Thomas Friedman’s recent article in the New York Times (July 12, 2011) provides a wake-up call for today’s college students and graduates:

Employers … are all looking for people who not only have the critical thinking skills to do the value-adding jobs that technology can’t, but also people who can invent, adapt and reinvent their jobs every day, in a market that changes faster than ever.

My concern is that some of us in the liberal arts still resist the notion that a liberal education needs to actively teach 21st century marketplace competencies. Indeed using the terms liberal arts and marketplace in the same sentence is often considered counter to the cause of a liberal education. From my point of view, the truth is exactly the opposite: a liberal education is requisite for becoming, in Friedman’s terms, “thinkers and doers” in today’s job market.

It is not only what we teach but also how we teach it that forms the lever that makes our students more or less successful. Yes history, culture and literature hold the many lessons our students need to carry with them into their lives but in order to unleash the power of the liberal arts we must actively forge courses of study that provide students with both the cultural fundamentals and the requisite competencies they need to be able to continually reinvent their careers.

This requires in part a change from passive content-driven notions of education toward active models of student learning. For one thing, as information increases exponentially, there is no manner of education that can pass this amount of content onto our students. What our students need is the background and skills to evaluate this avalanche of information. And who better than liberal educators to meet these needs?

Let me provide a simple example of how the tension between content and process plays out in our classrooms. Many professors, myself included, complain about students’ use of Wikipedia as a research reference. Wikipedia is, we argue, an unreliable source of information because it has not
been vetted through the traditional rigors of disciplinary peer-review that encyclopedias such as the Britannica, and textbooks and scholarly books go through. If we look at closely at this argument we see the built-in assumption that information is relatively static with a relatively long half-life. Despite the fact that the time between researching a book and its publication is usually three or more years, we assume that the information it contains is current. Wikipedia changes constantly as part of a general dialogue between the administrators of its ‘text’ and its users and editors. The risk here is that the validity of its ever-changing content is not always done by experts. While encyclopedias and textbooks run the risk of being out of date, Wikipedia runs the risk of not being properly vetted.

So there is the trade-off. Do we use information sources that represent traditional research that often-times rests on work done several years in the past, or virtual sources that change regularly that are possibly unreliable? The answer to this conundrum surely lies in being able to critically use both types of resources.

The primary objective of the McMurray School of Humanities and Social Sciences is to prepare students to be able to respond quickly to their fast changing world. Again, Friedman offers a challenging observation for our students.

Today’s college grads need to be aware that the rising trend in Silicon Valley is to evaluate employees every quarter, not annually. Because the merger of globalization and the I.T. revolution means new products are being phased in and out so fast that companies cannot afford to wait until the end of the year to figure out whether a team leader is doing a good job.

This kind of quick and reasoned responsibility (pun intended) requires exactly the set of knowledge and skills provided by the liberal arts. The myriad programs offered by the McMurray School of Humanities and Social Sciences provide historical, cultural, analytical and creative approaches required to critically processing the kinds of information our students will be facing as they move into their careers and their lives as citizens. The key to our students’ success is not to move away from the liberal arts but to re-energize the liberal arts to meet Friedman’s challenging question:

Can (our students) add value every hour, every day — more than a worker in India, a robot or a computer? Can he or she help (their employer) adapt by not only doing the job today but also reinventing the job for tomorrow?

When you are reading through the accomplishments of the faculty, students and staff presented in this newsletter try focusing on how this scholarship, teaching and service provides creative, scientific and social approaches to the kinds of problems our students will face in their careers and lives as productive citizens. Consider how: A photographer’s eye may capture the tension between a city and its landscape; a debate question may attack the underlying assumptions of a political topic, while a sociological and historical analysis of a city’s population may well explicate the reasons for a seemingly irresolvable social problem. Think about how: The reading of a 19th century novel play or poem may provide insights into the changing dynamics between men and women, while the historic analysis of 20th century wars might provide a new generation with some ideas on how to prevent future conflicts.

The aim of all of this work is the liberal education of our students to prepare them to become the creative thinkers and doers of tomorrow.
We are glad to be able to publish this issue of the School of Humanities and Social Sciences’ Newsletter highlighting our activities and achievements during the academic year 2010-2011. As in previous years, we hope this will continue generating enthusiasm among our faculty and students and attract prospective students to humanities and social science disciplines. This past year, I have been involved in many school activities, some of the major activities are highlighted below.

I organized and chaired the Monmouth University sponsored 17th International Symposium of the International Consortium for Social Development (ICSD) on Good Governance: Building Knowledge for Social Development Worldwide held in Dhaka, Bangladesh from January 3-7, 2011. The symposium was attended by close to 300 delegates from 42 countries. The inaugural session was attended by 500 people including 14 ambassadors, other national and international dignitaries, and the US Ambassador to Bangladesh James F. Moriarty. The Monmouth University delegation to the event, led by Provost Thomas Pearson, included Dean Robin Mama, Dr. Joe Patten, Dr. Nancy Uddin, Dr. Michael Cronin, two student delegates Ms. Djar Horn and Ms. Falon Limberes, and myself. I thank Provost Pearson for leading our Monmouth University delegates and for his eloquent welcome address on behalf of Monmouth University during the inaugural session of the symposium.

Our invited keynote speaker Nobel Laureate Professor Muhammad Yunus, founder of Grameen Bank, could not come for the event and I took his place and delivered the keynote speech. I emphasized in my address that “social uplift is a key to good governance” and reiterated the importance of liberal education in utilizing human and social capital in addressing people’s needs and identifying credible solutions both locally and globally. Also, I noted that ignorance, prejudice, bigotry, and other stereotypes are socially constructed problems that are continuously threatening our human rights and social and economic justice. Social scientists and humanities practitioners should maintain socio-economic justice at the heart of their value-driven disciplines and expand vision of the humanities and social sciences role in stages of development. This international symposium examined the symbiotic relationship between social development and good governance. Based on the sub-themes of the symposium, 50 concurrent sessions were organized. The concurrent sessions were chaired by distinguished scholars and practitioners in the relevant field, featuring four thematic plenary sessions on social development issues and models; intellectuals: public, private, and platonic; status of Millennium Development Goals; and Dan Sander’s lecture on Peace and social justice. Proceedings from this international symposium can be found at www.monmouth.edu/icsd2011.

We offered three distinct faculty forums during the academic year. These events were well attended and quite diverse in terms of thematic underpinnings of the topics covered, but also focused on humanistic and social aspects in addition to other broad areas represented through these forums. Our first event in this series was presented by Dr. Ron Wallenfels on Metropolitan Museum Tour Lecture in Syria and Jordan on October 13, 2010. Dr. Vincenzo Mele lectured on Our Mobster's Mind: The Sopranos and the Evolution of Masculinity in America and Italy on
November 17, 2010. On February 16, 2011, Dr. Marina Vujnovic, Dr. Bojana Beric, Dr. Mihaela Moscaliuc, and Ms. Mariana Tepfenhart presented on *Daughters of South Central Eastern Europe*. This event was co-sponsored by the Celebrating Diversity in South Central Eastern Europe initiative at Monmouth University. Ms. Hettie Williams presented on *Obama’s Cosmopolitan Self in Black and White: Race, the Multiracial Movement, and the Identity of an American President in Post Civil Rights America (1967-2008)*.

Dr. Nancy Mezey received the Distinguished Teacher Award at Monmouth for the year 2010-2011. We are proud of Dr. Mezey joining Dr. David Tripold, who received the award in 2009-2010. I thank you all for your hard work and continuous support of our school’s mission and new initiatives implementing our goals. Ms. Kaci Brannick deserves special thanks for her meticulous work making this newsletter a reality.

I wish you all a pleasant and prosperous academic year.
Finitude and Incompleteness: Notes on Writing & Teaching

Outside my studio window, about fifteen yards away, an Eastern Bluebird arrives daily, at precise intervals, to feed on some of the plants and berries growing through the fence that encloses the horse farm, a portion of the over four hundred acres owned by the Virginia Center for the Creative Arts. With some regularity, three horses come to drink water from a basin filled by rain. I stare out this one window for endless hours waiting for something to happen. I wait for lightning to strike, a moment when the otherwise laborious, tedious, troubling, inexact struggle to write poems might turn into that euphoria, which is, for me, unlike any other feeling I know. It is the onrush of language and image and emotion when a singular moment feels ever expansive and limitless.

The poet Theodore Roethke said his house was “charged with a psychic presence” when he wrote his poem, The Dance; “The very walls seemed to shimmer,” he said. The writer Joseph Brodsky described this experience in a similar way. “It’s a certain frequency, so to speak, in which you operate and which, at times, you change.” I think of this effect as a kind of shattering, one that is unequivocally altering and lasting.

This is what I am searching for, not only in my own writing but in the books piled around me. I read poems to break my heart, one of my mentors told me. The writer David Foster Wallace once said that we read to feel less lonely. That might be a paradox, but I tend to think of these two statements as conjoined twins. My interest in Wallace began many years ago when I was an undergraduate in the late ‘80s. I found one of his short stories in Harper’s magazine and it blew apart all of my definitions of short fiction. More recently, his endless influence led me away from my hunger for realism. A collection of Wallace’s papers is now housed at the Harry Ransom Center in Austin, Texas, and one of the items they have made available online is a syllabus from his teaching days. For an introductory course in prose, he included books by Danielle Steele, Erica Jong, and Stephen King. These are not the faces one expects when imagining a Mt Rushmore for writers, at least in a university setting. The choices Wallace made in making fiction and in teaching are the most original of any we might find.

Following his urging, as I imagined it, I discovered (through a friend’s recommendation) Embassytown by China Miéville, a new work of science fiction. Miéville is an award-winning writer who works in multiple genres and, in his own way, like Wallace, defies categorization. I found out that I was almost unprepared for a story that didn’t take place on our planet. At the same time, I was ready for something entirely new to me and Miéville’s conceptual premise is refreshing, as well as darkly arresting. It takes place in the far future when humans have colonized a distant planet and the heart of the story covers the influence and destruction brought about by language. One of the great pleasures of reading Embassytown is the way he captures the mystery of learning language, the innocence of it, in addition to all of the emotional,
intellectual and physical layers necessary in communication.

Coincidentally, or not, one of the most illuminating and beautiful passages I have read this summer was written by Jonathan Franzen, writing about Wallace in an essay published last spring in The New Yorker. (Franzen was one of Wallace’s closest friends.) When he was departing for a period of solitude on the remote island of Masafuera, David’s widow, the artist Karen Green, asked Franzen if he would scatter some of Wallace’s ashes on the island. “[S]he liked the thought of part of David coming to rest on a remote and uninhabited island,” he writes. His brilliant lucidity and depth of emotion when the moment to open the box finally arrives is startling and haunting. For Franzen, the timing of it was unexpected and unplanned. It is a scene wrought with a painful mixture of desire and understanding, at a time when he felt like he could finally “accept finitude and incompleteness.” His anger and grief over his dear friend’s suicide was then transformed: “David had chosen to leave the people who loved him and give himself to the world of the novel and its readers, and I was ready to wish him well in it.”

If we define this heartbreak as a kind of emptying followed by renewal, a certain type of awareness, it is also the sensation I associate with teaching. Of course, with all this said, it is difficult to force those moments, to plan them. No matter how carefully I build the sequence of readings that takes my students through the semester, I never know when the most impact and learning will occur. Sometimes it occurs when there is a relinquishing of linear movement, of the anticipated rewards, to a freer, more improvisatory momentum. On those good nights, when the room is more dynamic, teaching is most reciprocal, most complex, and there is an opening that seems dream-like.

Then the semester comes to an abrupt conclusion and I end up of feeling as though there were more topics to discuss, more questions to ask, more readings to assign. The frame of the semester seems at that point unnatural. Upon transferring out of Boston University, I was accepted by Colorado College, where students take one class at time, in six week sessions one after the other. Although I didn’t land there, I often wonder how my education would have been different with that type of focus. We play with time and the processes of learning in many ways and I wonder how much of class scheduling influences the way we teach. Making art or music or poems can feel like one is attempting to cheat time, to stop it somehow. The finite shape of a semester can create a narrow mindedness, a sense that time is always running out when really I am most grateful for the timelessness of it all, when after so much preparation and expectation, there is sudden crack in the sky.
**Art and Design**

In the art and design department we are especially pleased and proud of our student output—exhibits and awards. During Spring 2011, we exhibited 43 senior students. Included were the first five students graduating with the new B.A. concentration in photography. A particularly strong showing of 26 senior BFA design students reflects the growth and vitality in this area too. The rest of the seniors students were graduating with the B.A. in Art; 10 of them in Art Education. A few student awards, for example, include First Place of the Siggraph Annual International SpaceTime Student Exhibition (Poster category), winner of the tri-state Dunkin Donut design award, NAFFS cover design award, Semifinalist in the Cereplast Bioplastics Logo competition, Photographer’s Forum Finalist, and 31st Annual Student Photography Contest. Design and Photo students have designed and published their own Blurb books. The Annual All Student Exhibit, showcasing works from all of our art and design courses, was of high quality, well-attended, and speaks for itself regarding the high-quality student production.

Student recognition this year also came with a newly instituted $1,000 award donated by the Jacob Landau Institute. The award stipulates the awardee must be a Junior art student who is on the dean’s list; the first recipient is Emily Blanchette, a double art and math major.

**Communication**

The Department of Communication and the Performing Arts Series are bringing the “On Screen|In Person” tour of new independent American films and their respective filmmakers to campus. The fall schedule includes showings of the films titled “Trust: Second Acts in Young Lives”, “Little Town of Bethlehem”, and “In Good Time, The Piano Jazz of Marian McPartland”.

**Trust: Second Acts in Young Lives**, directed by Nancy Kelly, tells the story of eighteen-year-old Marlin, a struggling Honduran immigrant to the United States...
who has lived through some of the harshest cruelties imaginable. Committed to a psychiatric hospital, she reveals her secrets to a counselor who recommends she join the Albany Park Theater Project, a teen theater company that makes original plays from company members’ life stories. Propelled by her experience with the company, Marlin transitions from a traumatized to empowered young woman. This film will be shown on Monday, September 12, 2011.

Little Town of Bethlehem, directed by Jim Hanon, shares the story of three men of different faiths, and their lives in Israel and Palestine. The film examines the struggle to promote equality through nonviolent engagement in the midst of incredible hostility that has dehumanized all sides. Their story explores each man’s decision to risk everything, in order to bring an end to violence in their lifetime. This film will be shown on Monday, October 10, 2011.

In Good Time, The Piano Jazz of Marian McPartland, directed by Huey, tells the story of McPartland’s journey from playing piano at home as a child in England to becoming a jazz legend. Arriving in America after World War II with her husband Jimmy McPartland, she established herself as one of the leading musicians in the male dominated jazz world of the 1950s. McPartland, now 92, tells her own story through interviews filmed over four years along with performance and radio show footage. With Billy Taylor, Elvis Costello, Diana Krall, Bill Frisell, Nnenna Freelon, Renee Rosnes, Dick Hyman, and others. This film will be shown on Monday, November 7, 2011.

Faculty interested in connecting one or more films and filmmakers to specific classes should contact Chad Dell in the Department of Communication at cdell@monmouth.edu.

Criminal Justice

The Department of Criminal Justice has added a Homeland Security concentration in B.A. and M.S. in Homeland Security. The department signed with Ocean County College the nation’s first articulation agreement that will allow students to gain A.S., BS, and M.S. degrees in Homeland security. The B.S. program will take effect in Fall, 2013. Prof. Comiskey, an expert in Homeland Security, has joined us as a specialist professor. We have also created a Five-Year Baccalaureate/Master curriculum for qualified undergraduate students to enroll in the graduate program seamlessly. This allows criminal justice students to complete their bachelor’s and master’s degrees in five years, thus reducing full-time graduate study to approximately three semesters. There are 30 qualified students who started their process in the 5-year program.

The department has seen an increase in the current enrollment in Criminal Justice. Undergraduate student enrollment increased by 8.8%, from 259 in the 2009-2010 academic year to 284 in the 2010-2011 academic year. Graduate student enrollment increased by 26%, from 35 in academic the year of 2009-2010 to 44 in the academic year of 2010-2011.

Professor Michele Grillo received her Ph.D. degree in May 2011.

English

Fifteen M.A. candidates this year (2010-11) successfully defended their master’s theses and two were awarded distinction in the M.A. thesis. With their graduation, the total number of students who have completed an M.A. degree in English from Monmouth is now 42. The English Department offers the popular new minor in Creative Writing. We also now publish a biannual electronic newsletter in fall and spring, titled Words Matter. It contains useful information on curricula, experiential education, and advising for majors, along with
profiles of faculty and student essays and poems. Sigma Tau Delta, the English Honor Society, sponsored two events this year as part of the initiative to improve career advising. The first, “What Can You Do with an English Major,” took place on October 18, 2010. The round-table presentation and discussion introduced both undergraduate and graduate student to career options for liberal arts/literature graduates. Guest speakers included a journalist, a loan underwriter, a book acquisitions editor, and a pastor. All were former Monmouth graduates. The second event took place in February, “Applying to Graduate School.” This round-table presentation and discussion introduced undergraduate students to the process of applying for graduate school and offered guidance about the difference in purpose and focus between undergraduate and graduate study.

Students in Dr. Stan Blair’s EN 491 Seminar on Stephen Crane hosted a well-attended colloquium, “An Afternoon with Stephen Crane,” at the Stephen Crane House in Asbury Park on December 11, 2010. As part of the event, they coordinated a food drive for the Mercy Center in Asbury Park via “Red Boxes of Courage” set up around the Monmouth campus. In spring, Dr. Blair’s EN 416 New Jersey Literature hosted a colloquium, “A Walk Through New Jersey Literature,” at the Stephen Crane House in Asbury Park on April 30, 2011. As part of the event, they coordinated a food drive for the Our Lady of Perpetual Help Food Pantry, a favorite charity of Dr. Christine Severson, who passed away this spring.

Dr. Margaret DelGuercio’s Shakespeare II students celebrated Shakespeare’s birthday on April 23, 2011, with food, music, and readings from poetry and drama by the Bard. On April 27, the Monmouth Review, the student literary and arts journal, celebrated a “re-launch” party with readings, food, crafts, and music. The student editorial board contains several English majors. The faculty advisor for the Monmouth Review is Dr. Michael Waters.

**Foreign Language**

The Department of Foreign Language Studies continued to grow with some new academic offerings and curricular changes. A new minor in Spanish and International Business was approved by Undergraduate Studies in February, to begin in fall, 2011. Responding to Spanish majors’ interest in pursuing studies in a second foreign language, an important change to the outside the major requirements in the Spanish degree was approved by the Undergraduate Studies Committee in December, 2010. Spanish majors now have the flexibility to study from 9 to 15 credits in a second foreign language if they so choose. This option will not add any further credits to the degree, but simply gives the student more choice and flexibility in the outside major requirements. A new Interdisciplinary Perspectives course on Hispanic film is in the planning stage and will be presented to Undergraduate Studies Committee in the 2011-2012 academic year.

In order to assure adequate support for the achievement of oral proficiency, the department increased the number of oral practice labs for language classes, and offered a new Oral Proficiency Interview (OPI) Spanish practice lab in summer, 2011. Outcomes show that the increased emphasis on and support for student achievement of advanced oral proficiency is producing positive results: more students are now acquiring the rank of advanced low with fewer attempts in the OPI exam, and professors from the summer study abroad program at the University of Cadiz-Spain have noted the higher level of oral proficiency of Monmouth students compared with students from other participating American universities.

The department continued to offer free of charge the language program Rosetta Stone and, with support from the Guggenheim library added the excellent program Tell Me More. These on-line programs give students extra practice outside the classroom and are available to the entire campus community on a first-come, first-served basis.

A few collaborations still stand strong while new ones are also occurring. Professor Barrea-Marlys continued to represent the department in its close relationship with the School of Education. She served on the ACTFL advisory council; two SOE search committees and carried out field observations in fall 2010 of Spanish/Education teacher candidates. Professors Cordero-Cinko and Maginn worked with the Department of Communication regarding the growth of the two
Spanish/Communication degree tracks. Professors Maginn and Riordan-Gonçalves worked with the School of Business regarding the Spanish and International Business degree and new minor. Professor Maginn worked closely with Professor Agacer from the School of Business in the planning and execution of a familiarization visit to a study abroad program in Buenos Aires, Argentina. Professors Maginn and Agacer made a formal presentation of the program to the School of Business in June 2011 and will continue to liaise with a view to setting up a semester program in Argentina for fall 2012. The program would meet the needs of students across a spectrum of disciplines, particularly those in Spanish, International Business and Political Science.

The department continued to offer a multitude of on and off-campus extra-curricular programming which included: meetings for the Spanish and Italian clubs, The Foreign Language Annual Festival, “Holidays around the world: Italian Christmas Traditions”, baskets for the needy, firs-step meetings and orientation for the Spain and Italy Programs, The Italian Festival, tango lessons, the Spanish and Italian Induction Ceremonies, a Career Advisement Module, PTO meetings for the Spanish Club, a trip to a museum and library of The Hispanic Society of America in New York for FS 309 students, a continuing Spanish blog, a trip to New York’s Repertorio Español theatre to see La casa de Bernarda Alba for FS 301 students, and the Italy and Spain study abroad programs.

**Gender Studies**

The 2011-12 academic year was a successful and active for the Gender Studies Program. On and around campus, several faculty members from the SHSS, including Dr. Heather Brown and Dr. Nancy Mezey, participated in assorted activities including the MU production of the Vagina Monologues, and SafeZone Training. The Gender Studies Program also co-sponsored several programs, including the 2011 Global Understanding Convention’s (GUC) opening ceremony with Dr. Djénéba Traoré, an International Visiting Scholar from Mali, West Africa. The GS Program also cosponsored the GUC event titled, Becoming Joaquin, a theater production focusing on identity issues and transgender experiences. The GS Program was also active off campus, co-sponsoring an Undergraduate Research Colloquium in March at Brookdale Community College, with funding from the SHSS for the conference lunch. Dr. Janice Stapley, who is currently the Co-Chair of the NJ Consortium for Women and Gender, moderated two

The full-time faculty continued to engage in the presentation of research, and participated in training seminars and workshops. Dr. Riordan-Gonçalves defended her doctoral thesis in December, 2010 and graduated with Ph.D., from the University of North Carolina in Spring 2011. Academic papers and lectures were presented at national and international conferences including: the annual MIFLC Conference in Virginia, the Museum of the Hispanic Society of America in New York, the annual conference of ACTFL in Boston, the annual MLA conference in Los Angeles, the SCOLAS International Conference in San Juan, Puerto Rico, foreign language pedagogy workshops at the annual convention of FLENJ, the XVII State of New Jersey Seminar on Foreign Language Teaching and Learning, an Tell Me More training workshops for all Foreign Language faculty.

The Foreign Language Studies Department has a few changes as we begin the new academic year. Over the course of summer 2010 in preparation for the new academic year, the Foreign Language Conference Room in Plangere 115 was re-configured with new furniture and seating; seven laptop computers were purchased for use in the Spanish writing labs and for a number of writing-based language courses. Dr. Mirta Barrea-Marlys is now the new Department Chair, replacing Alison Maginn. The part-time secretarial support has been changed to a full-time position and is now fulfilled by Eileen Jones.

Congratulations are in order for Julia Riordan-Gonçalves in her appointment to Assistant Professor and to Maria (Vanna) Simonelli for her 15 years at Monmouth University!
paper panels at the Colloquium. In addition, Ms. Shannon Travers, a Psychology major and Gender Studies minor, presented at the Colloquium, her paper titled, “Gender stereotypes and perceptions of heterosexual physical and verbal intimate partner violence.”

The 2011-2012 academic year also promises to have an active and exciting program. On November 8, 2011, writer/director Jennifer Siebel Newsom who directed the film, Miss Representation, will be presenting her work on campus. The film, which will be shown during Ms. Newsom’s visit, interweaves stories from teenage girls with interviews from Dr. Condoleezza Rice, Lisa Ling, Nancy Pelosi, Katie Couric, Rachel Maddow, Rosario Dawson, Dr. Jackson Katz, Dr. Jean Kilbourne, and Gloria Steinem to give us an inside look at the media’s message about how women’s primary value lays in their youth, beauty and sexuality — and not in their capacity as leaders (see http://www.missrepresentation.org for more information).

In addition, on Wednesday, November 16, 2011, at 10:00 AM in Wilson Auditorium, the Gender Studies Program, along with the Department of Political Science and Sociology, and the Institute for Global Understanding, will be co-sponsoring this year’s Sociologists for Women in Society’s Feminist Activist Award winner, Dr. Akosua Adomako Ampofo. Dr. Ampofo is the Director of the Institute of African Studies at the University of Ghana. Her areas of expertise include Higher Education; Gender, Power, and Socialization; Women in Popular Music; Sexualities; Constructions of Masculinities; and Race, Ethnicity and Identity Politics. Her talk will focus on “Global Activism through Sociological and Feminist Practice.”

History and Anthropology

The History Program in the Department of History and Anthropology was very busy this year. The undergraduate and graduate programs were reviewed by Dr. Denise J. Youngblood of the University of Vermont, who gave both programs high marks and was especially impressed by the strong morale of the department which, she said, was the highest she had ever seen.

We welcome the addition of Dr. Jean Li, who just received her doctorate from the University of California at Berkeley, to our faculty as a lecturer. Jean will be teaching courses in the ancient near east in both the history and anthropology programs. Her specialization is ancient Egypt, especially the role of women. In other personnel actions: Dr. Ken Campbell was promoted to full professor. Dr. William Mitchell completed two distinguished years as interim dean of the Honors School as of June 30, 2011. He rejoins the department this fall. Dr. Chris DeRosa was awarded a full year sabbatical for 2011-2012. He will be missed. And Dr. Katie Parkin has just completed a full year sabbatical; so she will no longer be missed as she rejoins us in the fall.


History and English are offering three pairs of clustered courses (or learning communities) this fall (Western Civ. and English Comp.), down from six several years ago. These courses are very popular with first year students, who appreciate making the connections across the disciplines, as well as the opportunity to get to know fellow students by taking two courses as a cohort. The program is, however, suffering because of lack of resources.

The Anthropology Program in the Department of History and Anthropology had an exciting year. Our proposed MA program received state approval and our first cohort of students will begin classes in the fall.
Currently we have 17 students registered for classes. Although they come from varied backgrounds, they share a love of anthropology and a strong academic background. We are looking forward to working with them.

In the 2010-2011 academic year both the proposed MA program and our undergraduate programs underwent external evaluations. Dr. Mark Leone, Professor of Anthropology at the University of Maryland reviewed our proposed graduate curriculum and Dr. Peter Bogucki, Dean of the School of Engineering at Princeton University reviewed the undergraduate program. Both programs received high praise from their evaluators. We are looking forward to implementing the suggestions of the reviewers as we work to continually improve the Anthropology Program.

We are also proud to announce the arrival of Dr. Edward Gonzalez Tennant. Ed recently completed his Ph.D. in Anthropology at the University of Florida. He received his BA in Anthropology from the University of Arkansas and earned an MS in Industrial Archaeology at Michigan Tech. He will be joining us as an Instructor of Anthropology and Director of the GIS Program. His research interests include Historical and Public Archaeology, Race and Racism, African and Chinese Diasporas, Anthropological GIS, Digital/Virtual Heritage, New Media, and Engaged Pedagogy. Welcome Ed!


Dr. Veit’s book (co-authored by Mark Nonestiid) New Jersey Cemeteries and Tombstones: History in the Landscape, won the 2010 New Jersey Academic Studies Alliance Best Non-Fiction Academic Book Award. With Alasdair Brooks of the University of Leicester, UK, he also co-edited a new book titled, Perspectives from Historical Archaeology: Religious Sites in Historical Archaeology. Dr. Veit and Maxine Lurie of Seton Hall University also wrote grant proposals that were funded for over $19,000 to support the publication of New Jersey Reexamined, A New History of the Garden State, which is under contract to Rutgers University Press.

Professors Gall and Veit assisted by Ed Carlson, Poul Graversen, Adam Heinrich, Sean Bratton, Sean McHugh, alumni Allison Savarese, Scott Wieczoreck, ran Monmouth’s annual field school in historical archaeology. This year’s class was held at White Hill Plantation in Fieldsboro, New Jersey. Over 35 students participated in the excavation as well as numerous volunteers, including some of our incoming graduate students. A wide range of deposits including prehistoric Native American deposits, an 18th century well, and 19th century outbuildings were unearthed. Analysis of the collection is ongoing. It should provide interesting insights into the organization and economics of early American plantations in the Delaware Valley.

Several of our students are studying abroad this summer including Geoff Hippsmann and Ingrid Burger, and our recent alumnus Amir Mohamed. We also extend our congratulations to Adjunct Professor of Anthropology Adam Heinrich on the successful defense of his Ph.D. dissertation at Rutgers University and to Professor Brooke Nappi on the birth of her daughter Olivia.

Music and Theatre Arts

In tandem with the festivities for Spanish Heritage Month at Monmouth University, Music and Theatre Arts staff and students, along with members of the Monmouth University Arts Council produced two concerts in Woods Theatre. The featured singers/poets David Gonzalez and La Bruja (Caridad de la Luz), performed to a student-packed house on September 16 and 23. The Monmouth University Concert and Chamber Choirs directed by Dr. David M. Tripold, and the Monmouth University Chamber Ensemble, directed by Professors Michael Gillette and Bryan Jenner, had a challenging and rewarding year with many performances.
These included performing at Open House, Founder's Day, to a standing room only crowd in Wilson Hall for the annual Holiday Concert in December, for a concert titled “Two Monuments” in April in Pollak Theatre featuring Beethoven’s 3rd Symphony (directed by Professor Ron Frangipane), and Mozart’s Requiem, a Chamber Ensemble concert in April in Woods Theatre, and for the commencement exercises at the PNC Center in Holmdel in May. Monmouth University students performed an exciting and powerful drama The Shape of Things in November and the well-known Broadway Musical Godspell in February/March, which were both directed by Dr. John J. Burke.

The Pep Band, directed by Professor Bryan Jenner, performed at all football and men’s and women’s basketball games this academic year. The ensemble is 25+ strong and making an excellent impression on Monmouth University students and sports patrons. Thanks to the ministrations of Dr. Gloria Rotella, 120 students receive weekly private lessons in a variety or instruments or voice and with a host of adjunct specialist teachers. Throughout the semester weekly performance classes are well attended, as are the typically 20 senior recitals given each academic year. Our Music Industry majors, under the guidance of Professors Ron Frangipane and George Wurzbach, produced three concerts, netting over $2,000 for charity. In the Spring, the thriving organization hosted a talent show and an antique car show in the Woods Theatre Parking lot. Both events were popular and well attended.

Performing Arts

Our department was given a few awards this year that we are especially proud of. We were awarded a $44,927.00 grant from the New Jersey State Council on the Arts for FY2011, an $18,771.00 increase from FY2010. We were designated “Major Presenting Organization” for FY2011 in recognition of our organization’s solid history of artistic excellence, substantial programming and broad public service as determined by our peers. Signed by Sharon Burton Turner, Chair and Steven R. Runk, Executive Director, this is the State Council on the Arts most prestigious award and the second year in a row that we have received it. We were also awarded an ArtsCONNECT grant by the Mid Atlantic Arts Foundation for 50% of fee for the Taylor 2 Dance Company’s September 24, 2011 performance, part of the Performing Arts Series.

Our department was also awarded Caravanserai: a Place where Cultures Meet, by Arts Midwest and the Doris Duke Foundation it will consist of 2 week long music residencies featuring traditional and contemporary music from Pakistan, and one three day film residency. The film residency will feature Ayisha Kahn, who will screen her new film “Made in Pakistan” and be available for interviews, Q&A’s, and classroom visits. Community partners to date include: Brookdale Community College, The Cities of Long Branch and West and Long Branch, the River Plaza Elementary School, the Monmouth Center for World Religions and Ethical Thought, The Jewish Culture Program, The Institute for Global Understanding, Three Faiths Dialogue Group, the School of Humanities and Social Sciences, The Ranney School, and many other community organizations and schools. Residency programs will be escorted to off-site community partner locations with formal concert and receptions on campus.

In addition to these awards our department was chosen as Host Site by the Mid Atlantic Arts Foundation for a new initiative called “On Screen/In Person.” Six independent films, chosen through a national competition, will be screened on campus throughout the 2011-2012 academic year. Each film maker will be available for a Q&A following the screening of their film and for classroom visits during their one day on-campus residencies. On Screen/In Person is being facilitated by the Communication Departments and Screen Studies minor.
Many other important events and other “things” to be proud off occurred as well. The Performing Arts sold out the 20th Orchestra of Saint Peter by the Sea concert netting $10,000 for the Center for the Arts. We co-produced WITH SAB, Post Secret with Frank Warren, which included a month long exhibition in Pollak Gallery and a speaking engagement attended by over 400 students. Our department established the first ever Music Archive on campus with the acquisition of the Friends of Bruce Springsteen collection of publications that address his contributions and impact on American culture and music. There was also the gift and official naming of the gallery in Pollak Theatre to Pollak Gallery and ensuing month long exhibition hosted by the donor. We broadcasted The Round About Theatre’s “The Importance of Being Earnest” to 291 patrons. This was the 1st Round About Theatre production screened at the University. Lastly, the department mounted “Visions of Wilson Hall,” an exhibit featuring oil paintings and charcoals of Wilson Hall and “Historic Wilson Hall,” a photographic history of Shadow Lawn as a residence(s) from 1903 to 1937.

Philosophy, Religion, and Interdisciplinary Studies

The department is especially proud of the newly established minor in Philosophy and Religion. This enables students to have a wider choice of courses to fulfill the minor and it is very accessible to students who have an interest in these areas. Advisors should be aware of the new minor.

Political Science and Sociology

The department has exciting news to report from the 2010-11 academic year. Dr. Nancy Mezey was named the Distinguished Teacher of the Year. Dr. Saliba Sarsar became Associate Vice President for Global Initiatives, and Dr. Kevin Dooley became Dean of the Honors School. Dr. Rekha Datta and Dr. Ken Mitchell took student classes abroad as part of our International Service Learning Course. Dr. Datta took her class to Calcutta, India to work with children. Dr. Mitchell co-organized a summer travel course to Oxford, UK titled “British Politics” which included a 12-night stay at St. Hugh’s College. Our department had 11 students participate in the Washington Center Semester during this academic year, which is more than Rutgers University and Seton Hall University send combined. Some of our students have interned in the White House and Congress and many have secured prestigious positions in Washington after completing this program.

This year, the Sociology Program had many major accomplishments and participated in several important activities. The Sociology Major is off to a strong start. We had a total of 14 majors, 5 of whom graduated in May 2011. This number means that without marketing, the program nearly met the expected number of 15 majors as laid out in the original program proposal. In addition, the number of students inquiring about the major continues to grow, as does the number of graduating seniors who inquire about MA and Ph.D. programs in Sociology. To launch the new B.A. in Sociology, we invited Dr. Dello Buono, Chair of Sociology at Manhattan College, to present a lecture, titled, "Sociology: A Critical Discipline for the 21st Century" to over 200 students. Immediately following his talk, several students emailed to inquire about the sociology major.

This year, two sociology majors, Michele Koeck and Michele Parisi (a double major with PS), presented their work at the Eastern Sociological Society (ESS) meetings in Philadelphia. Ms. Koeck presented a poster titled, “License to Gamble: An Ethnography of OTW’s Behavior”. Ms. Parisi presented a paper on which she was second author titled (with Prof. Mezey), "Where Are They Now? Urban Revitalization, Eminent Domain, and the Displacement of Individuals and Families".

The Director of Sociology was invited to present in front of the Board of Trustees in October. Dr. Mezey borrowed Dr. Dello Buono’s presentation title (with permission) to highlight why and how sociology adds to the academic program at, and mission of, the University, and how sociology can help MU students succeed in their careers.
The Sociology Club continues to be a hallmark of the Sociology Program. With a focus on social inequalities, civic engagement, and global issues, the club raised money for Save the Children in order to aid tsunami survivors in Japan, co-sponsored several events and speakers including a 5k run for the Kortney Rose Foundation, and began the “Tabs for Tots” campaign in which they are collecting soda can tabs to donate to the Ronald McDonald House in Long Branch.

The department collaborated with the Institute for Global Understanding on a few occasions. The Sociology Club participated in the Asbury Park High School mentorship program by participating in the Holidays Around the World event in December, 2011. The Sociology Program and Sociology Club organized several events for the Global Understanding Convention, including a speaker from Mali, West Africa, and a theater production about a transgender person crossing boundaries. The department, spearheaded by Dr. Mezey, sponsored a Visiting International Scholar, Dr. Djéneba Traoré.

The Monmouth Debate Hawks, coached by Professor Joe Patten, were named the 2010 Northeast Region Policy Debate Program of the Year by the Advocating More and Better Argumentation (SAMBA) housed at Cornell University. The team won several trophies in competitions this year and hosted its first national debate tournament. The Debate Hawks, along with the Institute for Global Understanding created a debate team at Asbury Park High School. A few weeks back, The Debate Team and the IGU received a $5,000 grant from TD Bank. Our Model UN team has been nationally recognized with prestigious awards at the annual national Model UN Conference in New York City where over 3,000 students participate, half of whom are from abroad.

Professor Joseph Patten and Marilyn Ward, Coordinator of Service Learning and Community Programs, along with the Political Science Club have gotten over 2,000 MU students to register to vote over the past five years, by sponsoring activities on campus to raise political awareness. The club also organizes political debates, Rock the Vote Campaigns and the “political bus” which takes approximately 50 students to the Republican and Democratic headquarters each year on election night.

Monmouth University Polling Institute

The Polling Institute’s reputation continues to grow. Its tracking polls of 10 Congressional races in five states garnered national attention during the 2010 election campaign. A post-election analysis by DailyKos rated the Polling Institute’s results as the second most accurate overall and named the institute as the most partisan-balanced polling organization nationally.

Institute staff was also influential in the policy sphere. Director Patrick Murray was named “Pollster of the Year” by PolitickerNJ, which praised the institute’s polls in New Jersey’s 3rd, 6th, and 12th Congressional districts as “bulls-eyes.” Murray was also ranked number 43 on PolitickerNJ’s 2010 Power List of the 100 most politically influential people in the Garden State. He was the foremost academic commentator on the state’s decennial legislative redistricting process, including numerous columns, media interviews and testimony before the state Legislative Apportionment Commission.

A hallmark project of the institute this year was the Garden State Quality of Life Index, which was made possible by $100,000 in external gifts and grants. The survey of more than 2,800 New Jersey residents included more than 100 questions covering a dozen different facets of life in the Garden State. The project was developed through a collaborative process involving Monmouth faculty, the public, corporate citizens, interest groups, and policymakers. The reports generated by this and subsequent tracking surveys are intended to be policy tools to gauge how New Jersey is doing and how to make it a better place to live.

The Polling Institute released a total of 34 public interest polls this past year. Most of these polls were released through a partnership with the New Jersey Press Media group and were also widely disseminated by other local print and broadcast media. This included radio and
TV in New York and Philadelphia, as well as national news coverage.

**Psychology**

Drs. Natalie Ciarocco, Lisa M. Dinella, and Gary W. Lewandowski are co-coordinators of the first biennial Atlantic Coast Teaching Conference to be held at the Ocean Place Spa and Resort from September 23-24, 2011. The conference will advance the teaching of psychology at the high school and secondary (2-year and 4-year) levels by uniting those passionate about teaching. It will provide a forum where professionals can share current scholarship on teaching and learning, teaching philosophy and techniques, and proven assessment strategies. The conference will include paper and poster presentations in addition to speakers who are internationally recognized leaders in the field, including Dr. David Myers, Dr. Dana Dunn - Past President of the Society for Teaching of Psychology (STP) and Dr. Regan Gurung - Current President of STP. Due to the high demand (we have attendees from across the region) we had to close registration early!

The Psychology department made a strong showing at the 82nd Annual Meeting of the Eastern Psychological Association held on March 10-13, 2011. Psychology major Miranda Bobrowski received the Psi Chi best poster award for her presentation with Dr. Gary W. Lewandowski “The effect of self-expansion on effort.” Dr. Janice Stapley presented two posters “Gender differences in preferences for communication technologies” with Dr. Michele Van Volkom and “Emotional memories of undergraduate students who want to be therapists,” presented with Keith Gissubel, Red Bank Catholic High School teacher, and Red Bank Catholic students who are part of a special program in which AP Psychology students do research internships in the Emotions Laboratory. Dr. Jack Demarest presented both a paper “Gender differences in spying on a mate” and a poster session with recent MU psychology graduate Ian Cohen. Emma Higgins also gave a paper on “The sunk-cost fallacy in relationships: throwing good investments after bad” co-authored with Dr. Gary Lewandowski. Psychology majors Emily Gately, Caryn Dambra, Stephanie Kocsik and Jackie Abate and May 2010 MU Psychology graduate Barbara Fulmer also presented posters. Dr. Gary Lewandowski’s edited volume is due out at any moment:


On Saturday, April 30, 2011, the Department of Psychology hosted their 54th semi-annual research conference, co-coordinated by Dr. Natalie Ciarocco and Dr. Janice Stapley. This semester’s conference began with remarks from Dr. Janice Stapley, chair of the Psychology Department, Dr. Stanton Green, Dean of the School of Humanities and Social Sciences and Miranda Bobrowski, the president of Psi Chi, the International Honor Society in Psychology. The day featured 17 paper presentations and 18 poster presentations. There were also 14 posters highlighting field placements for student internships. Ms. Victoria Lin won the award for best paper presentation and Ms. Megan Jeffers won the award for best poster presentation. We are also pleased to announce that the best field experience poster award was shared by two students, Ms. Carly Halpin and Ms. Chelsey O’Connell, who has accepted a permanent position in Human Resources at her site, L’Oreal!
Psychological Counseling

Since CACREP’s visit in the Summer of 2008, our MS in Mental Health Counseling was accredited by CACREP but the accreditation was conditional for a two-year period and the site reviewers made several recommendations to improve our program. The department successfully addressed all concerns identified by CACREP visitors and, under Dr. Handler’s and Dr. Hall’s direction, the department developed a comprehensive response which was submitted to CACREP before the October 2010 deadline. At its January 2011 meeting, CACREP reviewed our response and removed the conditional status placed on our accreditation. This means that our program now carries CACREP accreditation until March of 2017. We are thrilled about this development, since we continue to be not only the first but also the only CACREP accredited program in Mental Health Counseling in the state of New Jersey.

During the 2010-11 academic year, the Department of Psychological Counseling grew to 300 students during the Fall 2010 semester, and dropped to just under 300 after the January graduation. We are continuing the experience record enrollments. The department currently employs 18 adjuncts, the most ever in the department’s history. Monmouth’s administration approved a new faculty line for the department, as Specialist Professor, which is currently filled by a temporary instructor, Dr. Terri Jaeger. The department also received approval to convert our Field Placement Coordinator position from its current definition as full-time staff to a full time faculty member at the Specialist Professor level. When this position is filled, the department will have nine full time faculty members – six tenure-track faculty and three Specialist Professors – and will therefore get much closer to meeting the 10:1 FTE ratio that CACREP requires us to have in order to maintain CACREP accreditation for our program.

To assist our faculty and students in meeting our advising needs, the administration granted two Department Advising Coordinators (DAC’s), and those positions are now filled by two of our tenure-track faculty members, Dr. Stephanie Hall and Dr. David Burkholder.

Consistent with the university strategic plan, the department is expanding alternate delivery methods for some of our courses. During the academic year spanning Summer 2010 through Spring 2011, the department offered 124 total course sections, including 96 sections in traditional time slots (M – TH at 4:30 or 7:25), 23 sections in on-line or hybrid formats, and 5 additional sections in non-traditional time slots (mornings/afternoons and/or weekends). Thus, during that time period, 77 percent of our course sections were offered in traditional time slots. During the academic year spanning Summer 2011 through Spring 2012, 138 total course sections are projected, including 96 sections in traditional time slots, 34 sections on-line or hybrid, and 8 sections in non-traditional time slots. Thus, although we will project that we will offer additional 14 course sections, we project no increase in sections offered during traditional time slots, and all 14 additional sections are offered in on-line/hybrid formats or in non-traditional time slots. This means that less than 70 percent of all our course sections will be offered in traditional time slots, a decrease of over 7 percent.

The department has now increased the number of field sites it works with to over 80 in order to accommodate the large increase in the student body. In response to this increase, as well the changing CACREP standards, Dr. Handler (our Field Placement Coordinator) developed a new way of communicating more frequently with the placements. A new, on line process was designed to receive biweekly progress reports about practicum students. In addition, a new supervision plan was also implemented. The Field Placement Handbook was revised to reflect all these changes.

Dr. Handler also distributed surveys to alumni and field supervisors. These were administered in the Spring of 2011 and responses have been tabulated. The results were also analyzed to provide the main data for the yearly program assessment required of all departments at Monmouth University. Among other positive responses to our program, it was found that 50 percent of the responding sites employ our graduates and 80 percent are considering them for employment.

The department continues to regularly revise and update its web site. In addition to new sections featuring faculty presentation videos, updated links to program descriptions and licensing information, and a list of department and university forms and related procedures, an extensive list of Frequently Asked Questions is maintained to assist students in learning more about the program. This helps address many of the questions and
concerns that our students commonly express as they proceed through our program.

Chi Sigma Iota (CSI) is the honor society for students in counseling and the Monmouth chapter, lead by Dr. Hall as the faculty advisor, includes students from Monmouth's departments of educational counseling as well as psychological counseling. Chi Sigma Iota held its induction ceremony in November of 2010. This year, 56 new members were inducted, more than double the number members inducted the year before (27), reflecting the continued growth and strength of our MS program.

During the 2010-11 academic year, our faculty has been very active in research. We authored three books, 18 peer-reviewed publications (such as journal articles), and 26 peer-reviewed professional presentations. Several of these artifacts were co-authored with our students.

Faculty Spotlight: Dr. Nancy Mezey

We would like to congratulate Dr. Nancy Mezey on receiving the Distinguish Teacher Award for this year. Dr. Nancy Mezey is an Associate Professor of Sociology in the Department of Political Science and Sociology. She received her B.A. in sociology from Vassar College and Ph.D. in sociology from Michigan State University. Her areas of specialization are family sociology, race-class-gender studies, gender studies, the sociology of sexualities, and African Studies. Dr. Mezey’s research focuses on the formation and experiences of diverse family forms. Her publications include scholarly articles and book chapters focusing on lesbian and gay families, intimate partner violence, and methodological concerns. In 2008, Dr. Mezey published her book, *New Choices, New Families: How Lesbians Decide about Motherhood*, with the Johns Hopkins University Press.

At Monmouth University, Dr. Mezey serves as the Director of the Sociology Program, Director of the Institute for Global Understanding, Director of Gender Studies, and faculty advisor to the Sociology Club. These positions allow her to help develop programs to meet the interests and needs of MU students. Outside of Monmouth, Dr. Mezey serves as a member of the Board of Directors for the Society for the Study of Social Problems (SSSP). She is also a returned Peace Corps Volunteer where she served in Mali, West Africa from 1988 to 1990 as an agricultural volunteer. Dr. Mezey has travelled throughout Europe and West Africa and enjoys bringing her travel experiences into the classroom.

### School’s Meetings 2011-2012

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Chair’s Meeting</td>
<td>Sept. 19</td>
<td>2:30 PM</td>
<td>Club 109</td>
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<tr>
<td>Chair’s Meeting</td>
<td>Oct. 17</td>
<td>2:30 PM</td>
<td>Club 109</td>
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<tr>
<td>School Faculty Meeting</td>
<td>Nov. 2</td>
<td>2:30 PM</td>
<td>Wilson Auditorium</td>
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<td>Chair’s Meeting</td>
<td>Nov. 21</td>
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<td>Chair’s Meeting</td>
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<td>March 19</td>
<td>2:30 PM</td>
<td>Club 109</td>
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<tr>
<td>Chair’s Meeting</td>
<td>April 16</td>
<td>2:30 PM</td>
<td>Club 109</td>
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# DATES TO REMEMBER

## FALL 2011

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>August 30</td>
<td>New Adjunct Orientation</td>
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<tr>
<td>August 31 &amp; September 1</td>
<td>New Faculty Orientation</td>
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<tr>
<td>September 6</td>
<td>First Day of Classes</td>
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<tr>
<td>September 7</td>
<td>Academic Orientation for Students</td>
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<tr>
<td>September 14</td>
<td>Opening Convocation</td>
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<td>October 12</td>
<td>Founder’s Day</td>
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<tr>
<td>October 14</td>
<td>Fall Holiday</td>
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<tr>
<td>November 2</td>
<td>School Faculty Meeting</td>
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<tr>
<td>November 24 - 25</td>
<td>Thanksgiving Recess</td>
</tr>
<tr>
<td>December 15</td>
<td>Last Day of Classes</td>
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<tr>
<td>December 26 - January 3</td>
<td>Holiday Break</td>
</tr>
<tr>
<td>December 27</td>
<td>Final Grades Due by 6 a.m.</td>
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## SPRING 2012

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<tr>
<td>January 13</td>
<td>Winter Commencement</td>
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<tr>
<td>January 16</td>
<td>Martin Luther King Holiday - MU Closed</td>
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<tr>
<td>January 17</td>
<td>First Day of Classes</td>
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<tr>
<td>March 13</td>
<td>Mid-term Grades Due</td>
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<tr>
<td>March 10 – March 16</td>
<td>Spring Holiday</td>
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<tr>
<td>April 30</td>
<td>Classes End</td>
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<tr>
<td>May 9</td>
<td>Final Grades Due by 10 p.m.</td>
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<tr>
<td>May 16</td>
<td>Commencement</td>
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If you wish to contribute an article for publication, please contact Golam Mathbor (gmathbor@monmouth.edu).

**EDITOR-IN-CHIEF:** Golam Mathbor, Ph.D.  
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