

GRADUATE SCHOOL NEWSLETTER



FALL & WINTER 2016

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Message from the Dean

Dear Students, Alumni, Colleagues, and Friends,

Fall 2016 marked a period of unprecedented change. The election and post election seasons have generated a wide range of feelings about the future of our nation. Changes in The Graduate School at Rutgers-Newark (GSN) though, are exciting and reflect our continued commitment to nurturing scholars with the critical capacity and motivation to go forth and engage meaningfully with their communities, countries, and the world at large.

This semester, GSN kicked off new community-initiatives, new international research, added new faces, as well as new and reinvigorated programs.

In September, we launched the Community Engagement Fellowship, which pairs graduate students with community organizations. We also launched the Newark Public School Teachers Funding pilot program to assist local teachers wishing to pursue a graduate degree.

The American Studies Public Humanities M.A. track debuted this fall, offering a unique and innovative program of interdisciplinary and community-based research with practical application.

Dr. Richard O'Meara is our new director of the Division of Global Affairs, entering the position with an eye to expand opportunities

for international work and research for his students. And finally, GSN is pleased to welcome our new coordinator for Recruitment and Outreach, Charles Basden Jr., to our staff. A Newark native returning home, he comes to us most recently from The George Washington University.

I've been on a research leave on a Fulbright fellowship this fall semester. You can learn about what I have been doing by visiting the article on page 12. I want to very much thank Dr. Jack Lynch for serving as Acting Dean during my time away. I also want to thank Associate Dean Kinna Perry, and our entire team at The Graduate School for all of their work during this semester in developing new ideas and initiatives.

Even from afar, I'm pleased to report the important work underway at GSN. Our school is composed of those who recognize the importance of breaking down boundaries, who strive for more just and equal societies, and who know that creating change often starts small. Reading these pages, I think you'll find there is much cause for pride and optimism.

I look forward to working with all of you in 2017.

Best Regards,
Kyle Farmbry, J.D., Ph.D.
Dean of The Graduate School

NEW GRADUATE SEMINAR IN CUBA

As Cuba opens its borders to the US, the Graduate School-Newark has opened new study abroad courses that give graduate students the opportunity to expand their research and perspectives. Last July, seven students traveled to the once-embargoed country for a five-week course called US- Cuban Counterpoints. They say it broadened their understanding of the world, inspired research ideas, and taught them new skills.

“It really gets you out of your comfort zone,” says Reniqua Allen, American Studies Ph.D. student. “It pushes you to learn in different ways and to think in different ways.”

The seminar, led by Laura Lomas, Associate Professor of English & American Studies, aimed to teach students about relations between the US and Cuba over the last 200 years. It included in-depth study of Cuba’s diverse cultures, religions, and media. The course also explored the country’s revolutionary history and its ongoing socialist government.

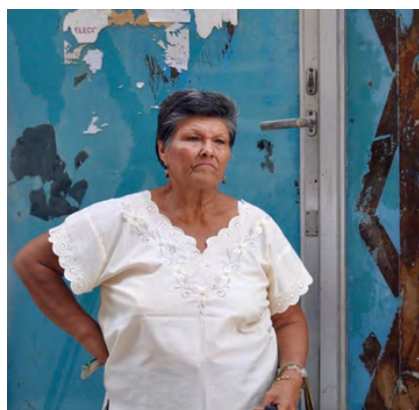
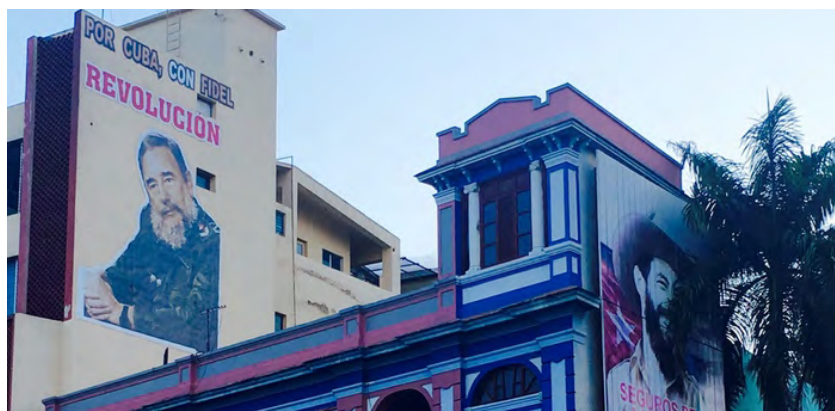
Allen, whose research focuses on the intersection of race, class, and gender, says studying in Cuba and learning more about the wider African diaspora broadened the way she thinks about her specializations.

“It helped me look at questions of race and privilege and power in a far more global scale,” she says. “So I think it was a crucial chance in my studies to look at how race is enacted in other countries and to look at the connections.”

She was also struck by the celebration of the country’s Afro-Caribbean culture. While in Santiago de Cuba, in the country’s southeast, students attended a festival called Fiesta del Fuego. In the company of Cuban student translators, they attended panels, musical performances, and religious ceremonies. Allen even witnessed the sacrifice of a goat.

“They really own their African roots in ways that black people, maybe even African-Americans, in the United States don’t do, which is super positive,” she says. “For me it’s not saying one way is better than the other, but looking at these new and different perspectives.”

(Cont.)



Photos by Reniqua Allen

NEW FACES, NEW INITIATIVES

CUBA cont.

Second-year Urban Systems Ph.D. student Heather See, who studies education reform, came away from the trip with the topic for her upcoming dissertation. She now aims to investigate what Cuba's education system does well and glean lessons that could be applied here in the US. The idea came from witnessing the contrast between the country's modest resources and its extremely high literacy rate—99.8 percent, one of the highest in the world.

"They're doing something right with a very small budget, and hardly any of the resources that the United States has," she says. "I think we can take best practices from what they're doing right."

See says some of the schools she visited had holes in the walls, and on rainy days, kids would have to move their desks to get them out of puddles. She also noticed that Cuban students write in pencil in their workbooks, so they can erase the sheets and give them to next year's students.

If all goes to plan, See, who is bilingual, will undertake a year of research in Cuba. "There's a lot I'll be wrestling with because when I went into Rutgers I never anticipated writing or translating my dissertation in Spanish."

Both students say that a lot of the important learning was also gained outside of the classroom—in conversation with Cubans—where not only did the Americans learn about Cuba, but the Cubans also learned about America.

Graduate students in any discipline are encouraged to apply for next summer's trip. See says it is a unique opportunity to research in a country that has had little American influence over the last five decades, and that is changing quickly.

"If you go there this year or next year or the year after, you're going to have a great research palette to choose from whatever field you are looking at."



Introducing New GSN Outreach and Recruitment Coordinator

Charles Basden Jr., says it's always nice to come home, but it's even better when you get the chance to help out your hometown. Basden, a Newark native, joined GSN in August as the new Coordinator for Recruitment and Outreach.

Through his work reaching out to potential students and introducing them to our high-caliber graduate programs, Basden says he looks forward to helping his hometown raise its post-secondary attainment rates from 17 to 25 percent. He's also excited to share all the good work that comes out of RU-N and the city.

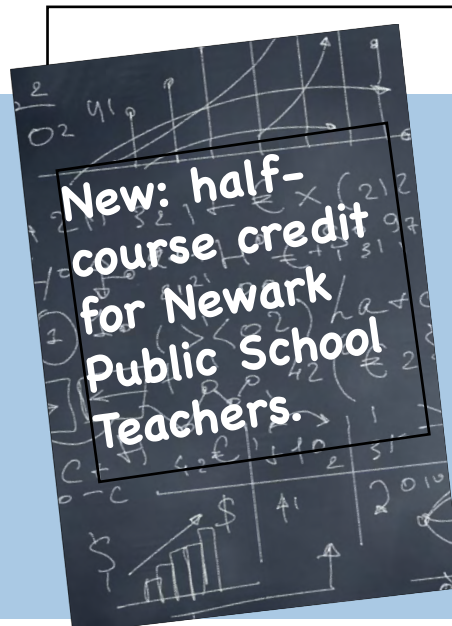
"A lot of folks think we're just hampered by violence and poverty. They don't understand that there's a lot of progress, a lot of great things happening in the city, and a lot of brain power," he said.

Incidentally, it's not Basden's first time at RU-N: as a high school student, he came for summer enrichment programs. He said some of the lessons he learned then about professional philosophies and relationship building have stayed with him throughout his career.

Prior to this post, Basden served for eight years as coordinator of special projects at George Washington University, his alma mater, from which he earned a master's degree in Public Administration and a bachelor's degree in American Studies.

Here at GSN, Basden will also be involved with the Chancellor's Seed Grant program and with the development of the Community Engagement Fellowship.

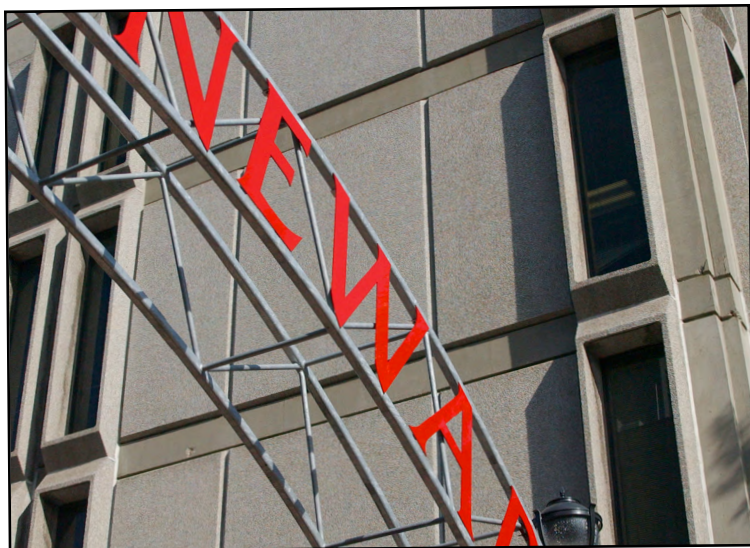
Though he'll be busy, he invites students to visit him with any questions. In his previous post, he mentored hundreds of students, and he's keen to follow that passion. "I'm looking forward to being able to do at least a fraction of that here."



Attention: Teachers

The Newark Public School Teachers Funding Initiative is offering a one-time 50 percent discount on one credit hour for in-state grad students who teach in Newark Public Schools. This GSN initiative was designed to reward teachers for continuing their education and also to help relieve the financial burden of doing so. Funding is available for 10 teachers. Recipients must be New Jersey residents and work as educators in public K-12 schools in Newark. They must also be accepted into a GSN program. For more information: gsn.newark.rutgers.edu

COMMUNITY ENGAGEMENT FELLOWSHIP



In the first month that Antonio Lopez started his Master of Fine Arts degree in Creative Writing, he was already asking himself how he could be of service to young people in Newark. Lopez, 22, got in touch with the Graduate School- Newark's Community Engagement Fellowship last September and now, he is an intern at one of Newark's most renowned youth organizations. "I'm a little grain in the sand," he says, "but I'm enjoying it very much."

The Community Engagement Fellowship is a new initiative from the Graduate School-Newark. It links graduate students with socially minded organizations, and provides the students with a stipend to offset some costs. Successful applicants receive \$500 per semester to cover incidentals such as transportation to the internship, and parking, or a meal while there. Internships are available for either one or two semesters.

While the financial support is modest, it is not meant to substitute a salary – it's meant to help relieve some of the financial burden that keeps many students from gaining valuable community experience.

While the fellowship is in its early stages, it has already partnered with three Newark-area organizations. Graduate students in the STEM fields have an opportunity to become mentors for local middle-school students through a program run by the New York Academy of Sciences.

Several opportunities are available at the Marion Bolden Student Center, which offers afterschool programming to Newark Public School students. Interns will develop workshops based on their specialty area of knowledge and they'll lead the sessions twice a week for grade 7-12 students.

Finally there is the All Stars Project – a nonprofit that uses elements of the performing arts to empower

underserved youth and to develop their professional skills. This is the organization that Antonio Lopez chose to intern with.

Lopez says this organization interested him because growing up in East Palo Alto, California, he saw too many of his friends miss out on educational and professional opportunities.

"For me it's really important to help instill some type of motivation and empowerment for late to mid-adolescents because I think that's a really critical age where you're on the cusp," says Lopez. "The decisions you make are really critical as far as how it takes you down the road."

As the first person in his family to go to college he never forgets about the contributions his family, teachers, and mentors made so that he could attend Duke University as an undergraduate, and to study poetry writing here at RU-N.



Antonio Lopez

"For me it's a privilege and responsibility that I carry with me and I try to do it with grace and with understanding that I have a whole community to thank," he says. "I want to be a conduit in the same way that somebody took time out to be a conduit to me."

In this way, the Community Engagement Fellowship benefits both the student and Newark Communities. Basden says the initiative is the practical application of the Graduate School-Newark's commitment to not just being in Newark, but of Newark.



DIVISION OF GLOBAL AFFAIRS

Asking Complex Questions about the World

Fatily Sa is a documentarian. She filmed hundreds of genocide survivors for the Documentation Center of Cambodia, an organization devoted to documenting the Khmer Rouge era for historical preservation and justice. Bearing witness to this painful history made her acutely aware of the status of women in a society grappling with the legacy of a war that took millions of lives and disproportionately targeted educated people. With three overlapping interests – filmmaking, women, and higher education attainment – Sa chose the RU-N Division of Global Affairs Masters Program because it accommodates multifaceted scholarship. You might even say that's the only kind of scholarship DGA desires of its candidates.

"We require interdisciplinary," new program director Dr. Richard O'Meara says. "Everyone has to do everything, so when you're done you have a pretty good idea what's going on." As a DGA graduate himself, O'Meara says the

program's multidisciplinary ethos lends a fuller way of understanding the world than any one single lens. "If you're just in economics," for example, he says. "You're missing three-quarters of the discussion."

The program offers five concentrations: Global Governance, Global Business and Economics, Conflict and Human Rights, Human and Environmental Security, and Global Policy. It emphasizes experiential learning, encouraging and facilitating international work and study for master's and doctoral students where possible.

About 40 percent of DGA students are international. Like Sa, their interests are expansive and touch many different parts of the globe. First-year candidate Lillian Hussong is researching the overlap of American national security issues with the rapidly-changing Arctic region. Second-year candidate Yvan Yenda is analyzing international development and conflict resolution in the African Great Lakes region. Manasa Bollempalli, another first-

year, is looking at the viability of social entrepreneurship combined with international credit linkages as a means of development in India.

Third-year doctoral student Sabrina Axster is studying migration, representations of migrants, and the private sector's role in immigration and emigration. Sabrina was recently awarded the DAAD/AICGS Research Fellowship. As part of the fellowship, Axster will spend May and June 2017 at the American Institute of Contemporary German Studies (AICGS) at John Hopkins University in Washington, D.C., to conduct a comparison of the role private actors play in migration control in Germany and the US and to further explore how this trend emerged.

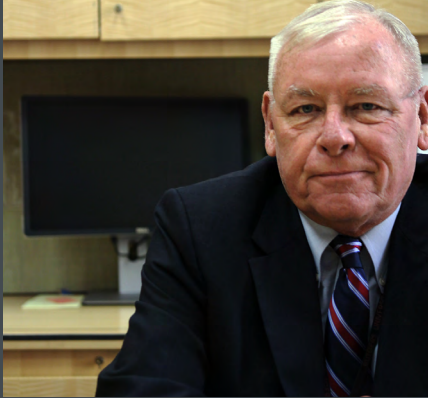


Sabrina Axster

Although DGA is a relatively young program with a forward-thinking approach to studying the world, O'Meara draws its essential lines of inquiry back to the fundamental questions of Greek philosophers: What is one's relationship to oneself, to other people, and to – if there be any – a higher power?

"Ironically, in a globalized world, we need answers to all those questions to act in enlightened, rational, moral ways," O'Meara says. "That is what DGA is all about."

Dr. Richard O'Meara DGA



Taking the helm at DGA at the beginning of the semester, Dr. Richard O'Meara plans to build on the program's unique position as one of the few Global Affairs graduate programs in the country. He himself received his PhD from the program a decade ago, and his leadership plans include bolstering DGA's current offerings, looking for opportunities to create a better (as opposed to bigger) program, and providing students with ample opportunities to work and study internationally. "DGA is unique. Our student body is diverse and international. Our MS program is an especially good fit for undergraduates coming from the RU-N campus," he noted.

He's taught at RU-N and Stockton University for many years. Before acquiring his doctorate, O'Meara's decades-long law career spanned both the military and private practice. As an instructor for the Defense Institute for International Legal Studies, he traveled to conflict zones around the world, teaching rule of law

“

We require interdisciplinary. Everyone has to do everything, so when you're done you have a pretty good idea what's going on.”

and governance. One of his enduring teaching interests is developing curricula for the purpose of creating resilient and constructive institutions for developing nations. O'Meara became an EMT in 1998 and spent six years volunteering in his hometown, Long Beach Island. The population swells in summer, and much of his work was first aid after ocean mishaps, auto accidents, and construction accidents. The Friday after 9/11, he traveled to ground zero and worked through the night, digging on the pile. Then until December, he spent two nights a week as a Red Cross responder, helping cook for those working at ground zero and also washing down boots and gear to stop the spread of hazardous material.

"That was a long time ago now, fortunately," he said, adding, "it was a privilege to be involved."

O'Meara is the recipient of the Distinguished Service Medal, the Silver Star, three Bronze Stars, and two purple hearts. He's published a book of short stories set in the Vietnam War, *Going Home for Apples and Other Stories*. He has 11 grandkids.



Dr. Mary Rizzo, Assoc. Director of Public Humanities , introduces Flickr Commons

New Masters Track in Public Humanities

“
You can create knowledge and apply ideas to contemporary issues with communities at the core of that process.”

For students who care equally about academic rigor and making a difference, Rutgers-Newark's American Studies program has a new master's track in Public Humanities. Designed to prepare students for community-centric careers, the program has a strong social justice component and a mandate to produce civically engaged scholars.

What is Public Humanities? Traditionally, the work of universities has remained concentrated within the academic ecosystem: Scholars produce books and articles to be read by other scholars; they give talks on campus; and much of their work takes place there, too. Public Humanities breaks down walls and builds bridges.

"I define the public humanities as a collaborative process," says the program's Associate Director, Assistant Professor of Professional Practice Mary Rizzo. "You can create knowledge and apply ideas to contemporary issues with communities at the core of that process."

Rizzo emphasizes the cooperative nature. It's more than a scholar going

to speak at a local library. Knowledge transfer is a two-way street. It's a practical discipline, and probably the best way to describe it is to highlight critical work already underway:

Rizzo's fall public humanities class worked with Newark Public Library archival materials to create an exhibit about community responses to police misconduct in Newark from the 1960s forward. From Rebellion to Review Board: Fighting for Police Accountability in Newark opened December 15. It will be on display at the Newark Public Library through Feb. 3, 2017.

Rizzo received her doctorate from a traditional American Studies program and then spent a decade working in museums and for the New Jersey Council for the Humanities before she was hired at RU-N to help build the public engagement component of the American Studies program.

"A lot of us are really thinking about place," Rizzo said. "being in Newark, what does that mean? What does that allow us to do? And what are the obligations that we have?"

Students in the Public Humanities program will have capstone projects that combine scholarship and community work. One student is creating a curated online presentation of a Baltimore poetry magazine published from 1966 to 1983, written almost entirely by African-American residents of the city's poorest neighborhoods. Several students in the program already work in museums and community organizations.

Students will be required to take classes through the School of Public Affairs and Administration, so they will be ready for the real work of non-profit management. Rizzo recalled a meeting last year with people from community arts organizations. The topic was how to make internships work better. A local arts-organization manager joked that she didn't want to get any interns who didn't know what Excel is because she had to spend time

training them on basics that could be spent on higher-level tasks.

"That's a real issue," Rizzo said, adding that even tenured professors no longer have the privilege of not understanding budgets anymore. Everyone has to raise money.

While those in the public humanities master's track will be well prepared to continue on to doctoral studies and academia, Rizzo says the program is tailored to train people to go out in the world for community-based non-profit work.

First-year student Dahlia Azran works as a tour guide and researcher at the National September 11 Memorial & Museum. As a history major in her undergrad, she studied German memory and identity, and visited all the Holocaust memorials in Germany. Memorials have changed over the decades: There



Police Community Interaction 1991



CORE March for Civilian Review Board

are fewer heroic statues and more conceptual displays that kindle inner reflection (like the fountains at Ground Zero) instead of just catharsis.

"I knew I wanted to go back to memory studies and memory history," she said.

Azran had been looking into history programs for grad school, but decided on American Studies at RU-N after reading an article by Rizzo about an exhibit coming to RU-N related to mass incarceration and knew it was something she'd like to be involved with.

"A lot of programs don't have room for public history and the museum sector," Azran said. "In a lot of programs that seems frowned upon, but Rutgers really encourages that."

STUDENT PROFILE

Horses, Prisons, and Police: An Ethnography in Newark and Wallkill Correctional



Erica Tom, doctoral student with Newark Mounted Police

On her first visit as a prospective student, American Studies PhD candidate Erica Tom wasn't sure how her research interest, horses and interspecies relationships, would develop within RU-N's urban confines until she walked down a Newark street and heard a clip-clop behind her. Tom turned to see a mounted police officer. Since then, she's spent the last three years observing and interviewing the Newark Mounted Police Unit and has also spent time at the Second Chances Horse Program at Wallkill Correctional Facility in New York.

Tom focuses on how her human subjects construct their identity in relationship to the animals with which they work. Some of Newark's mounted officers have told her their first patrols riding a horse was the first time they'd ever seen someone turn and smile upon noticing them. The horses also allow for a different kind of engagement: One officer

described a time where someone known to police brought his son up to see the horse; and the officer felt like he could relate to the man in that moment father-to-father.

For prisoners, the relationship is somewhat different. The Second Chances Horse Program is a vocational venture where inmates learn about horses and how to care for them. Some of the incarcerated people Tom interviewed told her they related to the ex-racehorses the program uses because they too have experienced abuse or abandonment. Others described how learning to interact with the horses helped them become more aware and in control of their own emotions and presentation since horses are sensitive to human body language.

Tom is passionate about horses. And humans. And horse-human relationships. And also creative writing, and communication, and

education. When she started looking into PhD programs, faculty at the RU-N American Studies program were enthused about her work and the program's interdisciplinary nature appealed:

"They said, 'oh that sounds interesting,' not 'well we don't know what you are.'" Tom says of early enthusiasm from Rutgers professors – something she received less of from faculty at more traditional institutions who weren't sure under which department her work could be classified.

Tom says sometimes her fellow American Studies PhD candidates refer to themselves as the island of misfit toys. Their research interests are as disparate as horses, mobile apps for weather news, and science fiction.

There's a lot of collaboration across departments, and faculty place faith in students to drive their own projects, or rather, "to craft their own misfitness," Tom says.

Tom will complete her dissertation next year. In the meantime, she'll spend more time observing Newark's mounted police when they're on patrol. She's also planning a community event where people in Newark can come meet and learn about the city's police horses and the officers who ride them. Like many in the America Studies program, Tom believes in the importance of community-engaged scholarship and producing work that's relevant and interesting to an audience beyond the dissertation committee.

FACULTY PROFILE

Seeking the Roots of Shyness



What makes a baby grow into a shy child? RU-N psychology assistant professor, Vanessa LoBue is embarking on a longitudinal study, involving hundreds of babies and a battery of tasks, tests, and measurements that promise to shed light on this complex question.

LoBue specializes in infant and child emotional development. She's spent many years scaring babies and little children – or rather, observing how they react to social and non-social threats. Scientists know anxiety and fear are linked to paying attention to threat, but there's still a lot unknown about the nature of that relationship.

Researchers have found adults with social anxiety will pay more attention to angry faces (a social threat) than people who don't have social anxiety. Evidence suggests social anxiety compels people to pay more attention to threats, but LoBue hypothesizes it could also work the other way around:

"Attention to threat could play an important role in the development and maintenance of anxiety. Theoretically, if you're letting in all this negative information, it may facilitate the development of anxiety," LoBue said.

Perhaps it's the attention to angry faces that precedes an infant's development of "behavioral inhibition" (i.e. shyness, psychologists do not diagnose anxiety in babies or toddlers).

LoBue and her collaborators, Kristin Buss and Bradley Taber-Thomas of Pennsylvania State University, are looking to recruit 450 babies for the study that will take place at the Infancy Studies Lab here at RU-N and also at two sites at Penn state. Participating infants will visit their respective site five times between the ages of 4 months and 24 months.

LoBue and her colleagues will use EEG and heart rate monitoring and observe their behavior during a series of tasks (seeing a stranger, playing with mom, encountering a frustrating toy, etc.). They will also use eye monitoring technology to see how long each baby lingers on an angry face on a screen, and how long after seeing the angry face it takes the baby to locate another object.

LoBue's hypothesis is that babies that spend more time dwelling on angry faces will be more likely to develop behavioral inhibition as they age. A baby that dwells longer on an angry face may have a predisposition



Dr. Vanessa LoBue

to pay attention to negative social information.

The length and breadth of the study will help researchers determine if it's a combination of factors (maybe temperamental disposition and attention to threats) that leads to behavioral inhibition. LoBue hopes if the study goes well, they might secure funding to continue following participants beyond age two.

LoBue believes findings from the study may have practical application. "If we find out what babies are most at risk we may be able to intervene," she said. When she's not in the lab, LoBue also writes *The Baby Scientist*, a blog translating developmental research into layman's terms.

Before she had her son, LoBue said people wondered if she would be an anxious parent since she'd studied developmental psychology. "It's actually the opposite," she said. "a lot of research is depicted in an alarmist way." *The Baby Scientist* tackles topics like sleep training, screen time, and whether or not letting them eat a little bit of dirt is okay – intent on allaying parental anxiety along the way.

DEAN RESEARCHES REFUGEES IN MALTA

“We have a real demographic issue that we’re going to have to wrestle with because you certainly don’t want to have a lot of people who aren’t getting access to educational opportunities.” **Dean Kyle Farmbry**

Here are some sobering facts: there are currently 65.3 million displaced people in the world, this year more than 4,742 people have died crossing the Mediterranean, both numbers are the worst they’ve ever been, and both numbers are growing. As the global refugee crisis challenges countries around the world, the Dean of the Graduate School-Newark, Kyle Farmbry, has embarked on a multi-faceted investigation of the issue.

With the support of a Fulbright fellowship, Farmbry visited Malta from September to December of 2016 to assess the complexity of the situation. He met with refugees, NGOs, aid groups, and the Maltese government. Malta has long been a hub of the refugee crisis and to this day the country’s integration policy is trying to catch up. That makes it a valuable center for research on lessons that can be applied elsewhere.

“My hope is that my work might add a drop to the bucket of knowledge that could be relevant. The issues here are so complex,” he says. “We’ve got questions about the flows of people and about how exactly people are being welcomed. The welcoming is not always with open arms.”

Around the world, refugees face several obstacles when they arrive in a new country. From documentation, to discrimination, to language barriers, to employment opportunities, and access to health care. For young people, who make up half of the refugee population, they also face problems with education.

“In many cases they are either not getting access to any education or to quality education,” says Farmbry. “We have a real demographic issue that we’re going to have to wrestle with because you certainly don’t want to have a lot of people who

aren’t getting access to educational opportunities.”

As an educator, this is where Farmbry is focusing much of his research. He has been working with a group of young refugees ages 15-30 who came together to form a grass-roots organization called Spark 15. Their mission is to advocate for the full integration of refugee and migrant youth. Since its inception last year, the group is already making progress with gaining access to post-secondary institutions, with providing language classes, and with sharing their experiences with the UNHCR at a forum in Geneva.

Sari Albaaga, 25, is a member of Spark 15 and he knows all about the difficulty of getting an education as a refugee. Back in 2013, he was living at home in Libya, and studying software development at a local university. Then the war broke out and he was forced to flee. “It wasn’t



a matter of choice," he says. "It was like leave or you might not be alive anymore."

While fleeing, Albaaga didn't have time to gather all of the documentation he would need to attend university in Malta. To make matters worse, university officials did not have an admittance protocol for refugees – they expected him to have all the same paperwork as a regular international student. Because he didn't have that, it took Albaaga three years of petitioning the administration to allow him to continue his studies.

"I lost three years of my life just trying to get them to understand that I have the right to enroll," he says.



Sari Albaaga, Mohamed Hassan, Hourie Tafech, officers of Spark 15 and Dean Farmbry

One of the founders of Spark 15 is Hourie Tafech, a twenty-five-year-old Palestinian woman who was born and raised in a refugee camp in Lebanon. Her family has been in the same camp, without any civil or political rights, since they fled Palestine in 1948 after the Israeli occupation. She is now in Malta working towards a marketing diploma, but she has run into a long list of hurdles trying to find education.

Tafech says that many of these problems could be solved if governments stopped seeing refugees as problems. Instead, she says, it would behoove governments to see refu-

gees as people with the potential to contribute, and to facilitate their development and integration.

"If a person becomes educated he will depend on himself. He will find work and not be dependent on the government for social benefits, but he will pay taxes," she explains.

Farmbry has been meeting with both Tafech and Albaaga to learn the nuances of their bureaucratic challenges. However as the wars in Syria, Afghanistan, Libya, and Iraq continue, and as poor economic conditions

around the world worsen, this issue is here to stay.

Farmbry believes that more people need to turn their attention in this direction, especially American students interested in international relations, like the students at RU-N's Division of Global Affairs. Because the refugee crisis is a worldwide issue, Farmbry is also in the early stages of writing a book about the global rise of xenophobia and its link to migration. He plans to feature Malta as a case study, as well as the USA and South Africa. The book will also attempt to put forth possible solutions and best practices.

"Countries are going to have to be a little more forward thinking in terms of development of strategies for integration," he says. "They're not really asking the question of what might be done to help people when they land in a way that's better for everybody."

“

If a person becomes educated he will depend on himself. He will find work and not be dependent on the government for social benefits." Hourie Tafech

IT TAKES A VILLAGE



Doctoral Student Simone Martin

As the saying goes, it takes a village to raise a child, and no one knows that more than Simone Martin. Martin, a fourth-year doctoral candidate at the Graduate School–Newark, is on course to transform the ways that communities help young families through global health policy and research. Upon graduation, Martin hopes to work for a think tank that focuses on health and development issues or for an international government organization.

As the recipient of a number of fellowships, Martin can attest to the impact donors make. Her most recent fellowship, the U.S. Agency for International Development (USAID) Research and Innovation Fellowship, allowed her to get hands on and immerse herself in her dissertation research in Cape Town, South Africa.

Annual gifts, including those received during the inaugural Rutgers Giving Day, are instrumental in making trips like this possible. Through Rutgers Giving Day alone, nearly 100 gifts came in to support students like Martin.

For the donors who made it their cause, Martin had this to say: “The philanthropic work you do makes it possible for students like me to thrive educationally and professionally. Donor support allows me to make the most of incredible opportunities.”

“My experience in the fellowship program in South Africa was amazing,” Martin said. “I met with program directors, counselors, and social workers from community-based parenting organizations to see if they would be a good fit for my comparative program evaluation.”

By the end of her research, Martin hopes to find new insights into ways that organizations can ensure the best health outcomes for mothers and children—something that will be beneficial to communities around the world. Martin’s trip was a critical step in this ambitious project.

Martin’s fellowship is just one example of the many opportunities that donors support. At Rutgers University–Newark, students of all backgrounds find a place where they can explore their many talents through STEM (science, technology, engineering, and math), the Honors Living-Learning



Without the fellowship opportunities awarded to me from Rutgers University–Newark, I might not be on my way to completing my Ph.D.”

Community, partnerships with Newark, and more. Annual donors are behind each and every one of these transformative experiences. “Without the fellowship opportunities awarded to me from Rutgers University–Newark, I might not be on my way to completing my Ph.D.,” she said.

In addition to her South Africa trip, Martin has been able to travel to Trinidad and Tobago, Jamaica, Greece, Kenya, and Tanzania for her research thanks to other fellowships that have come through. And with continued donor support, there are no limits to where her research might take her next.



Martin delivers talk at the Community Resilience Conference, South Africa

EVENTS - FALL SEMESTER



"The Courage to Listen"

The 3rd Annual Ronald Rice
Lecture Series on Criminal
Justice & Police Policy
featured
Reverend Jeffrey L. Brown

**A Day of Revolutionary
Thinkers**
Rutgers 250 Awards GSN
Distinguished Alumni
(L-R) Acting Dean Jack Lynch,
Nicholas DeRose, M.S. 1981,
Peter Khost, M.A. 1991,
Beverly Whipple, Ph.D. 1986,
Andrew Parsekian, Ph.D. 2011



#SanctuaryCampus

Rutgers-Newark
Students stage a
walkout to request
Rutgers University be
a sanctuary campus.

Giving Day
Rutgers-Newark
MFA Students
Vunteer and
Give on
Giving Day



2017 EVENTS

1

Chancellor's Seed Grant Open House

Tuesday, January 24th from 4 to 6 p.m.

Center for Law & Justice Atrium

Join us to celebrate the innovative and interdisciplinary projects made possible through the Chancellor's Seed Grants. This is an opportunity to meet and learn about the revolutionary work underway at RU-N.

Seed Grants have been awarded to teams for funding new and creative projects that support economic development; strong, healthy neighborhoods; diversity and social justice; new RU-N degrees; K-20 education; arts and culture; and science.

Members of each seed grant project will be available to answer questions. Literature and posters related to each initiative will be on display.

2

Research Day

Monday, April 17th

Paul Robeson Community Center

Undergraduate and Graduate Students will present STEM posters for the Rutgers-Newark and wider community.

3

Graduate School Hooding Ceremony

Tuesday, May 16th from 3 to 7pm

Paul Robeson Community Center

The 2017 GS-N Doctoral and Master of Fine Arts Hooding Ceremony will take place on Tuesday, May 16th, with a reception to follow.

4

Rutgers University-Newark Commencement Ceremony

Wednesday, May 17th, 2017

Prudential Center, Newark

Honoring Eboo Patel, CEO of Interfaith Youth Core, and Arthur James Hicks, Program Director of NSF Louis Stokes Alliance for Minority Participation.

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Visit Ralumni.com to update your contact info and find networking and volunteer opportunities both locally and across the nation with the RUAA.



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