Welcome to the third issue of this newsletter, highlighting the achievements of our vibrant faculty.

The Center for Scholarship and Research has compiled this newsletter as a way for the faculty at Wheelock to showcase their intellectual accomplishments and contributions both in and out of the Wheelock community.

Wheelock faculty engage in a wide range of scholarly and professional activities.

The achievements and engagements listed in this newsletter are vast and admirable and show the depth to which Wheelock faculty contribute to scholarship, public policy, school systems, and community life, both within and beyond our campus.

Through our collective contributions, we showcase the extent to which our faculty exemplify Wheelock’s public mission of improving the lives of children and families.

This issue of the e-newsletter will expand the scope of our intellectual conversations, facilitate the sharing of ideas, and enhance our work as scholars, teachers, and activists. It will also show the centrality of Wheelock as a place of learning, scholarly creativity, and intellectual engagement with our world.

### Books and Book Contributions

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<thead>
<tr>
<th>Author</th>
<th>Title</th>
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<tr>
<td>Diane Levin</td>
<td>(Early Childhood Education)</td>
<td>contributed two chapters in Promoting Social Justice for Children: Facing Critical Challenges to Early Learning and Development, (B.S. Fennimore &amp; A. L. Goodwin, Eds.; NY: Springer). In this book, due later this year, she wrote a chapter on the relationship between the sexualization of childhood and social injustice entitled, “Objectified Self, Objectified Relationships: Sexualization of Childhood Promotes Social Injustice.” The other chapter was co-written with Judy Van Hoom and is titled, “In Harm’s Way. Or Are They? War, Social Justice, and Young Children in the United States.”</td>
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<tr>
<td>David Fernie</td>
<td>(Early Childhood Education)</td>
<td>along with S. Madrid and R. Kantor, is a lead editor of the forthcoming From Toddlers to Teachers: Learning to See and Understand School and Peer Cultures (Hampton Press, June 2011). The book presents eight new empirical ethnographic analyses which demonstrate the value and implications of taking a “classrooms- as cultures” perspective to fully understand classroom life.</td>
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**Books and Book Contributions [continued]**

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<tr>
<th>Author</th>
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<tr>
<td><strong>Paul Thayer</strong> (Child Life and Family Studies)</td>
<td>“Meeting the Spiritual Needs of Children with Chronic and Life Threatening Illness” to <em>Helping Children and Adolescents with Chronic and Serious Medical Conditions</em> by Nancy Boyd Webb (Hoboken, NJ: John Wiley and Sons).</td>
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**Journal Publications and Book Reviews**

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<th>Author</th>
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<tr>
<td><strong>Diane Levin</strong> (Early Childhood Education)</td>
<td>Published “Effects of Current Wars on Young U.S. Children” in the APA Division 48 - Peace Psychology Newsletter: <em>Effects of War on Young Children in the U.S.</em> (Fall 2010). Contributed “Remote Control Childhood: Combating the Hazards of Media Culture in School” to the December 2010 issue of <em>New Horizons in Education</em>. Also published “Beyond Remote-Controlled Teaching and Learning: The Special Challenges of Helping Children Construct Knowledge Today” in <em>Exchange Magazine</em>.</td>
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<tr>
<td><strong>Marcia Folsom</strong> (Humanities)</td>
<td>Published “Inherited and Living Variables: The Choices of Sisters and Brothers in Mansfield Park,” in the Winter Issue of <em>Persuasions On-Line</em> (v. 30 no.1, 2010).</td>
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</table>
Marcia has also submitted a manuscript to the Modern Language Association Press titled, “Approaches to Teaching Austen’s Mansfield Park” along with her colleague John Wiltshire.


Erica Licea-Kane (Arts) was included with a page of her work in the book 1000 Artisan Textiles, by Sandra Salamony and Gina M. Brown (Minneapolis, MN: Quarry Books, 2010).


Ellie Friedland (Early Childhood Education) is co-editor, with Toby Emert, of “Come Closer: Critical Perspectives on Theatre of the Oppressed,” coming out this summer (Peter Lang, Inc.). The focus of this piece of work is on Theatre of the Oppressed and how it is being transformed by those who practice it in various settings and how firmly it is grounded in Freire’s Pedagogy of the Oppressed.

Presentations and Workshops

Diane Levin (Early Childhood Education) gave the keynote address at the November 2010 meeting of the Southern Arizona Association for the Education of Young Children Annual Conference in Tucson, AZ. In December 2010, Diane gave a presentation at the Westborough YWCA entitled “Parent Talk: The Real Toy Story.”

Grace Kim (Psychology & Human Development) in August, 2010 presented “Advocating for Asian American/Pacific Islander Concerns at Predominantly White Universities” at the Asian American Psychological Association Annual Convention in San Diego, CA., with J. Buhain, G.N. Rider, K. Cone-Uemura, & M. Wang. At the same convention, Grace was also invited to present, along with N. Nakamura, “AAPA Leadership: Reflecting on The Past and Looking Towards the Future.”

Grace also presented, with V.D.Kahn, “Building Alliances, Building Communities: Social Justice Education in a High School.” a symposium at the 10th annual Diversity Challenge Conference from the Institute for the Study of Promotion of Race and Culture in Boston in October 2010.

Paul Thayer (Child Life and Family Studies) gave three different Pediatric Grand Rounds. His first was in Norfolk, VA in April 2010 at the Children’s Hospital of the King’s Daughter and was titled, “Developing a Model for Family Centered Care.”

In July 2010, Paul presented “Helping Children Cope with Grief and Loss” at the Shiner’s Hospital for Children in Boston. In September 2010, he presented “Professional Boundaries in Pediatric Care” in September to the Elizabeth Seton Pediatric Center in New York, NY. Finally, Paul presented two plenary sessions in March, 2010 at the Metro West Medical Oncology Conference in Framingham, MA. These sessions where entitled “Bereavement Theories and Why They Matter” and “Professional Boundaries in End of Life Care.”

Gail Dines (American Studies & Psychology & Human Development) has given many lectures on her new book Pornland: How Porn Has Hijacked Our Sexuality. She gave two presentations in Oslo, Norway, one at a social forum conference and the other at the Norwegian Parliament. Gail lectured at Cambridge University in Cambridge, England and has been invited to the Sydney Writers Festival in Sydney, Australia to speak on Pornland.
Presentations and Workshops [continued]

More locally, **Gail** has delivered lectures at Harvard University, Boston College, Towson University, the University of New Hampshire, and several other colleges and universities.

**Janine Bempechat** (Psychology & Human Development) has given four conference presentations this year. First, with J.M. Seltzer, M.E. Kenny, & D.L. Blustein, D.L. she presented “Positive Youth Development Through Work-Based Learning” at the meeting of the Society for Research in Child Development in Montreal.


Finally, **Janine** presented a second poster at AERA with S. Park, S.D. Holloway, A.L. Arendtsz, & J. Li, entitled “Predicting Emotional Engagement in Academic Tasks Among Low-Socioeconomic Status Youth: Evidence From a Longitudinal Study.”

**Marcia Folsom** (Humanities) led a two-day seminar during the Teachers as Scholars program in Cambridge, MA. The seminar was entitled, “Pleasure Squared: Reading Austen’s Emma.”

**Marcia** also spoke at Boston University’s Association of Literacy Scholars, Critics, and Writers on “Rethinking Austen’s Mansfield Park” in March of 2011.


**Joyce** also presented her paper, “Inventing the New Negro: African American Cultural Narrative, Publics, and Counterpublics in the Literary Geographies of the Great Migration” in October 2010 at the Annual Conference of the New England American Studies Association in Boston.

Also in October 2010, **Joyce** delivered an address at the SOMPATT Conference on “Higher Education in Africa” at Boston University.

In January of this year, **Joyce** was on the panel for the presentation of “The Role of International Service Learning” at Brandeis University.

**Joyce** had three speaking engagements in February of this year. On February 16th, she was the Black History Month speaker for the Wheelock Black Student Union and she delivered a lecture entitled, “The Dynamics of Slavery.” On February 19th, she presented her paper, “To Entangle the Living and the Dead: Ancestral Spirits and Southern Returns in the Novels of African American Women” at the Conference of the Southern Association of American Studies at Georgia State University in Atlanta.

Finally on February 26th, **Joyce** presented on “Education in West Africa & Cote d’Ivoire” at the Forum on “Conflict and Democracy in Cote d’Ivoire” at Suffolk University.

**Lucy Heimer** (Early Childhood Education) and **Jeff Winokur** (Elementary Education) presented “Preparing Teachers of Young Children: How is an Interdisciplinary Curriculum Approach Understood, Supported, and Enacted Among Key Stakeholders?” at the annual conference of the American Educational Research Association. They will also present this talk in June in Providence, RI, at the National Association for the Education of Young Children Professional Development Institute.

In October of last year, **Lucy** presented “Preparing Early Childhood Teachers for a Changing World: Social Justice and Cultural Competence in Early Childhood Education Teacher Prep Programs” at the fall conference of the Massachusetts Association of Colleges for Teacher Educators in Sturbridge, MA.

**Ellie Friedland** (Early Childhood Education) ran the “Anti Bias Teaching Workshop” in March of 2010 for the staff of the Malden, MA Head Start program. In September of the same year, she ran a “Diversity and Equity” workshop for Communities United.

**Ellie** conducted a workshop in positive behavior and classroom management and teaching through the arts for teachers, social workers, and volunteers at Camino Seguro (Safe Passage) in Guatemala City, Guatemala in February of 2011.
In March of 2011, Ellie ran a professional development workshop titled “Young Children’s Gender Identity Development and Gender Role Behavior” at the Massachusetts School of Professional Psychology.

Finally, in April of 2011, Ellie ran a workshop with Kim Westheimer entitled “Creating Early Childhood Environments that Welcome and Support LGBT Children and Parents” for the MA Association for the Education of Young Children.

Ellie has also given two conference presentations since November 2010. In November 2010, she presented, with Ellen Wolpert and Amy Gelnaw, “Creating Early Childhood Environments that Welcome and Support Gender Non-conforming Children and Children with Lesbian, Gay, Bisexual, and Transgender Parents/Guardians” at the NAEYC National Conference in Anaheim, FL.

In February, 2011, Ellie presented “Teaching for Social Justice: Teachers and Students Empowering Themselves to be Agents of Change” in Guatemala City for the International Reading Association.

In June, Ellie will present “Fulfilling the NAEYC Code of Ethics: Including and Welcoming Lesbian, Gay, Bisexual and Transgender Families and Children with Gender-Non-Conforming Behavior in EC Settings” at the NAEYC 20th National Institute for Early Childhood Professional Development in Providence, RI.

In July of this year, Ellie will be in Chicago at the Pedagogy and Theatre of Oppressed Conference to participate in a dialogue entitled “Come Closer: Critical Perspectives on Theatre of the Oppressed.”

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<tr>
<td>Eric also presented a paper at the Annual Meeting of the Association for Social Anthropology in Oceania in Honolulu this February on “Gregory Bateson, Margaret Mead, and Photographing the Iatmul in the 1930s.”</td>
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<td>Erica Licea-Kane (Arts) presented her studio work to Meditech Corporation in April for both purchase and show considerations.</td>
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<tr>
<td>Jenne Powers (Director, Writing Center) presented a paper titled “Privatizations of the Soviet Past in Ulikskaia’s Family Chronicles” at the Association for Slavic, East European, and Eurasian Studies Annual Convention in November 2010 in Los Angeles, CA.</td>
</tr>
<tr>
<td>Bill Shorr (Elementary Education) is presenting two papers at the upcoming Jean Piaget Society Conference in June 2011. The first paper is, “The Teaching and Learning of Social Crises: How and What I and my First Graders Should be Learning About International Sex Trafficking.” His second paper is, “Critical Exploration and the Challenging Trust.”</td>
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</table>
Joyce Hope Scott (American Studies) was a speaker for The African Cultural Society at St. Paul AME Church on “The Family Across the Sea: Sierra Leone & Gullah/Geechee Cultural Connections” in March of this year.

Joyce also chaired a round table on “Nigeria 50 Years Later: Challenges and Opportunities” at the Golden Jubilee Celebration of Nigerian Independence at UMass Boston in October, 2010.

Bill Shorr (Elementary Education) modeled Critical Exploration, a teaching methodology, as a group leader at the Critical Exploration.org Inaugural Celebration.

Bill also serves on the School Site Council of the Winship Elementary School in Brighton.

Diane Levin (Early Childhood Education) gave a community-wide parent talk titled, “So Sexy, So Soon” in November 2010 at the Southern Arizona Association for the Education of Young Children Annual Conference in Tucson, AZ.

At the annual NAEYC conference in Anaheim, CA, in November 2010, Diane served on the International Early Childhood Organization Panel on Global Issues, where she spoke about “How Sexualization and Violence are used Worldwide to Market Products to Children.”

Grace Kim (Psychology & Human Development) was a program reviewer for the American Psychological Association 2011 convention. She was also a program reviewer for the National Multicultural Conference & Summit at the 2011 conference.

A year prior, Grace served as both a program reviewer and a judge of the poster awards at the Asian American Psychological Association 2010 annual convention.

Paul Thayer (Child Life and Family Studies) was a facilitator of the Kenneth B. Schwartz Compassionate Rounds – New England Medical Center at the Mass College of Pharmacy and Health Sciences in March of this year.

Lenette Azzi-Lessing (Social Work) reviewed an article for the journal, Early Childhood Research and Practice, and was invited to join their Editorial Board.

Lenette also co-chairs the Child Welfare League of America’s National Advisory Committee on Prevention, Protection, and Family Support. She represents the advisory committee on CWLA’s Steering Committee, which worked with the organization’s CEO to develop a new mission statement and strategic plan for their work in improving the lives of children at-risk for child abuse and neglect, as well as those children and families that are involved in the child welfare system.

Lenette was also invited to join the Advisory Committee for the new National Center for In-Home Services for Children and Families, and attended the initial meeting in Chicago last September. The Center collects and disseminates research and information on best practices in providing home-based services to vulnerable children and their families.

Finally, Lenette is the higher education representative on the MA Early Childhood Mental Health Leadership Team. The Team is charged with statewide planning and building capacity to address mental health issues in young children and their families, and to promote healthy social and emotional development for all young children.

Lucy Heimer (Early Childhood Education) worked on a collaborative project with UMass-Boston, funded through the MA Department of Early Education and Care. The one year grant of 100,000 facilitated the evaluation of the implementation of a regionally structured professional development system.

Between 2010 – 2011, Lucy was the co-chair of the sixth Annual Community Dialogue on Early Education and Care: Developing New Leaders, Alliances and Solutions. She was also the coordinator of the Child Assessment Institute. As coordinator, she did grant funded work for the Department of Early Education and Care (in collaboration with Associated Child Care) to support providers throughout the state in gaining deeper knowledge of child assessment.

Ellie Friedland (Early Childhood Education) organized Wheelock’s Winter Policy Talk featuring Roy Old Person. This Policy Talk was titled “Working Toward Lesbian, Gay, Bisexual, and Transgender Equality.

Maya Honda (Psychology & Human Development) was invited to be a reviewer of papers and poster presentations proposed for the 2011 Tokyo Conference on Psycholinguistics.

Maya has also been invited by the Navajo Language Academy to teach at the 2011 Summer Linguistics Workshop to be held in Flagstaff, AZ. For more information about the academy, go to: http://www.swarthmore.edu/socsci/fernald/1/nla/nla.htm.
### Community and Professional Service [continued]

**Maya** was also the Education and Pedagogy section co-editor for *Language and Linguistics Compass*. Online at: [http://linguistics-compass.com/education-pedagogy/](http://linguistics-compass.com/education-pedagogy/).

During spring break, **Maya** travelled to Seattle, WA to work with David Pippin and his 4th & 5th grade students. Maya and David are collaborating with linguists at MIT and Western Washington University to develop and implement K-12 inquiry activities that focus on investigating the structure of English and other languages.

**Maya** is also a member of the Advisory Board of the Boston Chinatown Neighborhood Center. For information about this multiservice community agency, go to [http://www.bcnc.net/](http://www.bcnc.net/).

**Erica Licea-Kane** (Arts) organized a Quilt Exhibition for the Towne Art Gallery: The Skin Quilt Project, that accompanied an award winning film. The reception included a viewing of the film, followed by a panel discussion with the film's director and several of the artists in the exhibition.

### Curriculum Development

**Lenette Azzi-Lessing** (Social Work) has worked with Julie Wollman, Ellie Friedland and Diane Levin to develop Wheelock’s trans-disciplinary Certificate Program in Peace Building, Anti-Bullying, and Advocacy for Young Children.

**Petra Hesse** (Psychology & Human Development) has developed three new courses:

- Positive Psychology
- Health Psychology, and Learning from the Holocaust. In order to develop these courses, she attended a conference on “Children and War: Past and Present” in Salzburg, Austria in October 2010 and will attend the World Congress on Positive Psychology in Philadelphia in July 2011.

### Service Learning

**Lenette Azzi-Lessing** (Social Work) will be going to Northern Ireland to infuse a social work perspective into the course and trip and to help students understand the value of transdisciplinary work with young children, families, and early care and education settings.

**Petra Hesse** (Psychology & Human Development) will be going to New Orleans in May, 2011 with **Bobbi Rosenquest** and Wheelock students.

**Erica Licea-Kane** (Arts) is developing a new course for the summer of 2011, entitled: “Studio Explorations for Educators.” This course will be offered to teachers for professional development points.
### Works in Progress

**Ilyse Robbins** (Arts) will be directing and choreographing the upcoming production of 42nd Street at Stoneham Theatre.

**Debbie Samuels-Peretz** (Elementary Education) is currently exploring Universal Instructional Design as an innovative teaching approach that can help better meet the 21st century needs of today’s college students. She is collaborating with **Jenne Powers** on this project.

Debbie is also conducting a small scale evaluation of Sulha Peace Project’s youth leadership event. This peace building event brought Arab and Israeli youth together to prepare them for leadership roles in promoting tolerance and coexistence in Israel and Palestine.

**Debbie Samuels-Peretz** (Elementary Education) is currently exploring Universal Instructional Design as an innovative teaching approach that can help better meet the 21st century needs of today’s college students. She is collaborating with **Jenne Powers** on this project.

**Petra Hesse** (Psychology & Human Development) is writing two literature reviews: “Bullying and Cyberbullying: Theory, Research and Best Practices” and “Service- Learning and General Education: Attempts at Integration.”

**Greg Gomez** (Arts) is working on a large, fully three-dimensional piece for the Williamson College of Business, and Youngstown State, in Ohio.

This past summer, **Eric Silverman** (American Studies & Psychology & Human Development) conducted anthropological fieldwork in Papua New Guinea, funded by a grant from the Institute for Money, Technology, and Financial Inclusion at the University of California at Irvine.

He is now writing up the results of that research for publication and starting a new book on globalization and art among the Iatmul people of Papua, New Guinea, tentatively titled “From Totems to Tourists: Sepik River Art in a Postmodern World.”

**Erica Licea-Kane** (Arts) is in the beginning stages of producing studio work for a solo exhibition that will take place in South Boston in June of 2012.

### Artistic Installations

**Greg Gomez** (Arts) completed a commission for the Vermont Fire Academy, in Pittsford, VA. This two-part relief sculpture used water-cut anodized aluminum for a piece entitled, “Tools of Command.” For the tower section of the Academy, he represented lengths of fireman’s hose. Their various diameters and coupling types were meant to suggest the community of firefighters that come together in rural volunteer firehouses.

The corridor section represents the Command Structure essential for the organized combating of a fire. He did this through relief collages of the various tools employed in each task, as part of the distribution of labor overseen by the Fire Chief.

**Erica Licea-Kane** (Arts) participated in three juried museum exhibitions in the summer of 2010. The first was in the Andrews Art Museum in the National Jury exhibit in Andrews, NC. The second was in the Danforth Museum of Art in the Members Jury in Framingham, MA. The final one was in the Attleboro Museum of Art in the National Jury in Attleboro, MA.
## Media Appearances

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<tr>
<td>Janine Bempechat</td>
<td>Contributed a guest commentary to boston.com on Amy Chua’s parenting memoir, “Battle Hymn of the Tiger Mother”, entitled “What the Tiger Mother got Right.” In the December issue of Time for Kids, Janine contributed the “Pro” side of a debate on whether students should be assigned homework over the holiday break.</td>
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## Kudos

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<tr>
<td>Ilyse Robbins (Arts)</td>
<td>Nominated for an IRNE award for Outstanding Choreography for <em>My Fair Lady</em> at the Stoneham Theatre.</td>
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<tr>
<td>Ellie Friedland (Early Childhood Education)</td>
<td>Received the David Giveans Award at the NAEYC LGBT Interest Forum for “ongoing and groundbreaking work in the support of LGBT educators, children and families.”</td>
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<tr>
<td>Ellie</td>
<td>Also received the Wheelock College Gordon Marshall Fellowship for “Creating Welcoming Environments for Lesbian, Gay, Bisexual, and transgender Families in Education and Human Services.”</td>
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<tr>
<td>Maya Honda (Psychology &amp; Human Development)</td>
<td>Received Community Change, Inc.’s Drylongso Award for her work as a linguist and educator in support of indigenous language revitalization. The Drylongso Award honors “ordinary people doing extraordinary work against racism.”</td>
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<tr>
<td>Erica Licea-Kane (Arts)</td>
<td>Received a Fellowship to be an Artist-In-Resident at the Hambidge Center for Arts and Sciences, in Rabun Gap Georgia in July of 2010.</td>
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