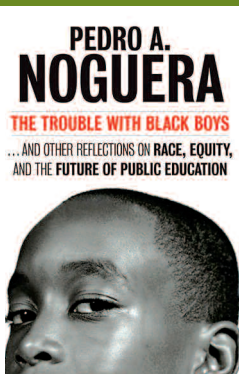
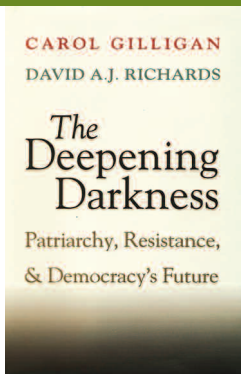
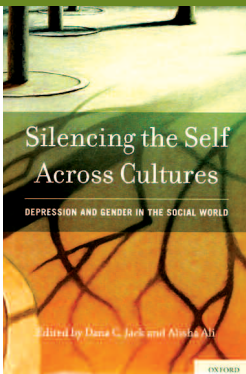


# At a Glance

NEWS FROM THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT COMMUNITY



Recent books by Steinhardt faculty members Pedro Noguera, Alisha Ali, and Carol Gilligan tackle questions about gender and how it influences schooling, mental health, and democracy.



## FALL 2010

### Brief Submitted by Steinhardt Dean and Faculty Cited in Supreme Court Decision

A recent landmark Supreme Court decision, *Graham v. Florida*, ruled that juvenile offenders who commit non-homicide offenses could not be sentenced to life in prison without the possibility of parole.

A brief submitted in support of juvenile offenders Terrance Graham and Joe Harris Sullivan by an interdisciplinary group of psychologists and social scientists, which included NYU law faculty, Dean Mary Brabeck, and Steinhardt faculty, was cited in the decision.

The group summarized the relevant scholarship and concluded that:

"Although adolescents must be held responsible for their actions, they generally lack mature decision-making capability, have an inflated appetite for risk, are prone to influence by peers, and do not accurately assess future consequences. At the same time, adolescents' minds and selves are highly malleable and capable of enormous change."



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### In Studies Across Disciplines, Steinhardt's Social Scientists Challenge Deeply Held Beliefs About Gender

When psychologist Niobe Way set out to study friendships among teenagers from low-income families, she expected to find that boys were more interested in playing basketball with their friends than having deep, meaningful, heart-to-heart conversations.

Instead Way found that boys are deeply vulnerable and speak with passion and sensitivity about their closest male friends. "More than 85 percent of the boys I spoke with indicated that shared secrets are what makes their friendships close and why they love their friends so much," she said.

Way's forthcoming book, *Deep Secrets: The Hidden Landscape of*



Niobe Way

*Boys' Friendships*, the result of 15 years of study, debunks the age-old assumption that the capacity and need for close intimate relationships is inherently female. A professor in the Department of Applied Psychology, Way is one of a group of faculty at Steinhardt who are challenging traditional theories about gender and influencing our understanding of adolescent development, attachment, and single-sex schooling.

Way's findings might be considered a bookend to the study that Carol Gilligan and Lyn Mikel Brown published in *Meeting at the Crossroads: Women's Psychology and Girl's Development* (Ballantine,

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José Fernando González Sánchez, Mexico's vice minister of basic education, and Mary Brabeck, dean of NYU's Steinhardt School of Culture, Education, and Human Development, sign a letter of intent to establish a collaboration that will contribute to quality education in Mexico.

### STEINHARDT AND MEXICO'S MINISTRY OF PUBLIC EDUCATION SIGN AGREEMENT TO EVALUATE K-6 CURRICULUM

In an effort to increase educational opportunity for all its children, representatives from Mexico's Ministry of Public Education visited the Steinhardt School to execute a letter of intent authorizing a vast evaluation of its science and mathematics curriculum. Mexico's curriculum for basic education serves 15 million students with a population of 700,000 teachers in its elementary schools.

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## Steinhardt's Reading Recovery Program Is a Partner on Ohio State University \$46 Million Literacy Grant

NYU Steinhardt will be an official university partner with Ohio State University and 13 other Reading Recovery universities on a \$46 million grant from the U.S. Department of Education to improve literacy among struggling first-grade students. The \$46 million grant, part of a \$650 million grant initiative known as Investing in Innovation, or i3, was announced by the Department of Education in September.

The project, "Reading Recovery: Scaling Up What Works," will fund intensive, yearlong training for teachers to provide one-on-one literacy instruction for first graders. The intervention enables low-performing students to make accelerated progress and reach average levels in reading and writing in just 12 to 20 weeks.

The Reading Recovery Project at NYU, housed within Steinhardt's Ruth Horowitz Center for Teacher Development, works with a consortium of school districts in New York City, New York State, New Jersey, Pennsylvania, and Virginia to train teachers in the intervention. Since 1989 when the project began at NYU, 1,242 Reading Recovery teachers trained at NYU affiliated sites have served 10,226 children.



"This award represents very significant recognition of the scale and effectiveness of Reading Recovery at the national level," said Ann Ballantyne, trainer and director of Steinhardt's Reading Recovery Project. "For us at NYU, this is a wonderful opportunity to build on the 22-year history of the project

and expand the services we provide to the most at-risk learners."

Steinhardt will receive \$2.6 million over five years to provide training and certification for up to 50 teachers in eligible, low-achieving schools each year. The grant will also fund a year of academic and professional training for a teacher leader who will open a new Reading Recovery site in a rural area that does not currently have access to the program. In addition, Steinhardt's Reading Recovery program will provide ongoing support and professional development for teachers and teacher leaders in Scale Up schools and sites. ■

### STEINHARDT AND MEXICO SIGN AGREEMENT

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The letter was signed on April 23, 2010 by José Fernando González Sánchez, Mexico's vice minister of basic education, and Mary Brabek, dean of the Steinhardt School. The letter authorized Pamela Fraser-Abder, director of Steinhardt's science education program, to coordinate an assessment of the country's K-6 curriculum in an effort to help its students "to attain national and international

competencies." The assessment team will be composed of science and mathematics faculty from 16 countries.

"It is unique for a country to open its educational system up this way for global assessment, but the Ministry of Education is prepared to assess their science and mathematics programs and to make changes needed to ensure that their students achieve global standards," Fraser-Abder said. ■

## Martin Simon Receives \$2 Million NSF Grant to Study Mathematics Learning

Martin Simon, a professor of mathematics education, has been awarded a \$2 million, five-year grant from the National Science Foundation to research students' concept development and design an innovative approach to teaching rational numbers (e.g., fractions, ratio) in elementary schools. Simon's co-investigators on the Measurement Approach to Rational Number (MARN)



Martin Simon

Project are Barbara Dougherty, professor, Iowa State University, and Zaur Berkaliev, assistant professor, Illinois Institute of Technology.

The MARN Project researchers will investigate learning in classes that used the successful Elkonin-Davydov (E-D) elementary mathematics curriculum developed in Russia.

According to Simon, the E-D curriculum holds potential for U.S. educators because it builds on concepts of measurement. "Students don't just learn about numbers, but about quantities and how quantities are measured by units," Simon says.

"In this way, they develop a foundation for understanding multiplicative relationships."

The researchers will begin the project by analyzing videotaped lessons of a Hawaiian mathematics classroom that implemented an English version of the E-D curriculum. Using knowledge gained from the analysis, the researchers will embark on teaching experiments based on the measurement

approach of the E-D curriculum with students in New York City, first in one-on-one settings and later in classroom settings. The lessons will be videotaped and analyzed, allowing the researchers to contribute to the growing body of literature on how students learn mathematical concepts.

Ultimately, the MARN project is designed to identify key concepts developed in the E-D curriculum, understand the learning processes involved, and develop a framework that can be successfully integrated into current U.S. mathematics curricula. ■

## New Funding and Mentoring Program Supports All Ph.D. Students

The Office of Research and Doctoral Studies has announced that the school will now fully fund all full-time research Ph.D. students.

The Steinhardt Fellows program is designed to help students undertake full-time study and research and to complete their studies in a timely manner. Depending on the student's program of study and degree requirements, financial support includes two to three years of full tuition and fees and a generous living stipend.

"By fully funding our research Ph.D. students, we will free our students to focus on their academics, to develop themselves professionally, as well as prepare scholarly works that contribute to their fields," said Perry Halkitis, associate dean of research and doctoral studies and professor of applied psychology.

Full-time Ph.D. students will also be assigned faculty mentors who will work closely to help them to prepare conference presentations or exhibitions, author or co-author manuscripts, prepare grant submissions, construct and write sample syllabi, and participate in experiences essential to their professional education.

To learn more about the program, visit [www.steinhardt.nyu.edu/policies\\_doctoral/funding](http://www.steinhardt.nyu.edu/policies_doctoral/funding). ■



Perry Halkitis

## Working @ the Hyphen ... spotlight on interdisciplinary studies

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1993). The book looked at girls' development from late childhood to adolescence.

### In Late Adolescence Both Girls and Boys Silence their Voices

Gilligan has been at the forefront of gender studies since she published *In a Different Voice: Psychological Theory and Women's Development* (Harvard University Press, 1982). An NYU University Professor, she holds a joint appointment in the Steinhardt School's Department of Applied Psychology and NYU's School of Law.

When she began her research in the 1970s, the field of gender studies was ripe for investigation. "Research on gender within the human sciences began with the discovery of a pervasive gender bias in the field of psychology and in medical research," Gilligan says. *In a Different Voice* made the point that girls and women had been left out of the studies in human development, and that this omission had, in essence, "misrepresented both women and men."

In *Meeting at the Crossroads*, Gilligan and Brown found that while girls are able to articulate their thoughts and feelings in late childhood, by adolescence — when cultural pressure for 'gender appropriate behavior' is at its peak — girls silenced their voices for the sake of maintaining relationships.

Way found that by late adolescence boys who spoke passionately about other boys in their early teen years began severing their ties and using phrases such as 'no homo' to disavow any expression of feelings about their formerly close best friends.

"The sharing of deep secrets is something coded feminine within our homophobic and patriarchal framework," Gilligan says. "Way's study shows a profound interplay of psychology and a culture where masculinity is premised on separateness and close friendships

among men are viewed with homophobic suspicion unless the men are in battle or on the playing field."

### Studying Closeness, Friendship, and Depression

Epidemiological studies show that for both men and women, friendships are correlated with longevity, psychological resilience, and physical health. The research of Alisha Ali, an associate professor of applied psychology, finds that when people disconnect from relationships the result is often depression.

Ali and Dana C. Jack, a professor at Western Washington University, are co-editors of *Silencing the Self Across Cultures* (Oxford University Press, 2010). Using Jack's theory — which draws on Gilligan's research — the volume shows how depressive symptoms can be linked to self-silencing across a range of cultures.

"What most of our studies have found," Ali says, "is that for men and women self-silencing is correlated with depression. There is no gender difference on silencing the self. Women do not score higher than men on this behavior."

### A Longitudinal Study Looks at Educating Boys at Single Sex Schools

Pedro Noguera, Peter L. Agnew Professor of Education in the Department of Teaching and Learning, knows about boys' self-silencing firsthand. Noguera's book *The Trouble with Black Boys...and Other Reflections on Race, Equity, and the Future of Public Education* (Jossey Bass, 2008), begins with an anecdote about his son, Joaquin, a good student whose grades plummeted in the 10th grade, partly because, his father surmised, the pressure to conform to racial and gender stereotypes led him to "project the image of a tough and angry young Black man," an identity at odds with his academic goals.

Noguera examines the advantage of educating boys in single sex schools in *Theories of Change*



Carol Gilligan

**In *Meeting at the Crossroads*, Gilligan and Brown found that while girls are able to articulate their thoughts and feelings in late childhood, by adolescence — when cultural pressure for 'gender appropriate behavior' is at its peak — girls silenced their voices for the sake of maintaining relationships.**

**The idea of educating boys of color in single sex schools is an educational reform strategy guided by the premise that dividing children by gender results in higher academic achievement and self-esteem, especially for boys who tend to lag behind academically.**



Pedro Noguera



Alisha Ali

**"What most of our studies have found," Ali says, "is that for men and women self-silencing is correlated with depression. There is no gender difference on silencing the self. Women do not score higher than men on this behavior."**

among *Single-Sex Schools for Black and Latino Boys: An Intervention in Search of a Theory* (Steinhardt, 2010), results of a longitudinal study undertaken at Steinhardt's Metropolitan Center for Urban Education.

Noguera's study suggests that separating boys from girls is not wholly responsible for raising boys' academic achievement. Several co-educational schools studied were as effective as their single-sex peer schools.

"We are not willing to say that separating the boys is the key to their success," Noguera says. "What we are willing to say is that there are certain characteristics that we have found in some of those single sex schools and the co-ed schools that are very important to the success of boys academically."

Among these characteristics are strong leadership and teachers who are well-trained, supportive, and tolerant of their students' behavior.

Gilligan believes that there is a paradigm shift spreading through the human sciences. More studies are revealing that what has been seen as characteristic of women is also true of men, and therefore simply a human trait. She views Way's research as crucial to developmental psychology because her findings show us "why and how these human traits in men become their deep secrets."

In the years since she published *In a Different Voice*, the field of women's studies has led to gender studies. Research on infant development, girls' development, and studies of young and adolescent boys make it clear to Gilligan that we have been telling a false story about ourselves.

"False in part because it is falsely gendered," Gilligan says. "Women and men both think and feel. Both have a voice, a self, and a desire to live in connection with others and to have close relationships." ■

## On the Move

### William Caballero (MA '08)

PREMIERES *AMERICAN DREAMS DEFERRED*  
AT THE NEW YORK LATINO FILM FESTIVAL

The power of family ties is the subject of *American Dreams Deferred*, a new film by Steinhardt alumnus William Caballero (MA '08). The documentary had its world premiere at the 2010 New York Latino Film Festival on July 29th.

Set against a backdrop of Coney Island and Fayetteville, North Carolina, the movie takes its title from Langston Hughes' famous poem, 'A Dream Deferred,' in which the Harlem renaissance poet meditates on the future of our unrealized dreams. Turning the camera to his loving Latino family, Caballero sees the great potential that each family member has to fulfill the American dream, as well as the conflicts that prevent each person from achieving his goals. ■



William Caballero with his parents at NYU's 2008 Commencement Ceremony at Yankee Stadium.

## Onnie Rogers

DOCTORAL STUDENT ONNIE ROGERS AWARDED SPENCER GRANT FOR RACE AND GENDER RESEARCH



Onnie Rogers, a doctoral student in developmental psychology in Steinhardt's Department of Applied Psychology, has been awarded a fellowship from the Spencer Foundation to complete her dissertation titled, 'The Intersections of Race and Gender in An All-Black Male School: Racial and Gender Identity, Psychological Well-Being, and Academic Performance.'

Rogers' research examines gender and racial identity development among Black adolescent males attending an all-Black male school. She will be analyzing how gender and racial identities intersect, change, and influence Black males' psychological and academic adjustment during middle teen years.

The Chicago-based Spencer Foundation was established in 1962 to investigate ways in which education can be improved around the world. The prestigious \$25,000 Dissertation Fellowship for Research Related to Education is awarded to doctoral students who show potential for bringing fresh and constructive perspectives to the history, theory, or practice of education. ■

### THE NYU STEINHARDT MISSION

NYU Steinhardt advances knowledge, creativity, and innovation at the crossroads of human learning, culture, development, and well-being. Through rigorous research and education, both within and across disciplines, the school's faculty and students evaluate and redefine processes, practices, and policies in their respective fields and, from a global as well as community perspective, lead in an ever-changing world. ■



## There's an App for ... Getting Your Band Out There

Shinobi Ninja, the Brooklyn-based punk-funk-rap-hip-hop group featuring music business graduate student Dave Machinist, recently released an iPhone app, Shinobi Ninja Attacks! The app is a side-scrolling Teenage Mutant Ninja Turtles-inspired game where players, as their favorite band member, roll through the streets of Brooklyn on their way to rock the mythical Club Babylon taking out "evil hipsters, Jersey jerks, and angry subway riders." Players who successfully complete levels are rewarded with two of the band's



Check out a trailer for the app on YouTube. The app can be downloaded at [www.shinobininja.com](http://www.shinobininja.com)

music videos. The app also uses smartphone GPS capability to locate real world concertgoers and free music and promotional material.

Read about Steinhardt's Music Business Program online at: [www.blogs.nyu.edu/steinhardt/musicbusiness/velocity/](http://www.blogs.nyu.edu/steinhardt/musicbusiness/velocity/) ■

## Steinhardt Brief Cited in Supreme Court Decision

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Writing for the majority, Justice Anthony M. Kennedy cited the amicus brief which makes the case that juvenile offenders, "who are most in need of and receptive to rehabilitation," suffer from an absence of rehabilitative opportunities.

"The decision is important for so many reasons," said J. Lawrence Aber, a professor of applied psychology and public policy. "It draws on knowledge from developmental science to clearly establish that adolescents' cognitive and behavioral regulatory capacities are still undergoing rapid development. (Adolescents are not yet adults!) And while their regulatory capacities are still developing, the possibility for positive change is great. Under such circumstances, imprisoning adolescents for life is cruel and unusual."

In addition to Aber and Brabeck, Steinhardt faculty members Jacqueline Mattis and Niobe Way, of the Department of Applied Psychology, and Pedro Noguera of the Department of Teaching and Learning contributed their expertise to the draft.

"It is rare that scholars can claim their work has an immediate and tangible impact on the lives of others," said Brabeck. "This is a case in which scholarship makes a difference." ■

## Gift from Gale and Ira Drukier Endows Steinhardt's Deanship

Mary Brabeck is the inaugural recipient of the Gale and Ira Drukier Deanship. Established by a generous donation from the Drukiers, the gift expresses a "measure of gratitude" for educational opportunities made available to Gale Drukier (BS '72), a Steinhardt alumna.

Gale Drukier, an NYU trustee and member of the Steinhardt Dean's Council, earned a degree in speech pathology and audiology. She began her career as an audiologist and served for 17 years as a tenured

professor at The College of New Jersey. During her career in higher education she presented and published original research, developed the college's masters' degree curriculum, and was instrumental in its graduate program in audiology receiving national accreditation. Upon retiring, Drukier joined her family business, BD Hotels, where, for the last 12 years she has managed and renovated properties on Manhattan's Upper West Side. Drukier earned her M.S. and Ed.D. in

audiology from Teacher's College at Columbia University.

"I am grateful to NYU for my education and all the opportunities which were made possible to me," Drukier said. "With the leadership of Dean Mary Brabeck, this gift will enable new generations of students to develop into the educated leaders of which we can all be proud."

The Gale and Ira Drukier Deanship endows Steinhardt's deanship in perpetuity and will help support the school to fulfill



Gale Drukier, left, and her husband endowed Steinhardt's deanship in perpetuity. Mary Brabeck, right, is the inaugural recipient.

its greatest needs and priorities. It is one of eight endowed chairs held by faculty at NYU Steinhardt. ■



Jhumki Basu Fellows came together this summer for a Sci-Ed Innovators Institute. The Fellows will collaborate throughout the school year to share strategies, lessons, and resources to promote best practices that reflect Basu's vision.

## Summer Institute Brings Jhumki Basu's Vision for Science Education to Teachers

In 2008, Jhumki Basu, an associate professor of science education, died of metastatic breast cancer. At 31, she was at a moment in her career when her academic training and her passion had come together to form a life's mission: to make science relevant and engaging for all urban youth.

In July, the Jhumki Basu Foundation launched the Sci Ed Innovators Summer Institute as a way to bring Basu's vision into New York City's public schools. The four-day institute brought together 26 fellows — 6th to 12th grade science teachers — for interactive

workshops and field trips to study Basu's framework of democratic science teaching. It is a philosophy whose principles include allowing students a voice in their own education, a choice about what they are learning and the tools to become critical thinkers and follow their own scientific inquiry.

The institute is a gift from Radha and Dipak Basu, Jhumki's parents, who saw their daughter as a beacon for social justice in science education and want a chance to give her life's work to the communities that will be enriched by it. ■

## New Students Take on Philosophy

*The Consolations of Philosophy* by Alain de Botton is this year's required reading for 791 undergraduate freshmen and transfer students who began their first semester at the Steinhardt School.

The book, a meditation on philosophy and everyday life, uses the wisdom of Socrates, Epicurus, Seneca, Montaigne, Schopenhauer and Nietzsche to illuminate universal problems, among them unpopularity, poverty, frustration, love-sickness, inadequacy, and generalized suffering.

Rene Arcilla, an associate professor in the Department of Humanities and Social Sciences and the author of *Mediumism: A*

*Philosophical Reconstruction of Modernism for Existential Learning* (SUNY, 2010), will speak about the book at Steinhardt's New Student Convocation in October.

"We thought *The Consolations of Philosophy* would be an interesting eye to put on some of the issues our new undergraduates might face in a new place with new challenges," said Patricia Carey, associate dean for student affairs. "The human condition doesn't change," Carey said. "We love, feel frustrated, unsure of ourselves; wonder if we'll succeed, find friends, be noticed. The book gives our students a chance to look at issues and think in different and expanded ways." ■

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— and up to the moment — with the Steinhardt community by giving a thumbs-up to the LIKE button on our Facebook page, NYU Steinhardt School of Culture, Education, and Human Development. Read stories about our innovative projects and awards, see links to student work, hear what our students have to say, and join the discussion.

You can also follow us on Twitter @NYUSteinhardt. ■

## For High School Students, A Free Saturday Workshop Offers A Complex Vision of Art

**Visionary Studio: Saturday Art Workshop** is nine-week program offered by the Department of Art and Arts Professions that expands high school students' understanding of art by incorporating research on social themes with visual expression.

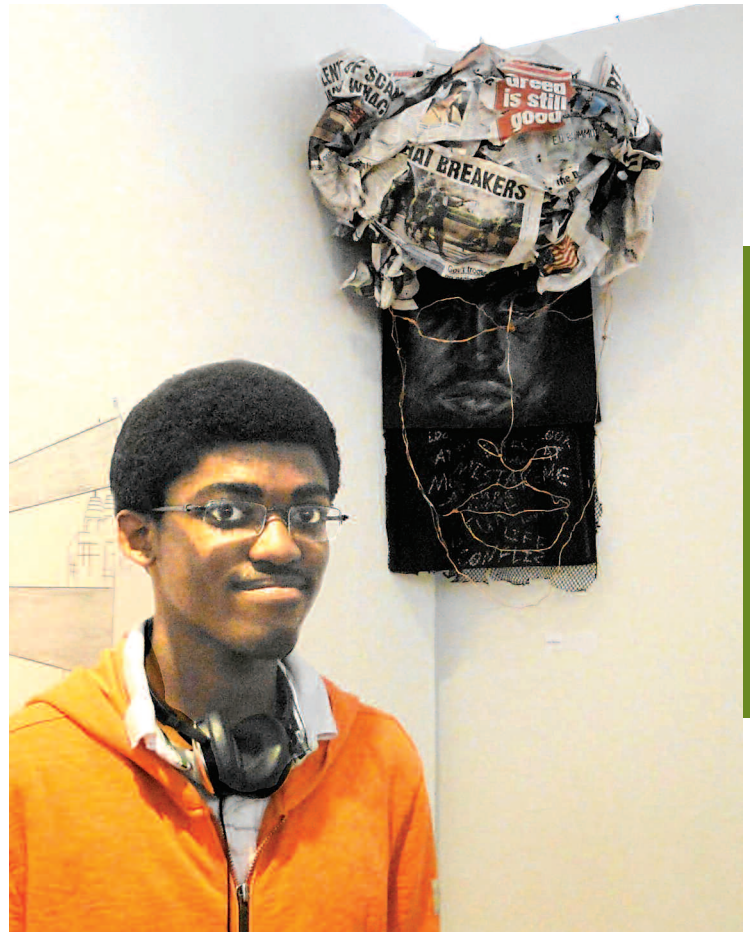
Fifty-five high school students from New York and New Jersey took part in this year's free Saturday studio course.

"One of the exciting aspects of this year's program was the development of critical visual strategies by our master's students that allowed the high school students to experience art in a different way and in turn pushed them to produce visually powerful art," said Associate Professor Dipti Desai, who serves as director of Steinhardt's art education program.

It was the vision and coaxing of NYU art student Keith Sklar that helped turn Alex Berthea's idea of a three-headed monster into an elegant multimedia self-portrait of the young artist. Berthea's heads were streamlined into newspaper hair, which functions as a representation of the issues that Berthea thinks about — "politics, the stock market, and the U.S., in general."

Sklar reflected on his role in the artistic process, which was part sounding board, part art historian, and part working artist. He showed Berthea how he might build dialogue and conversation on identity politics into his piece.

"Alex draws beautifully ... this is a really great example of what we're excited about," Sklar said. ■



Alex Berthea and his self-portrait.

NEW YORK UNIVERSITY



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