

SPRING 2016

# acumen

*The magazine of Lehigh University's College of Arts and Sciences*

*Mississippi Born and Bred*

*Beggar Saint*

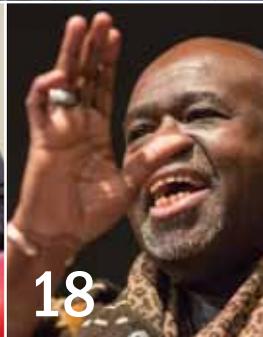
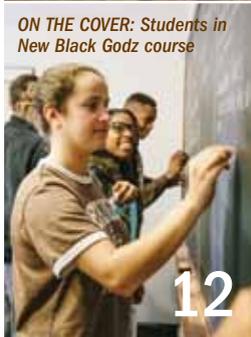
*Breaking the Optical Barrier*

*Efficient Womanhood*



## Critical Conversations

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# Message from the Dean



## Join the Dialogue

This issue of *Acumen* celebrates the diversity that is central to the College of Arts and Sciences

I am most excited to share with you the latest issue of *Acumen*. This issue revolves around the importance of diversity within the College of Arts and Sciences and the stories within represent the significance of the critical conversations we foster as our students continue to advance in their respective disciplines and interests.

The College of Arts and Sciences strives to create an environment of inclusive excellence—a place for our faculty, our staff and our students to lead and succeed whatever their background, ethnicity, gender, religion, age or sexual orientation. The diversity that I found when I came here led me to think about the ways we can leverage that talent into new

and exciting endeavors that can have a lasting effect on students' lives.

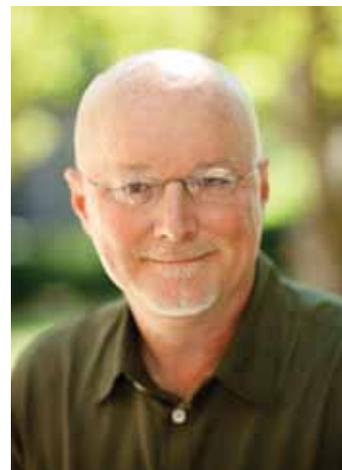
We share a responsibility to ensure that the College truly reflects the diversity of the world in which we live. Part of the richness of what we offer in the College is a diverse array of programs. We also have the most diverse faculty and student population in the university. As a reflection of our desire to create diversity conversations, over the past few years we've

started engaging in a project I call a "Dialogue Toward Understanding." In a global economy, students need to understand cultural and social differences and understand the complexity of the world around them. This dialogue demands that students move outside of their comfort zones, move outside disciplinary boundaries as they better understand themselves and others.

When people from diverse backgrounds and experiences are brought together, revolutionary ideas emerge. Having our preconceptions challenged and seeing new perspectives lifts us out of group-think mentality and enriches the learning experience. You will see this for yourself in the following pages. Acclaimed actor Akin Babatunde has joined us for the spring semester as the Horger Artist in Residence, where he brings new perspectives to developing young artists. Discover how graduate student Rohullah Naderi will take what he studies at Lehigh and apply it to his political aspirations in his native Afghanistan. Learn how undergraduate researcher Devon Carter '16

examines race and our interpretations of athletes' behavior. Our students often continue the work long after leaving South Mountain. Margaret Hagerman '04 '06G examines how parental behavior influences white children's views about race in America.

The College of Arts and Sciences is strongly committed to increasing the diversity of its student body, faculty, and staff to better reflect the diversity of American society. Those efforts were reflected in our recent funding by the National Endowment for the Humanities to expand our efforts. I hope you enjoy reading the following stories as much as I have. If you'd like to learn more about how you can support diversity initiatives within the College of Arts and Sciences, please contact Kelly Stazi, our director of development. I invite you to learn more about how alumni



can play a role in these types of programs. As Lehigh alumni, you can help shape the future of students in the College of Arts and Sciences.

I look forward to hearing your thoughts and comments.

**Donald E. Hall**  
*Herbert and Ann Siegel Dean*

# The Arts



teacher and close friend of Kroeker's, whose love for music and dance provided the inspiration for the structure.

"We were thinking of those acoustic sweet spots that you find in the tiled subways of many big cities where musicians congregate to make music. Peggie's Bell is an acoustic sweet spot for making

beautiful sounds," says Viscardi.

To test the performance of these acoustic qualities, Viscardi invited Lehigh faculty to come and experiment with the Bell. To test the acoustics, he invited David MacBeth of the nearby Lehigh Valley Charter High School for the Arts to bring his award-winning choral group to perform inside the shell.

"They truly made our architecture singing and made our Bell ring," says Viscardi. "It was a very moving experience for me, as well as for all the attending students, to stand in the middle of the Bell as the choral group's voices ricocheted off each and every tile. I hope that the Bell continues to engage people from South Side Bethlehem in a way that it enables Lehigh University's relationship with the community at large to blossom."

## MUSIC

### From the Past to the Future

Lehigh has a storied tradition of concert bands dating back to the band's inception in 1908. In recognition of the university's sesquicentennial, David Diggs has created a program of Lehigh's most recognizable songs to be performed May 1.

Diggs, lecturer of music and director of the Lehigh Wind Ensemble, has pored over the wind ensemble's archives to develop a retrospective of wind music throughout Lehigh's history. He has examined programs from earlier band performances to develop a history of Lehigh's concert band.

"There's not much archival material about the concert part of the band," says Diggs. "The Marching 97 has a rather comprehensive set of pictures and documentation, but we lack that information. The wind ensemble has progressed from what once was the concert band."

## ARCHITECTURE

### Peggie's Bell

Drive up Brodhead and it's there, tucked in the sacred grove next to Alumni Memorial Building. Peggie's Bell is the latest design/build project developed by Anthony Viscardi.

Funded by the Hammerschlag Design Series (HDS), Peggie's Bell is an acoustic space built by students from the department of art, architecture and design and the PC Rossin College of Engineering and Applied Sciences under the direction of Viscardi and Richard Kroeker, HDS visiting professor from Canada's Dalhousie University.

"The Bell is a commemoration of Lehigh's sesquicentennial and was envisioned as a participatory space," says Viscardi, professor of architecture in the department of art, architecture and design.

When they proposed the project, Kroeker and Viscardi noted that Lehigh "is a place for contemplation of nature and creation of culture." The Bell would serve as a special acoustic environment for the use of singers, singing groups and people looking for a space

for contemplation, conversation or just playing with sound.

The group designed and built the space incorporating a ceramic tile vaulting technique (based on the Guastavino Tile Arch System patented in the United States in

1885) to create a shell that can be used by the public for group events, informal gatherings or individual reflection, inviting people to pause in the beauty of the campus grove.

"Lehigh promotes a park setting, with many paths connecting the various departments and their buildings," says Kroeker. "There are

also sculptural works placed along many of these paths."

Both professors concur that these interstitial spaces not only provide a means for getting from one department to another, but also occasion for social interaction and reflection between the institutionally defined tasks of course outlines and examinations.

The Bell is named after Peggie Sisson, a recently deceased Canadian dance



Viscardi worked with visiting professor Richard Kroeker to create an acoustic spot on Lehigh's campus.



The wind ensemble, as a term and concept, developed in the 1950s at the Eastman School of Music. Prior to that, ensembles were bands and were called either symphonic or concert bands. The wind ensemble is a continuation of the band traditions that developed in the early part of the 20th century with the development of the concert band.

"My goal is to really pinpoint when the piece was played and chronicle the history of the wind ensemble at Lehigh. We especially want to highlight those pieces written specifically for Lehigh," says Diggs.

Pieces to be performed at the May concert will include works by Thomas Coates, Gustav Holtz and alumnus Michael D'Ambrosio.

"We'll play *Procession of the Nobles*, usually played at graduation," says Diggs, adding, "It's similar to our CD *Lehigh Glory*, where we did *Centennial Song (Lehigh, Hail!)*, *Rearing, Tearing, Lehigh Victory March* and *Lehigh Will Shine*. We'll close out the evening with the songs that have a long tradition. They're songs that have been played at Lehigh since the 1930s."

"That must have been an amazing time to be at Lehigh," says Diggs. "The university annually held a song contest, and the students wrote songs that often went on to be published. Lehigh's song traditions, the songs alumni often hear at football games, developed from that period in the '30s. We especially want to highlight those pieces written specifically for Lehigh."

Diggs notes that former band director Jonathan Elkus was friends with many composers of band music, including the renowned Richard Goldman, who conducted his own band. Goldman wrote *Pride of the 97*. Also on the program will be *Fanfare: Salute to Lehigh* by Sir Arthur Bliss.

Diggs has been wind ensemble director since 1998, following a distinguished career as a freelance

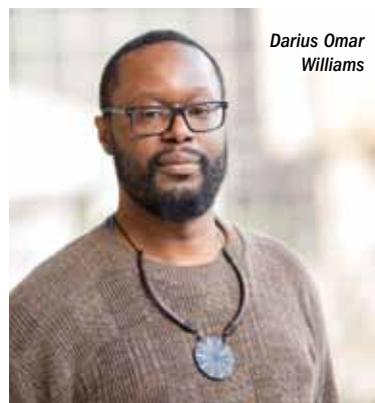
woodwind specialist in New York City. He has performed with the New York City Ballet Orchestra, the New York Philharmonic and the Moiseyev Russian Ballet and numerous Broadway shows. He has been internationally recognized for his research of the band music of the American Civil War era and the music of the English Foot Guard bands of the late 18th century. He has recently been elected an honorary member of the Royal Society of Musicians of Great Britain.

## THEATRE

### *Mississippi Born and Bred*

In the summer of 1966, James Meredith, who had been the first black student admitted to the University of Mississippi, began a walk from Memphis, Tenn., to Jackson, Miss., to encourage blacks to register to vote. Aubrey James Norvell, an unemployed white man from Memphis, shot Meredith three times with a shotgun, transforming a walk into a significant march for the civil rights movement. This time and place are the setting for *Mississippi Born and Bred*, the latest work by playwright Darius Omar Williams.

Set in Clarksdale, Miss., in 1966, *Mississippi Born and Bred* is a coming of age memory play. Against the historical backdrop of segregation, Jim Crow laws, civil rights activism and the trauma of lynching in the Deep South, the drama tells the story of a 14-year-old black girl named Bupe as she struggles on her journey to empowered black womanhood. The play also questions competing notions of blackness as Bupe struggles to embrace all of her complicated differences: her southern speech, her dark skin and her kinky hair.



Darius Omar Williams

"West African motifs are omnipresent," says Williams, assistant professor of theatre and Africana studies. "The core of her story centers around her relationship with Miss Emma, an African seer, who spiritually navigates young Bupe through the complexes of her young girlhood. But it's also a story about a girl who learns to take flight, in a metaphorical sense, which has ties to Yoruba, West Africa, spiritual traditions."

*Mississippi Born and Bred* is the first of a trilogy Williams envisions as part of an effort to infuse southern Mississippi motifs with spiritual West African themes to

in 2014 at the Mississippi Black Theater Festival, of which Williams is founding artistic director and which was supported by a Lehigh faculty grant. Williams then brought the original cast to Lehigh in March of 2015 for another reading

at Zoellner Arts Center.

"Since that time, the play has grown tremendously and taken on its own life," he says. "It was accepted into the DC Black Theater Festival, and a reading was staged at Victory Gardens Theater in Chicago, Ill., and at the National Black Theater Festival. It's been well received and I've been revising it, as all writers do, based on the talk-backs I've held after every reading. The long-term goal is to find a space in New York for an off-Broadway production."

In addition to *Mississippi Born and Bred*, Williams is finishing a



Set in 1960s Mississippi, Williams' play questions competing notions of blackness.

investigate how these spiritual codes of existence reside in close proximity.

"The southern African American church experience is not that different from the indigenous West African spiritual experience," he says. "I'm looking at those similarities and how they coalesce with one another."

*Mississippi Born and Bred* had its first workshop production

book chronicling the early history of the Negro Ensemble Company, one of the first African American theater institutions in the United States. He is chronicling the company's first 11 years, 1967-78, and his monograph examines the company's political, cultural and artistic landscape, from inception to established presence as an artistic organization.

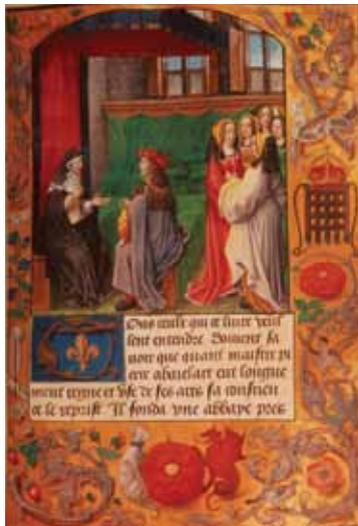
## ENGLISH

### *Beyond the Cloister*

In the 1530s, the dissolution of England's monasteries was a central component of Henry VIII's Protestant Reformation. Decades later, the effects of this change in English culture and religious identity were still being felt. Catholic Englishmen and women who wished to profess their faith were driven into exile on the continent, where monastic communities became literary centers in the 17th century. The writings of the women who became nuns, and those who remained Catholic in England, are the focus of research by Jenna Lay.

Lay, assistant professor of English, explores the effects of nuns and recusant women on 16th- and 17th-century literature. The author of the forthcoming book *Beyond the Cloister: Catholic Englishwomen and Early Modern Literary Culture*, she scrutinized English and French archives to examine what Catholic women were writing. Her work demonstrates that nuns and recusant women, whom most consider marginal figures because of their gender and religious identity, are centrally important to an understanding of how literature works in the early modern period.

"There's fantastic manuscript evidence there because these convents were often grounded in a model of collective authorship," Lay says. "Nuns were working together to produce manuscripts that dealt with questions of religious practice, national identity and obedience. How, for example, does one define religious and political obedience when religious allegiance is to the Catholic Church but one's political allegiance is to England? It led nuns to write fascinating materials on how obedience is a contingent category, as an individual may display forms of disobedience when she recognizes true obedience as ultimately based on her relationship to God."



Lay examines how the political and social turbulence of the Protestant Reformation enabled nuns and recusant women to impact English literature.



Rikōran in 1939 in Nishinomiya, Hyogo, Japan.

Through archival work, Lay explored how the political and social turbulence of the time enabled nuns and recusant women to have surprising effects on English literature. Her work reveals that cloistered women were anything but invisible. Through their manuscripts and printed books, nuns actively participated in political and religious discourse. Lay shows how their literary influence shaped the texts of our most canonical authors, including Christopher Marlowe, William Shakespeare, Andrew Marvell, John Donne and John Milton.

## MODERN LANGUAGES AND LITERATURES

### Japanese Empire and Literature

At the turn of the 20th century, Japanese literary scholars used the term *kokubungaku*, or national literature, to connect the disciplines of literature with classical learning. Research by Nobuko Yamasaki is redefining the genre, as her work examines literature and films produced by both Japanese and their former colonial subjects in the inter- and post-war periods.

Yamasaki, assistant professor of Japanese in the department of modern languages and literatures and a member of the Asian Studies program, studies how storylines of sex, gender, race, class and national differences meet and intersect, allowing narratives of empire to be reshaped from within. She assesses the works of Japanese writers to address the influence of Japan on Chinese and Korean life during a period of empire

expansion and colonization. Her research explores the ways in which a number of writers and actors negotiated their works and lives under the totalitarian Japanese empire.

Yamasaki looks at writers such as Nakajima Atsushi, considered one of Japan's foremost writers, and Hayashi Kyōko, who was a victim and a survivor of the atomic bombing in Nagasaki in 1945, which provides critical insight into the dynamics of nation formation and the sentiments of national belonging. She also explores the works of Lee Yang-ji and the writer/artist Theresa Hak Kyung Cha. These Korean women were born in the 1950s and both died in their 30s. Even though Cha and Yang-ji never met or personally knew the other, their works share the same social concern through female characters for Korean colonial legacies of the Japanese empire on Korean subjects.

"Both address the issues of Korean women's bodies. By paying attention to the Korean women's bodies, we start to see an asymmetrical power dynamic taking place," says Yamasaki.

Yamasaki also examines the life of acclaimed actress Rikōran, who would later become an activist for former comfort women.

Each artist presents various forms of sex workers, such as street prostitutes, female entertainers, hostesses and comfort women. Yamasaki argues that marginalized women's bodies such as these cut through the grand narratives of Japanese history during a period of empire expansion.

"There is still so much work left to be done, and that's what I'm trying to do," she says.

## PHILOSOPHY

### *Light of the Lord*

Roslyn Weiss, Clara H. Stewardson Professor of Philosophy, received a National Endowment for the Humanities Fellowship for 2015-16 to translate *Light of the Lord*, by Hasdai Crescas. This 400-page 14th-century work is a critical piece in medieval Jewish philosophy that challenges the fundamental assumptions of Aristotelian metaphysics.

"Most people consider Crescas to be the second most important Jewish medieval philosopher, so it's kind of shocking there's no English translation of his work. Some sections of it have been translated, but the whole work has never been," says Weiss.

*Light of the Lord* was written over a long span of Crescas' life—no less than 15 years. He didn't finish the final edition of the book himself. Due

to the extended period of writing, scholars can see the development of his thought in the different parts of the work. In some cases, as with his discussion of the attributes of God and of human free will, there are some contradictions between the different layers of the book's development. Additionally, the pupils who edited the last edition of the book introduced some changes and additions with the goal of unifying Crescas' seemingly opposing positions while moderating some of his more radical opinions.

In *Light of the Lord*, Crescas counters the writings of Maimonides. The preeminent medieval Jewish philosopher, Maimonides was one of the most prolific and influential Torah scholars of the Middle Ages. He was heavily influenced by Aristotle, and he wrote that the way to know about God was through philosophy.

"Crescas took all of Maimonides' philosophical, Aristotelian arguments for God, for God's existence, for God's unity, for God's incorporeality and showed that they were inadequate, that they don't prove what they claim to prove," says Weiss. "So his conclusion was that without revelation, we don't really know these things. We have arguments for them, but the arguments are not foolproof. We need the supplementation of the Torah and revelation in order to know all of these things about God."

Crescas also departed from Maimonides' belief that God was pure intellect and that, therefore, the best way humans can relate to God is via the development of their own intellect. "Crescas reversed that," Weiss says. "He said God is a God of love and joy, and the way to form a bond with God is not through intellect, but rather through love and joy."

*Bronze statue bust of Rabbi Moses Maimonides in Córdoba, Andalucía, Spain*

## RELIGION STUDIES

### *Beggar Saint*

Annabella Pitkin, whose research has taken her to China, Tibet, India and Nepal, is investigating the issues surrounding Tibetan Buddhist modernity, Buddhist ideals of renunciation, miracle narratives and Buddhist biographies.

Pitkin, assistant professor of religion studies and Asian studies, tries to get at these big questions through the life of 20th-century Indo-Tibetan scholar and yogi Khunu Lama Tenzin Gyaltzen, whose life, she says, provides an arc reflecting major ongoing changes in Asian Buddhist societies.

Though never a monk, Khunu Lama is remembered as a great master both of meditation techniques and of Buddhist philosophy and Sanskrit literature to whom even the Dalai Lama went for instruction.

"His life is a window into many of the questions that interest me about the role of religion in modern Buddhist society, the link between the past and the future and the way that Buddhists have imagined that link," she says. "He's also a transnational person, who lived on the border between India and Tibet and whose travels took him over thousands and thousands of kilometers. He went from what is now western China, throughout Central Tibet and all over India. He taught many Buddhists, from western Buddhists to Indian, Tibetan and Chinese Buddhists, and he helped ensure that Tibetan Buddhism was transmitted without interruption in the 20th century."

During her research, Pitkin conducted extensive textual analysis and translations of Khunu Lama's writings, interviewed nearly 100 Himalayan and western Buddhists who knew him and retraced many of Khunu Lama's travels. By translating

Tibetan oral and literary narratives of his relationships from various biographical and autobiographical genres, Pitkin explores the creative tension between two major Tibetan Buddhist ideals: the wandering hermit and the compassionate *bodhisattva*—and their place in Buddhist modernity.



*Pitkin explores the role of religion in modern Buddhist society, the link between the past and the future and the way that Buddhists have visualized that link.*

Using Khunu Lama's life story as a starting point, Pitkin also investigates the central role of teacher-student networks for Tibetan Buddhist life and societies, considering how these relationships work in modern contexts and how they are imagined.

Studying Khunu Lama's life thus offers Pitkin a means of understanding modernity and Buddhist social networks from a Himalayan Buddhist perspective.

"The man I'm writing about was a special kind of Buddhist virtuoso, whose whole life was about secrecy and poverty and humility. He lived like a beggar in many ways, for very conscious religious reasons of wanting to be free from greed and selfishness. At the same time, he was a much-sought-after and beloved teacher," says Pitkin. "The way people enact their values about being a hermit and renunciate versus being a kind and generous teacher is very interesting. You can only see that when you examine the networks of actual relationships."

## CHEMISTRY

### Breaking the Optical Barrier

Nanotechnology mainly consists of the identification, manipulation and control of materials by individual atoms or molecules. Observing properties of nanomaterials has limitations due to their extremely small size, but chemist Xiaoji Xu has discovered a method to observe these properties at a smaller scale than previously thought possible.

Optical imaging at the nanoscale is difficult. To put a nanometer into context, a human hair is approximately 100,000 nanometers wide. At this small scale, the application of optical microscopy is limited because its resolution is bound by the diffraction limit, which is approximately half the wavelength of light.

"We can now bypass this physical barrier, allowing us to obtain high spatial resolution at 10 nanometers. We can map it relative to the chemical composition of the sample on a surface," says Xu, assistant professor of chemistry.

Scattering-type scanning near-field optical microscopy (s-SNOM) uses a sharp metallic tip to enhance and probe the local electric field in a close proximity to a nanometer-sized sample. The presence of the sample under the metallic tip modifies the way light is scattered by the tip according to the dielectric

functions, or local electric fields of the sample, which is affected by the presence of electronic, vibrational or polaritonic resonances.

Xu and his team use s-SNOM to detect optical signal from the sample's surface to bypass the diffraction limit. They have developed a new method to reconstruct the vertical near-field interaction in s-SNOM, and their work is shedding light on the behaviors of locally bound electromagnetic field of polaritonic nanomaterials. He can obtain additional information other researchers have been unable to attain. His findings have application in fields of energy transfers in organic photovoltaics, where the light-harvest domains and charge-accepting domains form fissures much less than 100 nanometers.

"We hope this new method, which currently is exclusive to Lehigh, will provide a new tool to study materials such as polymer blends in photovoltaics, plasmonic nanostructures and 2-D materials such as graphene and boron nitride for the next generation of electronics," says Xu. "We can achieve something nobody else has been able to do."

## EARTH AND ENVIRONMENTAL SCIENCES

### Drought, Fire and Forest Composition

Recent and projected increases in global temperatures, associated changes in regional moisture and changes in the frequency of extreme climatic events have raised concerns about potential rapid ecosystem changes. As an ecologist with a focus in paleoecology, Robert Booth examines how ecosystem and vegetation changes have responded to past climate change, and his work may be better able to anticipate future ecological changes.

Funded by the National Science Foundation, his most current research examined an abrupt forest

transition that occurred in the American Northeast about 500 years ago. Booth and his Ph.D. student, Michael Clifford, studied the potential causes of this vegetation change and its timing relative to similar



*Droughts and wildfires 500 years ago altered vegetation in the Northeast.*

changes documented in the Great Lakes region. To do this, they studied the regional patterns of the vegetation changes using available pollen records and collected cores from two bogs, using these data to link the widespread vegetation changes to prolonged drought and wildfire.

"It looks to have been quite abrupt, likely occurring within a decade or two," says Booth, associate professor of earth and environmental sciences. "Tree species like hemlock and beech, which are more wet adapted, decreased in abundance and were replaced by pine and oak. The forest composition was permanently altered across much of the Northeast by the drought and associated wildfires."

Direct evidence for drought and fires came from the sediment cores, which were analyzed for charcoal and testate amoebae, a group of shell-producing protists. Booth has pioneered the use of testate amoebae in paleoecological studies, particularly their use as indicators of past hydrological variability. By defining past patterns of drought in North America, and linking these records with changes in vegeta-

tion and fire frequency, Booth and his students are developing and testing hypotheses of how ecosystems respond to climate change.

Booth's research adds to a growing body of evidence indicating that forested ecosystems in humid regions are sensitive to moisture variability and may undergo rapid, widespread and long-lasting compositional change in response to sudden drought and fire. Long-term outlooks improve scientists' understanding of the variables that control forest resilience and will contribute to the development of

necessary and realistic models of forest change under variable and changing climatic conditions.

## MATHEMATICS

### Modeling the Spread of Malaria

Malaria, a mosquito-borne disease, continues to afflict many countries. In 2012, the World Health Organization estimated 207 million malaria cases occurred, resulting in an estimated 627,000 deaths, with about 77 percent of the deaths being children under 5 years of age. To reduce malaria risk among children and vulnerable populations, the use of Intermittent Preventive Treatment (IPT) is considered. Although IPT may be beneficial in averting malaria transmission and death in these children in the short term, it may have long-term effects such as propagating the spread of drug resistance. Identifying drug resistance spread due to IPT use or due to treatment of symptomatic infections is difficult in the field, but a mathematical model developed by Miranda Teboh-Ewungkem may help provide solutions.



*Xiaoji Xu*

“The difficulty lies in the fact that the same medication is typically used to treat people who have malaria and for IPT,” says Teboh-Ewungkem, professor of practice. “It’s difficult to parse out which cases are due to the treatment type. From a theoretical point of view, we can look at the different variables of how one factor can propagate the spread of the disease. That makes the model nice because we can look at how one component, just IPT, could increase the spread of drug resistance.”

Teboh-Ewungkem used a system of ordinary differential equations to model the spread of drug-resistant malaria parasites within interacting human populations under IPT use. Simulations indicate that population movement results in resistance spreading fastest in high-transmission areas, and the more complete the anti-malarial resistance, the faster the resistant parasite will tend to spread through a population. The model projects the percentages of humans the parasites can infect and is used to investigate how fast resistance can spread within the neighboring communities.

Teboh-Ewungkem categorized proportions of susceptible humans, infected humans, symptomatic-treated humans and humans receiving IPT. Previous research demonstrated that drugs that persist longer in the body at sub-therapeutic levels will provide more opportunities for nonresistant parasites to acquire resistant traits and for partially resistant parasites to become fully resistant.

“If they come in and are not sick, you give them the medication regardless of whether or not they have the disease,” she says. “It might have some benefit, but it also might provide the opportunity for drug resistance. A better understanding of the disease might help shape public policy in the future.”



## PHYSICS

### The Kilodegree Extremely Little Telescope

Joshua Pepper, an assistant professor of physics with a specialty in astrophysics, helped invent the Kilodegree Extremely Little Telescope (KELT) a decade ago. His team has discovered 10 exoplanets, or planets orbiting other stars, in the Milky Way galaxy, the huge system of stars that contains our solar system.

Pepper searches for planets orbiting bright, nearby stars, which are all less than a thousand light years away. While thousands of exoplanets have been discovered so far, those orbiting nearby stars are extremely valuable because they can be studied in great detail.

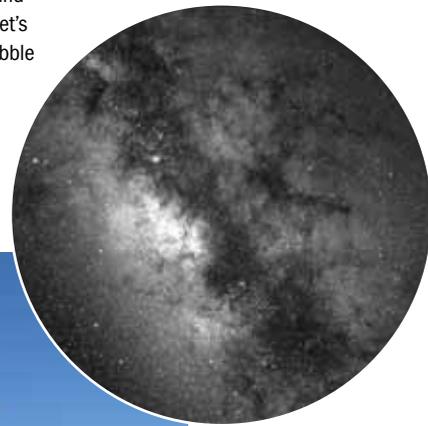
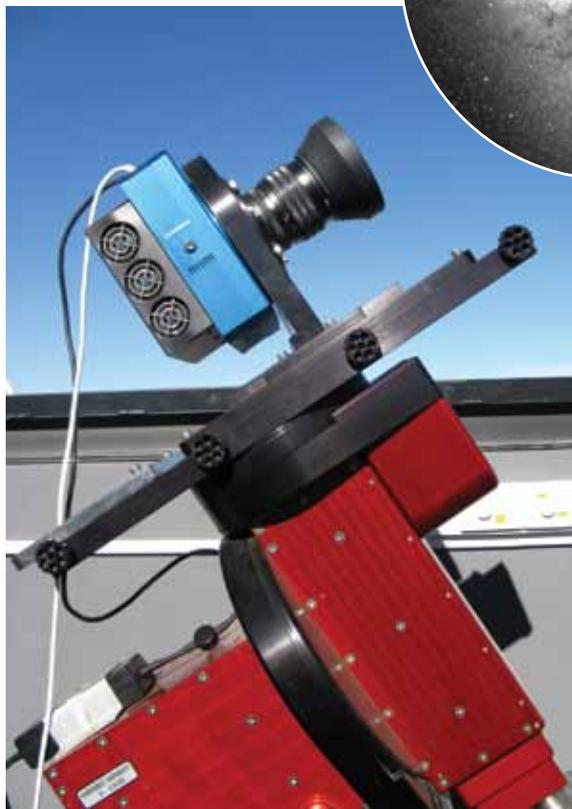
There are two KELT telescopes—one in Arizona and one in South Africa. “There’s a trend in astronomy to build bigger telescopes because many astronomers want to look at fainter and more distant objects that tell us about the structure and evolution of the universe,” Pepper says. “That’s great for understanding galaxies, but to find planets orbiting nearby stars, we need a different style of observing.”

Because the stars that KELT observes are so bright, Pepper does not need the

large telescopes commonly used by other astronomers. KELT uses lenses that are just two inches wide and that simultaneously observe tens of thousands of stars once every two-and-a-half minutes, hour after hour, night after night, for many years. About one in every 10,000 stars has a planet orbiting it that is oriented so that it crosses the face of its host star from Earth’s line of sight. That eclipse of the star by its own planet causes the brightness of the star to dim just a little bit each orbit.

After identifying stars showing regular dips in brightness, Pepper works with an international network of amateur and professional astronomers to determine if a planet is present. To do so, they measure the star’s radial velocity, or wobble. If KELT has detected a real planet, the host star will wobble back and forth as it is tugged by the planet’s gravity. If the patterns of the wobble and dips match up, it verifies that the planet is real.

“These telescopes have turned out to be wildly successful,” he says.

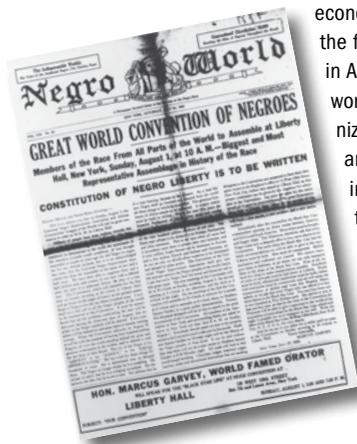


*Left: The KELT-South telescope located in Sutherland, South Africa. Above: A picture of the center of the Milky Way galaxy taken from the first night of observations by the KELT-South telescope.*

# The Social Sciences



*Black Cross Nurses (above) parade through Harlem opening an annual world convention of the Universal Negro Improvement Association.*



## HISTORY

### Efficient Womanhood

The Universal Negro Improvement Association (UNIA) was created in the early part of the 20th century to promote racial pride, economic self-sufficiency and the formation of a black nation in Africa. The UNIA was the world's largest black organization for social justice, and the role of women in shaping the organization is being studied by Natanya Duncan.

The UNIA was founded by Amy Ashwood and Marcus Garvey in 1914, and from its inception women within the organization defied given notions of domestic duty and blurred the lines drawn for women of the time, says Duncan, assistant professor of history and Africana studies.

"Women are in this from day one," she says. "When they constituted the organization, the original signers included four women."

Respectability for women in the UNIA was defined by a practice of nationalist politics in public places, resulting in what Duncan calls an "efficient womanhood" that set the stage for what are now known as womanist consciousness and black feminist politics.

"The organization successfully connected people in communities around the world. It's the first time African Americans are publicly encouraged to articulate their sense of identity beyond the space in which they live," she adds.

By 1920 Garvey claimed nearly 1,000 local divisions in the United States, the Caribbean, Central America, Canada and Africa. By 1925, women were running the UNIA, and Duncan argues that these women equipped themselves to play a crucial role in the organization. Her research centers on the writing found in the *Negro World* newspaper, a weekly newspaper with worldwide circulation, created by Garvey as the official UNIA publication. While the *Negro World* preached Garvey's philosophy and featured a front-page editorial penned by Garvey himself, its pages focused on news items covering global current events, politics and the status of black people in the United States and abroad. Duncan argues the crucial role of women are found in the pages of newspaper's Division News and views Section, Magazine Section as well as its People's Forum. Poetry in particular, she says, in the *Negro World* provides key insights and first-hand accounts of women's activism in and beyond the organization.

Examples of this can be found in the poems of female Garveyites published in the newspaper. Duncan asserts that, through Ethel Trew Dunlap's poetry, and other UNIA women poets from 1919 to 1940, women voiced their views on equality and freedom in the paper. Their poetry furthered the "efficient womanhood" brand of activism that used negotiation and direct public confrontation as benchmarks for gaining a larger voice in both private and public circles, adds Duncan.

The Jamaica-born Garvey was convicted of mail fraud in 1925 and deported in 1927, leading to the newspaper's closing in 1933. Poetry is one of the paper's undervalued

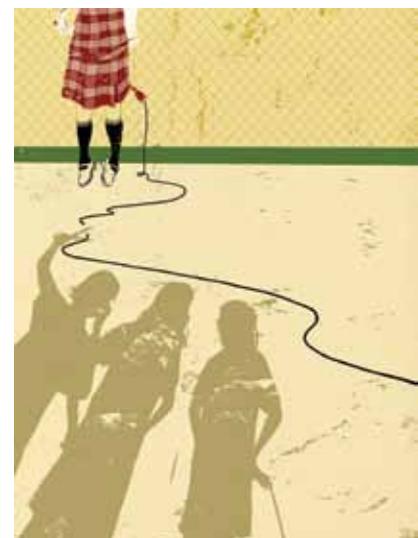
contributions to women's activism, as it created a lasting imprint on black communities, asserts Duncan.

"They put out small Haikus that could be easily taught to children to memorize. This helped the ideals of the organization to become a part of their fabric, their thinking. The legacy of the organization transcended space and time such that whether there was a UNIA branch nearby or not did not matter. The poetry became a part of the community speak and thus helped the UNIA take on a life far and beyond Garvey himself."

## PSYCHOLOGY

### Prosocial Behavior

Social information processing—the theory of how individuals, especially children, interpret social information—suggests that children are involved in a number of cognitive processes when engaged in social interactions. Although the bulk of the work on social information processing research has focused on explaining aggressive behaviors, work by developmental psychologist Deborah Laible provides links between facets of social information processing and prosocial behavior.



*Austin finds the spread of HIV/AIDS is particularly harmful to women in poor nations.*

Prosocial children may evoke positive responses from others by being prosocial to them, which over time is likely to increase children's beliefs in others as possessing qualities such as being "nice" or "trustworthy." Children's early engagement in prosocial behavior might elicit positive feedback from peers, and this feedback increases children's beliefs in other people being well intentioned. Such positive biases in social information processing may increase children's future changes of helping others, say Laible, professor of psychology.

As part of a five-person research team, Laible examined the possible relations between children's prosocial behavior and social information processing using data from the National Institute of Child Health and Development Study of Early Child Care and Youth Development (SECCYD). The SECCYD followed 1,364 children from soon after the child's birth until the age of 15. Mothers and teachers completed a questionnaire that was designed to measure the child's social behaviors with peers in third through sixth grades. Children were also asked to select among four possible aggressive or competent strategies to manage a number of hypothetical social conflicts. In addition to social problem solving, children were asked to infer others' intentions in ambiguous social scenarios. Children could pick between aggressive and benign intentions.

Examining responses for third- through sixth-grade students, Laible and her colleagues found connections between children's social information processing and their later prosocial and aggressive behavior. Results from the study provide evidence of the idea that early engagement in aggressive and prosocial behavior predicts children's later social information processing and that children's early social information processing predicted

their subsequent prosocial and aggressive behavior toward peers.

Laible notes the study suggests that children's early positive peer and relational experiences might beneficially form children's ability to work with others over time. The findings demonstrate the important developmental consequences of early engagement in prosocial behaviors. Researchers need to examine bidirectional links between prosocial behavior and social information processing over time to better understand children's prosocial development, she adds. Her work suggests that future research is needed to explore the possible constructive role of prosocial behavior in curbing hostile predispositions and aggressive behaviors. Such research could point to the importance of socially competent behaviors in promoting well-being and reducing aggressive and externalizing behaviors.

## SOCIOLOGY

### Ecological Loss and HIV

HIV/AIDS is a leading factor contributing to health declines in poor nations, where more than 95 percent of the 33.2 million people infected with HIV live. The spread of HIV/AIDS has been especially detrimental to women in poor nations, and this is the focus of research by environmental sociologist Kelly Austin.

Assistant professor of sociology and anthropology, Austin looks at how environmental change is influencing trends in infectious disease. She argues that ecological losses are closely linked to hunger and health challenges in poor nations, and these issues are tied to female HIV and lower life expectancy among women. Her research provides a more detailed picture of the connections between environmental degradation, malnutrition, health resources and health outcomes.



"For some diseases, like malaria, it's direct," says Austin, who is also director of the Health, Medicine and Society program. "Environmental change is creating more mosquito habitats, which are directly leading to more malaria. Ecological losses also indirectly affect diseases such as HIV. I'm finding that in countries where there is intense environmental degradation, there tend to be high levels of HIV, especially among women."

In collaboration with Laura McKinney at Tulane University, Austin analyzed the direct and indirect effects of ecological losses on female health in a model of 136 less-developed nations. The number of women infected with HIV has increased dramatically in recent years. In 2013, the World Health Organization reported that young women in less developed nations are about twice as likely as men to become newly infected.

The factors leading to greater likelihood of contraction are complex, but Austin says gender differences play a critical role. Women tend to be the ones who grow the food, collect the firewood and find clean water. When women cannot satisfy their household duties due to resource scarcity or degradation, they travel longer distances to secure food, fuel and water. When they are unable to find these resources, their household is compromised and they are more likely to engage in transactional sex, trading sex for items like food. Women's needs for such basic necessities are characteristically secondary

to men's, making them disproportionately vulnerable to malnutrition and associated declines in immunity when food and water are scarce.

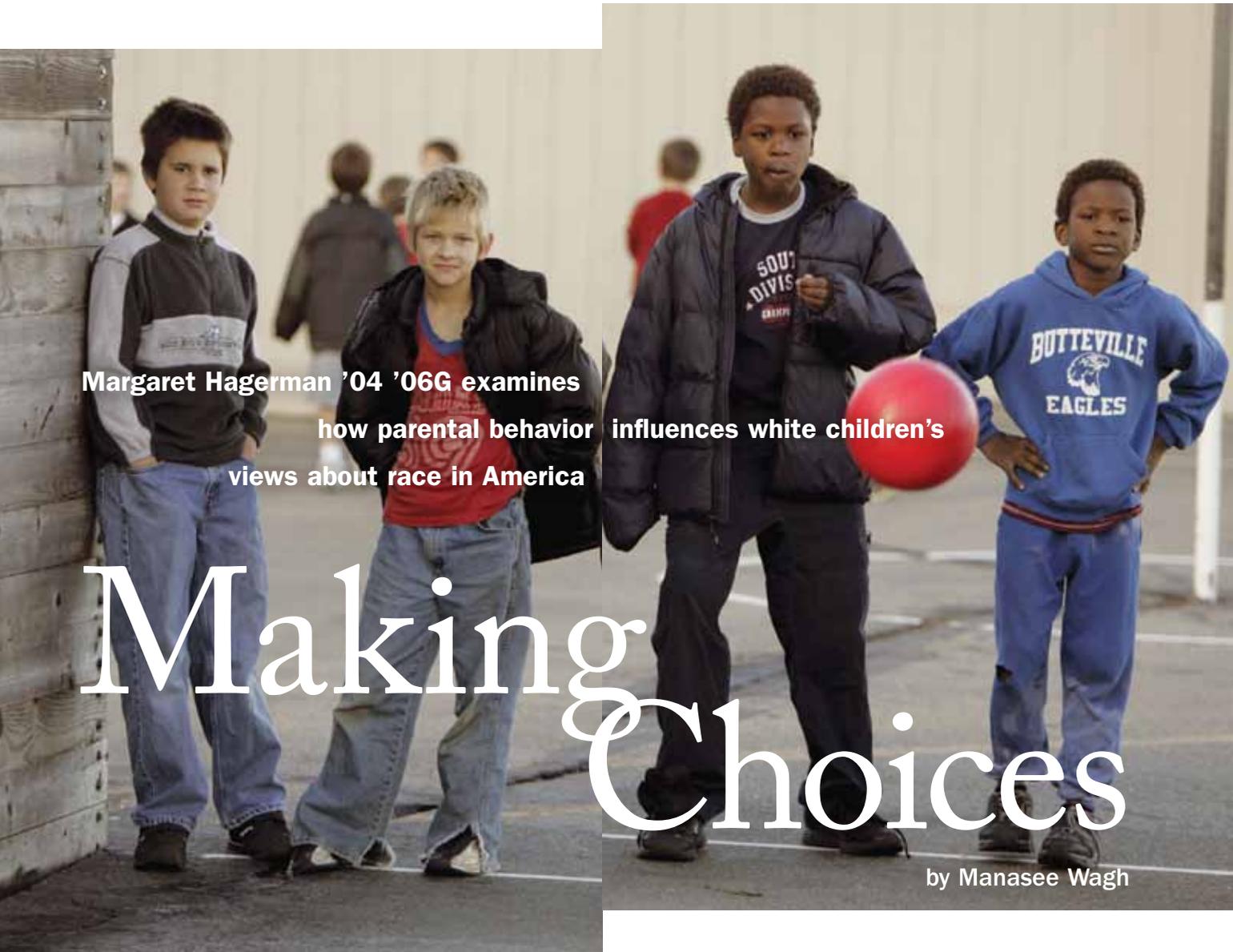
Efforts to stem the spread of HIV/AIDS in less-developed locales may benefit from focusing on women and addressing the root causes of their increased vulnerability to death and disease, which Austin and



Kelly Austin

McKinney have shown to be closely linked to environmental conditions. Austin notes that women's status is also profoundly tied to reducing HIV and promoting longer life expectancy for women. Future research should examine the potential relationships between women's status and treatment of the environment, she says, as evidence suggests improvements in one area has positive, ripple effects on the other.

"Looking at climate change and environmental influences is where we're headed in terms of health," Austin says. "In the last 10 to 20 years, we've had this great awakening of the social determinants of health. We're thinking about how social inequalities, like race or employment status, are affecting health. We need to have the same awakening with environmental factors."



Margaret Hagerman '04 '06G examines how parental behavior influences white children's views about race in America

# Making Choices

by Manasee Wagh

Growing up in a world with racism and inequality, children begin processing ideas about physical racial differences as early as preschool. However, in their middle school years, they begin to develop a greater awareness of the social implications of race.

Margaret Hagerman '04 '06G, assistant professor of sociology at Mississippi State University, studies how parenting choices of affluent, white parents shape their children's thoughts about race in America. Her research shows that kids ages 10-13 do not simply copy the attitudes of their parents. Rather, children form their own ideas about race through their social interactions in the world. Because of this, the choices parents make about such concerns as schools, neighborhoods, peer groups, and travel, matter more than what parents say to their kids about race.

"Parents matter both more and less than we commonly assume," says Hagerman. "My research shows that actions speak louder than words. And this is true even in families where parents talk explicitly about race with their children," she adds.

For instance, in the aftermath of racist hate crimes, bloggers in the media often write about the need to talk more to white kids about race. While Hagerman agrees talking about race is important, her research shows that actions matter more.

"You can talk about race with white kids all you want but subtle things like locking the doors while driving through black neighborhoods, opting for almost exclusively white schools, living in predominantly white neighborhoods, uncritically consuming media filled with racist stereotypes, and so forth, send children powerful messages about race in America, even if these messages are unintentional."

A much broader history of research exists on how black families convey ideas to their children about race. "Most of the research on how children learn about race in the family focuses on children of color and how their parents teach them to navigate and survive in a racially-hostile society," Hagerman says. "For example, how do parents of young black boys talk to their sons about Trayvon Martin or Tamir Rice? What

lessons do they offer to help their children not only make sense of these tragedies but to also thrive in a racialized society?"

Hagerman traces her interest in the subject back to the encouragement of a professor during her undergraduate years at Lehigh University. As an English major, she enrolled in Professor Heather Johnson's sociology course, *Race and Class in America*. The subject matter and the professor made an impression on Hagerman, and Johnson became Hagerman's mentor. When Hagerman graduated with her bachelor's degree, Johnson encouraged her to pursue a master's degree in sociology from Lehigh. Hagerman began working on a thesis to determine if children like to participate in social research, in conjunction with Johnson's larger project about how kids think about class inequality. Hagerman graduated with a deep curiosity on the topic and carried those questions into her PhD work at Emory University. Johnson continues to mentor Hagerman professionally, and they collaborate on scholarship.

To find answers to her research questions, Hagerman moved to a Midwestern city and began a two-year ethnographic project. "I tried to immerse myself in the everyday lives of the kids and their families," she says.

Over two years, she interviewed and spent time with 30 families, making herself a part of the community and being very open about why she was there. "In order to gain access to the families, I went to venues where they might be. I attended their kids' soccer and basketball practices. I talked with them. Then, once I found some initial families, they referred me on to others, which is what we call a snowball sample," Hagerman says. She even did some child care in order to spend more time with the families and connect with additional ones.

The bulk of Hagerman's research focuses on middle school children. Despite the fact that child development scholars say this is an important developmental period in a child's life, there simply hasn't been much sociological research about how this age group thinks about race. "In middle school, kids start to think in broader and more ideological terms. They're less focused on themselves and begin to think more about the world around them and how they fit into it. They also have more freedom from their parents and more exposure to activities outside of the home," Hagerman says.

An additional component to Hagerman's research was social class. The families she studied were affluent and could afford to make choices about their children's surroundings. For example, some parents sent their kids to racially-diverse schools while others chose schools with largely white populations. Different decisions were made about extracurricular activities and travel experiences too. The choices parents made shaped their children's environments, and ultimately, their thought processes about the social constructs surrounding them. "Social class matters for white racial socialization processes," Hagerman adds. "The families in my study have the resources to choose different things for their kids lives—and these choices matter for how kids think about the social world."

Getting kids to open up about their feelings on race and race relations wasn't always easy, Hagerman says. "White kids know there is



power behind the word race. They may not fully understand why but, for some, merely mentioning the topic can bring out some anxiety," she says. This was particularly true for children growing up in what Hagerman describes as "colorblind" families, or families where parents do not talk about race or acknowledge racial inequality. "Some of the children with parents who believe that race no longer matters in America really wanted to know more about race but told me they can't talk about it at home."

Hagerman tried to make the interviews youth-centered. In one instance, she arranged pictures of popular celebrities randomly, with a mix of races across the page. "I asked the kids if they could tell me the race of each of these people and what identifying factors they look for when making these classifications. I found that some of the kids were very hesitant to identify people as "black." They would say "white," for all the people they identified as white, which I was not expecting." The children's behavior generated some interesting discussions, says Hagerman. Why didn't they point out Kobe Bryant, a black basketball player, for instance? "The kids say because it's racist to identify him as black."

This attitude begins to reveal something about how some kids understand what it means to be "racist," says Hagerman, who also asked the children questions about their own lives, the racial makeup of their school, their activities, and other questions about their environments and opinions. She also asked them if and how they talk to their parents about race.

She found that the children who engaged more easily and more critically in discussions about race were the kids with parents who talked more on the topic. "They talked in more sophisticated and concrete terms about current events, like the Arizona 'Show Me Your Papers' law, or the murder of Trayvon Martin," Hagerman says. "These 10-13-year-olds also talked in more sophisticated ways about how they believed race and class interrelate, and they had applied experiences in the world that they drew upon to inform their own opinions."

Hagerman argues in her research findings that not all white children come to the same conclusions about race in America. Instead, a great deal of variation exists depending on a child's environment as well as how openly that child can talk to parents about racial issues.

She also talked to many parents at length about why they make certain choices: where to live, what media to allow at home, which schools their children attend, and about their own experiences growing up with racial socialization. In addition to the interview component to her research, she also observed many of the families as they went about their everyday life.

As she delves deeper into the ethnographic data she has gathered, Hagerman plans to turn her findings into a book about the racial politics of white parenting.

"There hasn't been much research conducted on white families in terms of how kids produce ideas about race, how white racial socialization works, or how social class shapes these processes. But this isn't just a study about white people. It's rooted in a broader project focused on social justice. I am trying to figure out how racism can take different forms among whites during childhood and how racism is reproduced in the newest generation of affluent whites." ●

**“White kids know there is power behind the word race. They may not fully understand why but, for some, merely mentioning the topic can bring out some anxiety.”**



# A CIVIL ACTION

Growing up in the Birmingham, Ala., region in the 1960s, Donald E. Hall was witness to what he calls “the real cultural fallout of people who did not understand each other or work toward some sense of mutual social vision and tolerance.”

So as he surveys the nation’s increasingly polarized and poisonous political landscape, Hall, who became the Herbert and Ann Siegel Dean of Lehigh University’s College of Arts and Sciences in 2011, sees the product of a decline in our sense of common purpose and engagement in civil, respectful discourse that stretches back a half century or more.

“This is not new,” Hall says. “We are in an era of particularly vitriolic, heated political rhetoric. Part of it’s because we’re approaching a presidential campaign, but part of it is a real deterioration in terms of the civil discourse that’s used through mass media, on television, through blogging, and through the sound bites that are promoted through Twitter, etc. This is a longstanding problem.”

And Dialogue Toward Understanding, a signature initiative launched by Hall in 2012, may offer a blueprint for the solution.

The initiative, which includes a series of high-profile public events called Join the Dialogue, reflects not only Hall’s personal experiences and research interests in gender and sexuality studies, but one of the core values that has long distinguished Lehigh University, and the College of Arts and Sciences in particular: Instilling in students a deep understanding of how bringing different perspectives across disciplines to bear on a question leads to better answers.

“We are deliberately trying to have conversations that are constructive, respectful and smart,” says James Peterson, director of Africana Studies and associate professor of English. “They can get heated. They can be intense. But we as a university community are invested in public discourse that is constructive and critical but not nasty and poisonous.”

“We’re trying to model for our students how you can have tough, critical, sensitive conversations in a way where you don’t have to disparage your discursive opponent. You don’t have to talk nasty about them or talk down to them. We can be critical and still be constructive,” he adds.

As the college’s Join the Dialogue Web page states: “Within the College of Arts and Sciences, our best work is driven by and enhanced through our eager participation in an expansive dialogue that values diverse

## The College of Arts and Sciences establishes an initiative to invite students into critical conversations

by JACK CROFT

enhanced understanding. We better understand the nature of the problems that we’re facing—globally or nationally or regionally. We better understand what divides us and we better understand what unites us.”

### Challenging Perspectives

A Dialogue Toward Understanding has become central to the College of Arts and Sciences’ identity. It is one of the main points Hall talks about with prospective students and their parents.

“We’re equipping them to not only be successful in their professional pursuits, but I hope that we’re equipping them to be successful as members of a civil society,” he says.

The initiative is called a Dialogue *Toward* Understanding because the College of Arts and Sciences recognizes that attaining complete understanding is a process that has no end.

“But we can make the attempt, and the attempt is what matters,” Hall says.

Over the past three years, several large, public events have been held under the Join the Dialogue campaign, which seeks to engage students in conversations that showcase differing viewpoints on major issues. The ideas for the conferences, workshops and lectures “come up organically from what we’re already doing,” Hall explains

For example, a conference last year marking the 50th anniversary of the assassination of civil rights activist Malcom X was co-chaired by Peterson and Saladin Ambar, an associate professor of political science who authored the critically acclaimed book, *Malcolm X at Oxford Union:*

opinions and differing perspectives, and through which we gain a better understanding of the complexity of social, scientific, and cultural questions, as well as our own blind spots.”

Learning to recognize our own blind spots is especially important, Hall says, because holding onto the sanctity of your own worldview leads to “arrogance and dismissal of other people”—traits that are all too evident in today’s culture.

“No single one of us holds answers that are so complete that they can’t be enriched through the perspectives of others,” he says. “What comes from this interchange of different perspectives in a well-functioning civil society is



Donald Hall



## Walk the Talk

As director of the Eckardt Scholars Program, a highly selective honors program in the College of Arts and Sciences, Heather Johnson has been in a position for the past five years to recommend students to take part in small group and even one-on-one sessions with high-profile speakers on campus.

“Those moments happen all the time. Most people are unaware of them,” says Johnson, who is also an associate professor of sociology. “The opportunity to have these meaningful, one-on-one dialogues is just invaluable. There’s no semester-long course that could replace that experience for a student.”

As the only faculty member who actually lives on campus, Johnson has a unique perspective on the Dialogue Toward Understanding. She has lived in Sayre Park Village with her husband, Braydon McCormick, twin sons Kyle and Owen, and daughter Meera, since 2012, so she spends a lot of time around students outside of the classroom.

“I see what they’re grappling with,” Johnson says. “I have this really first-hand look at the way kids live.”

Her classroom teaching and research focuses on such admittedly contentious topics as inequality, mobility and immobility in today’s society, social class and race, —including how race and class intersect—so Johnson has a lot of experience engaging students in civil and respectful discussions on challenging topics. But for Johnson, modeling that behavior in the classroom isn’t enough.

“Doing it in the classroom is really important, and at a residential university like Lehigh, doing it outside the classroom is just as important, if not sometimes even more important. That’s why I’m so passionate about living on campus,” she says. “Because students need to see that a professor does this not just when they’re teaching in front of the class, but when they’re living their life.”

Living on campus has also led Johnson to believe that the stereotype of students today being unable to communicate because of their constant connection to their cellphones is unfair and inaccurate.



James Peterson

*Racial Politics in a Global Era* (Oxford University Press, 2014). The conference attracted an array of internationally renowned scholars, activists and religious leaders to Lehigh’s campus for four days to explore the life and legacy of Malcom X.

“What we try to do is tap into the extraordinary expertise of our faculty to make connections to those global conversations and to help draw some of that attention to what we’re doing,” Peterson says.

Other public events have included a workshop on Syria, with a keynote address by Anne C. Richard, Assistant Secretary for Population, Refugees, and Migration at the U.S. Department of State, and a discussion on race and diversity by Pulitzer Prize-winning Washington Post columnist Eugene Robinson.

Another key part of the initiative is the Kenner Lecture Series on Cultural Understanding and Tolerance, an endowed lecture series of the College of Arts and Sciences established in 1997 by Jeffrey L. Kenner ‘65. Speakers in the series have included Nicholas Kristof and Sheryl WuDunn, the husband-wife team who co-authored the best-selling books *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* and *A Path Appears: Transforming Lives, Creating Opportunity*, discussing economic inequality; former U.S. Secretary of State Madeleine Albright; National Public Radio host Michele Norris talking about The Race Card Project she started, which asks people around the world to distill their thoughts, experiences, or observations about race into one six-word sentence ; and, this spring, former U.S. Senator and NBA Hall of Famer Bill Bradley.

In addition to the thousands who have attended the Join the Dialogue events, many thousands more have participated through live streaming, with people from as many as 30 to 40 countries around the world joining in.

“I feel that we’re contributing to international conversations about social justice, equity, equality, diversity and policy,” Peterson says. “And what’s beautiful about it is not only are we reaching beyond the room in the actual event itself through media and technology, but these conversations and debates are being extended well beyond the actual events into the university community.”

The events are linked back to the classroom through readings and discussions, and those discussions carry over to the residence halls and lunch tables on campus. And each of the events includes opportunities for students to interact directly with high-profile speakers and scholars.

“What we’re realizing is that our students have an extraordinary capacity to critically engage,” Peterson says. “It’s not like these are all lovefests. Students are challenging these speakers, they are asking the tough questions.”



## Accepting the Challenge

The College's new sense of mission is clearly making a difference, as it attracts the largest first-year classes ever. It also has caught the eye of two major national funders.

Lehigh's Africana Studies program was recently awarded a prestigious \$500,000 challenge grant from the National Endowment for the Humanities, an independent federal agency that funds high-quality research, education and public programs at colleges and universities, museums, and other institutions across the United States.

The funds will be used to create an endowment to expand the Africana Studies program at Lehigh, including enhancing curriculum, increasing public humanities initiatives and strengthening the program's community partnerships to further explore public concerns and social justice issues related to race, politics, gender, religion and other areas. The three-to-one matching grant, announced in December 2015, requires Lehigh to raise \$1.5 million over the next five years (See story on p. 16).

"I don't think it's as negative as people think," she says. "In some ways, they're really connecting. They're actually having dialogue toward understanding, believe it or not, through SnapChat and texting because it allows them to say things to each other they probably wouldn't say face-to-face. I think they're really communicative, it's just not in the way we have been and that we think is 'right.' I think in some ways, they're actually connecting a lot more than my generation did. And in some ways, they're less cylindered, less siloed, than people think they are."

Vassie Ware, professor of molecular biology and co-director of Lehigh's Howard Hughes Medical Institute (HHMI) program, also has considerable contact with students outside the classroom as an adviser to the STEM Live Lehigh residential community and the RARE (Rapidly Accelerated Research Experience) program for students majoring in Science, Technology, Engineering, and Mathematics (STEM), and as a Faculty Fellow at Umoja House, a residential community established to enhance the campus atmosphere for underrepresented students of color at Lehigh.

And what she sees is a place where "young people learn how to address their differences. I don't think it's that they're avoiding the discussion. I think it's that they accept that this is your background, this is how you were shaped. We are now here at Lehigh. This is what we have in common. There's a strong bond in many instances among people as a result of the Lehigh experience."

That represents a "radical difference" from Ware's own first days on campus as a new faculty member in the 1980s. "There was a time when, in all honesty, I didn't think I would stay because it was not an environment that was friendly. Early on, I had some pretty unpleasant experiences with students. Not in the classroom, but on campus and feeling not safe. I don't feel that way anymore."

Ware describes the climate on campus at the time as "somewhat bound. Bound in conversation, limited in conversation. I think there wasn't enough diversity for people who were diverse to feel that comfortable. The environment felt restricted in ways that have clearly changed. If I could say that there was something more dramatic than 180 degrees that would in fact be the case. I've seen that evolution."

And Ware has also seen the difference in campus culture made by Lehigh's HHMI programs, which promote interdisciplinary teamwork.

"You have to be able to anticipate seeing cross-connections and how that's going to change fields and advance knowledge," she says. "I think our students have really benefited from this."

Additionally, an \$800,000, three-year grant from The Andrew W. Mellon Foundation announced in January 2015 funds the college's efforts to integrate emerging digital media with community engagement. The Mellon grant backs Engaging Undergraduates with the Local Community through the Digital Humanities, an initiative to support faculty and student work telling Bethlehem's story using new digital media. Like other American cities, Bethlehem confronts issues of immigration, education, religion, economic hardship and revitalization, and the Mellon grant supports chronicling the common issues of social justice and a city's evolving history.

"I think there's a real excitement now around our college that comes out of a sense of common purpose and an ability to talk about what a liberal arts education and an education in the College of Arts and Sciences really does for students and for their long-term prospects, whether it's their vocational aspirations or just the way they will be successful citizens," Hall says. ●





# PUBLIC

## Africana Studies program receives grant to expand curricula and community outreach

by ROBERT NICHOLS

In recognition of Lehigh University's commitment to developing partnerships with the surrounding community, the Africana Studies program was awarded in December a prestigious \$500,000 challenge grant from the National Endowment for the Humanities, an independent federal agency that funds high-quality research, education and public programs at colleges and universities, museums and other institutions across the United States.

The three-to-one matching grant will require Lehigh to raise \$1.5 million over the next five years. The funds will be used to create an endowment to expand the Africana Studies program at Lehigh, through curriculum development, increasing public humanities initiatives and strengthening the program's community partnerships in an effort to explore public concerns and a variety of social issues including race, politics, gender, and religion.

"Hearing the news that the Africana Studies program was awarded an NEH challenge grant was one of the most exciting moments in my professional career," said James B. Peterson, director of Africana Studies and associate professor of English. "The significance of the award acknowledges both the historical efforts of Africana Studies scholars at Lehigh—Bill Scott, Ted Morgan, Elizabeth Fifer, Kashi Johnson, Rick Matthews and many others—and the promising future that Africana Studies has as a public-facing program committed to the interface between university and community."

Peterson is principal investigator of the challenge grant. Monica Miller, assistant professor of religion studies, and Susan Kart, assistant professor of art, architecture and design, are co-principal investigators.

### The Way Forward

Africana Studies was born of the clamor of the 1960s, largely in response to demands from African American students and faculty that the experiences and history of African Americans be included in what was being taught and studied on college campuses. Lehigh has offered an Africana Studies program since 1992, when it was founded by William Scott, then professor of history. In 2007, the College of Arts and Sciences approved a two-year predoctoral/postdoc fellows program for Africana Studies. Scott, having steered the program to that point, felt it was a good time to return to his research in black religious history in 18th-century America, and Morgan stepped in to serve as interim director.

In 2011, Lehigh selected Africana Studies as its first academic "cluster," bringing together faculty from English, history, political science, sociology and anthropology and theater. Five new faculty positions were added, and Peterson was named as director. Under his watch, community outreach intensified as faculty increasingly partnered with community organizations. On campus, the program has developed influential public conferences and lectures, including a live-streamed, four-day conference in February 2015 that drew scholars internationally to explore the life and legacy of Malcolm X.

"Our commitment has always been to be public facing in our programs—to engage and interact with our local schools, churches and community organizations in a deliberate effort to create programs, develop new initiatives, and build knowledge together," says Peterson. We want to use our intellectual resources, our cultural resources, to engage the community in an edifying way. This is not new. It's been the ethos of Africana Studies since it started. By being public facing, Africana Studies puts out a beacon to the community that says Lehigh University is interested in you. We're invested in the community. Winning the NEH challenge means that we will be able to sustain and enhance this commitment well into the future."



From left to right: Michael Eric Dyson with James Peterson, Angela Davis, Every Tongue Confess with members of the Greater Shiloh Church, Nasir "Nas" Jones, Hip Hop Theater.

# AFRICANA

## Setting the Direction

As part of this initiative, Peterson says a steering committee of Africana Studies faculty, students, staff and community partner leaders will meet regularly to implement the grant's various elements. Public Humanities Programs include a new Community Visions Program in which faculty and students will join with Bethlehem, Pa., residents and other community partners in public meetings to deliberate on local concerns that they can address together. Areas of shared interest will produce formalized, co-created programming. Community discussions, research projects and conferences will take place in recreational centers, high schools and other places.

The grant also supports student workshops in which Africana Studies faculty will work to create classroom, curriculum and workshop events that regularly connect high school students with collegiate scholarship. The Africana Studies program will document and archive its efforts, allowing for broader dissemination to the public. A Visiting Fellows initiative will invite nationally and locally recognized public intellectuals, artists and activists working in the arts, humanities and social sciences to take up two-week residencies on the Lehigh campus. The fellows could provide public lectures or performances, conduct workshops or visit classrooms at area schools, among other activities.

A yearly tuition and stipend will be established for a graduate student pursuing work in Africana Studies and the public humanities. The emphasis will be on linking scholarship to public knowledge building through research activities directly related to community concerns. Fellows would be guided by public work and would engage with the community through teaching and learning, programming and mentoring. Grants will be awarded each semester for research and humanities initiatives. Eligible projects might include gallery exhibits, oral history projects, digital storytelling or public theater performances, among others.

The Africana Studies program will use endowed funding to expand partnerships into long-term collaborations and to begin working with new partners in the Lehigh Valley and beyond. Currently, Africana Studies is cultivating local partnerships with the Greater Shiloh Church in Easton, Liberty High School in Bethlehem, and PBS-39.

"This grant offers a powerful opportunity to truly transform Africana Studies at Lehigh," said Donald E. Hall, the Herbert J. and Ann L. Siegel Dean of the College of Arts and Sciences. "South Bethlehem is our home and this funding will continue to heighten our community engagement. Just over 75,000 people live in Bethlehem. Some 39% are Hispanic, Latino, Black or other underrepresented group and the majority of these residents live on the South Side. The Africana Studies program is a crucial connection as we work with the community on issues promoting mutual learning and growth."

Each semester, Lehigh's Africana Studies courses draw hundreds of graduate and undergraduate students from disciplines across the university to explore public concerns and social justice issues. Since the Africana Studies cluster was established, both course offerings and student enrollments have increased significantly. In academic year 2014-15, Africana Studies faculty and affiliate faculty taught 445 undergraduate and graduate students in 35 classes on a range of culturally diverse topics.

The program also welcomes the public to campus events, accepts invitations for faculty to speak at local high schools, facilitates programs at churches and works with community leaders in law enforcement, politics and education. A public lecture series developed with Lehigh's Martin Luther King Jr. Committee also provides the program with a forum to interface with the community. Among those hosted by the MLK committee were scholar-activist Angela Davis, Grammy award winning artist Nasir "Nas" Jones, and the Rev. Jesse Jackson.

The National Endowment for the Humanities, created in 1965, supports research and learning by funding high-quality projects in fields that include history, literature, philosophy and archeology. In announcing its latest grant recipients, the NEH said the projects that were chosen will strengthen the nation's cultural fabric and identity. ●

**If you would like to learn more about the NEH Challenge Grant or become engaged with the Africana Studies Public Humanities Initiative at Lehigh University, contact Kelly Stazi, director of development, at [kbs415@lehigh.edu](mailto:kbs415@lehigh.edu) or 610-758-2824**



# master class



**Akin Babatunde, a 40-year theater veteran, inaugurates Lehigh's artist-in-residence program with bubbling passion, tough love and a flash mob**

by Geoff Gehman '89 M.A.



AKIN BABATUNDE is directing a February rehearsal of his Lehigh production of August Wilson's "Gem of the Ocean," which revolves around a 285-year-old washer of souls in 1904 Pittsburgh. For a good 20 minutes he doles out tough love to Donavon Harris '19, who is playing Caesar, a strict, no-qualms cop. He scolds the freshman for pretty much everything. Talking. Walking. Stalking. "Don't look at me for approval!" says Babatunde, who looks massive and sounds melodious. "Don't cut your eye at me like: 'Am I doing okay, Coach?'"

Babatunde eases the sting by praising Harris' powerful presence. The director adds balm by pointing out that every actor, no matter how experienced or talented, gets dressed down in rehearsals at times. He recalls the time an English dialect coach savaged his Shakespeare. "She was out of her mind. But I'm a better actor because of her."

Two days later, Harris is back in Babatunde boot camp, this time for a one-on-one tutorial. Two weeks into his third play ever, he insists that Babatunde is improving his life, academic and otherwise.

"I actually consider him one of my dearest coaches," says the defensive back for Lehigh's football team. "He might knock you down, but he'll build you right up."

Shepherding Harris was one of Babatunde's roles as the first Theodore U. Horger '61 Artist-in-Residence for the Performing and Visual Arts. A 40-year veteran of directing, acting and writing, the University of Texas at Dallas and Mountain View Community College teacher was recommended for the residency by a former protégé, Darius Omar Williams, assistant professor of theatre and Africana studies. Williams helped convince his colleagues to hire Babatunde by showing them a YouTube video of him teaching with his customary blend of bubbling passion, sly wisdom, ripe humor and lofty earthiness. In the classroom he alternates between favorite uncle, benevolent drill sergeant and very cool tribal chief.

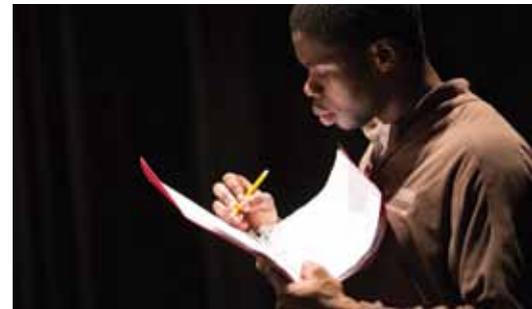
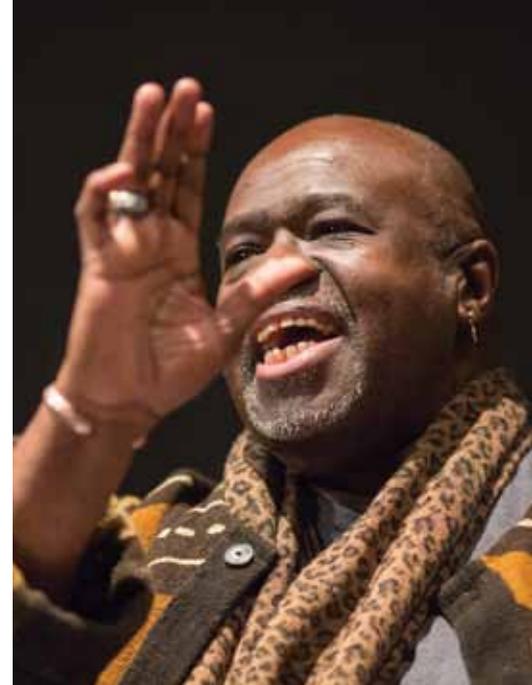
## Royall Beginning

Babatunde grew up in Brooklyn with the given name of Calvin Royall. The son of a policeman, Royall was 13 when he decided to perform in public, inspired by a school production of the musical "Carousel." His conviction was strengthened by a white teacher who told him he was too dark to be on stage. Fast forward several years and he was acting with the National Black Theatre.

Royall's fate changed one day in an Africana shop in Harlem. The owner, a stranger, declared that he belonged to a Nigerian tribe. He changed his last name to Babatunde, which is Yoruba for "the father returns," and his first name to Akin, which is pronounced "Ah-keen" and means "valor enters this house."

For more than five decades Babatunde has developed a reputation as an accomplished actor, director, and writer whose theatrical career spans off-Broadway, regional theatre, film and television. He was a long term resident actor at Trinity Repertory Company, a renowned ensemble in Providence, R.I., and LaMama Experimental Theatre Club, a fabled Manhattan lab. His characters have ranged from Touchstone, the clever clown in Shakespeare's "As You Like It," to Troy Maxwell, the towering patriarch of August Wilson's "Fences." He's directed everything from "The Piano Lesson," one of Wilson's 10 plays about African-Americans in Pittsburgh during the 20th century, to an all-black version of "Death of a Salesman." He formed two





theater companies Vivid Theatre Ensemble and Ebony Emeralds. He co-wrote with Alan Govonar and toured “Blind Lemon Blues” based on the pioneering country blues musician, and pioneering African-American Shakespearians.

In the late ’70s Babatunde met one of his mentors. George Houston Bass (1938-1990) was a theater/African studies professor who served as secretary and literary assistant for Langston Hughes, the legendary playwright, novelist and jazz poet.

“I loved his spontaneity and the brilliance of his intellect,” says Babatunde of Bass. “He led me to find the significance of my feelings, to ask and delve and define.”

In the early ’90s Babatunde began teaching Bass’ lessons to a future Lehigh educator. Darius Omar Williams, then a student at Jackson State University, spent parts of three years assisting three Babatunde productions for a the Mississippi New Stage theater. “I always had a passion for theater. Akin ignited that passion,” says Williams, a performing playwright and poet. “He tells you to recognize your brilliance, own your brilliance, and never apologize for your brilliance. To not be consumed by fear, to put your worries in a box. To never internalize other people’s distorted perceptions of you. To just jump in and swim and play.”

### An Artist in Residence

Bringing Babatunde to Lehigh was Williams’ gift for his mentor. Babatunde repaid the gift by turning the class World Theatre: The Creative Spirit into a global experience. His students wrote responses to Romare Bearden collages while listening to blues tunes. They played people they studied during 10-minute breaks in the Zoellner Arts Center. They made a video of themselves flash mobbing across campus, dancing around and dunking a miniature basketball over unsuspecting and shocked pedestrians.

Dabney Brice ’18 enjoyed Babatunde’s elegant language and elevated body language. “He’s the sort of larger-than-life person you see in movies,” says the global studies major, “but don’t expect in real life.” Katie Pettis ’16 savored Babatunde’s story about categorizing his emotions while watching the wheeling of his mother’s coffin, switching between sad son and curious actor.

“I love how literal he makes everything, how he shows how theater can be applied to

the real world,” says the theater major. “He’s always saying: ‘If you’re not thinking, I don’t believe you.’”

Cast as Black Mary in “Gem of the Ocean,” Pettis shared Babatunde’s master class in intellectual, instinctual acting and directing. He watched a February rehearsal with a hawk’s intensity—head bobbing, eyes transfixed, mouth reciting lines. He edited the smallest actions—the placement of a hand on a cane, the movement of a quarter—as carefully as a chamber-music conductor. He was tough, reminding Donavon Harris to stop rocking “because it dissipates your strength.” He was loving, ending a long, draining stretch by cooing “Can I tell y’all how proud I am of y’all?”

“Gem” thrilled Williams, who played Solly Two Kings, a former Underground Railroad conductor and Union Army scout. He had a robust role in his first play directed by his mentor. Babatunde’s fine tuning helped make him, at age 41, “the actor I always wanted to be.” He saw his teen-age self in Harris, a student in Williams’ course Black Queer Performance. Empowered by Williams and Babatunde, Harris is thinking of changing his major from business to theater.

Babatunde is humbled by his protégés’ praise. “We don’t start off to be a mentor,” he says. “That’s a very arrogant thing to put on yourself. I just enjoy helping people blossom and grow. I’m always on a path of a sort of spiritual cleansing through my work.” ●



DOUGLAS BENEDICT



# A PASSION for POLITICS

Rohullah Naderi '17G

plans to use his

Lehigh education

to effect change

in Afghanistan

by Jennifer Marangos

Fulbright student Rohullah Naderi is committed to changing the political landscape in Afghanistan. A master's degree student in Lehigh University's political science department, Naderi hopes to return to his native country after graduation and run for parliament.

"I am passionate about political science and this passion was inculcated in me by my father who himself is a politician, although he has retired from active politics a couple of years ago," explains Naderi. "My father has been involved in the political affairs of the country since 1979. I have followed his political activities for quite some time and it has been very fascinating to me. This motivated me to study political science academically in order to hone my political knowledge and skills.

"I have a strong leaning to continue with the political legacy of my father. It is a huge challenge

to fill his big shoes as he devoted almost his entire life first to the liberation of Afghanistan in the 1980s from Soviet invasion and then to its reconstruction in the post-Taliban era.

"The political knowledge and skills that I gain at Lehigh would hopefully help me to succeed as a politician and bring about positive change in the political atmosphere of Afghanistan," he says.

Naderi clearly understands the challenges he will face, both in mounting a successful election campaign and in effecting change in his country's fledgling post-Taliban democracy. He expects to finish his studies in summer 2017 and plans to be a candidate in parliamentary elections that would tentatively take place in mid-2017.

"Gathering a committed campaign team, raising funds, managing the campaign, communicating with the voters about election

issues and finally mobilizing them to elect me would be complex challenges,” he says. “I hope the academic exposure to political science at Lehigh and observing American election campaigns would stand me out to replicate it in Afghanistan.”

Naderi plans to run for parliament to represent the province of Diakundi, which he describes as a relatively remote and neglected region located in central Afghanistan with a predominantly Hazara population. The idea of running for parliament occurred to Naderi during a trip there in 2004.

“Spending some time in that part of the country, and particularly in the province of Diakundi, was upsetting and frustrating. There hasn’t been any development in the region following the overthrow of the Taliban in 2001. Although the number of children going to school has increased, the quality of education at schools has left a lot to be desired. The health care system is poor and people from other districts and localities have to travel far and wide to access medical care in Kabul, the capital of the province.

“Those who are in critical condition cannot even make it to Kabul due to poor transport infrastructure. The distance between Kabul and Diakundi is not very long, and construction of two tunnels will do the job and can save valuable lives. Influencing public policies and programs in favor of addressing these issues will form my immediate priorities and have formed the basis of my candidacy for parliament,” he explains.

Originally from the Uruzgan province in central Afghanistan, Naderi and his family have lived in Kabul since returning to the country in 2004. Prior to that, they were refugees living in Pakistan. Naderi received his undergraduate degree from Bangalore University in India, through a scholarship funded by the Indian government. His graduate studies at Lehigh are funded through a Fulbright Scholarship.

“From very early on, I had the dream of studying in the United States,” Naderi says. “Its top-class universities, its superb professors and its enriching intellectual environment have always captivated me. The fact that before coming to the United States I went to India to study journalism and communication was to prepare myself for U.S. universities.

“In the Fulbright application, you have the luxury to choose your schools. However, the Fulbright committee does not guarantee that you will be admitted to one of them as different

schools have different criteria of admission. Your choice of school mostly depends on your TOEFL and GRE scores. The higher these scores, the higher the chances of getting into top schools such as Lehigh University.”

At Lehigh, Naderi focuses on American politics. “Since the United States is the largest economy in the world with the most sophisticated military capability, studying its political structure and decision-making process is quite attractive. The fact that it has a tremendous amount of political influence on the global stage makes it an even more intriguing area of study,” he says.

Naderi has five brothers and sisters and he is not the only one of his siblings hoping to make an impact on the future of Afghanistan. “Apart from attending classes, I am working for my elder sister’s non-governmental organization (NGO) based in Kabul, to get funds, grants and projects to improve the plight of Afghan women by focusing on their literacy. I have been meeting various people and groups who are active in the domain of women empowerment and development.

“The second agenda that I hope to accomplish is highlighting and fighting the endemic to corruption, a menace that has taken a serious toll on the development of Afghanistan,” he explains. “Since its inception, Afghan parliament has been accused of pervasive corruption and incompetence—perhaps because of the presence of academically and professionally unqualified members at the heart of decision-making bodies within the parliament. This incompetence and under-delivery has cost Afghanistan in loss of resources and opportunities.

“The political knowledge and skills that I gain at Lehigh would hopefully help me to succeed as a politician and bring about positive change in the political atmosphere of Afghanistan.”



Afghan women sit overlooking the outskirts of Kabul.

“I am also working on a project of establishing a foundation in the United States for the purpose of providing scholarships to the minority groups in Afghanistan. This project is in a nascent stage,” he adds.

In the end, Naderi is counting on his Lehigh education to do far more than just help him get elected to parliament.

“By getting a graduate education of international excellence in the field of politics from a U.S. university, I can make an exemplary contribution to filling the gap of incompetence and unprofessionalism in the Afghan parliament,” he says. “I would like to believe that reforming Afghan parliament is in fact reforming Afghan politics.” ●

# GIVING VOICE to VISION

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From The Brown & White Columnist to PR Firm CEO,  
Safiya Jafari Simmons thanks Lehigh for an enriching learning experience

by Leslie Feldman

SAFIYA JAFARI SIMMONS '03, was sure she wanted to be an electrical engineer. She chose the science and technology track in high school, had taken advanced math and science courses, some programming courses, and done some elementary circuits and robotics work at a local university.

"That interest, coupled with the fact that Lehigh has a well-renowned engineering program and my mother Linda (Washington) Jafari '77 is an alumna, made Lehigh an easy decision for me," says Simmons. "I'd been visiting the campus since my junior year, knew some faculty and other leaders, and it already felt like home. I was accepted to a few colleges, but they were never really contenders. Lehigh had me at my first step on South Mountain."

Halfway through her sophomore year, after having earned the lowest grades of her entire academic career to-date, she changed her major to journalism and never looked back. "I've always been a writer but thought of engineering as my career. My only regret was that it took me so long to realize I needed to make that change," says Simmons.

Simmons honed her reporting skills in the basement of the University Center as a writer for the *The Brown and White*, Lehigh's school newspaper. She says she found her voice at Lehigh, literally and figuratively.

"Long before I became a columnist for the school paper, I responded to a letter to the editor that ran in the paper my freshman year lamenting the fact that the University was investing in renovating the existing Black Student Union room," Simmons explains. "The student who wrote the original letter likened it to the University consenting to pay for the fraternities' beers on The Hill. At the time it simply felt natural to call stupidity out for what it was. I wouldn't learn for some time though that there are so many who don't know they have a right to have an opinion and further, that they have a voice and a right to use it."

By writing that piece, Simmons learned that she'd given voice to individuals on campus who were afraid to speak up about what they were thinking. So when she applied to be a columnist for the paper her senior year, Simmons knew she wanted to continue to elevate the stories of what it was like to be a student of color at Lehigh, out of a sense of duty to her mother and those students of color who didn't have a vehicle through which they could sound their voices.

"I always knew, from the moment I first began visiting Lehigh in high school, that I'd likely be the University's first Legacy of color," Simmons adds. "And I wore that as a badge of honor and as a call to service. These experiences were critical after I graduated, as I learned that I had to be my own best advocate at all times. There were still many a bump and learning curve along mastering that realization, but Lehigh really formalized all that my parents had poured into me and prepared me to pull from those skills and reserves beyond campus."

After graduation, Simmons participated in a yearlong Paul Franz Advancement Internship, where she split her time between responsibilities in advancement/development and admissions. In that internship, she planned and hosted the University's first-ever black alumni reunion. And, as result of that initiative, she raised money for the black alumni to offer a book scholarship to an incoming multicultural student.

Simmons went on to graduate school at St. Joseph's University in Philadelphia where she received a master's degree in writing studies. From there, she went on to a rich and diverse career in communications. From Spokeswoman for former Washington, D.C. Public Schools Chancellor Michelle Rhee to Press Secretary for United States Representative Elijah E. Cummings, the ranking member of the House Committee on Oversight and Government Reform in the U.S. House



of Representatives, to Consulting Communications Director for the Center for Policing Equity, Simmons has gained valuable experience in her field. She is also founder of a women's empowerment group that is now formalizing as a nonprofit, the Leap Luncheon Series™, and she remains at the helm of her own PR and communications strategy firm, SJS Communications, LLC.

"It continues to be an amazingly blessed and exciting ride for me."

That ride would not be possible without the education she received at Lehigh.

"Lehigh is a school for the curious, the serious, and the passionate. Lehigh students personify a curiosity for learning, not just for learning's sake, but for the sake of those around them and the world at large," she comments. "Quiet as it's kept, we offer the diversity of majors and programming that we do because we know that not everyone knows what they want to be for the rest of their lives the moment they apply or even a year after they begin. But we seek out students who are passionate about living their best lives as their authentic selves and who are looking for an institution that will support and equip them to do that. Everyone's experience is different of course, but I think few folks who matriculate through the University will argue that Lehigh left an indelible imprint on who they are and where they are now."

To show her gratitude to Lehigh, Simmons offers her time as class columnist for *The Alumni Bulletin*, the university's alumni magazine. She served one term as a Director-at-Large on the Lehigh University Alumni Association and just last year was appointed to the University's Board of Trustees.

"I remain active because I want to help build a pipeline of alumni of color who are engaged and active with the university, and because, at the

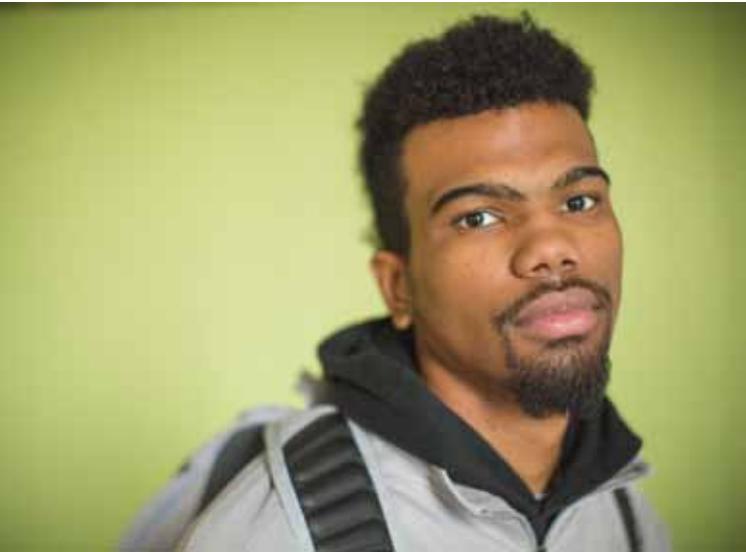
"I like living on my own terms. And I like elevating and amplifying others."

heart of it all, I still want to be able to elevate the good stories. I want the University and the wider community to know about the awesome things alumni do, like Patrice Banks, the CEO and Founder of Girls Auto Clinic; or Corey Harrison, who was appointed as a 2015-2016 White House Fellow; or Gerrae Simons who's owned and operated Mellow Massage and Yoga in Philadelphia for years. I could go on and on!"

Lehigh holds an even more significant place in Simmons' heart... it's where she met her husband, Enrique Simmons Jr.

"My husband and I have been together for 15 years and celebrated our 10th wedding anniversary in October," Simmons adds. "He's a police officer in Washington, DC, and we have three children. I'm praying that I get at least *one* to graduate from Lehigh."

When time allows, Simmons enjoys public speaking engagements and is a contributor to The Huffington Post. She enjoys traveling to talk about everything from communications and PR to women's empowerment, social media and faith. "I like good food, warm people and quality time with those that matter to me. I like living on my own terms. And I like elevating and amplifying others." ●



## Stereotypes and Sports

Devon Carter '16 examines race and our interpretations of athletes' behavior

by Jennifer Marangos

As a tall African-American man, Devon Carter fits the profile of someone whom everyone thinks must be good at basketball.

As a senior point guard on Lehigh University's men's basketball team, he is, like many black athletes, very concerned about racial stereotypes and sports.

These days, however, Carter is doing much more than simply thinking about the topic. The psychology major is in the midst of a senior thesis that examines how race affects the way that athletes' behavior is interpreted and the manner in which people react to it.

Carter is looking at a variety of sports, ethnicities, and behavior both on and off the playing field for his research, but offers a

simple example from his own sport to illustrate his point.

"Take the situation where a Caucasian player is being guarded by an African-American," he explains. "The stereotype is that a white basketball player doesn't have natural ability. So maybe the African-American player doesn't guard a white player as hard.

"But what happens if he makes the shot? If a white player is good, he must be hard-working. Is the African-American player more prepared to block the next time the Caucasian player comes down the court?"

"On the other hand, to make a jump shot requires a lot of practice and hard work. If shooting requires hard work, is the African-American player's shot just luck," he asks?

Off the court, the question becomes, "Is LeBron arrogant or confident?"

Or you have incidents like Los Angeles Lakers' Kobe Bryant, a well-known African-American sports star, being accused of sexual assault in 2004 and making headlines around the world. Meanwhile, Pittsburgh Steelers' quarterback Ben Roethlisberger, a white athlete, faces similar accusations a few years later and the episode is seemingly swept under the rug, Carter explains.

An interesting off-shoot that has already emerged in his research relates to the idea of how competition could be influenced by ethnic culture, Carter says.

African-Americans and Hispanics tend to be more family-focused, he explains, which leads to the question of whether these races might be more naturally predisposed to teamwork. Caucasians are thought to have a more "what can I get out of it attitude," in contrast, which could mean they are more likely to try to make a challenging shot themselves and less likely to pass the ball to another player, he adds.

There are many interesting facets to this project, Carter says, and he and Senior Advisor Gordon B. Moskowitz, professor and chair of psychology, will be honing in on some specific threads during the spring semester.

There could even be a component of his research that connects racial stereotypes and the decisions a referee makes, which can have a huge impact on athletes, especially at the professional level.

"Technical fouls equal fines," he says. "We'll see how that will develop later on."

Ultimately, Carter's goal is to develop a research paper that can be published in an academic journal.

Carter knew nothing about Lehigh until his freshman year of high school, when he and his father were watching a NCAA game on TV. Lehigh lost to the University of Kansas in that 2010 matchup but the Mountain Hawks impressed Carter's dad.

"Originally Kansas was my dream school," Carter recalls. "But my dad said, 'Lehigh looks really cool. You should look into it.'"

Fast forward a few years and C.J. McCollum, who as a player had been on the court during the Lehigh-Kansas game, came to Carter's high school in Cleveland recruiting for Lehigh. "He told me that academically Lehigh will set you up for life," Carter says.

When he finishes his undergraduate degree in May 2016, Carter hopes to stay on at Lehigh for graduate school, ultimately earning a Ph.D. in social psychology and someday becoming a professor. A goal, he says, that was inspired by Moskowitz.



Psychology department professor and chair Gordon Moskowitz advises Carter as Carter examines sports, ethnicities, and behavior on and off the playing field.

"His mentoring led me to want to do what he does," Carter says. "I want to teach and to give back.

"I want to stay here as long as possible. This is my dream school. Coming here was the best decision of my life."



# We Can All Do Better

Sen. Bill Bradley provides views on Washington's partisan divide and path out of the political stalemate

by Sara Blatchford '16

Lead by example was the theme of this year's Kenner Lecture on Cultural Understanding and Tolerance as former United States Senator, Olympian and NBA Hall of Famer Bill Bradley spoke to a full house in Zoellner Arts Center's Baker Hall February 2.

Bradley delighted the audience with personal stories and personal history lessons to provide insights on the state of America today and what all Americans can do to ensure the future success of our nation. His assessments were central to the development of his latest book, "We Can All Do Better." The title is based on a quote from Abraham Lincoln's second State of the Union address and asks the reader a question: "Can we all do better?" Bradley believes the answer is yes.

Bradley used examples from his past in professional basketball and his experience in politics to address the complexity of the American political system as well as the American people and to explain the reasoning behind his thoughts.

A three-term senator from New Jersey and Presidential candidate, he spoke about what he believes are major issues facing politics in the US today—the influence of globalization and technology, the divide between the ideals of Republicans and Democrats and the role of money in politics.

He explained that globalization and technology are two chief problems facing America today and the reasons behind job loss. These two issues, along with the current tax system, are causing America's infrastructure to "crumble." The first step in addressing this issue is to understand where we are now and find ways to modernize and create jobs, he said.

"Democrats believe that we have to have caring. Republicans believe that we have responsibility."

Bradley added the answers to problems in the US cannot be solved by one side or the other but rather by a more complex combination of both caring and responsibility.

"We've got to get past this dialogue that one or the other is right."

He also acknowledged the role that money is playing in today's political world. He believes that the money in politics is "corroding" the political system in the US. Bradley said that there are consequences to spending money on politics and he believes that money spent on campaigning could be better utilized elsewhere. His solution to this issue would include public financing of congressional and senatorial elections.

Bradley also touched on issues concerning foreign policy and America's international role. He noted that overseas events directly affect what is happening domestically and believes in keeping borders open and welcoming "talented people" to the U.S.

He said that the way America leads the world need not be through military actions, but rather by example, which sets us apart from the rest of the world. Politicians need to think in a more long-term manner and that a pluralistic democracy is the key to success in the political world, he said.

"We can't go from election cycle to election cycle. We have to be able to link them."



*"We can't go from election cycle to election cycle. We have to be able to link them."*

Now out of politics, Bradley said that he greatly misses working on public policy and interacting with people. His book, as well as his Sirius/XM Satellite radio show, "American Voices," have both helped him fill the void in his life where politics once was.

"The reality is that America can be on the move again, but to do so, we need to see things clearly," he said. "We need to clean up that political system so it's responsive to people and not the special interests, we need to make decisions that will generate long-term jobs, and we need to understand that it's our example that sets us apart from the rest of the world."

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CHRISTA NEU



“Our commitment has always been to be public facing in our programs—to engage and interact with our local schools, churches and community organizations in a deliberate effort to create programs, develop new initiatives, and build knowledge together.”