Chemistry and Biochemistry*

There are a number of different research projects continuing in my laboratory – hyperbranched polymerizations, nucleic acid binding by polymers, materials for microlithography, graphene functionalization – but I spent my 2010-2011 sabbatical working on a new development in one other area: materials for marine applications. Specifically, we had developed a project in collaboration with Dr. Michael Wagner of Michigan State University to develop a polymer emitter device for the release of the male sea lamprey pheromone 3-ketopetromyzonol sulfate (3-kPZS for short). This pheromone is released by the male sea lamprey to attract females to the nests during the breeding season (May-June).



*The sea lamprey pheromone 3kPZS*

The sea lamprey is an ancient fish, and an invader in the Great Lakes. This fish has no bones – only cartilage. It lives most of its life as worm-like larvae in stream beds. Then it metamorphoses into a parasitic form that swims downstream to large bodies of water, where it feeds as a blood-sucking parasite on larger fish, being fond of the salmoniids. Finally, the lamprey return to the streams to spawn and die. They are native to the Atlantic Ocean and the streams that feed into the Atlantic – coastal streams in New Jersey likely contain large numbers of lamprey larva! The sea lamprey gained access to the Great Lakes in the early 1900s through man-made canals – particularly the Welland Canal which connects Lake Ontario to Lake Erie, going around the natural barrier of Niagara Falls. Once in the Lakes, the lamprey devastated the native fishes (particularly the Lake Trout) and the fisheries that depended on them.

About 15 years ago, scientists working for the Great Lakes Fisheries Commission began to search for the chemical agents that aid the lamprey in their

migration back to the spawning grounds. It had been demonstrated that synthetic 3kPZS, when pumped into a stream at the right concentration, served to attract female lamprey to the delivery site. In concept, these synthetic semiochemicals could be used to misdirect the lamprey – attract females to streams with no males in them, where any eggs that are laid may not be fertilized, and then will likely not survive as the stream tends to dry out in the summer, and so forth. Using the pheromones for this purpose would allow more selective use of the more toxic chemical agents. The pumps used for the early field experiments are not appropriate for large scale deployment – they require too much maintenance. Our proposal was to develop a time-release polymer delivery system (“emitters”) that would enable large scale deployment of the pheromone.

The first step was to examine a number of polymer systems to use in this delivery. In May and early June of 2010, I hired a group of 8 undergraduate Chemistry and Biology majors to evaluate different polymers before the summer lamprey season opened – I had time reserved in July and August at the Hammond Bay Biological System in Millersburg MI to evaluate polymers in an artificial stream. The undergraduates worked in three teams – Kristen Kingdon and Eva Morozko worked with the natural polymers starch and hydroxyethylcellulose or HEC; Mira Yazigi and Julie Mobley worked with polyvinylalcohol or PVA; and Michael Loff, Kaitlin Owens, and Ysabella Esteban worked with different molecular weights of polyethylene glycol or PEG from 2000 – 10000. The starch seemed to dissolve too quickly in water to be useful, but the HEC, PVA, and PEG (6000 – 10000) gave good results with relatively slow dissolution in water.



*Hammond Bay Biological Station and building the raceway*

The rest of the summer, we ran tests on the polymer emitters containing the dye. As far as release of dye was concerned, all three polymers (HEC, PVA, PEG)

were effective. Using that data, we worked over the fall/winter/early spring to prepare for field tests: Now we would be adding the active pheromone 3kPZS to our emitters! I worked with a technician, Kenneth Banks, who was an expert in chromatographic methods, to develop a method where the 3kPZS was derivatized through the keto group with a strongly absorbing naphthalene derivative. Making this derivative allowed us to detect the 3kPZS down to 10 ppb! This was sufficient for our laboratory work – but the natural concentrations of 3kPZs that the lamprey detect are as much as 1,000,000 times less!

After considerable effort lining up the necessary authorizations, we arrived in Michigan in early June for field work. Mike Wagner and his team had obtained a number of female lampreys; these were tagged with PIT tags – a loop of wire and a microchip. When an animal with a PIT tag passes over an active antenna, a current is induced in the loop of wire and a signal is sent to the antenna with a unique reference for that animal. Mike and his team had set up an antenna array in the river: one antenna across the river downstream of the emitters, one antenna across the river upstream. Two loop antennas were prepared around locations where the active emitter and control emitter would be placed. These would detect the number of animals that swam up close to investigate the emitter – something a female lamprey would do, looking for the male that is releasing the pheromone.

Nature did not cooperate. Torrential rains hit the area, and the river rose rapidly. We had to race to quickly remove the antenna equipment before it was destroyed by the flood. Our test site was under water for a week, and it took another week to set up the equipment again!

In the end, we had not obtained as much data as we would have liked, but the data we had was clear: the 3kPZS emitters were effective in attracting lamprey! Out of 95 animals released in 4 trials, 51 made their way upstream. Of these 51, 37 went to the 3kPZS emitter first (72%). Only 2 (3.9%) went to the control – the remaining 12 (23.5%) went past both the 3kPZS emitter and the blank and continued upstream. There were also 27 animals from another experimental group working further down the river which came up to our site. Of these, 22 (81.5%) went to the 3kPZS emitter, 1 (3.7%) went to the control, and 4 (15%) went past both. Overall, 75% of the animals went to the 3kPZS emitter, while only about 4%

went to the blank first. This is a big difference, and it shows that the polymer emitters can successfully act as attractants for lamprey.



*Lamprey on rock with emitter in foreground.*

## **OTHER SCHOLARLY ACTIVITIES**

### **Grants submitted:**

“Hyperbranched Poly(phenylene sulfides): New Preparations and Applications” National Science Foundation, Division of Chemistry, \$487,042 (November 2010)

“Acquisition of an Electron Beam Lithography System” National Science Foundation, Major Research Instrumentation Program, Collaboration with Princeton University (January 2011)

“DNA Sensing Using Molecular Imprinting and Graphene” National Science Foundaton, Division of Chemistry, \$450,000 (July 2011)

### **Manuscripts in Preparation**

“Cross-linking of PEI by Isophthalaldehyde: a new matrix for molecular imprinting” S. Li, J.E.Hanson

“Elasmobranch Semiochemicals” E. Stroud, J.E.Hanson

“A HPLC method for analysis of the sea lamprey pheromone 3kPZS” K.Banks, J.E.Hanson

“Use of controlled-release pheromone in sea lamprey control” M.Wagner, T.Meckley, J.E.Hanson

# Jürgen Heinrichs

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## *Department of Communication and the Arts*

I gratefully acknowledge Seton Hall University for supporting a sabbatical leave during the academic year 2010-11. I conducted research in Berlin, where I (1) co-edited an anthology of essays and completed five other texts for publication, (2) made headway on a long-term book project, (3) conceptualized a new thread of research, (4) attended conferences, symposia and workshops to engage with international networks of colleagues, (5) interacted with museums and cultural institutions, and (6) tended to Seton Hall students participating in the exchange program with the Westphalian Wilhelms-University in Münster.

### Outcomes

- (1) The sabbatical provided time and resources to complete the edition of an anthology of essays on the history and scope of cultural exchange between African Americans and Germans. I also completed and submitted several texts that have been published or will appear shortly.
- (2) Access to art collections and archives yielded new insights into the reception of Black culture in 1920s Germany. My book investigates how German artists rendered their experience with these cultural idioms in paintings, drawings and photographs. Despite significant progress, consideration of innovative scholarship in ethnomusicology, history and Black studies has kept me from completing the manuscript as of yet.
- (3) I developed a new thread of research that builds on my existing work on intercultural exchanges. Titled *Schwarze Kunst: An Epistemology of Black German Art Practice*, this book surveys contemporary art associated with the notion of Black German culture. Innovative and applicable in many respects, concepts of African American and Black British identity do not fully address the cultural and historical particularities that frame the production of these cultural practices. My project offers new ways of appreciating Black German art and culture on its own terms.
- (4) Attendance of conferences, workshops and symposia as well as the opportunity to participate in scholarly exchanges has been especially gratifying. Lectures by world-renowned scholars, book presentations, as well as workshops on the history of photography, on the “white cube” aesthetic and on the use of industrial landmarks as rallying points for cultural identities have enriched my thinking.



- (5) Berlin's "Long Night of Museums," occurring biennially in August and January has been a platform for professional exchange. Launched in Berlin in 1997, the late-night opening of museums accompanied by rich programming has since become a fixture in the capital's cultural life that draws locals and tourists alike. Embraced by other cities around the world, this event initiated fresh discussion about the inclusion of diverse audiences and about ways to make art and culture more relevant in people's everyday lives.
- (6) My previous role as chair of Seton Hall's Internationalization Laboratory with the American Council on Education (ACE) involved me in the exchange program between Seton Hall and the Westphalian Wilhelms-University in Münster (WWUM). Following previous visits to Münster, I worked closely with Kirk Rawn, Associate Provost for International Programs, to assist students in making informed study-abroad decisions. In May 2011, I enjoyed meeting Eliza Nizzi, one of our exchange students at WWUM. Besides the joy of learning about Eliza's success, I benefited from collegial exchanges about latest trends in European higher education such as international exchange opportunities for university staff.

### Publications

Diedrich, Maria I. and Jürgen Heinrichs, eds., *From Black to Schwarz: Cultural Crossovers between African America and Germany* (East Lansing, MI: Michigan State University Press, 2011).

Diedrich, Maria I. and Jürgen Heinrichs, "Introduction," in Diedrich and Heinrichs, eds., *From Black to Schwarz: Cultural Crossovers between African America and Germany* (East Lansing, MI: Michigan State University Press, 2011), 9-28.

Heinrichs, Jürgen, "Mixed Media, Mixed Identities: The Universal Aesthetics of Marc Brandenburg," in Diedrich and Heinrichs, eds., *From Black to Schwarz: Cultural Crossovers between African America and Germany* (East Lansing, MI: Michigan State University Press, 2011), 309-331.

Heinrichs, Jürgen, "Can We? Visual rhetoric and political reality in American presidential campaigns," in Sherrow Pinder (ed.), *American Multicultural Studies* (Thousand Oaks, CA: Sage, forthcoming 2012).

Heinrichs, Jürgen and Bernd Sommer, “Paul Gilroy: Black Atlantic. Modernity and Double Consciousness,” in Claus Leggewie, Darius Zifonun, Marcel Siepmann (eds.), *101 Schlüsselwerke der Kulturwissenschaften* (Bielefeld: Transcript, forthcoming 2012).

Heinrichs, Jürgen, “Primal scenes of seeing space: Transformational representations of the universe,” in Nicholas Campion and Darrelyn Gunzburg, eds., *Heavenly discourses: Myth, astronomy and culture* (Lampeter: Sophia Centre Press, forthcoming 2012).

### Selected Activities

- Esra Ackan, (Chicago): “Translated! Towards Another Cosmopolitan Ethics in German-Turkish Relations,” lecture (Berlin, Jul 2010)
- “Escape to Life: German Intellectuals in New York,” symposium New York University (New York, Sep 2010)
- Hans Belting (Karlsruhe): “Global Knowledge without colonies: on the contemporaneity of other Cultures,” lecture (Berlin, Dec 2010)
- Lange Nacht der Museen (Long Nights of Museums), (Berlin, Aug 2010 and Jan 2011)
- Robert Harvey (Stony Brook), *Witnessness: Beckett, Dante, Levi and the Foundations of Responsibility* (New York & London: Continuum, 2010) book presentation (Berlin, Jan 2011)
- “The Unsettled Image,” symposium, Institute for Cultural Inquiry (Berlin, Jan 2011)
- “Berlin Underworld,” visit organization offering tours of city’s WW II and cold war past (Berlin, Jan 2011)
- “Paper Objects,” workshop, Technical University (Berlin, Feb 2011)
- “Industry, Culture and Memory: Industrial Culture as Resource,” conference, Hochschule für Technik und Wirtschaft Berlin (Berlin, Feb 2011)
- “Manifesto Collage,” symposium, Berlinische Galerie (Berlin, Feb 2011)
- “Beyond the White Cube,” symposium, Berlinische Galerie (Berlin, Mar 2011)
- Hamburger Kunsthalle (Hamburg, Mar 2011)
- Museum for Mining and City History (Lower Saxony, Mar 2011)
- Pinacoteca Ambrosiana (Milan, Apr 2011)
- “Transnational American Studies,” 58<sup>th</sup> conference of the German Association of American Studies (Regensburg, Jun 2011)
- Landesmuseum für Kunst- und Kulturgeschichte (Münster, May 2011)

- Hessisches Landesmuseum (Darmstadt, Aug 2011)
- Sprengel Museum (Hannover, Aug 2011)
- Sculpture Park (Kiel, Aug 2011)
- Art Institute (Chicago, Aug 2011)



May 2011 visit to Westphalian Wilhelms-University Münster: Maria Homeyer, Coordination of Staff Mobility, International Office; Eliza Nizzi, Seton Hall exchange student; Dr. Jürgen Heinrichs

# Ed Jones

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*Department of English*

## **The Sabbatical Projects**

### ***Race, Class, Self-Beliefs, and Writing Achievement***

One of the topics I identified for future research in my application for tenure and promotion to associate professor was the interactive effects of race, class, and self-beliefs on how students learn in first-year writing courses. It is surprising that, in a field that prides itself on race and class consciousness, especially in relation to pedagogy and student performance, composition scholarship has produced almost no empirical research in relation to the effect of race and class on actual writing performance. The project—actually a follow-up to an unpublished study I wrote in 2005-2006—required obtaining data from two other schools besides Seton Hall, namely, Montclair State University and Bergen Community College.

Originally I planned to administer the survey in the fall of 2010, but about a year ago I realized the timeline for launching a major survey study at two schools beside Seton Hall was an undertaking large enough to require my postponing the project for a year. This was fortunate because the literature review I undertook in the interim made me realize that I also needed to undertake validation studies to measure several constructs:

1. Writing self-regulatory beliefs. An instrument exists, but it was created for a study published 17 years ago. I wanted an instrument that students could better relate to and that covered topics more in line with developments in composition
2. Coping behaviors for writing. The items I used in my previous study had not been validated and needed to be expanded to meet the expectations set by other coping mechanisms instruments.
3. Racism, classism, sense of belonging, academic stress. I need to abbreviate instruments for several published construct to fit my survey and still maintain reliability.
4. Perceptions of writing instructors in relation to race. I wanted to create a measure to measure how validated students felt by their teachers, especially in relation to areas that the literature suggested may be race sensitive.

The first half of my sabbatical involved doing the literature reviews for all these constructs, submitting two proposals to the IRB, conducting the surveys, and analyzing the survey data. The IRB approved both validation studies, I collected and analyzed the data, and the results were all positive.

The next step was to submit proposals to the Seton Hall IRB to conduct the completed online survey and to the Montclair University IRB to conduct a Scantron-based survey, since Montclair's students do not all own laptops. Both proposals were approved. The total number of single-spaced pages of all proposals, including the validation studies and the knowledge transfer study (see below), is 107, excluding signature pages. When I wrote my mid-term sabbatical report on Mar. 22, I mentioned that it was not yet clear whether my project could be included on the May agenda of the Bergen Community College faculty. It turns out that I was not included on the agenda because of their other priorities. As a result, I did not conduct research at Bergen Community College this fall. This is just as well, since I have learned that the mechanics of administering paper surveys to large numbers of students, without a substantial grant, are daunting. I can far more easily collect data using online surveys with very large numbers of students.

### *Writing Knowledge Transfer*

My second sabbatical project was to continue the knowledge transfer research that has emerged as my central research agenda. During my sabbatical I concentrated my energies on writing up a first draft of an article validating the Writing Knowledge Transfer instrument that I originally developed for use in the fall of 2008. I used this first draft as the basis for a paper I gave at the Conference on College Composition and Communication at Atlanta on April 6. However, this draft is, in my judgment, not publishable without testing the reliability of the judgments I made when coding the interview data to check convergent validity. I expect to submit this to one of a number of journals that focus on measurement or on metacognition.

I was unable to complete the revision work on "Activity Theory as Critique of Knowledge Transfer" because of the unexpected complexity of all the IRB

proposals. I expect to send the revision out to *Written Communication* just after the New Year.

Finally, I wrote an IRB proposal to do research on data from my own classroom this fall as part of a multi-institution research project. A new way of teaching first-year-writing courses has emerged over the past five years called Writing about Writing, which has shown some promise in promoting transfer of writing knowledge across time and disciplines. In the fall of 2010, a joint submission of a project from Seton Hall and two other schools was accepted to be part of the 2011-2013 Elon University Research Seminar on *Critical Transitions: Writing and the Question of Transfer*, a two-year seminar that will facilitate multi-institutional research by forty individuals selected after a competitive national search. My IRB proposal, which was submitted in May and accepted in June, will allow me to do this research.

### **Significance of the Sabbatical Projects**

Most of my work during the sabbatical was preliminary—undertaking the necessary validation studies and submitting the IRB proposals to carry on research with subjects. All of this work was successful, if incredibly time-consuming. The research on Race, Class, Self-Beliefs, and Writing Achievement I will submit to the premier research journal in composition, *Research in the Teaching of English*. The research into knowledge transfer associated with the Elon University Research Seminar should lead to an individual publication and to multiple-author publications, possibly in the form of an edited collection that should break new ground in our understanding of how and when knowledge transfer occurs and is best promoted. “Activity Theory as Critique of Knowledge Transfer” promises to partially redirect knowledge transfer scholarship and to lead to future directions that are more in line with socially situated knowledge constructs.

# Arline Lowe

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## *Department of Communication and the Arts*

I am very grateful to Seton Hall University for providing me with the opportunity to pursue my sabbatical project which has become for me a true labor of love. Without the uninterrupted time to devote to this effort, I wouldn't have been able to begin working on this very complex project, the results of which, while modest, has set the tone and the incentive for the rest of the work.

My sabbatical year included attending the The Second Unesco World Art Conference in Seoul, Korea in May, 2010. While there I toured the Ewha Womens University which has a highly distinguished Graphic Design Program and was hosted by a faculty member who took me to the opening reception of the thesis exhibition of graduating seniors.

I also spent three weeks in India, visiting sacred sites and museums in Varanasi, Amritsar, Agra, Dharamsala, New Delhi, and Jaipur. In Varanasi I visited the Archeological Museum of Sarnath and saw murals which depicted the historical evolution of Brahmi and Devanagari scripts. In Janpath, New Delhi, at another National Museum, I was pleased to see an exhibition of early Harrapan artifacts and writings.

However, most of my sabbatical year was spent gathering images and data for my sabbatical project which was to create an interactive DVD that would trace six of the major writing systems of the world from early epigraphical markings to their present expression in digital type. The systems I chose to explore were those in wide use and in the most representative variety of scripts as well as those being widely used as typography. The scripts are: Chinese, Arabic, Japanese, Cyrillic, Devanagari and Latin. Initially, I planned to create these as broad timelines, using major historical markers along the way while following the evolving forms of the scripts. This turned out to involve much more depth than I had anticipated, as all writing systems and scripts are never created in isolation in scriptoria environments, but heavily influenced by all the forces of the times (religious, social, political, and economical) in which they were in use. So there was much more research required in order to place all of this into a logical and visual

sequence.

I decided to start with China, since it was the most unique of the six systems. There is a plethora of information on Chinese epigraphy and calligraphy, but because of its totalitarian history, it was difficult to research the current typographical situation there. Additionally, there is not a great amount of original innovation in type design there, while in neighboring countries such as Korea and Japan, the typography industry is flourishing. However, I have completed all of the writing and image collection for China and it's ready to flow into the format established. I had more luck with Devanagari research in India, the second country I studied. Because there is a great deal of publishing in English, this was not as daunting, although the number of scripts (18) forced me to focus only on the most widely used and official one in use in India: Hindi.

The timelines soon became too long (wide, actually) for digital viewing, so my plan changed from creating an interactive DVD to creating an interactive website with timelines included under major typographical headings. The section on India is finished as part of the website with additions in progress. The main homepage of the website includes reference buttons for all the other writing systems. The other scripts are in progress and will follow the same template as the first two. At present the writing system for India (Devanagari) is the one system that is viewable at the website. There are more additions in progress for the state of current typography innovation in India.

My plan for six countries and six scripts was way too ambitious for a year's work, but it has been an extremely interesting effort, and I think the final finished project will be not only informative for students of typography, but also for anyone who has wondered as one types away on their keyboards, how do these characters of forms appear on our screen? How did they appear in print before digital technology? How did they get to look the way they do?

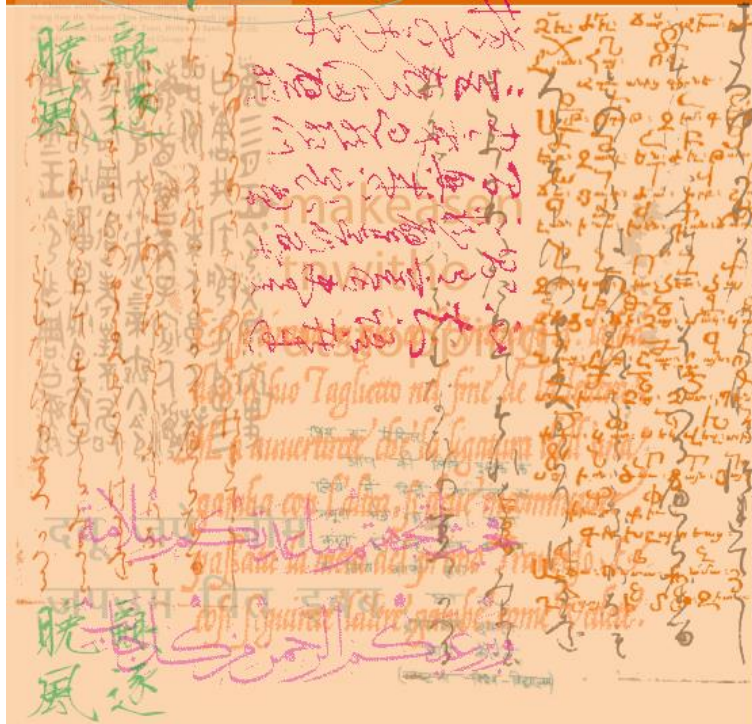
Printed below is the main homepage of the website with buttons for all of the major sections of writing systems and two sample pages of Devanagari out of a total of thirteen. The interactivity as a website has been arranged, links have been established, but as I am still waiting for copyright permission for many of the images, it's not appropriate to post the site at this time.





# From Script to Type: An interactive history of writing systems and typography

■ LATIN ■ CYRILLIC ■ ARABIC ■ CHINESE ■ JAPANESE ■ DEVANAGARI



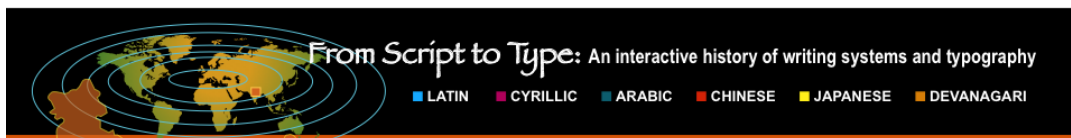
We live in a typographically saturated culture, with type no longer confined to print, but seen everywhere - on television, the internet, digital billboards, in films, cell phones and other new media. We can choose from hundreds of type choices every day in our e-mail, text-messaging, and in most of our personal and professional digital correspondence. All of these forms of type have evolved over time from spoken languages and represent the captured sound of speech.

As they evolved and developed, they were shaped and modified by political, social and religious forces, and over time have out of necessity been simplified from their calligraphic origins to accommodate new printing and imaging technologies.

Many of the world's languages have no writing systems to graphically express their spoken words. Many have adapted or appropriated existing systems to record or communicate their voiced expressions. In some cultures, unique writing systems are still being developed.

In this study, I will focus on only the primary sources of writing, and will explore only the most widely used writing systems that have found expression in digital typography. The major writing systems are: the Latin alphabet, Cyrillic, Arabic, the Chinese writing system, Japanese syllabic writing and Devanagari script and related groups in India. Most of the world's languages which are expressed in typography have evolved from and flow in adapted forms from these six major categories.

A **writing system** can be defined by various criteria and construction and **classifications**.



# From Script to Type: An interactive history of writing systems and typography

■ LATIN ■ CYRILLIC ■ ARABIC ■ CHINESE ■ JAPANESE ■ DEVANAGARI

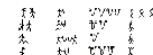


## DEVANAGARI

In India today there are eighteen recognized languages and as many scripts. The origins of many of these scripts are still being studied as research on excavations into ancient sites continues. However, what is generally accepted by most scholars is that around 2nd millennium BC Indo-Aryans related to Hittites, Medes and Persians moved through mountain passes into India where they met darker, shorter Dravidians in central part of subcontinent and drove them south. Dravidians at one time dominated the population in India. The invaders from the north established roots for most of the principal languages of India, while the rest have bases in Dravidian civilization. The distribution is approximately Indo-Aryan 59%; and Dravidian 20%. Devanagari script is used in several Indo-Aryan languages including Hindi which is the official National language. Historically, Government approval is determined by numerical strength of speakers, literacy tradition associated with the language and regional representation and political power of groups represented.



Rock inscription from Samath, Benares<sup>1</sup>



Early Indic writing<sup>2</sup>

All scripts in current use in India except for Persio-Arabic and Roman scripts are derived from the ancient Brahmi scripts from 3rd century BCE. The northern languages are Assamese, Bengali, Gujarati, Hindi, Kashmiri, Marathi, Oriya, Punjabi, Sanskrit and Urdu; the south Indian languages are Kannada, Malayalam, Gurumulke Grantha, Telugu and Tamil. Devanagari is generally used by Hindus; Urdu (Persio-Arabic) for Muslims; Gurumulke for Sikhs and Roman for Christians.



Modi handwriting<sup>3</sup>

This study will focus on the development of the main script, Devanagari, from which almost all other scripts flow. Devanagari has its roots in Sankrit and Brahmi and is the script used officially in India as Hindi. India's Constitution recognizes only one: Hindi (Devanagari) as official script with English as an associate language.

<sup>1</sup> Dinger, David. *The Alphabet*, vol. 2, p.256, plate d.

<sup>2</sup> Basu, Sanghamitra. *History of Writing in India*, National Mission for Manuscripts. final newsletter.cpd, 16.03.07, p.4

<sup>3</sup> Naik, B. S. *Typography of Devanagari*, Bombay, 1965, vol 1, p. 117, plate 37

**DEVANAGARI SCRIPT**

One theory for the name of this script is that it evolved from *nagari* (of the city) and *deva* (divine). It is said that Brahma as the major divine creator introduced Sanskrit language to the sages of Celestial Bodies. Therefore, his language is also called *Dev Vani* which means language of the gods.

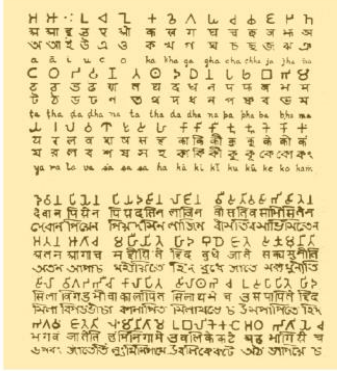
Devanagari developed simultaneously with a few other scripts such as Nand-nagari, Jainanagari and Nagari. The earliest instance of script use is seen in the inscriptions of the Paramaras of Malwa. Siddhamatrkā and Kutīla ornamental writings, precursors of Devanagari, are seen in the inscriptions of the 7th century.

The script is said to derive from the Brahmi alphabet of the Ashokan inscriptions and is used for Hindi, Nepali, Marathi and Sanskrit. Variations of Brahmi led to the development of almost all modern regional scripts, for example, Bengali and Oriya in the East, Devanagari in North India and in Maharashtra, Gujarati in the West, Telugu, Tamil, Kannada, Grantha and Malayalam in the south, are all based on the Brahmi script. It was developed through Siddhamatrkā, Kutīla and other Northern and Western Indian characters. Its present form is not clearly identified with any specific script used before 11th and 12th centuries AD.



Until the 10th century AD, the various regional scripts evolved as they were from different stages of the Brahmi script, and were used for writing all languages - Sanskrit, Prakrit, Apabrahmsha and other regional languages. However, the advent of Muslim rule, initiated by Mahmud Ghaznavi's invasions in 11th century and culminating in the conquest of Delhi changed drastically the linguistic scenario of India. This group of rulers and soldiers in India were responsible for the creation of the Urdu language which borrows heavily from Arabic and Persian scripts.

Devanagari is phonologically based and is written from left to right. Its classification is an abugida script and typographically it is what is often called an alphasyllabary; that is, it writes each consonant-vowel sequence as a unit, called an *askara*, in which the vowel symbol functions as an obligatory diacritic to the consonant. It is a unique script, not merely for writing Hindi, but also because it retains all the scientific qualities and syllabic aspects of the Indian alphabet. The script has a number of advantages over other styles of writing as well, via distinct and unambiguous formation of the syllabic graphemes (units of sound), uniformity in adding medial vowels and transparency of the components in consonant clusters.<sup>4</sup>



Asokan Alphabet and Early forms of Brahmi, Devanagari and Bengali letters <sup>2</sup>



Devanagari inscription 1064 AD <sup>3</sup>

<sup>1</sup> Naik, B.S. *Typography of Devanagari*, Directorate of Languages, Bombay, 1965, Vol.1, fig. 24  
<sup>2</sup> *Op.cit.*, p. 112, fig. 30  
<sup>3</sup> Droniger, David, *The Alphabet*, Munshiram Manoharlal Publishers, New Delhi, 2005, Vol. 2, p. 263  
<sup>4</sup> Basu, Sanghamitra, *National Mission for Manuscripts*, Government of India, 2007, pp 2 - 5

# Hector Lozada-Vega

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## *Department of Marketing*

The purpose of my sabbatical was to focus on the following projects:

1. “Branding Tactics in the Promotion of Country Investment Opportunities” (new title, previous title listed in the March 15, 2011 progress report was “Country Branding and the Promotion of Foreign Direct Investment Opportunities” This article is under final revision and will be submitted to the *Journal of International Marketing* or *Journal of Research in International Business*.
2. “How Green is My Brand: The Good, the Bad, and the Ugly of Environmental Claims,” research completed, writing on hold.
3. “The Challenges of Enviropreneurial Marketing Strategies,” research in progress.
4. “Green Marketing in the Developing World,” research began in late May.

In addition, please note the following:

1. The article “Behavioral Targeting & Privacy Issues: What Consumers Don’t Know Could Hurt Them,” with Gary H. Kritz, and Susan O’Sullivan-Gavin (Rider University) was presented at the 18th Annual Meeting of the American Society of Business and Behavioral Sciences (ASBBS) on February 25, 2011 in Las Vegas, NV. This article will be submitted in mid-June to *Journal of Consumer Affairs*, *Journal of Consumer Marketing*, or the *Journal of Public Policy in Marketing*. Being proofed now.
2. I attended the 2011 Annual Meeting of the Marketing Management Association, part of MBAA International, in Chicago, IL where I presented the paper titled “Search Engines and Social Networking Sites: Marketing Opportunities and Legal/Ethical Threats” (with Gary H. Kritz) on March 25,

2011. This paper was judged *Best in the Social Media Marketing Track*, an honor that was recognized at the MMA brunch on March 24, 2011.

3. At the 2011 Annual Meeting of the Midwest Academy of Legal Studies in Business, also part of MBAA International, my co-author, Richard J. Hunter presented the paper “Censorship in the Video Game Industry: Government Intervention or Parental Controls?” (also with Ann Mayo) on March 25, 2011. This article was published in March 2011 in Volume IX (Fall 2010) of the *University of Denver Sports and Entertainment Law Journal*, pp. 54-72.

4. The article “Product Trial, Mood, and Disconfirmation of Trial Expectations: When Does Product Trial Work Best?” (with Gary H. Kritz) will be submitted in mid-July to the *Journal of Consumer Research*.

5. The article “Pop-up Ads and Personality: Do We Really Process Them and If We Do, Who Are We?” (with Gary H. Kritz and J.B. Dickinson) is currently under revision.

6. The article “Online Group Behavior: What Do Foodies Tell Us About Consumption?” (with Gary H. Kritz and Mary Long) is currently under review at the *Journal of Business & Behavioral Sciences*.

The following articles were published during Spring 2011:

1. Hunter, Richard J. and Héctor R. Lozada (2011), “Max Factor,” in *The Polish American Encyclopedia*, James S. Pula, Ed., Polish-American Historical Association, Jefferson, NC: McFarland & Company, Inc., pp. 111-112.

2. Hunter, Richard J. and Héctor R. Lozada (2011), “Barbara Johnson,” in *The Polish American Encyclopedia*, James S. Pula, Ed., Polish-American Historical Association, Jefferson, NC: McFarland & Company, Inc., pp. 212-213.

3. Hunter, Richard J. and Héctor R. Lozada (2011), “Leo Dennis Kozlowski,” in *The Polish American Encyclopedia*, James S. Pula, Ed., Polish-American Historical Association, Jefferson, NC: McFarland & Company, Inc., p. 245.
4. Hunter, Richard J. and Héctor R. Lozada (2011), “Helena Rubinstein,” in *The Polish American Encyclopedia*, James S. Pula, Ed., Polish-American Historical Association, Jefferson, NC: McFarland & Company, Inc., p. 462.
5. Hunter, Richard J. and Héctor R. Lozada (2011), “Thaddeus Sendzimir,” in *The Polish American Encyclopedia*, James S. Pula, Ed., Polish-American Historical Association, Jefferson, NC: McFarland & Company, Inc., pp. 478-479.
6. Hunter, Richard J. and Héctor R. Lozada (2011), “Stephen Gary “Woz” Wozniak,” in *The Polish American Encyclopedia*, James S. Pula, Ed., Polish-American Historical Association, Jefferson, NC: McFarland & Company, Inc., pp. 553-554.
7. Hunter, Richard J. and Héctor R. Lozada (2010), “A Nomination of a Supreme Court Justice: The Incorporation Doctrine Revisited,” *Oklahoma City University Law Review*, Volume 35, Number 2, 365-385. Released March 2011

I thank Seton Hall University for the opportunity to take the time off the classroom to work on my research.

# William McCartan

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## *Department of Educational Studies*

Over the years I have worked with hundreds of students from all over the world, many of whom had mastered Standard American English syntax and accumulated thousands of vocabulary words, but still experienced considerable difficulty with the suprasegmental phonemes - intonation, rhythm, and stress. In most instances their inability to assign proper sentence or word stress resulted in comprehensible, non-English accents, but in other cases it rendered their speech difficult or impossible to understand. To partially address this problem I focused on one suprasegmental component - word stress.

Since correcting individual words as they were presented was an endless task, I had to devise a way to identify categories of errors. The most efficient approach was to categorize errors according to underlying stress patterns. This required an inventory of stress patterns and several words representing each pattern.

The one semester sabbatical enabled me to develop the components of the word-stress diagnostic procedure and to launch a wiki site.

### **Data base.**

A File Maker Pro database of over 7,500 words was constructed to identify the inventory of stress patterns. The words in the data base were selected from a variety of sources, including fiction and nonfiction writing, pronunciation textbooks, computer lists, and dictionaries. Each record has a field for the word, number of syllables, part of speech, and difficulty level. A comprehensive inventory was constructed consisting of forty-eight word stress patterns that occurred in the data base. The data base was also used to do an analysis of word stress patterns influenced by prefixes and suffixes.

## **Inventory of Standard American English word-stress patterns**

A comprehensive inventory was constructed consisting of forty-eight word stress patterns that occurred in the data base. A calculation of the frequency of occurrence of the stress patterns in the data base indicates which patterns should be emphasized in the word-stress diagnostic procedure.

## **The Diagnostic Procedure**

A set of the materials required to implement the diagnostic procedure was completed as well as detailed directions for implementation of the procedure and evaluation of the results.

**Pbwiki site - <http://wordstress.pbworks.com>**

A pbwiki site is currently operational consisting of introductory explanations, guidelines and materials for implementing the diagnostic procedure and interpreting results.

## **Development of a virtual community**

Users are invited to collaborate in the further development of the diagnostic procedure and learning materials.

Articles based on the findings of the diagnostic procedure are being prepared for submission to journals and presentations at conferences.

# Mark C. Molesky

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## *Department of History*

My sabbatical leave allowed me to pursue several projects related to my recent work on the history of the Lisbon Earthquake of 1755. In October, I did research in Lisbon, Portugal at the *Biblioteca Nacional de Lisboa* (National Library of Portugal), the *Arquivo Nacional da Torre do Tombo* (National Archives), the *Arquivo Histórico da Câmara Municipal* (City Archives), and the *Biblioteca da Arte da Fundação Calouste Gulbenkian* (Gulbenkian Art Library). In November, I traveled to London where I examined the manuscripts collections at the National Archives of the UK (Public Record Office) and the British Library. The highlight of these trips was my discovery in Lisbon of Manoel Portal's "Historia da ruina da cidade...", an eighteenth-century eyewitness account of the Lisbon Earthquake which has not been seen by scholars for over ninety years.

This research has allowed me to complete two articles: "The Great Fire of Lisbon, 1755," which will be published as a chapter in the forthcoming book, *Flammable Cities*, by the University of Wisconsin Press, and "The Vicar and the Earthquake: Five Letters from Lisbon, 1755," which will soon be submitted to the peer-reviewed journal, the *Luso-Brazilian Review*. I also began work on a paper, "Braga or Bust!: José Francisco de Isla's Plan for Abandoning Lisbon after the Earthquake" (which I will deliver at the national conference of the Association of Spanish and Portuguese Historical Studies in Lisbon, Portugal in the summer of 2011) as well as an article on the Manoel Portal manuscript. In addition, I completed research on my book project *This Gulf of Fire: The Great Lisbon Earthquake and the Forging of the Modern World*. On January 17, 2011, I submitted 7 completed chapters to my publisher, Alfred A. Knopf.

During my sabbatical, my article "A New Account of the Lisbon Earthquake: Marginalia in Joachim José Moreira de Mendonça's *História Universal dos Terremotos*" was published by the peer-reviewed journal *Portuguese Studies*. I was also invited by Professor Thomas Harrison of the University of Liverpool's Classics Department to write a paper for an upcoming



conference on Herodotus and the nineteenth century at the University of Liverpool. Papers from the conference are expected to be published as a book.

I am grateful to my department, my dean and college, the Provost, and the university for allowing me this sabbatical which has proven so important to my growth as a historian and scholar.

# Philip Moremen

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## *School of Diplomacy and International Relations*

During the fall semester last academic year, I audited two graduate political science courses, one on statistical methods at Northeastern University and another on qualitative methods/research design at Boston University. These courses provided basic training in social science methods, the primary goal for my sabbatical.

In the spring semester and through the summer, I developed my second sabbatical project, which involves interviewing high-level former and current officials in the State Department and gauging their attitudes towards compliance with international law. In the project, I have been employing approaches to interviewing I learned in the qualitative methodology course I audited. When analyzing my results, I plan to employ both statistical methods and qualitative methods I learned in both methods courses. I anticipate that I will eventually conduct more than 50 interviews in order to generate a large enough sample to apply some straightforward statistical analysis to my results.

My project changed and expanded significantly over the course of the year. I originally had planned to conduct a comparatively simple written survey of lawyers in the State Department's legal office, the Office of the Legal Adviser, a significant player in determining State Department responses on legal matters. In the middle of the academic year, however, other scholars released a book containing interviews with the 10 living former Legal Advisers, which included questions about compliance with international law. While this study did not sample as many people or ask the many specific questions I had intended, I decided to shift my inquiry to explore attitudes of high level political appointees in the State Department, some of whom at the top ranks would make ultimate decisions on the advice of the lawyers. I may still conduct the written survey of the Legal Adviser's Office as a supplementary project.

In developing my project, I completed the following tasks during my sabbatical and during the summer. I conducted additional independent research on interviewing and analytical methods and researched theories regarding compliance

with international law developed by both international legal scholars and political scientists. I then developed an interview framework, which I distributed to several people for comments and then revised extensively. I prepared and submitted an ultimately successful application to the University's IRB. I conducted initial interviews with decision-makers to confirm decision-making processes in the State Department. I identified my subject population, consisting of former and current State Department officials at the level of Assistant Secretary and higher from the administrations of President George H.W. Bush through President Obama. I identified the people who had filled, or currently fill, these positions (about 150 individuals) and began the extensive process of locating and contacting them to request interviews. I then started interviewing.

I continue to conduct interviews. To date, I have conducted about 15 interviews in person during two trips to Washington D.C. and over the phone. I anticipate the project will result in one or more articles and potentially may develop into a book. The project could later be expanded to cover other significant agencies in the federal government (National Security Council in the White House, Department of Defense, etc.) and could conceivably be adapted to investigate attitudes in other countries.

# Athar Murtuza

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## *Department of Accounting and Taxation*

I am grateful to Seton Hall University for having given me a sabbatical leave during the academic year 2010-2011.

I would first report on the goal that did get accomplished during my sabbatical leave, and then follow it up with a discussion of the goal that did not get accomplished along with an explanation for the postponement of that goal on my part.

What I was able to accomplish was the development of a course in accounting that I have titled: Accountability, Governance, and Social Justice. It is much more in line with the Catholic Mission of the university even as it deals with the legal and professional ethics expected of accountants.

Accounting ethics courses, relatively speaking, are a new phenomenon. As of the academic year 2011-12, even the Stillman School of Business, based at a Catholic university does not have one in place. When such courses do exist, they often tend to focus on professional ethics such as those issued by American Institute of Certified Public Accountants (AICPA) and regulatory bodies. At the business schools located in the state of Texas which legally mandates its public accountants to take a course in accounting ethics; their courses tend to focus on professional code of ethics such as those issued by the American Institute of Certified Public Accountants (AICPA) and regulatory bodies. The course I developed during my sabbatical covers much more:

- It seeks to increase students' understanding of the ethical guidance provided by professional organizations (AICPA and ICMA), regulatory bodies (SEC) and legislations (Sarbanes-Oxley).
- It is interdisciplinary. Using material from humanities as well as behavioral and biological sciences, the course will introduce students to the nature of human altruism, empathy, and moral imagination. This is meant to show that an exclusive focus by business courses on human rationality to act in their self-interest is a bit myopic. There is more to human anatomy than the

proverbial invisible hand Adam Smith made famous! In addition, the notion that managers seek to maximize share-holders' wealth should not be the main focus of business courses.

- It will study and use the concept of social justice as envisioned by various traditions, both religious and non-religious, to critique the accounting practices.
- It will also survey the consequences of economic corruption and its impact on individuals and societies, while analyzing the extent to which accounting facilitates it.
- It will enhance:
  - students' ethical perceptions and moral imagination,
  - develop their critical thinking skills,
  - help them develop a better understanding of their personal ethical values.

The graduate course fitting the above goals is set to be taught in fall semester 2012. I am also developing an undergraduate version of the course which could serve as one of the third signature courses at Stillman School.

While I was able to develop a course that breaks new ground, I was unable to get as much done on my research on how public interest was protected in the Islamic world from 7<sup>th</sup> to 17<sup>th</sup> century. The topic remains relevant and relatively unexplored by contemporary scholarship and I am hoping to move forward during the summer of 2012.

The reason to postpone my research was necessitated because of the need to teach International Accounting. The Department wanted to offer a new course in international accounting for the accounting undergraduates. In addition to the proposed course, there was also the need to staff the regular international accounting course for the graduate students. However the only faculty member who can teach them was going to be on sabbatical leave for the year 2011-12. I was approached by my department chair and I agreed for the good of the department to teach both courses. It is not very easy to find adjunct faculty to teach

international accounting. The last time I had taught the international account course was 20 years ago. Even though the proposed undergraduate course was dropped for insufficient student interest, I still taught the graduate version during fall of 2011. To do so, I needed to postpone my research agenda during the spring and summer of 2011. During 2011-12, I also sought to improve my teaching evaluation from students. This effort also meant a time away from research during the academic year just ended.

However I am planning to catch up during summer 2012. My two goals for the summer are one, to digitize both the new ethics course and the managerial/cost courses I teach; secondly, to convert the long list of my work in process articles into submissions to the journals. I am also investigating potential publisher for what could be a monograph on the protection of public interest in the Islamic world from prior to 18<sup>th</sup> century.

# Emma Giordano Quartaro

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## *Department of Social Work*

Thanks so much for the privilege of a sabbatical. It was very fruitful for me but altogether too brief. However brief, much of my proposed sabbatical agenda was completed as were several unanticipated initiatives offered and completed during the same timeframe, as follows:

- Review of “Handbook of Program Evaluation for Social Work and Health Professionals” by Michael Smith, *Journal of Teaching in Social Work*, 31:1-3, February 2011.

- Participant in grant proposal with Prof Kathleen Sternas, SHU College of Nursing, upon recommendation of School of Nursing Dean Phyllis Shanley Hansell.

- Mentor to Education student Shannon Prisco, the sustainability of the world’s food supply and oil spill disasters; and to the social and behavioral science student, Judy Villafranca, the uses and abuses of Electronic Health Records.

- Continued as developer with the Gerontology Advisory Council (GAC) providing ongoing monitoring of the Woman of the Year Award which Selection Committee was chaired this year by S. Anita Talar, GAC member.

- The research report “Leadership in Social Work Education” will be submitted to the *Journal of Social Work Education*. This monograph examines the management strains of professional social work education programs in Arts and Sciences/Liberal Arts administrative units.

- Research projected into Gender Differentials in the Professions especially the so-called “women’s professions” or “the semi-professions” a la Amitai Etzioni; Social Work in Business and Industry, tracing the history of this social work field of practice and its current manifestations; Adjunct Faculty Tell It Like in Social work Education, a critical incident study of social work adjunct faculty experiences as reported by them; have yet to be completed. Two of these three research projects are co-authored with Linda Blank and S. Anita Talar.

The Gerontology Oral History project has grown to 4 video and audiotape interviews with Fran Bower, former Nursing Faculty at SHU and Rutgers University; Rosemarie Kramer, Adjunct Professor of Sociology and graduate of SHU; Forrest Pritchett, administrator and faculty of Africana Studies and leader of the former SHU Black Studies Center; and Rosa Perla Resnick, former Social Work faculty at SHU and authority in international studies in aging and migration. Each interviewee speaks to his/her contributions at SHU and in the wider academic and service communities to the study and advocacy of older persons and their families.

As my sabbatical agenda indicates, I had intended to make significant progress on my book for which I had prepared several chapters. Regrettably I still do not have a committed publisher which I believe is in part due to the impact of the recent major change in education for the profession of social work as promulgated by the national accrediting body, the Council on Social Work Education (CSWE). The new competency formulation of CSWE represents a major educational and philosophical shift from the traditional mandated thematic curriculum areas to a competencies orientation. The profession went from 5 curriculum areas, sometimes referred to as “sequences,” to 8 curriculum areas to 10 competencies each generating multiple expected practice behaviors requiring finely articulated evidence-based assessment procedures. New textbooks and/or supplements (Sheafor, Morales, and Smith, “Social Work: A Profession Of Many Faces”, hardcover twelfth edition 2010; and softcover twelfth edition, 2012 “updated edition”) are already on sale reflecting this sea change. I have yet to decide how explicit I want to make these competencies in my textbook. Despite the proposed title of my book, “Introduction to Social Work: A Profession of Change in a World of Change,” I am thinking of waiting until the storm of accreditation-driven change abates and perhaps proceed with my initial book outline. Given textbook quick turnover and the demand to be “on the cutting-edge” caution may not sell well. Let’s see.

My projected timetable neglected to include update of my progress following training to teach online. I have taught at least one online course every fall and spring semester since my last sabbatical. My Intro to Social Work course has been over-registered each time offered until we enforced the cap rule, which



initially I resisted. I learned a lot each time for which I thank B. Shayle Adrian and her teaching and mentoring skills. She's a gem!

Thanks also to Leslie A. Bunnage who coordinated the Multidisciplinary Certificate Program in Gerontology during my sabbatical absence and thanks again to our University administration for the opportunity of this sabbatical leave. Given the demands for guided student experiential learning and the maintenance of strong ties to service-delivery networks as learning/teaching sites in the community, it is very difficult for faculty in the health and human services professions to enjoy the luxury of protected research time. Support to help maintain the balance between "doing" and "discovery" is very important and deeply appreciated.

# Cherubim Quizon

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*Department of Sociology, Anthropology and Social Work*

My year away from teaching was bookended by two longstanding projects, both building on my expertise on a unique ethnographic textile from the Southern Philippines. In the first half of the year, I completed prior work in visual anthropology that explored the use of video in fieldwork and in popular dissemination. Arising from this project were subsidiary projects which I outline below. In the latter half of the year, I wrote a grant proposal for the analysis of centuries-old archaeological textiles that are to be actively investigated in conjunction with current ethnographic data on culturally and historically related traditions. Finally, several smaller research and publication projects also bore fruit during this period, along with a number of departmental, university and professional initiatives.

A longstanding multi-media project took me out of my scholarly comfort zone and into the domain of video. I produced and directed a short piece concerning the life and work of the award-winning T'boli weaver Lang Dulay and her travels to the United States as a participant in the Smithsonian Folklife Festival in Washington, DC. The video was an integral part of an innovative textile exhibition at the Fowler Museum of Cultural History at the University of California at Los Angeles. The Fowler Museum sought to create a new kind of textile exhibition that radically shifts the voice from curator/narrator to weaver/artist. From August to December of 2010, my 8 1/2-minute video entitled *Lang Kambay Dulay* was launched alongside seven others featuring weavers from Java, Sumba, Madura, West Timor and Flores in Indonesia, from the newly emerged county of Timor Leste, and from the interior of Sarawak in Malaysia ([www.fowler.ucla.edu/exhibitions/weaversstories](http://www.fowler.ucla.edu/exhibitions/weaversstories)).

This collaborative project also resulted in a conference panel entitled “Weavers Stories of Island Southeast Asia” presented at the joint conference of the Association for Asian Studies (AAS, based in the US) and the International Conference of Asia Scholars (ICAS, based in Europe) and held in Honolulu, Hawaii in April 2011. My paper entitled “The weaver’s house: Situated listening, translation and video in the highlands of Mindanao” tackled not only the

complexities of multi-lingual fieldwork in an upland minority community in Mindanao, but also the challenges of situated listening, where the researcher consciously and purposefully scales back pursuit of research-driven topics and themes in order to actively listen and pursue topics and themes brought forward by one's informants. In my paper, I discussed not only the role of various agents and interlocutors during filming, research and postproduction, but also the role of Lang Dulay herself as she interjected the issue that was foremost in her mind: the project of building a strong and beautiful *gono bong* or T'boli "big house." Beyond a mere building, a *gono bong* deeply resonates with T'boli ideas of leadership and ancestry; completing this lifelong project would allow her to continue her work and that of her students, and would be understood as an expression of her role as village elder and teacher. , I also completed a chapter in the forthcoming book *Weavers' Stories* that deals with issues and themes not presented in the video. Published as part of the Fowler Museum Textile Series, the book with accompanying DVD is scheduled for release in 2012. Buoyed by the positive feedback and the success of our conference panel in Honolulu, my collaborators Roy Hamilton of the UCLA Fowler Museum, Jill Forshee of Columbia College and I put together a new panel proposal on the theme of textiles and politics submitted for consideration to the Textile Society of America for its biannual meeting in September 2012.

A more theory-driven and discipline-specific journal article based on the Honolulu conference paper has also been completed and will be submitted to a peer-reviewed anthropology publication in the Fall of 2011.

Beyond the complexities of project-specific research and writing, my sabbatical year also gave me the time, intellectual space and gumption to begin learning new skills. I evaluated the potential of incorporating a non-linear editing (NLE) component in a visual anthropology course by exploring a variety of commercial and professional software available to the PC. A preliminary sketch featuring design structure and motif names of two T'boli cloths by Lang Dulay, with music and original footage from recent field visits, may be viewed at <http://vimeo.com/27776749>. My experiences also helped me understand the poetics and politics of small-scale post-production---including the work cycles of directors, editors, producers, curators---- in today's structurally decentered and multivocal media environment.

The second major sabbatical project consisted of writing a grant proposal to fund the analysis of two 13th-15th century archaeological textiles in the Philippine National Museum (PNM), collectively referred to as the “Banton textiles,” and named after the isolated island from which they were retrieved in the late 1960s. If funded, this research will allow me to collaborate with colleagues in using radiocarbon AMS 14C dating techniques, among others, to rigorously evaluate the cultural and historical affinities between contemporary Mindanao cloth and cloth-making traditions on one hand, and on the other, rare artifacts dating to the early modern/protohistoric period of Southeast Asian culture history. The proposal will be submitted to a major grantmaking body in anthropology during the November 2011 application cycle.

Related to the material covered in the grant proposal, I welcomed the long delayed publication of my chapter within a book on Austronesian prehistory that was written and completed many years before. “Untangling the (abaca) knot: fiber, color, and loom in textiles of Southeast Asia and the Pacific” in the book *Paths of Origins*, edited by P. Benitez-Johannot was published in Singapore by ArtPostAsia with a 2011 imprint.

Four other projects were also completed in the latter half of the year. The first arose from collaboration with colleagues in counseling psychology that resulted in a book chapter entitled “Interdisciplinarity in Qualitative Research with Ethnocultural populations,” co-authored with Lisa Suzuki, of New York University (NYU). The book in which this work will appear is entitled *Qualitative Strategies for Ethnocultural Research*, edited by Donna K. Nagata, Laura P. Kohn-Wood, & Lisa A. Suzuki to be published by the American Psychological Association (APA) with an expected released date in 2012.

The three remaining projects completed in the latter half of the year relate to the profession, the university and my department. I continued in my capacity as Vice Executive Chair (and incoming head for 2012) for the Philippine Study Group, an official country section of the AAS, and helped generate increased numbers of accepted Philippine-focused panels and papers in the conference. While at the AAS, I had the opportunity to meet Professor Reynaldo Ileto of the National University of Singapore whose seminal book *Pasyon and Revolution: Popular Movements in the Philippines* fundamentally changed our understanding

of indigenous consciousness and social movements “from below,” and influenced scholars all over the world. It was the book that originally inspired me to design a Signature III course a few years ago, which I revived and submitted for approval during this period. The course “Indigenous peoples: Responses to projects of nation and empire” will be offered both as a University Core and as an Anthropology course in Spring 2012 and will incorporate material from the Philippines, Mexico, Peru and Native North America. Finally, for my department, I volunteered to chair our long awaited search for a physical/biological anthropologist; with the active participation of two other colleagues in sociology and anthropology and led by our chair, our efforts resulted in a positive outcome.

Interspersed throughout the year were small tasks that mark the rhythms of scholarly life, such as peer reviews (for the journal *Transformations*, as well as for Routledge’s Anthropology of Food series), and the pleasures of reading widely, at one’s leisure. I am very grateful to Seton Hall for giving me this time away, my former & current chairs Anthony Haynor and C. Carr for their unflagging support, my sole colleague in anthropology Peter Savastano for taking over many duties that would normally be mine, as I look forward to teaching once again, and, hopefully, see many new projects bear fruit.

# Pete Reader

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## *Department of Communication and the Arts*

My sabbatical began with research on scenic design in the late 19th c. Germany. Germany was at the forefront of artistic change, which also affected theatre. Scenery radically changed from painted drops to three-dimensional settings. Max Reinhardt, producer & director, hired symbolist artists to interpret his stagings at the Deutches Theatre in Berlin in 1902. He produced the first European production of *Salome*, by Oscar Wilde.

In addition to my research, I worked for the month of September, 2010, as a scenic painter at the Colbalt Studios, in Silver Lake, NY. The position was both faculty development and professional experience. I worked on scenic drops for Richmond Ballet's *Nutcracker*. I became very adept at painting fir trees. The drops were used for Richmond's production presented in their 2010 season. By practicing scenic painting, I gained a greater understanding of scenic painting which contributed to my research.

After Colbalt, I continued my research. I submitted my abstract to the International Arts in Society conference in Berlin, which was accepted. I presented my research in May, 2011, in Berlin, Germany. I was asked to submit an article to their journal. I revised my presentation and submitted my article for double blind, peer review. The editors accepted my article with revisions. My article was published in December, 2011, in the *International Journal of Arts in Society*, Volume 6. I have included the abstract below:

To say that Adolphe Appia was the prophet of modern lighting and stage design is akin to saying that Thomas Edison invented the light bulb. The concept is simplistic and belies the complicated evolution of the 20th C. stage. Appia has his place as a theorist; but his practical understanding of how his ideas could be staged was weak. He was not as proficient or experienced as those who worked, designed, and produced in the theatre as a profession. Those individuals had to solve the problems and limitations of the 19th C. stage with the emerging technologies of lighting and stage construction. The contemporary artists who

collaborated with these theatre professionals had more to do with changing the 19th C. stage than one individual.

# John Wargacki

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## *Department of English*

The sabbatical project I outlined for the spring semester, 2011, continues the research I began in 2007 in which I contended that the study of spirituality as a dominant theme in American poetry begins with the Puritan-Deistic dialectic that formed the foundation of the tradition, before the groundbreaking verse of Walt Whitman and Emily Dickinson permanently redefined this conversation. Whitman's multifaceted *Leaves of Grass*, in conjunction with Dickinson's 1,775 short poems, combine to establish three definable categories: **affirmation**, **negation**, and **transformation**, or, what I describe as three "spiritual domains" that inform the works of the major Modernist poets, each of whom exemplify one of these three categories.

In the course of my preliminary research, I realized that defining these three categories precisely is inherently complex. Hence, I ultimately came to describe "affirmation" and "negation" as sliding between the poles of faith and doubt, a characteristic typically manifested in Dickinson's strongest spiritual verse. "Transformation," meanwhile, is best exemplified by Whitman's continued use of a Judeo-Christian terminology while departing entirely from its traditional doctrine on behalf of a universally tolerant and all-embracing Transcendentalism. Whitmanian Transcendentalism further confirms and perpetuates the belief that America will lead the way to a new and lasting age of global harmony.

Three of the dominant figures in American Modernism demonstrate these discrete positions in their work. T.S. Eliot's ultimate affirmation of traditional Christian values in contrast to Wallace Stevens's absolute negation of all things Christian or religious closely model the vacillation between belief and disbelief found in Dickinson. Hart Crane, meanwhile, following the central themes of his precursor, Whitman, attempts to redefine the Judeo-Christian tradition in his own Neo-Transcendental terms. In the course of this inquiry, it became clear to me that my findings in support of this study could not be confined to a journal article and would only be met satisfactorily in a book-length project.



## **Current State of Progress (Publications and Drafts):**

To date, my project has yielded three essays which will serve as chapters on Whitman, Dickinson, and Hart Crane. The Whitman essay, under the working title: "Walt Whitman: the American Jesus," provides the theoretical framework for the central thesis of the study, not only in chronological terms, but more importantly because Whitman, I argue, openly embraces what he believed to be a unique and eclectic, indeed an "American-Transcendental," depiction of Christ that might be found both within and outside of conventional Judeo-Christian thought and practices. Evidence for this claim is cited throughout Whitman's long poem, *Leaves of Grass* (first published on 4 July 1855), in both its precursory drafts and its eight published editions, as well as multiple secondary sources. As such, this ambitious first chapter, following a preface that outlines the manuscript's central argument, has been drafted but may require further revision to effectively substantiate the poet's integral status and influence on the tradition of American poetry that follows it.

Complementing Whitman is my second chapter on Emily Dickinson's inherently complex Protestant sensibilities. Together the first two chapters situate the conversation on American poetry and spirituality while detailing my objectives for the remainder of the study. My work on Dickinson is specifically developed from earlier essays and presentations of mine that examine her unique Christian use of the Hebrew Bible throughout her verse. This essay has been accepted, after revise-and-resubmit status, by *Shofar*, an Interdisciplinary Journal of Jewish Studies (Purdue University). The essay is entitled: "Emily Dickinson's Midrash of Jacob and the Construction of a 'Counter Typology,'" and is scheduled to be published this spring, 2012. And while the current version of this essay clearly justifies its place as the second chapter in the manuscript, especially in relationship to Whitman, it may also undergo additional minor revisions to best suit my larger study.

Finally, my essay on Hart Crane, "'The Logic of Metaphor' at Work: Hart Crane's Marian Metaphor in *The Bridge*," published in *Religion and the Arts*, 2006 (Boston College), serves to establish the critical application of the Whitman-Dickinson basis for the manuscript's third chapter. This essay explores Crane's unique place among American modernist poets as a type of Neo-Transcendentalist,

deeply engulfed by Whitman's shadow, while enmeshed with both an in-depth knowledge and use of Roman Catholic iconography in his major verse, especially his long poem, *The Bridge*. This is especially remarkable since Crane, neither a Christian Scientist as his parents were, nor a Catholic via any apparent conversion, viewed the Judeo-Christian tradition, in its many forms, to be an obsolete mythology, artistically useful but by no means true.

Hence, this chapter, as presently drafted, builds upon my shorter, published study but extends its original focus considerably from the Crane's iconic use of the Virgin Mary to the more expansive and versified ways in which the poet employs Catholic concepts in his references and allusions, a technique outlined in his short essay on aesthetics, "General Aims and Theories," which become essential to his poetics in *The Bridge* as well as his other collections of poetry.

### **Current Research Objectives:**

In progress this spring are working drafts on two of Crane's Modernist contemporaries, T.S. Eliot and Wallace Stevens. These chapters argue that Eliot and Stevens model, in both their poetics and biographies, Dickinson's pattern of oscillation between the poles of faith and doubt, or a type of sliding between belief and unbelief. In short, I argue that what has been described by Crane as "Eliotic Despair," accurately defines the tenor of Eliot's earliest pieces of import, "The Love Song of J. Prufrock" and *The Waste Land*; whereas, later works, especially, *Four Quartets*, reflect his personal and spiritual reclamation. Conversely, Stevens remains, arguably, the fiercest anti-Christian American Modernist, until his later verse in which spiritual references of any sort disappear entirely. As such, I argue that this difference does not mark a shift in the poet's spiritual views, but rather that such views have been subsumed within what he called the "Supreme Fiction," the poetic principle by which he sets art and poetry as the rational substitute for eras of failed spiritual beliefs and traditions, i.e., Christianity. In a study that links Dickinson's poetic strategies to those of Wallace Stevens, my article "Reduction and Negation in Emily Dickinson's 'There's a certain Slant of Light' and Wallace Stevens's 'The Snow Man.'" was published in *The Explicator*, last fall, 2011 (Vol. 69, Issue 3). Aspects of this study will be useful in my chapter on Stevens.

A final chapter/conclusion would map out the course of this study through the latter half century of American poetry in which I will claim that spirituality as a centering theme within the tradition has been largely replaced by secular themes, ranging from personal-confessional forms to socio-economic, and political topics. The aim of this conclusion is not to argue that spiritual themes have entirely disappeared, but rather that such themes are far less prominent among the country's strongest poets. In order to illustrate this convincingly, I plan to discuss succinctly two major 20<sup>th</sup> century poets who straddled the Modernist/Poet-modernist periods, as well as spiritual and secular subjects alike, such as Robert Lowell and Elizabeth Bishop, before focusing briefly on the themes of contemporary poets whom I view to be representative of this thematic shift, primarily: John Ashbery, Adrienne Rich, W.S. Merwin, Billy Collins, Maya Angelou, and Sharon Olds.

As I continue to work toward completion of this manuscript, I will selectively submit, when and where appropriate, chapters that might translate into self-sustaining essays for major peer-reviewed journals.

# Naomi Wish

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## *Department of Political Science and Public Administration*

As stated in my midterm report, I had three goals for my sabbatical:

1. Enhance my online courses by learning how to use newer online materials for teaching
2. Strengthen SHU's national reputation in Nonprofit and Philanthropic Studies
3. Seize the opportunity presented to me by the U.S. State Department to establish a global footprint in Nonprofit Studies

In summary, one of the goals was accomplished and two were partially accomplished.

Goal 1 was partially accomplished. My Sabbatical allowed me to take many TLTC workshops by which I have enhanced my ability to use technology in developing and teaching online courses. I have and will continue to take the TLTC workshops throughout my career. Based on the skills that I learned, I have begun to revise my online courses. In addition, I have begun to work with other faculty and outside facilitators to design an online noncredit certificate program in financial management for managers of nonprofit organizations.

Goal 2 was partially accomplished. Our IRS workshop was a success. In addition, we have continued to attract both international and U.S. students from across the country because of our national reputation and our unique dual degree program with the College of Diplomacy. Since returning from my sabbatical, I have continued to work on this goal by forming a Consortium for University Partnerships with some of my colleagues.

Goal 3 As stated in the Midterm Report – Goal 3 was fully accomplished.

In summary, for my Sabbatical, I chose goals to accomplish that involved enhancing my own skills in online teaching as well as helping to enhance the national visibility of my department, college, and SHU. My 2011-12 Sabbatical

gave me the chance to intensively work on these goals. However, I hope to continue this work throughout my career at Seton Hall University. That is why I have marked these goals “partially accomplished”.

# Yeomin Yoon

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## *Department of Finance*

I am in agreement with the late British economist G.L.S. Shackle who said that “to be a complete economist, a man [or woman] needs only be a mathematician, a philosopher, a psychologist, an anthropologist, a historian, a geographer and a student of politics, a master of prose exposition, and a man of the world with experience of practical business and finance, an understanding of the problems of administration, and a knowledge of four or five foreign languages. All this in addition, of course, to familiarity with the economic [and financial] literature itself.” During my sabbatical leave (Fall 2010) I was fortunate enough to receive advice regarding my research on financial crises from an individual whom I regard as “a complete economist.” Following his insightful suggestion, I re-oriented my research toward building simple basic models (demonstrating interactions between the financial sector and the real sector of the economy), the research result of which would be appropriate for the presentation at a *Teaching Conference*. At the same time, I wrote a coauthored, interdisciplinary paper on *Corporate Governance and the Timeliness of Financial Reporting: An International Comparison* which could be presented at a Global Finance Association annual conference. I plan to submit the paper for publication during Spring 2011. I also published an academic paper on an international trade issue and four commentaries in the *Financial Times* and an essay in *Teaching As an Ethical Act* (published by the Center for Catholic Studies, Seton Hall University) See the list of publications below.

The recent sabbatical gave me time to read about 50 books at slow speed, freeing me from a “silo of finance” which sometimes tends to suffocate me intellectually, if not physically. These books surely provided me with not only intellectual nourishment but, more importantly, happiness. If I paraphrase what Henry David Thoreau said, “Happiness landed softly on my shoulder” while I was reading these books. I wish I could list all 50 books, but the four I would most strongly recommend to you are: Qinglian He (2003), *China’s Trap*; Guy Sorman (2008), *The Empire of Lies -- The Truth about China in the Twenty-First Century*; Adam Smith (2009 edition), *The Theory of Moral Sentiments* and Adam

Smith (1937 edition), *An Inquiry into the Nature and Causes of the Wealth of Nations*."

The book that gave me the greatest challenge was *The Theory of Economic Development* (1911) written by Joseph Schumpeter, perhaps one of the three greatest economists the world produced during the 20<sup>th</sup> century. Schumpeter argued that classical stationary state must involve a zero interest rate. Any non-zero interest rate for consumption is untenable and will lead to non-stationary state and sometimes to financial turmoil. The following question struck my head while I was reading the book: Is there any equivalence between Schumpeter's argument and Islamic Finance which also argues for zero interest rate? Finding a possible connection between these Western (Schumpeterian) and Eastern (Islamic) thoughts will be one of my research projects after the sabbatical.

### **Articles Published during the Sabbatical**

McGee, Robert W., and Yoon, Yeomin. (2010). "Antidumping Laws Should Be Consigned to the History Books," in *A Reader in Issues in International Trade*, Tiger Press, Northampton, MA, Chapter 4, pp. 49-61 and pp. 91-92.

Kim, Chin-Tae, and Yoon, Yeomin (2010), "China and Japan favour a Korean status quo," *Financial Times*, November 30, p. 12 (letter to editor).

Kim, Chin-Tae, and Yoon, Yeomin (2010), "Corrupted by wealth, Chinese lose interest in liberal western ways," *Financial Times*, October 20, p. 12 (letter to editor).

Yoon, Yeomin (2010), "End of farm subsidies would help poor," *Financial Times*, October 2, p. 8 (letter to editor).

Kim, Chin-Tae, and Yoon, Yeomin (2010), "A philosopher should lead the dismal scientists," *Financial Times*, August 16, p. 8 (letter to editor).

Cited by

◆ Mark Tennant (2010), "All-round care for dismal scientists," *Financial Times*, August 17, 2010, p. 8.

◆ Uwe E. Reinhardt (2010), "When Value Judgments Masquerade as Science," *The New York Times*, Economix, Explaining the Science of

Everyday Life; <http://economix.blogs.nytimes.com/2010/08/27/when-value-judgments-masquerade-as-science>.

Yoon, Yeomin (2010), "Economics: an Important Dimension of Ethics," *Teaching As an Ethical Act*, Center for Catholic Studies, Seton Hall University, p. 49. (Essay)

According to notices (dated December 30, 2010) from Michael C. Jensen, Chairman, **Social Science Research Network** (SSRN), the following four papers (which I co-authored with Robert W. McGee of Florida International University) were listed on *SSRN's Top Ten download list*:

1. "Antidumping and the People's Republic of China: Five Case Studies", was recently listed on *SSRN's Top Ten download list for International Trade eJournal*. As of 12/30/2010, the paper has been downloaded **1,137 times**.
2. "Incorporating Labor Standards Into Trade Agreements: An Ethical Analysis", was recently listed on *SSRN's Top Ten download list for Labor Law eJournal*. As of 12/30/2010, the paper has been downloaded **495 times**.
3. "Labor Standards and Trade Agreements: Raising Standards or Raising the Walls of Protectionism?", was recently listed on *SSRN's Top Ten download list for Labor Law eJournal*. As of 12/30/2010, the paper has been downloaded **378 times**.
4. "Enhancing Efficiency of Government Budget and Fiscal Policy", was recently listed on *SSRN's Top Ten download list for SS: Adequacy of Benefits/Retirement Income (Topic), SS: Social Security Reform (Topic) and SSPRI: Social Security (Topic)*. As of 12/30/2010, the paper has been downloaded **203 times**.