

# Sabbatical Panorama 2012-2013

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# Provost's Introduction

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December 2015

I have been advised that during the sabbatical year as described in the Book of Leviticus, agricultural lands were to be left alone, and plants to be cultivated only as necessary for them to survive. Fruits that nonetheless grew during this maintenance were considered the property of anyone and could be enjoyed by anyone.

Our academic practice of sabbatical has roots in this ancient practice, although the intellectual resources of our faculty on sabbatical are anything but fallow. Nonetheless, these redirected efforts bear fruit that belongs to everyone and anyone. Please enjoy this latest edition of our traditional *Sabbatical Panorama*, which compiles and celebrates the variety and depth of the work of our faculty on sabbatical leave. The cohort included in this edition collaborated in Germany, the Netherlands, Vietnam, Russia, China, Thailand and Singapore, among other places, and their research has resulted in at least eight books. Scholars have explored questions ranging from the use of force in law to grassroots organizations in Africa to the strange new frontiers of Reality TV. Please join me in enjoying the fruits of these worthy labors.

Sincerely,

Larry A. Robinson,

Provost

# Mark Alexander

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## *School of Law*

I spent my sabbatical year at Princeton University, as a Fellow in the Program in Law and Public Affairs (LAPA), and I wrote a Constitutional Law book that is now in print. Here are the major component parts.

### **I Wrote A Book**

During my sabbatical year, I wrote my first sole-authored book. In the late spring of 2012, West Academic Publishing approached me about writing a book for a new series of law books, the *Short & Happy Guide* series. West launched this new series to help make many of the core subjects more immediately accessible to students. Our own Prof. Paula Franzese authored the first book in the series, on Property Law, and is now the lead academic advisor to West for this series.

I contracted to write *A Short & Happy Guide to Constitutional Law* in June 2012, with a deadline for submitting my manuscript in January 2013. It was on the shelves in time for incoming law students across the country as they started the new academic year.

The book takes the complex subject matter of Constitutional Law and makes it easier to understand and digest. I carefully explain the key concepts involved in Constitutional Law and bring those concepts home with straightforward explanations of why students are reading and discussing the cases that are assigned every day. The subject matter runs the gamut from *Marbury v. Madison* and the structural side of the course to Due Process and Equal Protection.

I never would have been able to produce this book without the complete support of Seton Hall and my sabbatical time. I devoted all my research and writing time to the book, and could meet a very aggressive timetable thanks to the University's support.

### **Princeton—LAPA Fellow**

I was a Fellow in Princeton University's Program in Law and Public Affairs

("LAPA") for the 2012-13 Academic Year. LAPA explores the role of law in constituting politics, society, the economy and culture. LAPA participants are engaged in the study of law both in the present and over time, not only in the US, but also in countries around the world and across national borders. Each year, LAPA brings to Princeton a select group of six residential fellows and occasional visitors drawn from the academy, legal practice, government, and policy-making institutions. They join a collection of professors on Princeton's permanent faculty who draw upon diverse methodologies to investigate legal phenomena.

### *LAPA Seminar and The Political Pivot*

One of the key features of the LAPA Fellow year is the biweekly seminar, which serves as a forum for faculty and guest speakers to present cutting-edge work on law and law-related phenomena. The seminar would involve a paper, and a presenter who would provide initial critique. The attendees would then participate in the seminar providing their own feedback, criticism, suggestions, etc. We LAPA Fellows were expected to take a lead in these seminars.

In addition to the biweekly participation, I presented my own paper for the seminar, entitled *The Political Pivot*. My basic premise is that we are living through a period of change, a natural consequence of a defining tension in American government and politics, between giving power to the people and maintaining power and control among the few. We have always lurched between competing views of how best to govern our country, with tension between grassroots empowerment and establishment rule, pitting the government against the power of the governed.

I received very helpful feedback on the paper, and I will pursue this writing going forward. I am poised with a new reading list and new insights for further writing on the topic in the coming year. I anticipate that I will continue by writing short- and medium-length pieces in the coming academic year, to see how they come together as a larger project, perhaps even a book.

### *LAPA Lunch*

In addition, I was a regular, active contributing participant in weekly LAPA lunch seminars. Each week, the Fellows would gather with a member of the

Princeton academic community for an informal discussion of the presenter's current work. We typically replied and responded to book chapters, works-in-progress, and other written work that was presented. Our weekly guests included then-Provost (now President) Chris Eisgruber, Woodrow Wilson School current and former deans, Cecilia Rouse and Anne-Marie Slaughter, Professors Michael Oppenheimer, Paul Krugman, and more. These weekly informal lunch seminars and the biweekly formal presentations were the core of the LAPA Fellow year. They provided for the opportunity to learn from others who work in what can be called the field of law and public affairs, but always with a perspective that differed from my own. To me, the seminars provided the greatest opportunity to learn and to grow during the year. They struck the right balance of academic inquiry, collegial familiarity, and searching commentary.

### *Presidential Debate Commentary*

I was a guest commentator at two Presidential debate-watches held on campus—the first and third debates between Pres. Obama and Gov. Romney. I was joined by another LAPA Fellow, Prof. Nate Persily of Stanford University, and Princeton Prof. Sam Wang. We had a lively conversation, pre- and post-debate.

### *Undergraduate Seminar and Lectures Attended*

I presented my work on *The Political Pivot* to a group of undergraduates who are affiliated with LAPA. I attended a handful of lectures throughout the year. The highlight for me was the Toni Morrison lectures, featuring my sister, Yale Prof. Elizabeth Alexander!

### *An Amazing Class*

During the Fall 2012 semester I taught *Election Law* to undergrads, in the American Studies department. Each year this class takes on a life of its own, and this year, we became deeply involved in the process of selecting a new President for Princeton. We (namely the students, with some professorial guidance) launched a website, received input from the Princeton University community on what qualities students sought in a new president, and took names of suggested candidates. In the course of our inquiry, we also spoke with representatives of the

search committee to discuss their process, and discussed how our work could be complementary to the formal proceedings. We also learned about how the powers-that-be react to outside forces out of their control. The work garnered much attention across the community with a thousand unique visitors to the website we created, dozens of suggested candidates for the job, and ultimately a vote among five who we thought were most well qualified for the post. All in all, the students made a remarkable contribution to their community, and they learned a lot throughout the semester about the way in which rules shape outcomes in elections.

## **Other Activities**

### *Conferences/Presentations*

Outside Princeton, I attended or participated in a few other conferences. I presented in a discussion of the book *The Voting Wars* with its author UC Irvine Law Professor Rick Hasen, and accompanied by Richard Briffault of Columbia Law School, Janai Nelson of St. John's, and former LAPA Fellow, Michael Herz of Cardozo, at Cardozo Law School.

I attended the NJ Black Issues Convention Annual Leadership Conference, in New Brunswick. I attended panels, the plenary lunch, and other meetings dedicated to the theme of Celebrating a Legacy of Unity, Survival and Progress, and public policy matters facing black New Jerseyans.

### *Media*

I had a number of media opportunities, including a few to highlight: I was a guest several times on the Melissa Harris-Perry Show, discussing matters related to law, politics, public affairs and the Constitution. In addition, I wrote several op ed pieces for the Bergen Record, on presidential appointments; gun control; voter ID laws, and the Supreme Court.

### *Service*

In 2012-13 I continued my service on a number of boards and commissions:

- Fulbright Foreign Scholarship Board (one of 12 Presidential appointees)
- Demos
- Succeed2gether, fka BlueWave Public Interest Foundation)



- Community Foundation of New Jersey
- The Center for Collaborative Change

## Gaia Bernstein

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### *School of Law*

I have split my sabbatical between Fall 2012 and Fall 2013. During Fall 2012 my scholarship focused on three projects:

#### **Patent Users Project:**

The first project examined the role of the user in patent law. My article titled, *Incentivizing the Ordinary User*, which is forthcoming in the Florida Law Review (2014), discusses the need for legal regulation to address user resistance to the adoption of new technologies. I have finished work on this article during my sabbatical semester.

I began working on another article, titled *The Rise of the End User in Patent Litigation*, which highlights the ways in which end users are becoming central players in patent litigation and the absence of tools for end users as patent litigants. This project grew from conversations I conducted during my sabbatical semester with patent attorneys who work in different industries (telecommunications, software and pharmaceuticals) and in different roles (litigators, patent prosecutors, in house counsels and government).

I have presented these papers at:

- The 1<sup>st</sup> Annual Conference on Governance of Emerging Technologies: Law Policy and Ethics at Arizona State University
- The PatCon3 Conference at Chicago College of Law,
- The Intellectual Property Scholars Conference at Cardozo law School
- The Seton Hall Summer Brown Bag

#### **Reproductive Technologies and Anonymity Project:**

The second project looked at the impact of prohibitions on gamete donor anonymity on supplies of egg and sperm and the potential effect on the practice of surrogacy. My article, *Unintended Consequences: Gamete Donor Anonymity and the Fragile Practice of Surrogacy*, is forthcoming as a symposium piece in the Indiana health Law Review (2013).

I have presented this paper at:

- The Baby Markets Roundtable at the Indiana University Bloomington School of Law
- The Reproductive Technologies Symposium at Rutgers Newark Law School
- The MALSA conference at Drexel Law School
- The Reproductive Technologies Roundtable at SEALS
- The Health Law Professors Conference at Arizona State University

### **Parenting and Technology Project:**

My third project looked at parental monitoring of social networks as part of the trend of intensive parenting and examines the implications for children's privacy. My paper is titled: *Under the Parental Gaze: Parental Monitoring of Social Networks, Intensive Parenting and Children's Privacy*. I have researched this paper and plan to write it once I complete work on the patent end user paper.

I have presented it at:

- The International Society of Family Law Scholars Conference at Brooklyn Law School
- The Family, Privacy Secrets and the Law Roundtable at the University of Maryland School of Law

While on sabbatical, I have organized the Work in Progress in Intellectual Property Conference (WIPIP) at Seton Hall, which took place in the law school on February, 2013. WIPIP is the second largest annual intellectual property scholars' conference. The two day conference included over 70 speakers (around 90 attendees altogether).

# Beth Bloom

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## *University Libraries*

Some say that a sabbatical is a right; others, a privilege, but in reality it is a gift—an opportunity, given by the academy, to fulfill one’s desire to have the time and space to do quality research. A legitimate response to this gift, one would hope, is productivity. At universities in the United States, tenured faculty members have the opportunity to take a sabbatical in the seventh year of service (the word “sabbatical” is based on the term “Sabbath” which in turn is based on translations of the number seven). Seton Hall University offers either six- or twelve-month sabbaticals, the former with full and the latter with  $\frac{3}{4}$  salary.

Indeed, my six-month sabbatical was an extremely productive time for me. In sum, I co-edited a book published one article and a book chapter, gave five presentations, and completed research on a second article, which was the culmination of a grant from Google.

In 2010, Google had granted a colleague and myself \$15,000 to study how undergraduates do on-line research. Subsequently we used an on-line tracking program to record the research behaviors of 43 students, each student having submitted one hour recordings of their on-line research. In summer 2012 I reviewed and took comprehensive notes as I watched all the audio/video recordings. My colleague and I also hired a graduate student to code the recordings as well. I met with the student numerous times to coordinate my notes with her coding. In addition I began to prepare a comprehensive literature review, in preparation for the research article that would report on our Google grant findings. I also prepared a presentation, “The Truth Is out: How They REALLY Search,” in anticipation of an upcoming visit to Europe in which I was to present findings on the Google project.

In October 2012, Dr. Erdmute Lapp, director of the University library at the Ruhr University in Bochum (Universitätsbibliothek Bochum) Germany, hosted me

for two weeks, with the expectation that I would give three presentations and meet colleagues and vendors at the Frankfurt Book Fair.

The first presentation was at the Universiteit Utrecht University Library (<http://www.uu.nl/library>) Uithof, an extraordinary building completed in 2004, whose collection focuses on science, theology, philosophy, geosciences, mathematics, medicine, veterinary medicine, and numerous special collections. There I presented our initial findings on how students do research, including representative recordings of students doing and commenting on their research, which was followed by a lively discussion that revealed commonalities in our efforts to help students do research on-line. We then traveled across town and toured the Utrecht University Library City Centre, whose collections focus on humanities, law, economics and governance. The library, whose latest iteration was completed in 2009, is comprised of a series of adjacent buildings in various stages of disrepair, that were refurbished, connected, and modernized into a state-of-the-art library building (Grosfeld Van der Velde, architect). In addition to its beauty, most impressive are the library's automatic check-in/check-out systems and the ability to locate specific books in touch-screen maps placed at strategic locations.

I gave similar presentations at the Universitätsbibliothek Duisburg-Essen and at the library at Bochum. Based on discussions with our European colleagues, one could say it is comforting (perhaps distressing) that students' on-line research behaviors appear to be universally problematic in that students tend to favor Google and Wikipedia over proprietary, reliable library resources. Consequently, in deference to its enormous popularity, librarians at the Uithof library have developed a Wikipedia libguide, so that it can be incorporated into their comprehensive on-line reference collection.

Our visit to the Frankfurt Book fair was most exciting. It was by far the largest professional exhibition that I had ever attended. According to Publishers Weekly.com(<http://www.publishersweekly.com/Frankfurt-Book-Fair/article/54086-bigger-and-better-frankfurt-book-fair-2012-preview.html>), at least “150,000 visitors representing 7500 companies and 110 countries [were] expected to gather to trade rights, network, and participate in an energetic, forward-looking professional program.” Those who have never had the privilege of attending this

gargantuan event might not imagine its enormity. The entire fair, attended by tens of thousands of people over a five day period, occupies several entire buildings and a courtyard square. This year it was hosted by New Zealand, which exhibited a glorious display of multiple enormous screens surrounded by pools of water of various sizes and shapes, that focused on its history and culture.

Upon my return to the United States, Marta Deyrup and I presented our Google findings at Rutgers University and at the annual conference in Charleston, South Carolina. Encouraged by overwhelmingly positive feedback, Dr. Deyrup and I also shared information about the next stages of our research and future plans to investigate student research behavior using our EDS discovery layer. In addition to our presentation, we submitted an article, “The Truth Is out How Students REALLY Search,” that will be published in the 2012 Charleston Conference Proceedings.

Lastly, during my sabbatical I also co-edited a book with Marta Deyrup titled *Successful Strategies for Teaching Undergraduate Student Research* (Rowman & Littlefield). The spring and summer of 2012 involved negotiations with our publisher and lining up appropriate authors. Once the administrative process was complete, thus began the editorial task, which was enormous. As with any edited book, contributing authors relied on our guidance and direction as they submitted drafts of their chapters. During this process, I also contributed one chapter, titled “Training the Trainer: Librarians as Faculty Coaches and Workshop Designers,” which charted our history establishing information literacy as an essential competency in our new core curriculum and librarians as the arbiters for the infusion of that competency into new courses. As the six months of my sabbatical wound down, and as contributing authors submitted final versions of their chapters, I returned my focus to the book. We submitted final edits and articles at the end of January 2013. The book has been advertised in the 2013 Rowman & Littlefield *Library and Information Science* catalog and is now available.

I am greatly indebted to Seton Hall University for affording me this opportunity to travel, learn, and write.

# Kristen Boon

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## *School of Law*

The objective of my sabbatical was to investigate how the *jus post bellum* (law after war) can facilitate a sustainable peace. In particular, I wanted to research the role of peace agreements, national action plans, and transitional mechanisms to prosecute former officials accused of crimes, and consider how they contribute to the general corpus of a *jus post bellum*. I was also interested in the role of institutional actors, such as the Security Council.

I carried out my work through two institutional affiliations. First, I joined the International Peace Institute (IPI), a New York based international policy think tank, as a Senior Visiting Adviser. Through this arrangement, I had access to the UN community, and conducted research on the relationship between *jus post bellum* and UN sanctions. While at the IPI, I also undertook a study of the Security Council and multilateral sanctions, looking at questions of effectiveness and termination policies. The publication that resulted from this research was a policy report entitled **Terminating Security Council Sanctions**, in which I assess the Security Council's current approach to drawing down sanctions in intrastate war situations. In addition to this policy report, I coordinated the writing and production of two other IPI sanctions publications: an **Implementation Manual on for UN Sanctions involving Weapons of Mass Destruction**, and a **Transparency Report on UN Sanctions Committees**.

Second, from March 1 – July 1, 2013 I was a visiting Researcher at Faculty of Law, Amsterdam in the SHARES project. This project is assessing the concept of shared responsibility in international law, particularly between states and international organizations. This affiliation enabled me to participate actively in the research, conferences, and intellectual community of the research consortium for a period of four months. While in Amsterdam, I completed an article on the concept of Effective Control in international law entitled **Are Control Tests Fit for the Future? The Slippage Problem in Attribution Doctrines**, which has been accepted for publication by the Melbourne Journal of International Law. I

also gave several presentations in Amsterdam, a lecture in The Hague, and I spoke on the closing plenary of an international law conference at Oxford.

I am very grateful to Seton Hall for the opportunity to reinvigorate my research agenda, renew my contacts, and pursue new research through this sabbatical.

## Ki Joo (KC) Choi

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*Department of Religion*

The Fall 2012 sabbatical afforded a block of time to extend two areas of research that I had commenced earlier in the year. In Spring 2012, I was elected co-convenor of the Asian/Asian American Ethics Working Group of the Society of Christian Ethics (SCE). As co-convenor I was invited to present two papers at the 2012 Annual Meeting of the SCE: (1) “A Complicated Relationship: Asian Identity and Public Theology and Ethics” and (2) “Toward an Asian and Asian American Ethics: Past, Present, and Future.” These papers were my first contributions to the developing sub-discipline of Asian/Asian American theological/religious ethics. With the Fall 2012 sabbatical, I finally had the time to devote sustained attention to this area of research, from networking with colleagues from other universities across the U.S. who have been working to establish this new sub-discipline in theological/religious ethics to developing a bibliography for a larger research project focusing on Asian American identity and experience as methodological sources in religious ethics and moral theology.

This larger research project expanded on several themes from the papers presented at SCE earlier in 2012 and focused on the relationship between Asian American identity, the concept of hybridity, and the ethics of multiculturalism. As of the writing of this sabbatical report, a part of that larger research project has been submitted (for peer-review) as a draft chapter (10,000 words+) for an edited volume tentatively titled *Introducing Asian American Ethics*, to be published by Baylor University Press in 2015. Another part of that larger research project is

being developed into a second article (10,000 words+), exploring the relationship between ethnic identity and culture and its implications for Asian American ethics and the broader discipline of theological/religious ethics. The research on Asian American ethics that I was able to commence in Fall 2012 has allowed me to establish myself as one of the major contributors to the development of this new sub-discipline in theological/religious ethics.

The Fall 2012 sabbatical also allowed me to research more seriously another area of interest, the emerging field of the science of the moral sense. I've been able to engage this area of research on two occasions prior to the sabbatical (presented a paper at the American Academy of Religion on evolutionary-biological accounts of ethical merit, and an invited paper by the Center for Religion and Culture at the College of the Holy Cross in Worcester, MA, on how Christian ethics can advance the study of the Catholic intellectual tradition through a case study on the science of the moral sense). The Fall 2012 sabbatical provided the necessary time to begin a more in-depth study of the science of the moral sense. (While the science of the moral sense is a relatively new sub-field in evolutionary studies, the literature on this topic is vast and growing rapidly.) Based on the research I was able to begin in Fall 2012, I am now developing a syllabus for an upper-level RELS course on theological/religious ethics and the science of the moral sense. That research has also allowed me to plan for a journal article-length work on theological-ethical assessments of the science of the moral sense.

In addition to research during the Fall 2012 sabbatical, I continued my work as co-chair of the working group on assessment for Seton Hall's Middle States self-study process. Drafting of the assessment chapters for SHU's MS self-study began that Fall semester.



# Gita DasBender

*Department of English*

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- **Fulbright Specialist Grant: Project ID: 5271 Discipline: Applied Linguistics/TEFL**

The Fulbright Specialist grant enabled me to visit two educational institutions in Northern Vietnam for 6 weeks starting in mid-March, 2013. The first project was at Ha Nam College of Education in Phu Ly city, 35 miles south of Hanoi, in Ha Nam province. HTTC is a state-run teacher training college with a population of approximately 150 pre-service English majors who are studying English as a Foreign Language. As the first Fulbright scholar to visit the institution I was greeted with great warmth and welcomed by the college administration at a formal meeting where several deans and rectors expressed their gratitude for the opportunity the grant afforded the college.

The Ha Nam project was developed primarily to provide teacher training and language development opportunities for English teachers and students at the college. Prior to travel, I communicated with a senior teacher by email and set up a tentative schedule of activities. We determined that it would be best if morning sessions were spent observing and team-teaching when most of the English language classes were held, and to conduct workshops, mentoring sessions, roundtable discussions in the afternoon. This schedule allowed to me to get a better sense of the specific institutional context of the language teaching and learning activities and of the precise needs and expectations of the faculty and students. I observed all four types of English classes: Listening, Speaking, Reading, and Writing, and gradually began to get a deeper sense of the challenges and constraints the faculty members faced on a daily basis. The main constraint was the level of English proficiency of the teachers themselves. Only a handful of teachers were able to converse fluently in English and as a result they struggled to engage students in language-learning activities with confidence. Knowing I would be

observing them, some teachers rehearsed lessons with students by going over materials prior to class, and by helping them write short essays that I would later review. I addressed these concerns at our daily meetings and suggested that teachers should not feel the need to “stage” a class session simply because they were being observed. Also, the college mainly serves students from the neighboring farming communities (or, as the students like to say, from the “countryside”) who are first generation college students. Yet, despite the lack of a culture of reading and writing in Vietnam and low adult literacy rates in the provinces, I was pleasantly surprised to see how eager and motivated some of the students were to improve their English language skills. Many took the opportunity to start up conversations with me whenever they got a chance and seemed genuinely interested in the teaching profession.

The Vietnamese education system has only recently--in the past two decades or so-- started to implement English language learning initiatives, and as I reviewed the curriculum at the college I was able to provide a more global, literacy-oriented perspective from which the institutional curricular goals could be better understood. For instance, I held round-table discussions and conducted workshops on effective teaching practices and pedagogy designed to circumvent the traps of “linguistic imperialism” (Canagarajah,1999) and eurocentrism promoted by the materials currently in use and suggested that teachers adopt culture-specific approaches and materials that inspire interest and meet the needs of local Vietnamese learners. Also, given the deep influence of Taoism and Confucianism on the Vietnamese culture it was no surprise that students (and many teachers) had trouble extending their thinking beyond the surface meaning of texts and other learning materials. Even as they grappled with course materials that were more suitable for a western audience, they found it extremely difficult to engage critically with the content and to respond to the disjunction between text and context with an awareness of the local and material conditions of their everyday experiences. I was informed that the Ministry of Education and Training (MOET) has established a national policy that requires institutions to consider integrating creative and critical thinking into the curriculum, and to help the institution achieve this goal I worked with the teachers to develop some concrete strategies for integrating critical thinking tasks in both language-learning assignments and in writing instruction.

At the second institution I visited, the Banking Academy of Vietnam, I conducted lectures and workshops both in the morning and the afternoon on critical thinking, effective teaching practices and writing pedagogy, assessment, and also on teaching English to Business students and training Business teachers to teach writing. I got very positive feedback on a daily basis on the effectiveness of the workshops. Teachers reported that they were already modifying their teaching practices, implementing some of the suggested changes, and using materials I had distributed during the workshops.

While teachers at both institutions were very enthusiastic, dedicated, and open to new ideas, it seemed that the current English language curriculum established by MOET is too restrictive. The focus is entirely on achieving high scores on standardized tests such as TOEFL and IELTS with little concern for learning outcomes and real achievement, and teachers are limited to teaching from a set curriculum. The biggest impediment to educational progress is a serious lack of resources for both teachers and students. At Ha Na College of Education, students only had access to poorly photocopied materials because no textbooks--or any print copies of books in English or Vietnamese—were available. While Vietnam is experiencing rapid development economically and commercially, it is severely lacking as a culture that values reading and writing and this has had a deleterious effect on advancements in English literacy. In fact, it appeared that students were mainly reading and writing to fulfill college requirements. Teachers too rarely read or wrote in English and used the language primarily for professional communication. No one was reading and writing for pleasure or personal edification. The government needs to fund and support rigorous English and Vietnamese literacy initiatives from K-12 and in higher education by collaborating with researchers, educators and policy-makers who have understand the complex social and educational structures in Vietnam. There needs to be a deeper and more widespread emphasis on language arts, literature, and the humanities in general. Also, both institutions showed great interest in continued collaboration in terms of future visits during which I would teach full courses and conduct teacher-training workshops. Since the teachers expressed how satisfied they were with my work with them and how much they had learned--and still needed to learn--the administrators in both schools encouraged me to return in the near future, perhaps

in 2014, so I could continue the work of teacher education and language development for both teachers and students.

- **Editor, *Language: A Reader for Writers*, published by Oxford University Press**

I completed the first draft of the manuscript and the book is currently in the production phase with copyediting, typesetting, and page-proofs to be completed by September 23<sup>rd</sup>. It is scheduled for release with other printed books on December 01, 2013.

Here is a brief overview of the final structure of the book.

### **Chapters**

Chapter 1: What is Language For?

Chapter 2: Multilingualism

Chapter 3: Language and Writing

Chapter 4: Language and Correctness

Chapter 5: Language and Gender

Chapter 6: Language and Race

Chapter 7: Language, Power, and Politics

Chapter 8: Fighting Words

Chapter 9: Language of Globalization

Chapter 10: Endangered Languages.

(Total number of pages, including apparatus: 416)

I submitted a final draft of the chapter titled “Using Reflective Writing to Increase Metacognition and Writing Knowledge” which is to be published in Mark Roberge, Margi Wald, and Kay Losey’s volume *Teaching US-educated Multilingual Writers: Practice for and from the Classroom*. The editors have signed a contract with the University of Michigan Press and have sent out several chapters, including mine, to the publisher for a formal review. I anticipate feedback from the publishers so that I can complete the final edits and revisions. The research that this study is based on has resulted from my participation in Elon University’s Research Seminar on Critical Transitions and the Question of Transfer, a highly-selective program where I am one of 40 researchers.

# Karen Gevirtz

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## *Department of English*

I am extremely grateful to my department, my college, and the university for granting me a sabbatical during the 2012-2013 academic year to complete two book projects. I am pleased to report that I accomplished both my goals. I also completed several additional publications and conference papers.

I proposed two goals for sabbatical: 1) to revise and finish a monograph, originally entitled *Mr. Newton Writes a Novel: Science and the Invention of Literary Omniscience, 1660-1730*, and 2) to complete a co-edited volume of essays, entitled *Gender and Space in British Literature, 1660-1820*.

1) The monograph, now entitled *Women, the Novel, and Natural Philosophy, 1660-1727*, is forthcoming from Palgrave Macmillan, scheduled for release in March, 2014. As expected, this project required the full year. My work was considerably enriched before my sabbatical began by my attending the Aphra Behn Society of Europe's biennial conference in April, 2012. Having the opportunity to exchange ideas and work with European scholars has been and continues to be invaluable. I am awaiting the proofs of this book.

2) The second project, *Gender and Space in British Literature, 1660-1820*, was accepted for publication and is scheduled to appear from Ashgate in February, 2013. My co-editor, Dr. Mona Narain of Texas Christian University, and I are awaiting the proofs of this book.

I also completed several additional projects:

- 1) I converted a paper I gave at the American Society for Eighteenth-Century Studies (ASECS) in March, 2012 into an article entitled "Tidying as We Go: Constructing the Eighteenth-Century Through Adaptation in *Becoming Jane*, *Gulliver's Travels*, and *Crusoe*." It is forthcoming in *Studies in Eighteenth-Century Culture* in spring 2014.
- 2) I wrote four reviews for three different journals. One has appeared, the other three are forthcoming.

- 3) I wrote three conference papers. Two were at the invitation of panel organizers.
- 4) I lectured at the invitation of a local organization.
- 5) I gave a workshop on college preparedness to parents in the South Orange school district.

During sabbatical I continued as Executive President of the Aphra Behn Society for Women in the Arts, 1660-1830, and on the editorial board of *ABO: An Interactive Journal for Women in the Arts, 1640-1830*.

As a final benefit, I have several research projects stemming from scholarship I completed during sabbatical, including a possible future book project. Overall, sabbatical enabled me to complete two books as well as other publications, and to begin the next phase of scholarship. I am very grateful to my colleagues for this invaluable opportunity.

## Marian Glenn

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*Department of Biological Sciences*

I started this report by writing the bibliography, to think back over a year when there was time and mental space to read whole books – much more satisfying than just snatches and reviews. One of the most memorable perks of a sabbatical is being given a year to indulge in reading whole books. Next I wrote the section on conferences and seminars, and thought back over the pleasure of collegial discussions. But I will begin the report by telling you about my official project, which has opened a completely new area of study for my on-going research in forest ecology, and has the great advantage of being located only a short drive from campus. The prospect of continuing to work on this project in a focused way convinced me to apply for phased retirement, which offers the possibility to teach half time.

Bioacoustics and Conservation Biology: Attending to the Voices of Animals, as submitted in September 2011, was to establish a research program to monitor the ecological restoration of the forest in two Essex County parks, South Mountain Reservation and Eagle Rock Reservation, by developing methods for a long term study of the changes in bird populations. To that end, I received a \$6000 URC research grant. Using the Songmeter, an autonomous field recorder and, working with three undergraduate Biology/Education majors, Marilyn Cruz , Ian Keyser, and Jessica Pollack, we collected daily recordings of the birds' "dawn chorus" at a variety of sites in South Mountain Reservation, as well as a log of bird sightings reported to Cornell University's citizen science e-bird site. These recordings are on-going, providing data for me and my students to analyze using sound analysis software to identify the bird species present in various locations through the seasons and over the years as the forest regeneration project moves forward. I presented this work-in-progress at the Biology Graduate Seminar on September 12, 2013. The annotated slides are attached as a separate file.

### Course Development

To enhance the options for interdisciplinary science courses for non-science majors, I developed a new integrated science course based on a project of the Forum on Religion and Ecology at the Yale School of Forestry and Environmental Studies. The book and documentary film, *Journey of the Universe*, tells the scientific story of the 14 billion year evolution of the universe, Earth and life, alongside the human story of its discovery. The new course, *BIOL 1000 Journey of the Universe*, is a numeracy-infused introductory-level science course open to all students. It is running this semester fully enrolled with 16 students.

I developed an information fluency infusion for the new course, BIOL/CORE 3243 Engaging the World: Ecology and Stewardship. This 4-credit course is running with 26 students, and, in collaboration with Lisa Rose-Wiles, we are implementing the pilot for the Catholic Studies Lonergan Praxis seminar in this class, based on the paper I wrote last spring.

As the sabbatical drew to a close, I teamed with Howard McGinn to offer a travel-and-learn course in Campobello, Canada. Seven students travelled with us August 10-17.

The sabbatical also afforded me time to assemble the parts of a collaborative assessment proposal for the Department of Biological Sciences, which was funded by the University Assessment Project, and will take place during the AY 2013-14.

### Food Gardens

Growing food locally has become a key element of demonstrating a sustainable supply of healthy food, as, for example, Seton Hall's Gourmet Campus Garden. The sabbatical leave provided an opportunity for me to build expertise in this area through several initiatives that I did not foresee when I applied for the sabbatical in Sept 2011, and that have now come to fruition.

1. The course BIOL/ENVL 3493 Permaculture Design enhanced the use of the campus garden and the rooftop greenhouse as a laboratory for growing food plants.
2. I had the chance to participate with NJ Arts News to make a short video linking the campus garden to sustainability and ethics.  
<http://www.youtube.com/watch?v=6JgYcRLSwfU>
3. A grant from the NJ Council of Independent Colleges funded the installation of an outdoor classroom at the Gourmet Campus Garden.

The success of Seton Hall's campus garden, and the popularity of community gardens, for example in Maplewood and South Orange, is taking place in a "healthy communities" context. The flextime of a sabbatical year made it possible for me to accept an appointment to the leadership team that built and operates the first community food garden in Summit, sponsored by the Summit Area YMCA and Overlook Hospital, through a grant from the CDC. I assembled a photo history of the Summit ACHIEVE Community Garden.

<https://www.dropbox.com/sh/4flvr1ra1lxfilq/AESeshhynp?n=120294945>

Together, the experience of participating in Seton Hall's Gourmet Campus Garden, and the establishment of the community garden in Summit, opens a new area of curriculum development for the Environmental Studies program.



Conferences and seminars – a bounty year of collegial discussion

Macauley Library of Natural Sounds Recording Workshop, Cornell University at the San Francisco State University Field Station, Tahoe National Forest, CA, June 16-23, 2012.

*Great Books, Great Questions: Interdisciplinary liberal arts education in Canada - A symposium dedicated to discussing past experiences, present realities, and future challenges*, University of Kings College, Halifax, Nova Scotia, June 27-29, 2012, invited to present, “Teaching the Two Cultures.”

Tuckerman Lichen Workshop in Parc Nationale de la Gaspé, Quebec, Canada, July 1-5, 2012. On-going biodiversity forays of the lichen flora of Eastern North America.

Bioacoustics Research Program Sound Analysis Workshop, Cornell University Laboratory of Ornithology, Ithaca, NY, August 2012.

“Robert Frost and the Forests of Vermont,” led by John Elder. Middlebury College, August 30- Sept 2, 2012. Material for my new course, BIOL/CORE 3243 Ecology and Stewardship, Fall 2013.

*Praxis Pilot of the Advanced Seminar on Mission*, Seton Hall University, Spring 2013. Paper written for the seminar, “Generalized Empirical Method Applied to the Study of Natural Sciences”

Tuckerman Lichen Workshop in Coastal Georgia, March 27-30, 2013. On-going biodiversity forays of the lichen flora of Eastern North America, sponsored by NSF grant to NY Botanical Garden.

Association of NJ Environmental Commissions Board Retreat, Kateri Environmental Center, Wickatunk, NJ, Jan 25-26, 2013. Participated in strategic planning exercises.

Community Garden Conference, Frelinghuysen Arboretum, Morristown, NJ. March 2, 2013.

*Learning the Birds by Song*, workshop led by Randolph Little, NJ Audubon Society, March 13-April 24, 2013.

*Enriching the Theological Exploration of Vocation*, NetVUE Annual Conference, Indianapolis, March 14- 16, 2012. Co-presented with Anthony Sciglitano, Michael Zavada and Debra Zinicola, “Engaging the World: Theological Exploration within the Academic Disciplines.”

“Ecological Gratitude,” lecture presented at Christ church, Summit, April 21, 2013.  
[http://christchurchsummit.org/Sermons-2013/130421-Ecological\\_Gratitude\\_Earthday-2013.html](http://christchurchsummit.org/Sermons-2013/130421-Ecological_Gratitude_Earthday-2013.html)

*Re-thinking the Liberal Arts through Core Texts: Science, Poetry, Philosophy and History*, Annual Meeting of the Association for Core Texts and Courses, Ottawa, Canada, April 25-28, 2013, presented, “New Cosmology Brings Together Science and Humanities.”

Department of Biological Sciences annual retreat, contributed “Enhancing the Culture of Assessment in the Department of Biological Sciences,” funded by the University Assessment Committee.

Union County Annual BioBlitz, Nomahegan Park, June 14-15, 2013. Presented information on storm water management in the Rahway River watershed.  
<http://www.anjec.org/NJRivers-RahwayRiverWatershed.htm>

“Best in Parade” award,  
4<sup>th</sup> of July parade,  
Vergennes, Vermont.  
Living history Jeannette Rankin and Eleanor Ross in 1916.



# Timothy Glynn

*School of Law*

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During this sabbatical (calendar year 2013), I worked on a number of projects, rather than focusing all of my energy on a single scholarly endeavor. This report offers brief descriptions of some of these activities.

I completed and published *Penalizing Diversity: How School Rankings Mislead the Market*, 42 J. LAW & EDUC. 417 (2013), a law review piece co-authored with Professor Sarah Waldeck. This article's analysis -- which exposes school ranking systems' pernicious effects and proposes that states establish more appropriate, competing assessments -- has already influenced policy discussions in local school districts, including my own.

I co-authored and published *Horton Hatches the Egg: Concerted Action Includes Concerted Dispute Resolution*, 64 ALA. L. REV. 1013 (2013), with Professor Charles Sullivan. This piece argues, among other things, that the National Labor Relations Board's In re *D.R. Horton* decision correctly interpreted the NLRA's concerted action mandate, despite the prevailing case law to the contrary. The work has already received widespread attention, and, in a very recent decision, In re *Murphy Oil USA*, the NLRB relied heavily on its reasoning in reaffirming *Horton*.

Professor Thomas Greaney and I published a piece on the differences between for-profit and non-profit corporation law, reflecting the main points in our presentation at Seton Hall's symposium entitled *Is a For-Profit Structure a Viable Alternative for Catholic Healthcare Ministry*. See *Nonprofit and For-Profit Enterprises: A Side-by-Side Comparison of the Law* (with Thomas (Tim) Greaney) (published as part of proceedings of symposium), available at <http://law.shu.edu/ProgramsCenters/HealthTechIP/HealthCenter/upload/Catholic-Health-Care-Symposium-Proceedings.pdf>.

*Along with Charles Sullivan, I drafted and edited web-based updates to my casebook, EMPLOYMENT LAW: PRIVATE ORDERING AND ITS LIMITATIONS (WITH RACHEL S. ARNOW-RICHMAN AND CHARLES SULLIVAN) (Wolters Kluwer, 2nd ed. 2011).*

As the newly appointed Faculty Director of Seton Hall's US Healthcare Compliance Certificate Programs, I planned and participated in the October 2013 HCCP Program in Newark, including giving a presentation on *Business Ethics and Legal Compliance*. Because JD and MSJ students are able to receive course credit for the program, this appointment also involves a significant teaching/grading component. Moreover, oversight of the program requires designing the curriculum, engaging with the underlying literature, assisting with marketing and budgeting, providing guidance to speakers, coordinating with other faculty and staff, interacting with attendees, and debriefing. This means I had to "get up to speed" quickly on all substantive aspects of the program to ensure a high-quality product and continuity going forward. Once the October program was over, the staff and I began planning for the June program immediately, at which I also moderated two panels. Finally, we began work on additional initiatives, including the launch of our new West Coast Immersion Program (which took place in the Fall of 2014) and consideration of new, advanced compliance training programs. These initiatives required, among other things, engagement in the conceptualization of the programs, strategic planning, networking with industry compliance leaders, and marketing.

With Charles Sullivan, I created or substantially completed three online courses: *Core Legal Issues in the Workplace*, *Managing Whistleblower Risks*, and *Conducting Legal Investigations in the Modern Workplace*. Each eight week course – available to MSJ students and professionals seeking compliance training and certification – includes substantial readings, which we created. We also wrote the scripts for the instructional videos, as well as the question and exercise sets. Moreover, we have assisted in the development of the videos themselves. In the Fall of 2013, we launched *Core Legal Issues in the Workplace* by teaching a pilot version of the course.

I remained an active participant in Law School faculty governance throughout my sabbatical.

## Matthew Hale

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*Department of Political Science and Public Affairs*

I spent the majority of my sabbatical as a Research Fellow for the Norman Lear Center at the University of Southern California. I have partnered with the Lear Center since I was in graduate school. Most recently we have been using a commercial TV content service provider called TV Eyes (<http://www.tveyes.com/>) to collect television news content which we then systematically analyze. While not originally designed for academic research we have been able to use TV eyes for that purpose for a number of research reports (see <http://learcenter.org/publication/does-la-local-tv-news-cover-news-locals-need/>).

Recently TV Eyes was sued by Fox News (<http://www.hollywoodreporter.com/thr-esq/how-a-fox-news-lawsuit-638315>).

Fox News argued that TV eyes was infringing on copyrighted material because it allowed other broadcasters to collect their news content and rebroadcast it for other purposes. For example, the comedian Jon Stewart could use TV Eyes to pull out FOX news clips and parody them on the Daily Show. Fox argues that this constitutes copyright infringement. Part of their argument is that TV Eyes allows users to download entire programs rather than small video clips. In fact it is this ability of TV Eyes that first attracted us to it as a research tool, since it allows us to use an entire 30 new minute broadcast as the unit of analysis. In partial response to this lawsuit TV eyes initially made some changes in how users can access material on the site. In essence, these changes tripled the time it takes to capture and archive our media content. Since the cost of analyzing media content is tied to the amount of time it takes to capture that content, these changes unfortunately mean that cost of analyzing media content will increase significantly in the future.

Despite these changes I was able to produce a grant sponsored research report (Geraldine R. Dodge Foundation) using the TV Eyes system during my sabbatical. The report is entitled “*TV News Coverage of New Jersey: A snapshot of the evening news on NJTV, WNBC and WPVI*”.

The primary goal of this study is to explore *how much* local TV news coverage is devoted to the people of New Jersey and the issues important to them. In addition, we examine *how* the people and issues of New Jersey are portrayed on local television news and hope to offer some insight that go beyond quantity to the quality of New Jersey news coverage. The primary comparisons are between the highest-rated network stations in New York City (WNBC) and Philadelphia (WPVI) and New Jersey’s public television station (NJTV). However, we also discover some interesting differences between coverage in New York and Philadelphia which reflect differences between North and South Jersey.

Using TVEyes ([www.tveyes.com](http://www.tveyes.com)), we attempted to capture the weekday evening (6:00 to 6:30pm) news broadcasts that each station (NJTV, WNBC and WPVI) aired from October 1, 2012 to November 6, 2012. This time period was designed to focus our efforts on coverage of the 2012 election season. However, Hurricane Sandy’s appearance obviously came to dominate all news coverage starting on October 25<sup>th</sup>. Hurricane Sandy also made it impossible for TVEyes to capture news on NJTV for the two days following the storm as well as some partial broadcasts on WPVI. In the end, we were able to capture and analyze 1,518 separate “story” segments, which include ads, sports, weather, teasers as well as traditional news stories. In total, we captured about 39 hours of local news or the equivalent of 25 evening broadcasts per station. All stories were coded by two people and any dissents were re-coded by the principal investigator.

**Overall, the results show that by every measure NJTV provides significantly more and in most cases qualitatively better news coverage of New Jersey than either network affiliate.** Some examples include;

- Eighty-nine (89%) percent of all news stories aired on NJTV centered on New Jersey. In comparison, just 17% of the stories on WNBC and 24% of the stories on WPVI focused on New Jersey.

- NJTV spends more time on actual news. WPVI devoted 50% of an average 30 minute newscast to advertising, teasers, sports and weather. For WNBC the figure is 42%, while NJTV on average devoted just 19% of its broadcast to these non-news topics.
- Thirty-five percent (35%) of all the WNBC stories about New Jersey focused on crime and 22% of the New Jersey stories aired by WPVI focused on crime. On NJTV the figure was just 8%.
- A “typical” half hour of news on NJTV includes over 6 times more election coverage than a typical half-hour on WPVI and almost five times more than WNBC.
- Over 6 in 10 NJTV broadcasts started with an election story. Just of 1 in 10 WNBC broadcasts led with elections and only 5 out of 100 WPVI broadcasts kicked off with an election story.
- NJTV aired more election focused stories (71) than the two network stations combined (60). Almost 8 out of 10 of NJTV’s election stories were linked to New Jersey, while just 2 out of 10 of the network election stories had a New Jersey connection.
- NJTV is the only station of the three that covered races for the US Congress in a substantive way. Congressional candidates on NJTV were given lengthy and substantive interviews while on WNBC and WPVI congressional candidates were non-existent or begging for a sound-bite.
- About 3 out of 10 of NJTV’s election stories focused on substantive issues. In comparison, only 2 out of 10 of the election stories on WPVI and just 1 out of 10 of WNBC’s election stories were on substantive issues.

The findings of this report provide an important and interesting glimpse into how New Jersey is portrayed on local TV news. It is, however, important to remember that it is only a snapshot of a specific time and with a limited number of stations. In addition, all of the findings are influenced by Hurricane Sandy, both in terms of the actual news content and in our ability to capture it. Future research is

needed to compare a greater number of stations over a longer period of time before a definitive picture emerges.

Despite these qualifications, it is clear that over the time period captured NJTV, in comparison to two network stations, is an excellent source of news and information about the state and people of New Jersey.

### **Other Sabbatical Work**

In addition to the primary work on my sabbatical, I maintained a fairly active service connection with Seton Hall even while on sabbatical. I was an active member of the **MPA Scholarship Committee**, which is responsible for awarding department level scholarships to incoming and continuing student. I continued to be an active member of the **Seton Hall University Middlesex Accreditation Leadership and Governance Section Working Group**. This included significant writing and editing of this section. I also wrote grant applications/maintenance reports for the Seton Hall MPA program and Center for Public Service in the following places for three of our existing endowed scholarships (**Hearst Foundation Endowed Scholarship, Union Foundation Endowed Scholarship and Unanue MPA Scholarship**). I continued to review journal articles for *Nonprofit and Voluntary sector Quarterly* (2); *Media, Communication and Society* (1) and *Nonprofit, Management and Leadership* (1). Finally, I continued to appear as a media expert on New Jersey politics. A partial list of these appearances is below.

- a. WBGO radio (7/23/2013) Christie and Buono Debates? Interview
- b. New York Times (6/7/2013) *Attorney General of New Jersey Named as Interim Senator*. Interview
- c. Bloomberg News (6/6/2013) *Christie Senate Election Call Promises Turmoil for Booker*. Interview
- d. Wall Street Journal (6/6/2013) *Few in GOP Step Forward for N.J. Senate Race*. Interview
- e. Chicago Tribune (6/3/2013) Interview on Senator Lautenberg's death
- f. WABC-TV (6/3/2013) Interview on Senator Lautenberg's death
- g. USA Today (6/3/2013) Interview on Senator Lautenberg's death



- h. Catholic News Service 4/1/2013. *Advocates working to keep needs of poor foremost in U.S. budget debate*. Interview
- i. CBS News Network: (5/7/2013) TV interview about Governor Christies weight loss surgery
- j. Bloomberg News. (5/8/2013) *Christie Weight-Loss Step May be Key if White House Bound*. Interview
- k. US News and World Report (5/23/2013) *The Role of Government in People's Lives*. Interview

## Yinan He

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*School of Diplomacy and International Relations*

### **Publications and Working Papers**

In my sabbatical leave in AY 2012-2013, I used the time to publish three peer-reviewed book chapters, wrote and submitted two journal articles -- both have been accepted for publication -- and conducted research on a long-term, book-length project. I also revised a working paper, and was invited to contribute a commentary essay to an academic newsletter.

1. Yinan He, "40 Years in Paradox: Post-normalization Sino-Japanese Relations," *China Perspectives* (forthcoming, No. 2013/2014)
2. Yinan He, "Identity Politics and Foreign Policy: Taiwan's Relations with China and Japan, 1895-2012," *Political Science Quarterly* (forthcoming 2013)
3. Yinan He, "War, Myths, and National Identity Formation: Chinese Attitudes toward Japan," in Gérard Bouchard ed. *National Myths: Constructed Pasts, Contested Presents* (London & New York: Routledge, 2013)
4. Yinan He, "Remembering and Forgetting the War: Elite Mythmaking, Mass Reaction, and Sino-Japanese Relations," in Jun-Hyeok Kwak & Melissa Nobles eds., *Inherited Responsibility and Historical Reconciliation in East Asia* (London & New York: Routledge, 2013)
5. Yinan He, "The Past and Present of Sino-Japanese Relations: Revisiting the Roles of the US Factor and Historical Legacy," in Caroline Rose & Victor Teo eds.

*The United States between China and Japan* (Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 2013)

6. Yinan He, "East Asia's History Mirror: Myths, Nationalism, and Territorial Disputes," *The Ruritanian* (Quarterly newsletter for the Association for the Study of Ethnicity and Nationalism, London School of Economics), Autumn 2012: 2-3

7. Yinan He, "Selective Othering: National Identity Formation and Mobilization in China, 1895-1928," as part of a book project *Internal Enemies, National Identity Mobilization, and China's Attitude to the West*

### **Conferences and Presentations**

I spent the year in residence at Woodrow Wilson School of Public and International Affairs, Princeton University, as Visiting Research Fellow. I regularly participated in seminars and talks held at the Wilson School, Politics Department, Department of East Asian Studies, and Institute for International and Regional Studies. I also gave presentations at Princeton, Yale, and International Studies Association annual meeting.

1. "Getting East Asia Right: IR Theory and Bilateral Relations among China, Japan and South Korea in the 2000s," paper presented at the conference "Misjudging the Rise of Asia in the 1970s-2010s: Assessing What International Relations Theory Got Wrong and How Princeton Responded," Princeton University (April 12, 2013)

2. Roundtable presentation, "China's Future and the World's Future: Diffusing Norms in Post-American World," Annual Meeting of the International Studies Association, San Francisco (April 3-6, 2013)

3. "Historical Memory, Reconciliation Failure, and the 2012-2013 Sino-Japanese Island Disputes," Invited talk at the Department of Political Science and Council on East Asian Studies, Yale University (March 7, 2013)

### **Service to the Profession and Community**

During my sabbatical leave, I served as paper discussant at the Fellows Workshop of the Princeton- Harvard China and the World Program, Harvard University, on March 8, 2013. I also provided peer review for two academic journals, *Journal of Contemporary China* and *Problems of Post-Communism*.

In terms of community service, I am one of the twenty Public Intellectual Program (PIP) fellow selected nationwide for 2011-2013 by the National Committee on United States-China Relations. PIP is designed to nurture a new generation of China specialists who have the interest and potential to venture outside of academia into areas relevant to foreign policy and public education. During the past years, I participated in a PIP delegation to explore the governments and societies in China and Taiwan in July 14-24, 2012, and attended the second PIP Fellows Conference in San Francisco on October 4-7, 2012. I also actively worked with the media to inform the public about China. Below is a list of my appearance in traditional and social media in the past year.

1. Yinan He, "Nationalism and the China-Japan Island Disputes," essay contributed to *Asia Unbound* (Council on Foreign Relations Blog) September 18, 2012, available at <http://blogs.cfr.org/asia/2012/09/18/nationalism-and-the-china-japan-island-disputes>
2. *Reuters* (May 25, 2013)
3. *The Economist* (October 1 & December 13, 2012)
4. *Alternatives Internationales* (France) (December 1, 2012)
5. WBEZ91.5 NPR Worldview (September 19, 2012)

Additionally, funded by the PIP and assisted by the World Affairs Forum, I organized a public outreach event at the University of Connecticut, Stamford, on February 7, 2013, to address China's profound impact on the world. The panel is entitled "A Rising China: Challenges or Opportunities?" I invited three speakers to present on China's economy, domestic leadership transition, and foreign and security policy respectively. I myself chaired the panel and moderated the discussions. The event attracted 120 audience from the local community.

### **Service to the School**

Even though I was away from the Seton Hall campus for the year, I continued to provide service to the students and faculty of the School of Diplomacy. I co-authored the "identity" document for faculty retreat and participated in discussions about the future of the school at two retreat meetings

over the year. I also wrote recommendation letters and provided reference for a number of students applying for jobs and graduate school. I contributed to student recruitment of the School by writing welcome email to prospective students.

## Theresa F. Henry

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### *Department of Accounting and Taxation*

I am very grateful to Seton Hall University for the opportunity to take a sabbatical leave during the 2012-2013 academic year. During the year, I was able to work on a larger scale research project that I did not have the time to undertake while also fulfilling my teaching and service responsibilities. I completed a manuscript entitled “Are University Executives Paid for their Performance?”, which I presented at the Mid-Atlantic American Accounting Association meeting held in Parsippany, NJ from April 18-20, 2013. I received feedback with regards to obtaining data for certain variables I was hoping to utilize in my study as well as some other valuable suggestions. The paper is currently under review with the Journal of Applied Accounting Research.

My study examines the pay-for-performance relationship surrounding executive compensation in higher education. There has been much criticism of the rising levels of university presidential pay, particularly in the public sector, citing it is pay without performance. Proponents of the increasing pay levels contend that the ever changing role of the university president and competition in the market place for talent warrants such compensation. Higher education has not been the subject of considerable empirical research, partially due to the challenge of obtaining usable data. I invested a great deal of time and effort collecting data from the *Chronicle of Higher Education* and Integrated Postsecondary Education System websites. The data, even that from one website, was not in a consistent format so much time was necessary to clean and check the data to ensure the integrity of the results.

I performed a series of multivariate regressions to determine the pay-for-performance relationship between compensation and six explanatory institutional variables: endowment, in-state tuition, out-of-state tuition, graduation rates, scholarships, and enrollment. Executive compensation data for four-year public institutions was obtained from the *Chronicle of Higher Education* website while data for all other variables was obtained from the Integrated Postsecondary Education Data System. I found a highly significant and positive relationship between compensation for executives at four-year public institutions and both the levels of university endowment and enrollment. These results support the pay-for-performance debate. In contrast, results for other performance measures, scholarships and graduation rates, do not support the debate. My study contributes to the literature examining pay-for-performance in higher education with an empirical analysis examining the institutional determinants of university executive compensation at public institutions.

My sabbatical leave also afforded me additional time for community service, personal growth, and quality family time. For example, I served as an Art Smart volunteer at my sons' school and my alma mater, St. John's Academy in Hillsdale, NJ, and was appointed Trustee of St. John the Baptist Church in Hillsdale, NJ where I continue to serve as a Eucharistic Minister. As one of the two parish trustees, I serve as consultant to the pastor and am an ex-officio member of the Finance Council. I participated in my first and second Pascack Valley Sprint Triathlons during the year, held on 8/25/12 and 9/8/13 respectively. Last but not least, my sabbatical leave allowed me more time with my family offered my schedule more flexibility to take advantage of opportunities to take part in my sons' activities and enjoy all the special and not-so-special moments that my three very different little boys face each day. Our family vacationed in Ireland for two weeks in late March/early April, allowing us to attend the wedding of my youngest cousin in St. Mary's of Killarney, Galway, in the same church where my father was baptized. It was a wonderful vacation and family reunion and gave my sons a greater appreciation for their heritage and the larger family they are a part of.

Overall this was a wonderful year both professionally and personally. I thoroughly enjoyed being able to emerge myself into a research project that would not have been possible while maintaining a regular teaching and service load. I hope to continue to work along this stream of research in higher education as it is

an often overlooked industry in the accounting and finance arena. Personally, this year was one to spend with family and give back to my sons' school, my church, and my town in gratitude for all they have given to me. I am indebted to the Department of Accounting and Taxation. I am blessed to be working with such a fine group of colleagues who truly look out for one another's best interest. I am grateful to the Stillman School of Business and Seton Hall University for their generosity in giving me this year to recharge my research portfolio and allow me some time to reflect on my life in academia. I return to the classroom and my service responsibilities with a new vigor and ready to take on new challenges!

## Yanzhong Huang

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*School of Diplomacy and International Relations*

I applied for sabbatical leave to complete my book project *Governing Health in Contemporary China* and conduct research on emerging powers and global health diplomacy.

Looking back, I found my sabbatical year productive and intellectually rewarding. Through publications and conference presentations, I maintained an active research agenda. Through briefings, consultancies and media interviews, I was able to connect my research to public and foreign policy process.

### **Publications:**

My book *Governing Health in Contemporary China* was published by Routledge in November 2012. The book received strong endorsement from leading global health and China scholars and was featured in the websites/publications of Asia Society, Council on Foreign Relations, and National Committee on U.S.-China Relations.

I have also conducted extensive research on emerging powers and global health, which led to the following publications:

- “Domestic Politics and China’s Health Aid to Africa,” *China: an international journal*, forthcoming. (peer-reviewed)
- “China’s Position in Negotiating the FCTC and the Revised IHR,” *Journal of Public Health*, forthcoming. (peer-reviewed)
- “Enter the Dragon and the Elephant: China’s and India’s Participation in Global Health Governance,” Council on Foreign Relations IIGG Working Paper, April 2013.

I continued to conduct research on global health security, which led to the following publications:

- “Pandemics and Global Health Security,” in Simon Rushton & Jeremy Youde eds., *Routledge Handbook of Health Security*. Routledge, forthcoming.
- “The 2009 H1N1 Flu Pandemic and the Policy Response in East Asia,” in Robert M. Hathaway and Michael Wills, eds., *New Security Challenges in Asia* (Washington, DC: Woodrow Wilson Center Press/Johns Hopkins University Press, 2013), 121-43.
- “Global Health, Civil Society, and Regional Security,” in Rizal Sukma and James Gannon eds., *A Growing Force: Civil Society’s Role in Asian Regional Security* (Tokyo: JCIE, 2013), 25-42.

In addition, I published 10 Op-Ed articles, which appeared in *New York Times*, *International Herald Tribune*, *YaleGlobal*, *Atlantic.com*, *The Diplomat*, and *CNN Fareed Zakaria GPS*.

### **Speaking Engagements:**

During the sabbatical year, I was invited to speak at approximately 20 global health-related conferences, workshops, and panel discussions:

- CFR-CSIS Joint Workshop, Jakarta, Indonesia, June 26, 2013
- Featured speaker, Sun Yat-sen University, Guangzhou, June 5, 2013
- Featured speaker, South China University of Technology, Guangzhou, June 4, 2013
- Featured speaker, Hong Kong Forum, Hong Kong, June 3, 2013
- Speaker, China Development Research Foundation, Beijing, May 24-26, 2013
- Commentator, Oxford University, UK, May 20-21, 2013

- Speaker, Bellagio Workshop, Bellagio, Italy, May 16-17, 2013
- Speaker, CFR Educators Workshop, New York, April 11, 2013
- Session speaker, World Health Summit Regional Meeting, Singapore, April 8-10, 2013
- Speaker, Council on Foreign Relations, New York, April 1, 2013
- Speaker, Council on Foreign Relations Corporate Conference, New York, March 8, 2013
- Expert Panelist, United Nations, New York, January 14, 2013
- Panelist, CSIS Global Health Policy Center, Washington, DC, December 19, 2012
- Speaker, MEDays Southern Forum, Tangier, Morocco, November 15, 2012
- Panelist, 2<sup>nd</sup> Global Symposium on Health Systems Research, Beijing, October 31, 2012
- Panelist, Brookings Institution, Washington, DC, October 25, 2012
- Panelist, Harvard University, October 9, 2012
- Invited speaker, “Bridges China Dialogue”, Geneva, Switzerland, September 27, 2012
- Invited speaker, EAI Seminar, East Asian Institute, Singapore, August 10, 2012

In addition, I organized and presided over four roundtable meetings and an international workshop for the Council on Foreign Relations. I was also invited to serve as a moderator for a conference hosted by the Chicago Booth School of Business (Chicago, October 4, 2012) and as a session facilitator at the Global Health Summit (Beijing, January 27, 2013).

### **Outreach Activities:**

I testified on Capitol Hill in May on H7N9 in May 2013. I also briefed US Navy (on China’s public health), Coca-Cola (on food security), the Dalai Lama (on Sino-Tibetan relations), Johnson & Johnson (on Universal Health Coverage), and United Nations leadership and Asian Development Bank (on post-2015 development agenda).

I granted many media interviews and appeared in both print and electronic media, including *Newsweek*, CNN.com, VOA News, *The Guardian*, *Bloomberg BusinessWeek*, *The Straits Times*, *Science* magazine, *The Lancet*, *Christian Science Monitor*, *Huffington Post*, *South China Morning Post*, CBC.ca, Associated Press,



*The Washington Post*, ABC News, *USA Today*, and NPR's "The Diane Rehm Show".

**Concluding Remarks:**

I benefited tremendously from my sabbatical leave. I thank the University for providing this wonderful opportunity.

## **Amadu Jacky Kaba**

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*Department of Sociology, Anthropology and Social Work*

**Sabbatical Objective:**

To make significant progress on my book project tentatively titled: *Africa's Emigration Brain Drain: Human Capital Theory and Economic Progress*.

**Project:**

In this book project, I am examining the many difficult problems facing the continent of Africa leading to very slow economic growth. Utilizing the Human Capital Theory, I am examining how the emigration of the continent's elites (educated and economic elites) is contributing to its economic problems. The book examines the rates of emigration of Africans in the post World War II era, their rates and education level in developed countries, standard of living and experiences in those developed nations, implications (positive and negative) to Africa for losing such elites, factors responsible for the brain drain, and some recommendations for managing this important development problem. By the time I am finished with this book manuscript, I intend to travel to some countries in Europe, Latin America and the Caribbean, and to some countries in Africa impacted by the Brain Drain.

**Status of Project So Far:**

As of October 2013, of the five proposed chapters, I have completed rough drafts of two:

## **Chapter One: Introduction and Examination of the Human Capital Theory and Africa's Development** (will be 30 to 40 pages).

This chapter will present an overview of the many challenges confronting Africa and how the continent's emigration brain drain is a major contributing factor. The chapter also presents an in-depth analysis of the Human Capital Theory and how it is related to Africa's emigration brain drain and its very slow rate of economic development.

## **Chapter Two: Rates of Emigration and Implications to Africa** (will be 30 to 40 pages).

This chapter presents a comprehensive examination of the numbers and percentages of people of African descent outside of the continent. It will present data showing the trends in the rates of emigration in the post World War Two era. The chapter then focuses on the rates of Africa's emigration to developed countries, including those in Europe, North America and Australia. Finally, it will examine the negative implications of the massive emigration of Africa's educated and economic elites. It will examine the shortages of medical doctors, nurses, professors and teachers, civil servants in countries all across the continent as a result of the brain drain.

### **Other Significant Developments during Sabbatical/Summer**

Whether teaching during the semesters or academic year or on sabbatical, we as professors are working on various projects that may have started months or years before, serving our profession in various ways, responding to media requests, etc. As a result, during my semester-long sabbatical in Spring of 2013 and the summer, I made the following useful contributions to my department, the College of Arts and Sciences, and Seton Hall University:

#### **Book Published:**

1.Kaba, Amadu Jacky. 2013. *Profile of Contributors to the American Economic Review, 2010: Human Capital Theory, Gender and Race*. Irvine, California: Scientific Research Publishing, Inc. <http://www.scirp.org/book/Index.aspx>

#### **Articles Published in Peer Reviewed Scholarly Journals**

1. "Profile of Contributors to the *American Political Science Review*, 2010," 2013. *Journal of Politics and Law*, 6, (2): 54-82.
2. "Black Americans, Gains in Science and Engineering Degrees, and Gender," 2013. *Sociology Mind*, 3 (1): 67-82

### **Manuscript Reviewer for:**

1. *Social Problems* (Editor: Becky Pettit, The University of Washington).
2. *The Sociological Quarterly* (Edited By: Betty A. Dobratz, Iowa State University & Lisa K. Waldner, University of St. Thomas, Minnesota).
3. *International Journal of Criminology and Sociology* (Editor-in-Chief: Mitchel P. Roth, Sam Houston State University).
4. *Asia Pacific Education Review* (Editor-in-Chief: Dong-Seop Jin, Seoul National University, Educational Administration, School Management, Seoul, South Korea)

### **Lectures/Presentations**

[Invited] Speaker (Three different sessions), "Living Lessons: Voices, Visions, and Values." May 15, 2013 (9 am to 3pm) at Robert R. Lazar Middle School, Montville Township Public Schools, Montville, New Jersey.

### **Quoted in the Media**

1. O'Rourke, Theresa. 2013, June. "Women and Wine: How Many Drinks Are OK?" *Allure*, 106-112 (Interview conducted in August 2011).
2. Adenekan, Shola. April, 2013. "Making the Most of Academic References," jobs.ac.uk: <http://www.jobs.ac.uk/careers-advice/working-in-higher-education/2006/making-the-most-of-academic-references/>. ( University of Warwick) (Interview conducted in Early Fall 2012).

### **Newspaper Article about Me**

Izenberg, Jerry. 2013, July 4. "Izenberg: Jacky Kaba's long road to citizenship is what this country is all about," *New Jersey Starledger*:

[http://www.nj.com/setonhall/index.ssf/2013/07/izenberg\\_jacky\\_kabas\\_long\\_road\\_to\\_citizenship\\_is\\_what\\_this\\_country\\_is\\_all\\_about.html](http://www.nj.com/setonhall/index.ssf/2013/07/izenberg_jacky_kabas_long_road_to_citizenship_is_what_this_country_is_all_about.html)

# Chander Kant

*Department of Economics and Legal Studies*

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## **“Are There Collateral Benefits from Financial Liberalization?”**

I believe I have met the goals of my sabbatical. I decided soon after I started on the project that it was more efficient to complete the econometric analysis and writing on different aspects of the above project sequentially. Financial Liberalization/globalization may refer to FDI or portfolio equity flows or long-term or short-term commercial bank lending or trade credits or bank-deposits and money market flows or FDI in banking, insurance, or securities industries, etc. I decided to start with portfolio equity and bond flows. I have completed my analysis and writing of this part; and have found that when portfolio inflow to GDP ratio rises by one standard deviation, a country's rank in ease of doing business increases by ten percentiles, and its rank in protecting investors and enforcing contracts rises by nine percentiles. I had sent the said research to the Journal of International Money and Finance (“JIMF”) for publication. I have received referee's comments on it, and I am revising it in view of the comments.

I next worked on the effects of inflows of foreign direct investment (FDI) on quality of institutions. Carefully collected data on many institutional indicators for almost all countries in the world has only recently become available in World Bank's Doing Business database. I am perhaps one of the first authors who is seeking to endogenize these indicators by contemporary economic variables; i.e., who is examining how malleable institutions are. I have completed both the analysis of the effects of FDI inflows on institutional quality, and writing of the paper. It is entitled “Foreign Direct Investment's Effect on Institutions.” I am enclosing its copy. It uses three alternative control variables; and four year, three year, and two year moving averages and yearly FDI data (normalized by GDP) for 2005-2010 and a sample of 169 countries consisting of 125 developing and 44 developed countries. It finds that net FDI inflows improve the quality of institutions in developing countries. Yet, there is no statistically significant effect on the same institutional variables in developed countries. Law of diminishing returns applies to endogeneity of institutions also. Soon after typing of eight

Tables for this paper is complete, it will be sent for publication to the either Journal of Political Economy or Quarterly Journal of Economics or a similar journal.

Other than similarly examining whether commercial bank lending, bank-deposits and money market flows and trade credits, etc. have positive institutional effects, this project has given me many other ideas for research. These are i) whether a country must reach a minimum level of institutional development before financial flows have the above positive effects; ii) institutional effects of trade openness; iii) do institutions in developing countries weaken due to emigration of tertiary-educated labor; iv) do they strengthen due to immigration of professionally educated labor from developed countries in the form of technical assistance/NGO personnel?

By sending, or getting them ready to send, two long papers, 35 and 43 pages, respectively, for publication to very highly ranked journals; and revising one of them in response to the referee's comments, I believe I have met the goals of my sabbatical. More importantly, I have found a research area in which I am deeply interested and in which I believe I can make valuable contributions. I believe this area will keep me occupied for many years.

## **Nathaniel Knight**

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*Department of History*

I am grateful to the University for providing the opportunity to take a sabbatical leave in Fall 2012 and devote my full attention to scholarship. My goal was to complete a monograph in progress on the History of Russian Ethnography. I regret to state that I was not successful in fulfilling this objective, but I made substantial progress and used my time to the fullest to engage in scholarship.

Although my sabbatical nominally began on July 1<sup>st</sup>, it took quite some time to disentangle myself from chair duties and smaller projects. Much of July and August were devoted to tying up loose ends with the annual report, term hires and program review. The remainder of my time was devoted to completing a book

review for the *Journal of Contemporary History*, reviewing an article for the *Slavic Review* and a book manuscript for the Indiana University Press, and fulfilling a previous commitment to write a blog article on online teaching for the Franklin's Opus web site. I was also able to prepare a book prospectus which I sent out to the Cornell University Press and the Indiana University Press.

In early September I attended a conference in Moscow at the Higher School of Economics on the "Imperial Geography of the Human Sciences" at which I delivered (in Russian) the concluding remarks and led the final discussion. In addition to meeting numerous colleagues at the conference, I also took the opportunity to visit the Russian Academy of Sciences Institute of Ethnography, where I met with several prominent specialists in my field.

Once I returned from Moscow, I was able to delve in earnest into my scholarly project—a chapter of my manuscript devoted to the central figure of my study, Nikolai Ivanovich Nadezhdin, a literary critic, historian and philosopher who played a central role in the 1830s and 1840s in defining the parameters of ethnography as a scholarly discipline. My goal in writing the chapter was to tell the story of Nadezhdin's life and trace the trajectory of his ideas as they moved toward the notion of a science of nationality. This required a deep immersion in the world of Russian idealist philosophy as well as a detailed examination of the sources revealing the twists and turns of Nadezhdin's career. While, I wish I had been able to come up with more than the 50 pages I ultimately produced, I know that they were the result of sustained concentrated scholarly effort. I am at a loss to see how I could have sped up the process.

My work on the monograph was again interrupted in early December when I took another trip to Russia to participate in a symposium sponsored by the Peter the Great Museum of Ethnography in St. Petersburg and the Wenner-Gren foundation devoted to the concepts of "Ethnos" and "Ethnogenesis"—key elements of the Soviet school of ethnography from the 1930s onward. The symposium was organized in a unique and, I felt, quite rewarding manner. Rather than inviting participants to give separate papers, all of the panelists were given a common body of source materials and asked to comment as part of a general discussion. I found this format to be very engaging and I was very glad to have been invited to participate.

Upon returning home from St. Petersburg, I turned my attention to a paper I had been asked to present on Russian national identity as part of a series on diaspora studies organized by the Jordan Center for the Advanced Study of Russia at New York University. I presented the paper, entitled “The Three Circles of Russianness: Ethnic, Imperial and Cultural Identities in the Context of Diaspora” in late January at the opening session of the workshop. My understanding is that it may be included in a volume that the organizers of the series are trying to assemble.

Overall, the four months of my sabbatical were a period of intense intellectual activity and hard work. While I did not achieve my initial goal of completing the monograph (which was probably not all that realistic to begin with), I feel that I accomplished a great deal and returned to my teaching and to my duties as department chair reinvigorated.

## Jon Kraszewski

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*Department of Communication and the Arts*

I would like to thank the Chairperson of the Department of Communication and the Arts, The Dean of the College of Arts and Sciences, and the Provost of Seton Hall University for granting me a sabbatical for the 2012-2013 academic year. This year was incredibly rewarding for my intellectual development. It gave me time to research and write projects that I finished and projects on which I will continue to work in the upcoming years. I feel blessed to work at a university that supports my research by giving me the appropriate time to start and finish major projects.

I look forward to returning to the Seton Hall campus in the fall and sharing the findings of my sabbatical with students and faculty members. I know that my research this past year will enrich the TV Genres course that I teach every spring, and I anticipate creating new courses such as “Media and Place,” “Media and Cultural Geography,” “Laboring in the Media Industries,” and “Media and Environmental Issues” so that I can merge my new research with my teaching.

For the sake of clarity, I will begin this report with a list of projects that I worked on throughout my sabbatical. After that I will offer an explanation for each project.

## **List of Sabbatical Projects**

### *Book Project*

The Routledge Television Guidebook to Reality TV. The acquisitions editor at Routledge, Erica Wetter, has enthusiastically expressed interest in this project and has sent it out for peer review from leading media studies scholars. The reader reports are due in mid-July.

### *Essays in Peer-Reviewed Journals*

“Branding, Nostalgia, and the Politics of Race on VH1’s *Flavor of Love*.” Accepted for publication in Quarterly Review of Film and Video 33.1 (2016).

“The Stigmatizing and Queering of Interracial Couples on VH1’s *Tool Academy* and *I Love New York, Season Two*.” Under Review at Journal of Film and Video. The reader reports are due in early fall.

### *Anthology Chapters*

“Televising Hurricane Sandy: Global Warming, Classed Citizenship, and the Apocalypse.” Proposal accepted for Diane Negra and Julia Leyda’s anthology Disaster Television.

“A Social Vision Lost: From The 1970s Black Upper Class to 1980s Buppies.” Proposal accepted for Daniel Lindvall’s anthology The Yuppie Reader.

### *Conference Papers*

“Authenticity on *Route 66*: Redefining the Relationship between Dominant Cultures, Counter Cultures, and the Road.” March 2013 Society for Cinema and Media Studies Conference (Chicago, IL).

## **Description of Projects**

### *Book Project*



The Routledge Television Guidebook to Reality TV. This was the most rewarding project that I worked on over the course of the sabbatical. This book examines how reality television offers its viewers and contestants a geographic imaginary by which they can map themselves onto a late capitalist economic system. Although this topic is slightly different from what I proposed at the start of my sabbatical, it grew out of my original idea. This was a classic example of the way taking on academic research can shift the foreground and background of a project.

Initially my sabbatical project was titled “Multiracialism, First-Person Digital Media, and the Redefinition of Race and Citizenship in 21<sup>st</sup> Century America.” For the project, I initially wanted to explore how a variety of first-person media—media such as reality TV, documentaries, and web videos that allow seemingly ordinary people to speak to a camera in an unscripted manner—allowed American citizens to construct multiracial citizenship after the monumental 2000 US Census, which let people mark one or more races instead of identifying solely as one race. I wanted to discover how ordinary people defined their racial identities at a moment that seemingly welcomed racial hybridity.

During the course of my research I realized that most reality TV programs emphasized the concept of place. Reality TV programs are often titled according to the place where they are shot (i.e., Laguna Beach, The Hills, Jersey Shore) and make location a central part of the show (e.g., think about the islands where the cast members live on Survivor). I was particularly interested in the concept of place on upwardly mobile real-estate and lifestyle programs such as House Hunters and Jon and Kate Plus Eight that featured interracial couples. So I started to research two academic fields: cultural geography, which is about the way place is imagined and contested, and a cultural studies approach to late capitalism, which examines the cultures that accompany an economy that prioritizes mobility as part of the job market.

When I brought cultural geography together with a study of late capitalism, I saw my book project come to life and take a new direction. I was so thrilled because the book quickly became a project that could be of much greater importance than the topic I initially proposed. Quite simply, my project went from

being a book that would speak smartly about changes to American racial culture to being one that would be groundbreaking to the way media scholars understand reality TV. This new project has the potential to be a new foundational approach to a TV genre. Although new configurations of race would still be part of my project, they would be a sub-point to the way reality TV offers a cultural geography of late capitalism.

When I came to these conclusions, I decided to contact Routledge to see if my project interested the press. They have a book series that allows scholars to rewrite the way people understand the cultural significance of a TV genre. When I pitched the book to the acquisitions editor, she said it sounded like an ideal fit for her TV Guidebooks Series and encouraged me to write a proposal. I continued to research the topic in order to craft a compelling proposal. Within three days of receiving my proposal, the editor at Routledge decided to send the project out for review. She saw how the project matched the goals of the press's series.

## Thomas J. Marlowe

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*Department of Mathematics and Computer Science*

### Refereed Publications Published or Accepted

- a. **T.J. Marlowe**, V. Kirova, M. Mohtashami, “A Strategy for Improving Curricular Coverage of Problem Solving Through Emphasis on Requirements Analysis”, 44th Annual Meeting of the Design Sciences Institute (DSI 2010), Baltimore MD, November 2013.
- b. V. Kirova, **T.J. Marlowe**, “Knowledge Management in Global Collaborative Software Enterprises: Colored Traceability and Inference Rules”, 26<sup>th</sup> International Conference on Software and Systems Engineering and their Applications [ICSSEA], Paris, France, November 2013.
- c. N. Jastroch, **T.J. Marlowe**, C.S. Ku, V. Kirova, “Integrated Infrastructures for Knowledge-Guided Software Evolution and

- Adaptation”, 22<sup>nd</sup> International Conference on Software Engineering and Data Engineering, San Francisco CA, September 2013.
- d. **T.J. Marlowe**, J. Benham, V. Kirova, C.S. Ku, S. Nousala, N. Jastroch, “Introducing Requirements Acquisition and Analysis Through a Very Incompletely Specified Problem”, 11th International Conference on Education and Information Systems, Technologies and Applications (EISTA 2013), in Proc. 7<sup>th</sup> IMSCI, pp. 270-275, Orlando FL, July 2013.
  - e. **T.J. Marlowe**, V. Kirova, N. Jastroch, C.S. Ku, “Information Flow and Risk Management”, ICE/IEEE-ITMC 2013 Conference on Responsible Innovation and Entrepreneurship, The Hague, Netherlands, June 2013.
  - f. V. Kirova, **T.J. Marlowe**, "L'évaluation des projets coopératifs de développement agile", Génie Logiciel, Decembre 2012. (Translation of “Toward Project Assessment Frameworks for Collaborative Agile Development”, selected for Special Issue from ICSSEA 2012.)
  - g. V. Kirova, **T.J. Marlowe**, “Toward Project Assessment Frameworks and Metrics for Collaborative Agile Development”, Proc. of the 25<sup>th</sup> International Conference on Software and Systems Engineering and their Applications [ICSSEA], Paris, France, October 2012.
  - h. **T.J. Marlowe**, N. Jastroch, S. Nousala, V. Kirova, “Collaboration, Knowledge and Interoperability—Implications for Software Engineering”, Collaborative Enterprise (CENT) 2012, Proceedings of the 16<sup>th</sup> World Multi-Conference on Systemics, Cybernetics and Informatics (WMSCI 2012), Orlando FL, July 2012.
  - i. C. Ku, V. Kirova, **T.J. Marlowe**, N. Jastroch, “The Multi-dimensional Unified Process for Inter-Organizational Collaborative Software Development”, Collaborative Enterprise (CENT) 2012, Proceedings of the 16<sup>th</sup> World Multi-Conference on Systemics, Cybernetics and Informatics (WMSCI 2012), Orlando FL, July 2012.
2. Other publications
    - a. **T.J. Marlowe**, V. Kirova, “Systemics, Communication and Knowledge: Shifts of Perspective and the Need for Requirements In Second-Order Science”, Invited Article, Journal of Systemics, Cybernetics, and Informatics, to appear.
  3. Articles submitted to refereed conferences but not accepted, to be revised and submitted elsewhere

- a. **T.J. Marlowe**, V. Kirova, Collaborative Requirements for Radical Innovation.
  - b. **T.J. Marlowe**, V. Kirova, Toward Exception Patterns for Collaborative Software Development (submitted in AY 2011-2012, under revision).
4. Presentations of refereed articles accepted in AY 2012-2013
- a. **T.J. Marlowe**, J. Benham, V. Kirova, C.S. Ku, S. Nousala, N. Jastroch, “Introducing Requirements Acquisition and Analysis Through a Very Incompletely Specified Problem”, 11th International Conference on Education and Information Systems, Technologies and Applications (EISTA 2013), Orlando, FL, July 2013. [by **Marlowe**]
  - b. **T.J. Marlowe**, V. Kirova, N. Jastroch, C.S. Ku, “Information Flow and Risk Management”, ICE/IEEE-ITMC 2013 Conference on Responsible Innovation and Entrepreneurship, The Hague, Netherlands, June 2013. Also presented in collocated Workshop on Knowledge Management and Collaborative Enterprise. [both by **Marlowe**]
5. Presentations of articles and abstracts submitted earlier
- a. V. Kirova, **T.J. Marlowe**, “Toward Project Assessment Frameworks and Metrics for Collaborative Agile Development”, Proc. of the 25<sup>th</sup> International Conference on Software and Systems Engineering and their Applications [ICSSEA], October, 2012. [by Kirova]
  - b. **T.J. Marlowe**, N. Jastroch, S. Nousala, V. Kirova, “Collaboration, Knowledge and Interoperability—Implications for Software Engineering”, Collaborative Enterprise (CENT) 2012, Proceedings of the 16<sup>th</sup> World Multi-Conference on Systemics, Cybernetics and Informatics (WMSCI 2012), Orlando FL, July 2012. [by **Marlowe**]
  - c. C. Ku, V. Kirova, **T.J. Marlowe**, N. Jastroch, “The Multi-dimensional Unified Process for Inter-Organizational Collaborative Software Development”, Collaborative Enterprise (CENT) 2012, Proceedings of the 16<sup>th</sup> World Multi-Conference on Systemics, Cybernetics and Informatics (WMSCI 2012), Orlando FL, July 2012. [by Ku]
6. Other presentations
- a. **T.J. Marlowe**, Keynote, “Systemics and Requirements: A Missing Ingredient?”, IIS Plenary Session, July 2013 [based on work with V. Kirova, C. Ku and S. Nousala].

- b. V. Kirova, **T.J. Marlowe**, M. Mohtashami, “Enablers and Tensions in Collaborative Software Enterprises: Agility, the Cloud, and Management Changes”, research abstract, Design Sciences Institute Annual Meeting (DSI 2012), November 2012. [by **Marlowe**]
  - c. **T.J. Marlowe**, Keynote, “Everything Old is New Again”, IIS Plenary Session, July 2012 [based on work with V. Kirova, M. Mohtashami, C. Ku, N. Jastroch, S. Nousala and C.S. Marlowe].
7. External grants
- a. **T.J. Marlowe**, Co-Principal Investigator, with K. Herbert [Principal Investigator] of Montclair State University and others, *The NECST Program: Networking and Engaging in Computer Science and Information Technology Program*, from NSF S-STEM program, 2012. Total grant, \$600,000; Seton Hall subcontract, \$8,325.
8. Research in progress
- a. Paper on work with Victoria (Iah) Fontaine, on even split graphs, prepared but not yet submitted.
  - b. Continued research with Prof. Anthony Troha, Daniel Guerrero and Raffi Manjikian of the SHU Department of Physics, on modeling of influenza population dynamics, submission planned September or October 2013, with others to follow.
  - c. Continued research with Prof. Cyril Ku of William Paterson University, on software engineering and related topics, and on completing the software engineering book (AY 2013-2014).
  - d. Continued research with Dr. Mojgan Mohtashami, on frameworks for small business collaboration and interactions with knowledge management.
9. Other scholarly activities
- a. Member, Advisory Editorial Board, *Journal of Systemics, Cybernetics & Informatics*, August 2013-present.
  - b. Co-organizer, program committee member and chair, Workshop on Knowledge Management in Collaborative Enterprise, collocated with ICE/IEEE-ITMC 2013 Conference on Responsible Innovation and Entrepreneurship, The Hague, Netherlands, June 2013.
  - c. Referee and reviewer for multiple conferences and journals.

- d. Reviewer for New Jersey Academy of Science High School Science Grant Program.

10. Other activities

- a. Curriculum development: (1) Supplementary material for new MATH 2711, Introduction to Probability and Statistics; (2) Supplementary material for MATH 2111, Statistics for Science, and CSAS 2125, Computer Systems and Assembly Languages, to cover changes in the field.
- b. Supervised co-op course for Peter Bacigalupi, returning senior computer science major, in Spring 2013. This course, together with independent study mathematics courses taught by Profs. Saccoman and Gross, enabled Mr. Bacigalupi to finish his degree in May 2013. Mr. Bacigalupi is currently CIO for a software development firm in Nevada, and our interactions should significantly benefit the computer science program.
- c. Member, William Paterson University Computer Science Advisory Board; meeting, April 2013, plus additional events.
- d. Substantial post-conference discussions following the ICE IEEE-ITMC conference.

## Catherine M.A. McCauliff

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### *School of Law*

I was on sabbatical for the academic year 2012-2013. During the fall semester, I corresponded with other people in EU Law and wrote most of the first draft of my forthcoming article listed below. I also spent much time reading for and going to an EU Constitutional Law Graduate Seminar at Yale and attending various lectures and conferences at Princeton and Columbia, mostly in the areas of politics and EU Law. In the early part of the second semester, I finished the entire draft and revised it to send out for the February window. I had then planned to clean up loose ends and begin work on another writing project.

When the seriousness of our own financial predicament became clear (ironically, the day after my article was accepted), I began to read about legal

education, its past glories and arguably diminished future. While I am not certain yet that I am a detached enough critic to start writing on the subject, this extensive reading certainly prepared me for subcommittee membership this semester on law school faculty (to be featured in my report on AY 2013-2014).

From the list of conferences, workshops, comments on the writings of new scholars and invited participations in luncheon discussions, I add to the citation of my forthcoming article only the following:

*EU Citizenship: Why Can't the Advocates General Keep Sheila McCarthy's Family Together?*, 36 FORDHAM INT'L L.J.-- (forthcoming fall 2013).

Discussant, Jean Monnet Research Workshop in European Integration, Rutgers, N.B. European Center, June 14-15, 2013.

Panelist, Workshop on Doubting the Essence of EU Citizenship, Washington College of Law, American University, March 25, 2013.

Presentation on Hans Kelsen's positivist influence at the "Conference on The Troubled Legacy of Kantorowicz's *Kampf*," Washington & Lee U. School of Law, September 9-10, 2012.

Although I was on sabbatical, I agreed to supervise a student's Independent Research Paper on exoneration for which he received an A+. Of course, I wrote the usual large number of requested letters of recommendations for students seeking clerkships and summer positions now that jobs are less easily available. I was able to publicize our participation in the Dean Acheson Stage Program (supervised by Professors Kaye and Defeis) in conversations with two judges on the European Court of Justice and an academic who requested that her law school apply to the program which provides such excellent experience for the clerks selected.

I gave only guest (*i.e.*, unpaid) lectures. I received no outside compensation.

# Roseanne Mirabella

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## *Department of Political Science and Public Affairs*

About two months into my sabbatical, I realized how much I needed the time away from campus and the day-to-day distractions in order to focus completely on my research and writing. Although I had a sabbatical in the middle of the last decade, during that break I continued my work on numerous university committees, perhaps well-intended on my part, but in retrospect depriving me of the long stretches of uninterrupted time necessary to fully take advantage of the sabbatical break. I am pleased to report that I did not make the same mistake twice, coming to campus only a handful of times during this current break.

My sabbatical provided me with the time needed to complete several ongoing projects focused on nonprofit graduate and undergraduate education in the United States. During the summer of 2012, I completed the edits on a manuscript for the journal *Nonprofit Management and Leadership (NML)*, written with my colleague from Georgia State, Dennis Young. Dennis and I have been examining the meteoric growth of social entrepreneurship courses and programs within the field of nonprofit management. While in the past the addition of themes or subfields has taken a convergent path with established nonprofit programs, our paper outlined the ways in which the addition of courses in social entrepreneurship appears to be taking a rather divergent path. Most specifically, several longstanding nonprofit management programs offered within schools of business appear to be moving towards the elimination of the nonprofit classification towards the full embrace of a social entrepreneurial approach. Our work was published in the fall 2012 issue of *NML*.

The sabbatical also afforded me the opportunity to complete another project on which I have been working for quite some time. Having undertaken a review of the curricular elements of courses in evaluation and performance offered within a nonprofit management concentration, which were found to primarily include instruction in systematic evaluation and the logic model, my focus turned to further understanding the increased use of evaluation feedback in decision making by governments, foundations, corporations, and individual donors financing the nonprofit sector in an age of resource scarcity. I owe a debt of gratitude to two of



my colleagues, specifically Professors Savastano and Mott, for introducing me to several post-modern thinkers who were instructive in helping me look beyond the loop model approach to administration. Drawing extensively on Derrida's understanding of the gift, I developed an argument for an alternative approach to educating future nonprofit leaders emphasizing the social role of nonprofits and the concept of charity. The new curricular approach calls for reframing authority, embracing interdisciplinarity and connections, including democratic feminist theories of management, revisioning accountability to move towards consensus, and ending lipservice to praxis.

I presented the paper at the annual conference of the Association for Research on Nonprofit Organizations and Voluntary Action held in Indianapolis in November 2012. The paper was well received and I was notified this past spring that my paper "Towards a More Perfect Nonprofit: The Performance Mindset and the 'Gift'" will be awarded the ARNOVA conference best paper award at the 2013 ARNOVA conference to be held in November in Hartford. In recognizing the paper for this award, the committee noted the paper's merits as follows: [The paper} "offers an important critique of prevailing ways of conceptualizing philanthropy. Combining empirical research with reflections on contemporary practice, the author(s) reveal the normative assumptions underlying nonprofit evaluation curriculum. Moreover, the paper suggests a rethinking of the curriculum currently taught to future nonprofit leaders." The paper was published in the journal, *Administrative Theory and Praxis*, in March 2013.

I was also able to complete a significant amount of work on the primary project for my sabbatical, i.e., the study of education programs around the globe. Working collaboratively with authors from around the world, I am editing a volume on NGO and civil society studies. I was able to meet with several of my co-authors in Siena in July 2012, to discuss the project and move forward on chapter development. As a result of these conversations, the group responded positively to a request from the *Journal of Nonprofit Management and Leadership* to publish the preliminary manuscripts in two special issues of the journal.

As co-editor on this project, together with my colleague from the University of San Diego, Mary McDonald, we developed a call for the special issues and began soliciting manuscripts. To enable both the special issues and the eventual

edited volume to have full regional coverage from around the world, I spent a significant amount of time soliciting proposals from underrepresented regions. As a result of this work, we were able to recruit additional chapter authors from sub-Saharan Africa, the Middle East, and Central Europe. Dr. McDonald and I have been coordinating all aspects of the special editions, including soliciting blind reviews, working with authors on revisions and resubmissions, coordinating with JNEL editors, and preparing copy for publication. In addition to serving as co-author, I am also writing chapters on North American and together with a co-author, the chapter on sub-Saharan Africa.

Both the journal issues and the edited volume will include an introductory chapter providing a framework for a comparative approach to understanding nongovernmental education around the world. Professor McDonald and I will be co-authoring this chapter. Towards this end, I spent a significant amount of time during my sabbatical reviewing the literature of international and comparative administration. We are currently in the process of writing the first draft of this work.

Finally, I guess every sabbatical has its ups and downs. And like others in New Jersey, our family was not spared the wrath of Hurricane Sandy. While our family was dining by candlelight, having lost our power very early in the evening, we experienced a rather large bump and the house shook. We retreated to the interior of the house, thinking that a perhaps a large branch had probably fallen. We were quite surprised the next morning when we discovered that two trees and a large branch of a third tree had fallen, domino style, onto our house. Although the house sustained significant damage, and almost a year out from the storm we are still dealing with enormous piles of wood in the yard, we consider ourselves very lucky as no one was injured. And there is a silver lining in every cloud. We had full sun in our garden this summer, yielding a bumper crop of tomatoes, peppers, eggplant and zucchini, and figs on our newly planted fig tree. And as for the perennials, we are happily exploring the possibilities available in a garden with full sun after ten years of primarily hostas, ferns and hydrangeas in the shade.

# David W. Opderbeck

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During the Fall 2012 semester I was on sabbatical. My primary focus was to make progress on my doctoral dissertation. I am hoping to submit a completed dissertation and defend it this Spring.

During the Spring 2013 semester I visited at Notre Dame Law School. At Notre Dame, I taught Copyright Law and an Intellectual Property and International Justice seminar. I also organized a Roundtable on “Law and the Human Person,” which brought legal scholars and theologians together to discuss jurisprudence and theological anthropology. In addition, I audited a doctoral philosophy seminar on the “Laws of Nature” and a doctoral theology seminar on “Theology and Peacebuilding.” Altogether it was a great experience.

## **Scholarship**

### *Papers*

*Drone Courts*, 44 RUTGERS L.J. \_\_ (2014) (forthcoming). Discusses the possibility of a special court to review prospective targeted drone strikes.

*Social Network Analysis of Patents and Trade Secrets as Social Relations*, 41 AIPLA Q. \_\_ (2013) (forthcoming). Provides a social network map comparing social networks relating to patents and trade secrets.

*Towards a Theology of Intellectual Property as Social Relations*, 10 ST. THOMAS L.J. \_\_ (2013) (Symposium) (forthcoming). Critiques and extends property as social relations perspective on intellectual property from a theological framework.

*The Problem With NeuroLaw*, 58 ST. LOUIS U. L.J. \_\_ (2013) (forthcoming). Describes and criticizes reductive neuroscientific approaches to law and jurisprudence.

*Does the Communications Act of 1934 Contain a Hidden Internet Kill Switch*, 65 FEDERAL COMMUNICATIONS LAW J. 1 (2013). Examines executive powers provisions of the Communications Act of 1934.

## ***Presentations***

New York State Wireless Association Meeting, New York, NY, June 2013, “Mobile Payment Systems and Cybersecurity.”

American Bar Association Webinar, May 2013, “Cyber Threats and Network Security Countermeasures: Keeping Your Intellectual Property and Secrets Safe.”

University of Notre Dame Law School, South Bend, IN, Law and the Human Person Roundtable, April 2013, Organizer and Moderator.

University of St. Thomas Law School, Minneapolis, MN, Intellectual Property and Religious Thought Conference, March 2013: “Towards a Theology of Intellectual Property as Social Relations.”

Practicing Law Institute, New York, NY, November, 2012: “Think Like a Lawyer, Talk Like a Geek: Dealing With Hackers.”

New Jersey Prosecutors’ College, Atlantic City, NJ, September 2012: “Cybersecurity Law Update.”

## ***Other***

Together with Dean Lillquist, I filed an *amicus* brief in *FTC v. Watson*, a case before the Supreme Court last term, on antitrust analysis of “reverse payment” settlements in Hatch-Waxman patent cases.

I also continued to work on cybersecurity law and policy issues. Recently the Governor signed into law S-2493, a bill into which I and my governmental cybersecurity working group had substantial input. This new law clarifies and enhances the criminal law relating to online child pornography.

I continued the process of bringing together my interests in science, law, and theology in my work as a doctoral candidate in philosophical theology at the University of Nottingham, UK. My supervisor is Dr. Conor Cunningham, whose book “Darwin’s Pious Idea” has won widespread praise as a leading philosophical treatment of issues at the intersection of science and religion. My thesis topic is “Law, Neurobiology, and Theology.” As noted above, I’m making substantial progress on my dissertation.

## **Service**

While on sabbatical and while visiting at Notre Dame, I continued to oversee the Gibbons Institute of Law, Science & Technology, for which I serve as Faculty Director. A list of last year's varied and successful Gibbons Institute events can be obtained from Rosa Alves.

I also continued to serve on the University's Library / Intellectual Property Committee. We produced a Copyright Policy, which has been approved by the University Senate, and an Intellectual Property Policy, which will be presented to the Senate shortly.

## **Outside Activities**

I did a small amount of consulting work for Moses & Singer, LLP, a mid-sized firm in Manhattan, and I assisted a small New Jersey firm (Teschon, Riccobene & Siss) with a trademark case. The scope of this work has been in accordance with Law School policy.

# Alice Ristroph

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*School of Law*

## **Scholarship**

In the early months of my sabbatical year, I gave four presentations at workshops and conferences:

- *Just Violence*, Faculty Workshop, George Washington University Law School, September 13, 2012
- Participant, Roundtable on Jack Goldsmith's POWER AND CONSTRAINT, Temple University Beasley School of Law, September 28, 2012
- *Just Violence*, Faculty Workshop, Cardozo Law School, October 10, 2012
- *Political Anthropomorphism*, Conference on Criminalization and Criminalized States, Osgoode Hall School of Law, York University, November 9-10, 2012

Unfortunately, I had to cancel four other invited presentations to law faculty (at University of Minnesota, University of Toronto, University of Pennsylvania, and University of Chicago) after my doctors advised me not to travel due to complications from a twin pregnancy. An additional local presentation – the Hoffinger Lecture at NYU Law School – was scheduled for October 29, 2012, and hence thwarted by the arrival of Hurricane Sandy on that day. I’ve been re-invited to deliver a Hoffinger Lecture and will do so in November 2013. During the 2012-2013 year, I continued to participate in the NYC Criminal Law Theory Workshop, which is held at either NYU Law School or Brooklyn Law School and meets monthly throughout the academic year.

The pregnancy scuttled not only scheduled presentations in the United States, but also my plans to spend three months as a visiting scholar at the University of Cape Town in South Africa. Once grounded, I focused on my research and writing. Most significantly, I completed a book manuscript about the legal regulation of uses of force in policing and punishment: *THE LAW OF VIOLENCE*, to be published by Oxford University Press. I have worked on this manuscript in fits and starts for several years, but had struggled to bring together the separate chapters into a coherent whole. The project spans political theory, constitutional criminal procedure, and criminal law, and I had found it difficult to present my arguments in a way that was readily accessible to my hoped-for audience of specialists in each of these fields. But in August 2012, I completed a draft chapter called *Just Violence*, which framed my project with an analogy to war and just war theory. The use of military force by states is subject to various positive law restrictions (though the efficacy of these restrictions is sometimes doubted), and the positive laws of war are informed by, and sometimes critiqued by, various ethical and philosophical frameworks including just war theory. Notably, we see methodological pluralism in scholarship on the ethics of war; a single study might weave together doctrinal, philosophical, and empirical analysis. My book considers the *domestic* uses of physical force that occur in the criminal justice system, and suggests that those who study these domestic violences can learn from the study of war. I evaluate the efficacy of the constitutional laws that purport to regulate those domestic uses of force, and I use political and ethical theory to illuminate that existing legal regime. In two presentations of *Just Violence* to law school faculties, I found that the just war analogy made the entire

project much more transparent to readers. And when I returned to my computer, I found that I could use the analogy to bring together the various components of the book that I'd previously struggled to reconcile. I'm tremendously grateful for the sabbatical and the opportunity it afforded me to work on this project. Although I have been able to produce stand-alone essays and articles while teaching (or during the summer), until my sabbatical I had found it very difficult to give the book manuscript the sustained attention that it required.

I also completed three other scholarly papers, one based on a chapter of the book and two independent pieces:

- *The Police Officer as Human*. This is a draft article for law reviews, based on a chapter of my book. I will present it to the NYC Criminal Law Theory workshop this fall, and plan to submit it to law reviews next spring.
- *'Diffidence' and the Criminal Law*. This is an invited contribution to FOUNDATIONAL TEXTS IN CRIMINAL LAW, a collection of essays edited by Markus Dubber (University of Toronto), to be published by Oxford University Press.
- *Political Anthropomorphism*. This essay was prepared for a conference on Criminalization and Criminalized States at Osgoode Hall School of Law, York University. I was invited to publish it with the other conference papers, but I chose not to do so because the revisions I want to make would have distracted me too much from the book project during the sabbatical year. I plan to revise this paper at a later date and submit it to peer-reviewed political theory journals.

Two new essays first appeared in print during my sabbatical year, but the majority of work for these pieces was completed in earlier years:

- *The Imperfect Legitimacy of Punishment*, in HOBBS TODAY: INSIGHTS FOR THE 21<sup>ST</sup> CENTURY (Sharon Lloyd ed., Cambridge University Press 2012)
- *Criminal Law for Humans*, in HOBBS AND THE LAW (David Dyzenhaus and Thomas Poole, eds., Cambridge University Press 2012)

I was also invited to contribute a short essay on “targeted killing” for the New York Times’s Room for Debate feature: *What Would the Godfather Say*, February 5, 2013, available at <http://www.nytimes.com/roomfordebate/2013/02/05/what-standards-must-be-met-for-the-us-to-kill-an-american-citizen/the-justice->

[department-thinks-uncertainty-is-grounds-for-violence](#). (I did not choose the title, but I do own up to the occasional use of *Godfather* references in discussions of presidential power.)

## **Teaching**

I did not teach any courses during my sabbatical in 2012-2013. My work on my book manuscript did require me to stay abreast of recent developments in criminal procedure and sentencing law, which will prove useful when I teach those topics in spring 2014.

## **Service and Outside Activities**

I did not serve on any committees during my sabbatical. I did assist several former students with job searches. I wrote several letters of recommendation, spoke on my students' behalf with a few prospective employers, and helped the students with more general job search brainstorming. At a student's request, I helped secure one of the speakers for the law review's upcoming symposium on legal education. I served as an outside reviewer for a tenure application, and I completed several manuscript reviews for peer-edited journals.

Alas, I did not have financially compensated outside activities.

My twin daughters arrived early but healthy in April.

# **Andrew F. Simon**

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## *Department of Psychology*

I am grateful to the University and the Department of Psychology for granting me the time to further my scholarship. In addition to completing a major project during my sabbatical, I was able to begin research collaborations that will serve as the foundation for my work in the coming years.

The primary focus of my sabbatical was to provide guidance to the Uganda Community Based Association for Child Welfare (UCOBAC). Most notably, I was



able to complete the writing of a five-year strategic plan for this organization. Since traveling to Uganda during the summer of 2010, I have been supporting UCOBAC's development in numerous ways. Due to travel constraints, collaboration during my sabbatical was conducted primarily via email and Skype calls. I was able to connect with the organization's leaders as well as a major international funding partner so that all essential information could be integrated in the final document. The new strategic plan will not only serve the organization in its operations but will also enhance the possibility of acquiring necessary financial support for future development. During the year, I was invited to present components of this work in different settings.

Simon, A. F. (November, 2012). Learning from grassroots organizations in Uganda. Invited speaker for the Summit, NJ, Chapter of The Old Guard, Summit, NJ.

Simon, A. F. (December, 2012). Social emergence in Uganda. Invited speaker, for the New York Chapter of Mediators Beyond Borders, Manhattan, NY.

In addition to the presentations noted above, my international experience served as the basis for the following publications.

- Simon, A. F., Galazyn, M., & Nolan, S. N. (2012). Internationalizing Research Methods in the Western Psychology Curriculum. *Psychology Learning and Teaching*, 11, 3, 439-444.
- Simon, A. F., & Kayongo-Mutebi, A. (2013). Indigenous organizations. In K. D. Keith (Ed.) *Encyclopedia of Cross-Cultural Psychology*. NY: Wiley-Blackwell.
- Simon, A. F., Nolan, S. A., & Ngo, C. T. (2013). Sexual violence as a weapon of war. In J. A. Sigal & F. L. Denmark (Eds.) *Violence against girls and women: international perspective, volume two, in adulthood, midlife, and older age* (pp. 75-102). Santa Barbara, CA: Praeger.

As my work with UCOBAC continued, I had opportunities to forge connections with leaders of three additional organizations for the purpose of engaging in action research. The first is an international non-governmental organization, the second is a division of New York City's social services programs, and the third is an educational system. The first project began early in my

sabbatical and continued throughout the year. The leaders of this organization funded my attendance at an international conference in San Francisco, CA in January of 2013 and have fully engaged with my participatory action research protocol. A manuscript based on this work is in progress. The second and third projects are at earlier phases of data collection.

As a result of my experience teaching “Adult Development” (PSYC-1214), I was invited to give a presentation to a group of retired professionals seeking to change the social landscape for retirees.

- Simon, A. F. (October, 2012). Learning from research on adult development. Invited speaker, 20th Anniversary Conference for The Community Without Walls, Princeton, NJ.

Finally, I had the time to further my reading on social perceptions and decision making. This allowed me to progress in designing a course for the New Jersey State Police. I was also able to prepare teaching, for the first time, the University Core course, “Journey of Transformation” (CORE-1101). I am grateful to Seton Hall University for making all of this work possible and for supporting me in setting the groundwork for my scholarship going forward.

## Judith C. Stark

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*Department of Philosophy*

During my sabbatical that took place in the fall semester of 2012, I engaged in extensive and broadly-based research into the new and emerging field of ethics applied to global climate change. In my sabbatical proposal, I set out the task of investigating four ethical theories with the goal of seeing which one might be the most appropriate theory to apply to discussions about climate change. These theories are virtue ethics, the ethics of care, discourse ethics, and the precautionary principle. After a review of the literature and analysis of a number of books and journal articles devoted to these theories, I decided that virtue ethics seemed to be an excellent conceptual fit for the work I am doing on climate change and one that could also illuminate some thorny issues in policy and applicability to public discourse and public education.

I prepared two articles for publication and will be submitting them sometime in the next few months to journals for their consideration. These articles are entitled: “Environmental Virtue Ethics: Applications to Debates on Global Climate Change” and “Rachel Carson: Philosopher of Nature” that I submitted for presentation at the Annual Conference on Core Texts and Sources (meeting in April 2013). It was during the course of reading the literature on environmental ethics that I began to appreciate the ways in which the writings of Rachel Carson could be used to support non-anthropocentric principles in ongoing debates about the foundational principles of environmental ethics and about how these might be developed and defended. My work on the writings of Rachel Carson revealed that her operating principle was much closer conceptually to a view that supports the inherent value of nature in contrast to those ways of thinking about nature that see nature primarily, if not exclusively, in terms of human interests and uses (anthropocentric principles). When she was doing her work and writing in the 1940s to the 1960s (culminating in her groundbreaking work *Silent Spring* in 1962), the terms of the debates between anthropocentric approaches and the view that espouses the inherent value of nature had hardly been framed. Nonetheless, Carson’s work clearly articulates a view that supports the inherent value of nature. Rather than presenting arguments for that view, she simply and elegantly writes from that position whether she is describing the formation of the contours of the Atlantic coastline or the life cycle of mangrove periwinkles along the Gulf of Mexico. A keen observer of the great and small in nature, Carson’s work is the subject a paper I wrote during my sabbatical calling her a philosopher of nature who presupposes and does not make explicit her foundational principles that incarnate the inherent value of nature. In my paper I explicate and evaluate these principles and claim that they provide a conceptual foundation that helps illuminate some of the current problems in our thinking about global climate change.

During the fall I wrote a major grant proposal for a project that was submitted to the National Fish and Wildlife Foundation entitled “Stewardship of the Urban Forest: Community Engagement and Training of Forest Stewards” in which I requested funding of \$60,000 for the project. I was invited by the Foundation to submit for the second round of funding, but unfortunately in the

final round of consideration, the project was not funded. In that grant, I proposed to work with South Mountain Conservancy and the personnel of Watchung Reservation to train students to become forest stewards of the urban forests. I received excellent feedback on the proposal and will, most likely, I will re-work and re-submit the proposal for the 2013-14 round of funding.

During the summer of 2012 and into the fall semester, I assisted in the writing of three Self-Studies for Program Review: Philosophy Department, Environmental Studies Program, and the Women and Gender Studies Program. I also met with the internal reviewer for two of these programs (Environmental Studies and Women and Gender Studies) and with the external reviewer for the Philosophy Department's Program Review.

As a result of having been contacted by Dr. Susan Haig who is the founder and creative director of NJ Arts News (in November 2012), I will be collaborating with her to produce two short video segments called "Humanities Hits" to help the public understand the vital importance of training in the humanities to help create an informed and critically aware citizenry. Both the University Honors Program and the Environmental Studies Program will be featured in these video productions.

On Sunday December 16, 2012 I gave a presentation and an on-site field experience in South Mountain Reservation to the descendants of George W. Bramhall (one of the founders of South Mountain Reservation) with about twenty people in attendance.

#### Other Activities:

- I participated in Sunday work project at South Mountain Reservation, Oct. 14, 2012 with members of South Mountain Conservancy: removed invasive species and planted native plants in the 14 acre deer enclosure.
- I attended meeting of 350.org in New York City with 2 students, Nov. 16, 2012 on the topic of global climate change and the fossil fuel industry divestiture campaign.

- I organized the memorial service for John J. Mitchell, Jr. Nov. 27, 2012, with more than 50 people in attendance; co-sponsored by the College of Arts and Sciences and the School of Health and Medical Sciences.
- I met with Mike Anderson, director of Scherman-Hoffman Sanctuary, New Jersey Audubon Society, on plans for collaboration between Seton Hall and New Jersey Audubon Society, Dec. 20, 2012.
- On-going work as an environmental consultant for the Sisters of St. Joseph, Chestnut Hill, PA on responsible land use issues for the congregation.

I was invited by the book editor of the *Journal of the History of Philosophy* to write a review of the following book: Andrea Nightingale, *Once Out of Nature: Augustine on Time and the Body*. Chicago: University of Chicago Press, 2011. The review has been accepted and is due to be published early in 2013.

Finally, I wish to express my gratitude to my colleagues in the Philosophy Department, the University Honors Program, the Environmental Studies Program, and the Women and Gender Studies Program for giving me the opportunity to take this sabbatical time to devote to reading, research, and writing. Without their support and the approval of my home department, I would not have had the opportunity to engage in the work outlined above.

I am also grateful to Dean Michael Zavada, College of Arts and Sciences, and to Provost Larry Robinson for approving my sabbatical and for supporting and encouraging my work.

## Joseph Stetar, Ph.D.

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*Department of Education Leadership, Management and Policy*

According to the Faculty Guide the “major purpose of a sabbatical leave is to provide the opportunity for continued professional growth and renewed intellectual achievement through study, research, scholarly writing or

professionally related travel”. This report covers my sabbatical for AY 2012-2013 and I believe the purposes outlined in the Faculty Guide were achieved.

In many ways this sabbatical provided exceptional opportunities for furthering my understanding of education development in a global perspective fostering an enrichment of my teaching and scholarship and thereby strengthens the academic programs offered by our department.

### **Fall 2012 semester – Peking University**

Fall semester was spent at the Peking University (PKU) Graduate School of Education (GSE) where I accepted an invitation as a visiting professor under Peking University’s Research Program for International Visiting Scholars. At the GSE I was able to collaborate with my PKU colleagues and conduct secondary and primary research on Chinese education policy regarding internationalization of the higher education sector especially the 985 and C9 universities. The primary data collection included interviews with officials at PKU and Beijing Institute of Technology (BIT) while secondary data was gathered from Ministry of Education reports and internal documents from PKU and BIT.

While at PKU also offered a research seminar for GSE doctoral students. This was an especially enriching experience from several dimensions. First, recent years have witnessed a sharp increase in the number of Chinese students in our MA, Ed.D. and Ph.D. programs. Teaching a group of doctoral students at China’s leading university also broadened my understanding of the expectations and needs of our Chinese students as well as the opportunities and challenges that await them when they return to China after graduation. Finally my discussions and collaborations with GSE colleagues including a wide ranging meeting with about 40 Beijing high school principals provided practitioners’ insights into the challenges facing and aspirations of Chinese educational leaders. Working with students in the GSE seminar also served to substantially broaden my knowledge of Chinese education policy as the perspectives provided by the students and the papers they developed were both stimulating and informative. All in all, a very valuable experience that will enrich courses I regularly teach at SHU: educational policy, qualitative research and comparative and international education.

Wish to thank the PKU GSE for the generous office space and research assistance they provided.

### **Assumption University – Bangkok**

Was a visiting professor at the Assumption University (AU) Graduate School of Education (GSE) for about six weeks from early December 2012 to late January 2013. AU is the only Catholic University in Thailand and its medium of instruction is English.

While at AU I delivered the keynote address at the AU GSE “5th International Education Conference” on December 14 and received a “Certificate of Achievement” from the president of Assumption University, Bancha Saenghiran, f.s.g., Ph.D.

While at AU I was able to gather preliminary secondary data to support my on-going research on the development of Catholic Education in Thailand. Wish to thank AU GSE for their generous support of office space, library access and research assistance. Will return to AU in late 2013 and early 2014 to gather pertinent primary data. Also wish to thank my colleagues at the GSE for their willingness to help guide me through the complex if not Byzantine development of Catholic education in Thailand.

### **Spring Semester – Beijing Institute of Technology (BIT) and Harbin Institute of Technology (HIT)**



Served as a Visiting Professor at the Institutes for Education Research at both BIT and HIT from late February to late June 2013. At both universities I focused my research on how Chinese Ministry of Education policy and incentives are shaping fund raising i.e., third stream income at Chinese 985 and C9 universities. Data collection, nearly complete, will be finished by end of June 2014 and I fully anticipate first publications by June 2015.

## **Service**

While on sabbatical maintained an active involvement with professional organizations including:

Editorial Board, Beijing Institute of Technology Journal (Social Science edition)

Referee for Compare (the journal of the British Association for Comparative Education)

International Board of Advisors, *South African Journal of Higher Education*,

Advisor to the Vice Chancellor of the University of the Free State, Bloemfontein,, South Africa

Vice-President, American Fund of the University of the Free State (South Africa)

To date, the American Fund has raised more than US\$ 3 million to support the development of black faculty and students at the University from such foundations as Kellogg, Mellon, Xerox and Schering-Plough.

## **Sabbatical's future impact**

As with any substantial investment of time and energy am looking for outcomes providing future opportunities to strengthen my research and teaching and thus further contribute to the development of our students and academic programs. Several such opportunities have emerged from this sabbatical:

My work in China, especially at Peking University, Beijing Institute of Technology and Harbin Institute of Technology has led to opportunities for significant professional development:



1. **Peking University.** Will continue and expand collaboration with colleagues at PKU GSE. In AY 13-14 anticipate a professor from PKU will visit SHU to collaborate on our research project and to participate in one of our graduate seminars.
2. **Expanding collaboration with faculty at the Beijing Institute of Technology and Harbin Institute of Technology's Education Research Institutes** which has an on-going research agenda focusing on Chinese education policy. Anticipate hosting small delegations from HIT and BIT at Seton Hall during AY 13-14 and 14-15 academic years and their participating in a colloquium for our doctoral students. I have provided the same for HIT graduate students and Institute staff while on sabbatical and will continue this collaboration while in China in 2014 and 2015.

## Yvonne Unna

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### *Department of Philosophy*

I devoted my sabbatical year to the composition of a first draft of a monograph on Kant's view of dietetics or the art of prescribing rules for maintaining mental and physical health. The book is tentatively entitled "Kant and Dietetics" and provides a comprehensive reconstruction of Kant's view of dietetics as well as a critical discussion of the systematic place of dietetics in Kant's philosophy.

I spent my sabbatical year in Germany, where I worked in the Staats- und Universitätsbibliothek Hamburg, the Zentralbibliothek Philosophie, Geschichte und Klassische Philologie and the Bibliothek für Neuere Deutsche Literatur of the University of Hamburg, the Bibliothek des Ärztlichen Vereins in Hamburg as well as the Staatsbibliothek zu Berlin Preussischer Kulturbesitz in Berlin. These libraries provided ideal research conditions for my particular project, since they have extensive collections of philosophical and medical texts from the 18th century to which I was granted immediate access. Their vast holdings of German secondary literature on philosophy and medicine as well as on Kant's anthropology and practical philosophy facilitated my review and study of the relevant secondary literature.

In what follows, I report the main steps I undertook to accomplish the composition of a first draft of my book.

During the first half of my sabbatical, I reviewed most of the primary and secondary literature relevant for chapters two (“A Draft of Kant’s Reply to Hufeland”), three (“The Conflict of the Faculties: the Philosopher’s Art of Healing”), four (“Announcement of the Near Conclusion of a Treaty for Eternal Peace in Philosophy: ‘Of The Physical Effects of Philosophy’”), and six (“the Systematic Place of Kant’s Dietetics”) of my book. I focused in particular on the literature that thematizes the following four topics:

- a) The different theories of dietetics in antiquity.
- b) The historical development of the science of anthropology as well as the different conceptions of anthropology offered by 18th century German philosophers and physicians.
- c) The distinction and role of hypothetical and categorical imperatives in Kant’s practical philosophy.
- d) The different philosophical theories of emotions.

In addition to the literature review, I composed a rough sketch of each of the six chapters.

During the second half of my sabbatical, I reviewed the primary and secondary literature for chapter one (“De Medicina: Kant and Gaub”) and part of the literature for chapter five (“The Metaphysics of Morals: Kant’s Concept of Moral Health”).

I used my rough sketch of the six chapters as a template for the composition of a first rough draft of the book’s six chapters and added a very rough draft of the introduction. Currently, the first draft of the book has 198 pages. The chapters are in different stages of the drafting process. The length of each chapter is as follows:

- Introduction, 14 pages.
- Chapter One, “De Medicina: Kant and Gaub,” 78 pages.

- Chapter Two: “A Draft of Kant’s Reply to Hufeland,” 20 pages. One version of this chapter was published last year by the Kant-Studien.
- Chapter Three: “The Conflict of the Faculties: the Philosopher’s Art of Healing,” 38 pages.
- Chapter Four: “Announcement of the Near Conclusion of a Treaty for Eternal Peace in Philosophy: ‘Of The Physical Effects of Philosophy’,” 39 pages.
- Chapter Five: “The Metaphysics of Morals: Kant’s Concept of Moral Health,” 18 pages.
- Chapter Six: “The Systematic Place of Kant’s Dietetics,” 9 pages.

Originally, I had planned to meet with the codicologist Dr. Bayerer during the Spring 2013. The meeting was to involve a close reading of facsimiles of Kant autographs pertaining to his anthropology. Unfortunately, Dr. Bayerer’s health (he is 84 years old) did not permit that we meet in person. Nevertheless, he was so kind to send me a copy of an autograph letter by Kant addressed to the German physician Samuel Thomas Soemmering as well as a copy of a short autograph by Kant on the feeling of pleasure and pain. I worked through these autographs to practice reading Kant’s handwriting and then consulted with Dr. Bayerer over the phone to discuss the passages I had difficulties to decipher.

I regard it as a great luxury that I was not only able to focus on my research project during my sabbatical but to also expose myself to research, new trends, and ideas occurring in other disciplines. Below is a selection of conferences and talks I had the pleasure of attending during my stay in Hamburg, Germany:

September 29, 2012: The major weekly newspaper Die Zeit organized a conference “Vernetzt-Das Zukunftscamp-So wollen wir leben” on the potential of the internet to allow for the creation of new ideas of art, culture, political participation, and economy. Stéphane Hessel, born in Berlin, survivor of the concentration camp Buchenwald, member of the French resistance, UN- diplomat, and author of „Indignez-vous !“ spoke about the value and necessity of political engagement.

January 24, 2013, Literaturhaus: In his talk “Resonanzen – Wie das Leben gelingt,” Hartmut Rosa, who teaches sociology and political theory at the Friedrich-Schiller-Universität in Jena, spoke about the acceleration of social conditions in modernity and the implications of this acceleration for living a happy life.

May 3, 2013: During the Deutsche Evangelische Kirchentag (May 1-5) in Hamburg, I attended Michael Goldmann-Gilead’s talk “Eine Provokation.” Goldmann-Gilead served as one of the officers, who questioned Eichmann during his trial in Jerusalem. His view of Eichmann was of special interest to me, since he disagrees with Hannah Arendt, whose book *Eichmann in Jerusalem: A Report on the Banality of Evil* I regularly use in my PHIL 1101 to introduce students to Kant’s categorical imperative.

May 22, 2013: During the “Otto Stern Symposium” in honor of the German physicist and Nobel Prize recipient Otto Stern, I attended the following three talks: Prof. Dr. Klaus von Klitzing’s (Nobel Prize in Physics 1985) talk “Vom Ur-Kilogramm zum Quanten-Hall-Effekt,” Prof. Dr. Jean Marie Lehn’s (Nobel Prize in Chemistry 1987) talk “Von der Materie zum Leben: Chemie? Chemie!“ and Prof. Dr. Kurt Wüthrich’s (Nobel Prize in Chemistry 2002) talk „Erforschung des genomischen Proteinuniversums mit Methoden der Physik.“

In closing, I would like to thank the Provost for granting me the sabbatical year and express my gratitude to the Dean and my colleagues for supporting my application.

## Michael Vigorito

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*Department of Psychology*

During my semester-long sabbatical I took the time to explore the feasibility of writing a book. As an experimental psychologist concentrating in the area of behavioral neuroscience my scholarship involves writing empirical reports published in peer-reviewed journals usually with colleagues and students as co-

authors. Now I wanted to try my hand at a book. The book would be on basic learning processes in animals and humans. Why? One reason is that I enjoy the topic and reviewing the literature for a book on basic learning processes would help satisfy my curiosity as a scientist and scholar. The other reason is that scientists in the psychological and biological disciplines (including the neurosciences) often rely on psychological constructs and behavioral testing paradigms that were developed in the field of animal learning. This latter point is important because nowadays scientists seeking funding cannot pursue basic questions to satisfy our uniquely human motivation to understand the natural world, but are pressured to state how their basic research will translate to the human condition. Animal models of human disorders have resulted in significant advances in our knowledge, but I think that the pressure for translational research has resulted in some simplistic models based on a not very rigorous evaluation of the adopted learning paradigms. Too often, it seems to me, biomedical researchers forget that their animal subjects are not little furry people. There are very many behavioral characteristics that we share with other animals, but there are also species-specific differences that are often ignored. Part of the problem is that the field of animal learning itself (like many other fields) is Balkanized. The fragmentation is partly a result of some very basic philosophical differences. I was surprised, therefore, when in my early readings I came across Richard Feynman's quote "The philosophy of science is as useful to scientists as ornithology is to birds". Out of context this quote just appears silly. Science is not about a precise method but about what scientists do. And what scientists in the field of animal learning do is influenced strongly by some basic philosophical assumptions. I thought that a book that can organize the different doings of scientists in the area of learning would help future and current researchers to better understand learning and behavior.

My goal for the sabbatical was to identify an organizing strategy and to write a few chapters. I settled on Aristotle's four causes for organization. An animal researcher reading and writing about Aristotle's view on causality? I surprised myself too. It appeared to me that the first 3 of Aristotle's 4 causes - efficient, formal, and material - describe three basic ways of doing science in the field of learning (behavior analysis, cognitive processes, and neuroscience, respectively). Aristotle's final cause, with its teleological emphasis, however, was not very

useful. But I came across a suggestion by the experimental psychologist Peter Killeen on how to conceptualize Aristotle's final cause in modern scientific terms—drop the teleology and replace it with nature's simple but powerful algorithm, natural selection. I don't know if this organization will hold up, but for now it will do. I was able to complete first drafts of 5 chapters. The first two chapters cover some historical background information about the study of animal learning and some philosophy of science (at least as far as I currently understand it). I also wrote a chapter introducing the behavioral systems approach to learning which emphasizes species-specific adaptations induced by natural selection. The remaining two chapters cover the particulars of classical conditioning procedures used to study associative learning and motivational processes. I tentatively titled the book "The science of learning and behavior in contexts" and will test the chapters in my graduate *Conditioning and Behavior* course. I also had planned on working on a computer simulation to help students with some basic concepts, but this was overly ambitious. I was able to plan the overall structure of the simulation and had recruited my son to help write the program.

My son was in graduate school studying artificial intelligence, but early in my sabbatical he accepted a job offer leaving little time to collaborate with his dad. Overall I was very satisfied with what I was able to accomplish during my sabbatical semester. I very much enjoyed reading about history and philosophy of science to better understand a scientific discipline that I am immersed in and to begin to better understand why scientists choose to do what they do. My experience solidified my belief that exposure to the humanities and social sciences for all majors is especially beneficial. While an undergraduate at Brooklyn College I was unsure what usefulness would come out of the occasional philosophy and humanities courses that I had completed. I now believe that those brief exposures broadened my general interests and influenced my willingness to approach the book as I have done. Despite Feynman's lament about the utility of the philosophy of science for scientists, if birds shared our species-specific ability to read I bet that some birds would find the ornithology literature to be quite enlightening.

# Zheng Wang

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## *School of Diplomacy and International Relations*

I had a wonderful and fruitful sabbatical year. During the year, I served as a visiting scholar/fellow at four different academic or policy institutions in three countries. I published a co-edited book and completed three journal articles. I also published ten policy opinion articles as well as four op-ed articles in Chinese. I will summarize my main activities in the following paragraphs.

With the support of several fellowships that I received, I had the special opportunities to conduct research in four different institutes. From June to September 2012, I began my sabbatical year as a senior visiting research fellow at the East Asian Institute of the National University of Singapore. After that, I received a public policy scholarship award from the Woodrow Wilson International Institute for Scholars. From October 2012 to January 2013, I worked at the Kissinger Institute of US-China relations at the Wilson Center in Washington DC. Following this, I received an invitation to serve as Dr. Seaker Chan's endowed visiting professor of comparative political studies at Fudan University in Shanghai, China. From February 2013 to May 2013, I worked at Fudan University's School of International and Public Affairs. I also taught a course Identity Politics and Nationalism for the graduate and doctoral students of the University. During the whole academic year, I was also an affiliated scholar at Columbia University's Saltzman Institute for War and Peace Studies. I gave a talk at the Institute and participated in their research activities.

This sabbatical leave and the opportunity to work at foreign institutes helped me to complete research and publications which I wouldn't otherwise have been able to do during my regular academic year with heavy teaching loads. First, I co-edited a book with two colleagues which came as a result of a special conference and dialogue program I organized in January 2013 during my stay at the Wilson Center. This dialogue program was a response to the crisis between China and Japan over the disputed East China Sea and was attended by ten established scholars with a background of China or Japan. Participants included professors from Harvard University, George Washington University, American University, Ritsumeikan University, and Tokyo University. After the close door dialogue

which I served as a co-facilitator, we conducted a public forum at the Wilson Center. This public forum has received intensive media attention from the US, China, Japan, and Taiwan. At the end of the forum, we asked each participant to contribute an article. These articles, along with the two chapters I wrote, were presented as a book that was published by the Wilson Center in summer 2013. This book, *Clash of National Identities: China, Japan and the East China Sea Territorial Dispute*, is the first book being published after the outbreak of Diaoyu/Senkoku crisis in September 2012.

Besides the book project, I also completed three journal articles. As a result of my research at the Fudan University, I wrote an article in Chinese which was published by China's *Foreign Affairs Observer* [Waijiao guancha] in spring 2013. After a peer-review, one article has been accepted by the *Journal of Chinese Political Science* where it is set to be published in 2014. Another article, which is on the South China Sea disputes, is currently under review at an academic journal.

Another special activity I had conducted during this sabbatical year was to write opinion articles for the international and national media. From September 2012 to August 2013, I published a total of ten opinion articles in the following media outlets: *The New York Times*, *The International Herald Tribune*, *CNN*, *China-US Focus*, and *The Diplomat*. Some of my opinions in these articles have been widely reported and discussed in many different media. For example, the recent issues in *Asia Weekly* [Yazhou zhoukan], one of the most influential Chinese language magazines published in Hong Kong, has a feature cover story discussing the opinions I expressed in my latest *New York Times* article. This issue also included a special article introducing me and my affiliations.

I am glad that many of the affiliations and activities that I started during the sabbatical year will be able to continue. The Wilson Center and Columbia University's Saltzman Institute for War and Peace Studies have renewed my affiliations with them. I also accepted a special invitation to write a regular column for *The Diplomat* beginning from fall 2013. It's good to have a regular voice on a popular website over the policy debates about China's transformation and its relations with the world.



I am very grateful for my sabbatical leave. I hope I could receive the continuing supports from the university that would allow me to best use my specialties to serve the university community.

### **Publications and Presentations during the Sabbatical Year**

#### **BOOK**

*Clash of National Identities: China, Japan and the East China Sea Territorial Dispute*. Washington D.C.: Woodrow Wilson International Center for Scholars, 2013 (Co-edited with Tatsushi Arai and Shihoko Goto).

#### **BOOK CHAPTERS:**

“Perception Gaps, Identity Clashes.” In Tatsushi Arai, Shihoko Goto and Zheng Wang, eds. *Clash of National Identities: China, Japan and the East China Sea Territorial Dispute*. Washington D.C.: The Woodrow Wilson Center, 2013.

“The Diaoyu/Senkaku Dispute as an Identity-Based Conflict: Toward Sino-Japan Reconciliation.” In Tatsushi Arai, Shihoko Goto and Zheng Wang, eds. *Clash of National Identities: China, Japan and the East China Sea Territorial Dispute*. Washington D.C.: The Woodrow Wilson Center, 2013.

#### **JOURNAL ARTICLES**

“The Chinese Dream: Concept and Context.” *Journal of Chinese Political Science* 19(1), 2014 (forthcoming).

“Chinese Discourse on the ‘Nine-Dashed Line’: Rights, Interests, and Nationalism,” under review.

《领导力、保障力、感召力：中国周边关系恶化的原因与对策》(Leadership, Support, and Soft Power: How to Fix China’s Deteriorating Relationship with its Neighbors). China: *Foreign Affairs Observer* [外交观察], spring 2013.

#### **POLICY ARTICLES:**

“China and Japan Really Don’t Like Each Other,” *The Diplomat*, August 25, 2013.

“Bo Xilai and the Ghost of Mao,” *International Herald Tribune*, August 24, 2013.

“It’s All About Mao,” *The New York Times*, August 22, 2013.

“Lessons for the Chinese Dream”, *China-US Focus*, August 15, 2013 (with Elizabeth Barrett).

“Blind Men and the Elephant: Why the World Misunderstands China?” *China-US Focus*, July 2, 2013.

“What Obama and Xi Should Talk About.” *CNN.com*, June 7, 2013

“Does China Have a Foreign Policy,” *New York Times*, March 18, 2013.

“Not Rising, But Rejuvenating: The “Chinese Dream”, *The Diplomat*, February 5, 2013.

“The Next Hu.” *The National Interest*, December 19, 2012

“From ‘Top-down’ to ‘Middle-out’: China and Japan can Reconcile Their Relationship.” *China-US Focus*, December 1, 2012.

“Never Forget National Humiliation.” *The Montréal Review*. November 2012.

#### **ARTICLES IN CHINESE JOURNALS OR NEWSPAPERS:**

《心态决定国运》 (Attitude determines national destiny), Shanghai, China: *Oriental Morning Post*, July 11, 2013. (2013)

《未来十年中国必须高度重视外交》 (China Needs to pay Greater Attention to Foreign Policy in the Next Ten Years). Singapore: *Lianhe Zaobao* [联合早报], November 3, 2012.

《被历史囚禁的中日关系》 (Sino-Japanese Relations: Prisoners of History). Singapore: *Lianhe Zaobao*, August 18, 2012.

《香港：认同危机下的爱国教育》 (Hong Kong: Patriotic Education under the Crisis of Identity). Singapore: *Lianhe Zaobao*, August 5, 2012.

***PRESENTATIONS:***

“Identity Politics, Historical Memory and Nationalism in the People’s Republic of China,” invited lecture at the TOChina Summer School, University of Torino, Italy, on July 4, 2013.

“China’s Maritime Disputes: Prospects for Conflict Management,” invited lecture at the TOChina Summer School, University of Torino, Italy, on July 3, 2013.

“Attitude Determines National Destiny: The Chinese Dream and China’s Diplomacy,” invited talk at China Foreign Affairs University, Beijing, China, on May 29, 2013.

“How to Conduct Research on Ideas, Culture and Identity Issues,” invited talk at The School of International Relations and Public Affairs (SIRPA), Fudan University, Shanghai, China, on May 17, 2013.

“Imagined Bad Neighbors: East Asian Peace and China’s Diplomacy,” invited talk at The School of International Relations and Public Affairs (SIRPA), Fudan University, Shanghai, China, on April 24, 2013.

“Chinese Nationalism in the Xi Era: Origins and Implications,” presentation at the Top-of-Minds WebCall Series, GreenPoint, February 18, 2013.

“Could Peace in East Asia Last? Historical Memory, Nationalism and Sino-Japanese Relations,” invited talk at the School of International and Public Affairs (SIPA), Columbia University, New York City, February 5, 2013;

“Identity Politics and Peace in East Asia,” invited talk at the United States Institute of Peace (USIP), Washington D.C., January 16, 2013.

“Understanding Chinese Nationalism: Historical Memory in Chinese Politics and Foreign Relations,” book talk at the Woodrow Wilson International Center for Scholars, Washington, D.C., November 13, 2012.

# John B. Wefing

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*School of Law*

## **Hague Biography**

I was on sabbatical for the 2012-2013 school year. The prime purpose of the sabbatical was to begin work on a definitive biography of Frank Hague, long-time Mayor of Jersey City. This has been an intriguing and illuminating experience. Hague was a fascinating and important figure in history. He may be the most powerful mayor in United States History. He was an extremely important figure in New Jersey politics for many years including his thirty years as Mayor of Jersey City and his lengthy position as the New Jersey delegate to the democratic National Committee and his many years as vice-chairman of the National Democratic Party. He had the power to insure that the Governors of the state as well as presidents listened to his demands.

Like many powerful people he had his good points and his bad points. He certainly was corrupt in terms of the money he received for favors granted but he also made some improvements in the lives of some of the citizens of Hudson County.

I gave a number of talks about Hague including talks to the New Jersey Judicial College, the New Jersey Historical Commission, and the Seton Hall Law Faculty. This was the fourth year in a row I lectured to the judges of New Jersey. While this was the first time I spoke at the New Jersey Historical Commission I have been invited back to speak again this coming year. At the Historical Society Meeting I was presented with the “Teacher of the Year Award” from New Jersey Academic Alliance.

As part of the Hague project I read numerous biographies. Most Importantly I read biographies and autobiographies of major figures during the Hague era including Governor Charles Edison, Governor, Senator and Ambassador Walter Edge, Governor and Senator A. Harry Moore, Chief Justice Arthur T. Vanderbilt, and President Wilson. I also discovered many interesting items concerning Franklin Roosevelt and Hague at his (Roosevelt’s) library in Hyde Park.

## **Other talks and publications**

In light of many important developments in New Jersey concerning judicial Independence, I gave a speech on the subject to the Hudson County Bar Association, and participated on a panel on the subject at the New Jersey State Bar Association Convention.

I participated at the New Jersey Attorney General's Advocacy Institute giving a lengthy CLE presentation on Governor Hughes and the Court System of New Jersey. This was my first talk at this program but was told that I would be invited back regularly.

Rutgers Press published a book "Courting Justice: Ten New Jersey cases that shook the Nation." I wrote the concluding chapter on the history of the New Jersey Supreme Court.

Lexington Books has agreed to publish "You'd think that you were home in Ireland"; Essays on the Irish- American Experience in New Jersey and Metropolitan New York. It contains an essay I wrote entitled "An Irish Politician- Richard J. Hughes"

## **Service**

I continue my work on the Governor's Higher Education Council visiting many of the colleges and universities across the state and advising the Secretary of Higher Education on ways to improve higher education.

Though I was on sabbatical I continued to attend many law school events as well as professional events, including admission events, law school dinners and alumni events including the Barrister's Ball, the Alumni Dinner Dance, distinguished scholar event, the Jersey judge reception, event for Karol Corbin Walker celebrating her election as Chair of the Organization of Past State Bar Presidents, (Participants from around the country were given my book on Governor and Chief Justice Hughes as a present from Karol.), presentation of Chair to Professor Lubben, the class reunions, a number of Hudson County Bar events, Vanderbilt lecture at the Harvard Lawyer's Club annual dinner, New Jersey council for the Humanities annual dinner, Diversity luncheon, Woman of

substance dinner, scholarship reception, Seton Hall golf outing and many other events.

As has been my custom for many years I judged the final round of the John Gibbons Criminal Procedure Moot Court competition together with Judges John Gibbons, Mary Gibbons and Edwin Stern.

I served on an ad hoc committee to decide who would receive the scholarships that Professor Michael Ambrosio so generously donated to a number of the students at the law school as well as an ad hoc committee choosing the graduation speaker and the ad hoc committee to choose the recipient of the Adeline Carmella award at graduation.

I continued on the Board of Mount Saint Dominic's Academy and served as co-Chair of the Annual Fund Drive.

I was appointed to the Board of New Jersey Volunteer Lawyers for the Arts.

Testimony which I presented to the New Jersey Assembly Regulatory Oversight Committee had a significant effect upon the outcome of a bill in New Jersey

In keeping with the concept that sabbatical should open up new interests, I spent two and a half weeks in Cambodia learning about their culture. I was fortunate to have a nephew who had lived many years in Cambodia and was able to really help us learn about the people and its culture.

I also attended a number of events in conjunction with the service of my wife, Dorothea, on the New Jersey Supreme Court and her retirement from the Judiciary.

## **Yonah Wilamowsky**

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*Department of Computing and Decision Sciences*

My research efforts this year dealt primarily in two areas of applied mathematics and statistics in which I had published previously. The first, a very important and current area of statistical application to business, relates to auditing of doctors' and other medical facilities' billing practices. This is a subject that has been frequently in the news lately, with legislatures in various states passing new laws regarding requirements for audits. Regulations have been promulgated detailing what auditing practices may be used by pseudo governmental agencies such as Medicare and Medicaid as well as private insurance companies. These have led to numerous lawsuits of late, dealing with the statistical methodologies used by these auditors.

Recent articles that I published led to some lawyers and firms involved in these lawsuits to contact me this year. I consulted with them on a pro bono basis to help in analyzing the fairness of state laws in order to help mold the legislation. As an outgrowth of research done in conjunction with some of this work, I wrote a paper entitled "Developing Transparent Health Care Reimbursement Auditing Procedures" submitted to Transactions of the International Information Management Association (IIMA). It deals with some of the unfair practices engaged in by medical auditors as well as proposed solutions for both sampling and statistical analysis.

This research is not only useful and important to practitioners in business quantitative methods, but can be directly applied to the classroom. It provides an interesting and current application of statistics that will stimulate student interest. I intend to bring these issues into my discussion of sampling and statistical analysis as I have in the past with other statistical issues that I researched and wrote about. My experience is that students relate well to these types of current topics and it gives them additional motivation in studying what is typically considered a boring and difficult area of study.

A second area I dealt with this year has to do with pedagogy in applications of mathematics and quantitative methods. It resulted in the publication of an article entitled "Learning Mathematics," in *Hakirah*, Volume 14, Winter, 2012. It deals with particular applications that can be used to more clearly explain the purpose and methodologies of certain mathematical techniques.

I've continued to contribute my time to the professional field - firstly, with the pro bono consulting with regard to state laws and other auditing practices as mentioned before. In addition, as part of an accreditation visiting team to a college on behalf of AARTS as I have done in the past. I also continued to review scholarly work in my field on behalf of conference and journal editors.