Making Global Learning Personal

This issue of The Catalyst focuses on the College’s many global learning and engagement initiatives. The articles highlight the work of students, faculty and staff who are committed to the simple fact that the world is not someplace else.

Our world—and if we are to truly claim that it is ours—stretches beyond our campus geographic boundaries and across the barriers of language, culture, economy and technology. It is a world of faraway lands that are connected like never before. We hold this world in the palm of our hand on mobile devices that allow us to see and speak with one another in just seconds-delayed real time. And our educational institutions are facilitating new and aggressive international collaborations and learning experiences as essential to the learning mission.

The study of the world, its history, cultures, literatures, customs and governments is not new to us at all. Those pull-down maps and spinning earth globes have been fixtures in our classrooms for time immemorial. But, over the past few decades, the educational landscape has embraced a new global reality. Our technologically mediated digital environment is alive with 24/7 global input. We no longer just ask students to memorize maps and learn languages as a complement to their educational pursuits. Our curricular missions propel faculty and students to dig into learning of international relationships, governmental systems, economic and social issues and the nature and unrelenting resilience of international conflict along with the equally determined quest for peace.

Our challenge is to find ways to use this new global connectedness to tackle the global issues of our collective future. Climate change, poverty, hunger, health, human rights, urban infrastructure and agrarian sustainability are challenges to every corner of our Earth. These are the pressures that we face whether here in Long Island, New York, or in Mumbai, India; Sao Paulo, Brazil; Darfur, Sudan; Bangkok, Thailand; or Kiev, Ukraine. None of us gets a pass on these global game changers. So, it is through education and informed engagement that we make differences—individually, collectively and, yes, globally.

Adelphi’s College of Arts and Sciences takes the global imperative personally, as is demonstrated by the stories of the students and faculty who fill these pages. We take global responsibility personally because Adelphi’s learning experience makes it personal.

Sincerely,

Sam L Grogg, Ph.D.
Dean, College of Arts and Sciences
THIS PAST YEAR, ADELPHI WAS AWASH WITH CREATIVITY during Ephemeral, the first annual campuswide interactive exhibit. Curated by Carson Fox, associate professor of art and art history, the exhibit brought together the entire community and featured several guest artists.

The Chalk Up event turned busy walkways across campus into large palettes. More than 50 teams, comprising students, faculty and staff, collaborated on colorful works of art—from fun, lighthearted images to profound messages of empowerment.

On several mornings, the campus awoke to the work of artists Maureen McCourt and Ashley Caferro of the Rebel Biddy Collective, who “yarn bombed” the campus—draping trees, rocks, benches and more in vibrant hues. Mac Premo’s collage of collected objects, The Dumpster Project, and Cara Lynch’s stenciled chalk paint installation, 32nd Street, captivated curious passersby.

On the Adelphi lawn in front of the Ruth S. Harley University Center, lunchtime banter came to a standstill for the movement and color of “Distraction.” This impromptu dance performance in the quad, choreographed by Adelphi alum Melissa Riker ’96, assisted by Kristina Harris ’13, highlighted the talents of both professional and amateur dancers.

It was standing room only to hear the distinguished panel of artists and critics, including New York Times art critic Ken Johnson, El Museo del Barrio curator Rocio Aranda-Alvarado, Museum of Arts and Design head curator David Revere McFadden, and artists Joe Mangrum and Mr. Premo discuss the ephemeral in contemporary art.
Adelphi University’s Collaboration Project serves as a forum for promoting issues originating in various academic units, student clubs and organizations across the University. Its members get the University community to work together on a wide range of events related to social justice, which shed light on sensitive social issues that affect us domestically and abroad and inspire the critical thinking, collaboration and creativity required to provide solutions.

Last fall, the Collaboration Project supported bringing events to campus with partners in the Departments of Political Science, Sociology and Criminal Justice; the Criminal Justice Club, Levermore Global Scholars, Student Council, the Debate Society and Delta Gamma sorority, with a focus on wrongful criminal convictions.

The first event focused on the wrongful conviction of five teenagers for the assault and rape of a jogger in Central Park in 1989. The program, discussed over two nights, told the story of the underage boys, who were alleged to be part of a gang committing acts of “wilding” in the park. A documentary film, The Central Park Five, was screened for an audience of nearly 200 attendees. It featured news footage following the attack on the jogger and subsequent arrest of the five teenagers. It chronicled the trial, conviction, sentencing and eventual exoneration of the minors, who each served prison terms of approximately six years.

Nights after the film viewing, Adelphi hosted a visit from Raymond Santana, who was 14 years old at the time he was convicted of the crime. He was accompanied by Edwin Grimsley of the Innocence Project, an advocacy group that works to free those wrongfully imprisoned. Mr. Santana recalled being a minor who did not understand his rights and never asked for a guardian or a lawyer. He told listeners how he just happened to be out in the park that night and did not know the others he was arrested with. After his arrest, he was interrogated for a long period of time and eventually delivered a false admission to the crime while he was videotaped.

Mr. Santana served five of a possible 10 years for the crime. Released in 1995, it wasn’t until 2002 that a convicted murderer and rapist was matched to DNA evidence of the crime. That man eventually confessed to the Central Park attack and the men known as the Central Park Five had their convictions overturned. Today, Mr. Santana and the four other men await a monetary settlement for the time they served.

Mr. Grimsley appreciates that many students reach out to the organization after these campus talks. “The public has a difficult time imagining how [wrongful convictions] are possible.”

In another Collaboration Project-supported program, Jeff Deskovic returned to Adelphi University for the second time since being released from prison in 2006. He served 16 years of a life sentence, wrongfully convicted in 1989 of murdering a high school classmate in Peekskill, New York. He was 17 years old at the time he was imprisoned.

AU TWEETS
Several of our notable College of Arts and Sciences alumni are active tweeters. Here are just a few:

Top-100 cybersecurity expert
MATT JOHANSEN ’98 @MATTJAY

Hip-hop icon and activist
CHUCK D @MRCHUCKD

10 Under 10 honoree and founder of Sink or Swim Custom Kicks
JILL FORIE @SINKORSWIMKICKS

FOLLOW AU @ADELPHIU.

SEE MORE AT #ADELPHILIFE.
He spoke to a captive audience of students, professors and community members explaining the details of his experience. He recalled that he was first suspected of the crime because he took the death of his fellow student so hard and seemed unusually upset. This impression led to the events that unfolded seemingly out of a Hollywood movie. Mr. Deskovic was subsequently taken out of school by the police, unknown to his mother, and was subjected to several hours of questioning. He was interrogated to the point where he gave a false confession for it to be over as he could go home—or so he thought.

At his trial, Mr. Deskovic told the Adelphi audience, the judge sentenced him with the admission that, even though a jury came back with a guilty verdict, he was most likely innocent. Years later, he would hear from one of the jurors that they never felt right about the verdict.

During his years in jail, Mr. Deskovic educated himself through the prison college program, wrote to reporters about his case and fought for appeals. He contacted private investigators and several advocacy groups that specialized in taking cases for the wrongly convicted. He eventually got the attention of an investigator who suggested (based on updated DNA technology) that he get in touch with the Innocence Project. That connection led the effort to get him released from jail and, with new DNA standards, they were able to find the real perpetrator, whose sample was left behind at the scene. By this time, that person was registered in the state’s database as a result of his having raped and murdered a woman three and a half years after the Deskovic conviction.

Mr. Deskovic received a monetary settlement because of his imprisonment; he now runs a Foundation for Justice settlement because of his imprisonment; he now runs a Foundation for Justice — named after him, that aims to prevent the real perpetrator, whose sample was left behind at the scene. By this time, that person was registered in the state’s database as a result of his having raped and murdered a woman three and a half years after the Deskovic conviction.

In the United States, what actually happens in the criminal justice system versus how the media portrays it lacks a sense of reality, according to the Collaboration Project’s Stephanie Lake, Ph.D., director of the Department of Criminal Justice at Adelphi University. “The public has a difficult time imagining how [wrongful convictions] are possible. Instead of seeing how cases like the Central Park Five and Mr. Deskovic are indefensible mistakes of justice and a call to rehabilitate the system…many see these cases as just another guilty individual having their case thrown out on a technicality.” Dr. Lake says the international opinion of the U.S. criminal justice system is laughable. “The U.S. is one of only a handful of nations [that] still employ capital punishment and where life in prison can be meted out for nonviolent offenses due to ill-conceived mandatory minimums and a failed war on drugs. They read about cases like the Stand Your Ground law [George Zimmerman] that have drawn media attention over the past few years and cannot understand how [citizens of] such a powerful, wealthy nation can be so paranoid and fearful of one another.”
The mere mention of the words “general education requirement” may elicit a groan or two from college students with preconceived notions of large, overcrowded lecture halls and subject matter that barely keeps them awake. But Adelphi’s “gen ed” courses, taught by faculty from a range of disciplines, reach AU’s freshest young minds. The engaging subject matter provides them with the foundation to think critically and consider the world around them. One such course, offered last year, Freshman Seminar: Arts, Politics and Social Change, taught by Cindy Maguire, Ph.D., assistant professor of art and art history, is quite a creative approach to learning about social justice and community building.

How these first-year students delve into issues of social justice is by no means simple. Using the Universal Declaration of Human Rights as a guide, they are presented with four distinct case studies: South Africa, Kosovo, the Western Sahara and the U.S. prison-industrial complex. “It’s important that we bring the focus back home to our prison system,” Dr. Maguire said. “As we study issues of human rights across the globe, it’s easy to examine the fight for social justice from far away. But we have our own struggles here and it’s important for students to understand the broad scope of human rights.”

While students debate social justice, they also find out what it means to live the aftermath of conflict. Via Skype, Dr. Maguire’s class gets a unique opportunity to connect with, and exchange artistic and life experiences with, their peers at Fellbach-Haus, a community center in Suhareka, Kosovo, and at Camp Boujdour—a Western Sahrawi refugee camp in Algeria.

The ability to connect with their Kosovan and Sahrawi contemporaries in a format other than words is priceless to Adelphians. Students in Kosovo and the Western Sahara will complete their body map projects to share with Adelphi students, culminating in an online gallery exhibit to be curated this spring as well as at the Woodstock Art Museum in late fall 2014.

Dr. Maguire has seen how the course has broadened students’ knowledge and awareness. “When Nelson Mandela died, one of my students who had previously never heard of him took the news hard and really began to grasp who he was and the impact he had on human rights. I was moved to see that this global awareness had taken root,” Dr. Maguire said.

Using the arts as a vehicle for global exchange and community building is also put into practice internationally. In the Western Sahara, the three institutions of higher learning place high value on music, film and visual arts, and in Kosovo, art is firmly established as a vehicle for economic and social transformation. Dr. Maguire and Devin Thornburg, Ph.D., professor of education, are taking their passion for art and social justice awareness further, serving as consultants on arts education pedagogy at the Sahrawi Visual Arts School.

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KATHERINE BOO AT ADELPHI
by Jordan Chapman

According to a World Bank report released in 2013, India is among the world’s top-10 fastest-growing nations. It boasts an economy that has weathered downturns and global economic trends, and yet is reported to hold one-third of the world’s poor.

“Today, even as India hones the cutting edge of technology, its urban high-rises tower over shanty towns,” the report reads.

One such slum is Annawadi, Mumbai, which was home to Katherine Boo for about three years as she researched and lived the awful realities of the approximately 3,000 residents who live there, right now.

This is a place where having a brick wall in a small shack is considered a symbol of a family doing well for itself.

Ms. Boo’s story, and the story of so many others, was the subject of her talk in Adelphi’s Thomas Dixon Lovel Ballroom in the Ruth S. Harley University Center on February 24, where students, faculty and staff were privileged to hear her speak about her book Behind the Beautiful Forevers: Life, Death and Hope in a Mumbai Slum.

Living among them, Ms. Boo joined in whatever tasks were necessary for the community to earn enough to survive. “Unlike most young people today, the residents of Annawadi weren’t used to talking about their lives,” Ms. Boo said, describing her own realization that talking about oneself is a leisure activity. “They were working too hard to be talking about themselves…but if I spent days and nights watching them make choices, I’m going to start learning their values and know how to ask the right questions.”

As a result, the characters in her book were her co-investigators into the problems they had to face every day, because, as Ms. Boo put it, “The random journalist in front of them was their power.”

Many book reviews describe the work as an uncompromising report into the 21st century’s hidden worlds, but Ms. Boo explained that the people of Annawadi don’t have pity. They want people to know the world in which they live. That’s all.

“Sometimes that was picking up scrap metal at two in the morning at the Mumbai airport.”

“Empathy, for all of us, I think, is a muscle,” Ms. Boo said. “What would you do if you were [one of these people]?!”

Katherine Boo is a Pulitzer Prize winner, and Behind the Beautiful Forevers won the National Book Award for Nonfiction in 2012. It was also the selection for the 2013–2014 Adelphi Community Reads Initiative.

When she first arrived at Adelphi, Ms. Elmoohands, a sophomore, found it hard to narrow down her interests; she wanted to learn everything from physics to history. Knowing that was not practical, she realized the one constant in her passion for learning was to use whatever her interests were to empower others. This took shape while she was taking a peace studies course.

Of Egyptian descent, Ms. Elmoohands was sensitive to the global unrest in the Middle East. She explained, “I realized I wanted to study human rights, but that it was not offered as a major or a program—so I created one.”

Ms. Elmoohands is part of a unique program at Adelphi, the interdisciplinary studies major. In this nontraditional undertaking, students combine studies from two or more departments to create a one-of-a-kind major, and meet regularly with a committee of advisers to track their progress. Ms. Elmoohands’ program consists of courses based on the concept of human rights.

According to Ruth McShane, Ph.D., administrator of the interdisciplinary studies program, students can apply for entrance into this major before their fifth semester. “Students must be extremely driven and capable of working independently to be successful—at most, we have a handful each year that pursue the program,” Dr. McShane said.

It’s that drive and independence that have also allowed Ms. Elmoohands to delve into the world of slam poetry and hip-hop. “That’s when I began to realize the connection between my art and the rights of people,” she said.

Ms. Elmoohands’ passion to link human rights and the arts has led to her involvement with nonprofit ARTifariti and ArtsAction. Her research and outreach with these groups focuses on the power of art in catalyzing change. One such project, based in Kosovo, teaches young people to use animation/media arts as a means for economic growth. She has worked with Devin Thorburn, Ph.D., professor of education, and Cindy Maguire, Ph.D., assistant professor of art education, researching human rights in the Western Sahara. Partnering with ArtsAction’s Tiffanie Ond and with Mohamed Suleiman, a young activist from the refugee camps, they are working on a website to collect research and outreach data that will open dialogue and participation, as well as provide crucial resources for policymakers and activists.

“Ms. Elmoohands is an incredibly smart, talented young woman,” said Dr. Maguire. “She is proactive and sincerely committed to human rights and social justice around the world.”

Enas Elmoohands knew right away she’d made the right decision to attend Adelphi. “I felt the classrooms were ideal for engagement, which I believe is the point of education,” Ms. Elmoohands said. “Students should be learning to engage with their peers and the world they live in.”

“A TRUE TESTAMENT TO INTERDISCIPLINARY STUDY: ENAS ELMOHOHANDS”

Enas Elmoohands grew up in Cairo, Egypt, and moved to the United States when she was 17 years old. “I felt called to Adelphi University,” she said. “I felt at home immediately.”

Along with Dr. Maguire, Enas helped run the ArtsAction Group workshop, where fourth grades created sculpture, teddy bear heads, incorporating skill-building activities through directed play.

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Enas Elmoohands, Adelphi Honors College student, sharing photos with a student from the Camp Boujdour Primary School.

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The understated Toyota Yaris that Jennifer Campagnoli ’12, S.T.E.P. ’13, drives and her dislike of fast food didn’t live up to the preconceived notions her French students had of Americans. The high schoolers, most of whom had never been to the United States, expected her to have a distinct foreignness. The desire for home-cooked meals and friends—a familiar scene on their part. They also questioned why she chose to study French, because they think that the rest of the world has deemed the language, for lack of a better word, passé. Faux pas number two.

The opportunity to work and live in France was a long-time dream come true for Ms. Campagnoli. Selected from a pool of 2,500 applicants nationwide as the 2013–2014 TAPPIF English Teaching Assistant in France, she learned so much about French culture, its educational system and the benefits of fluency in a second language.

During her yearlong stint in Bordeaux, France, Ms. Campagnoli had her share of adjustments. While she grappled with learning the education acronym unique to the French system, the half days on Wednesdays more than made up for those challenges she faced. Although fluent in French, she found there were still gaps in interpretation between her and her students. But “their extensive knowledge of American pop culture and movies also helped me teach them new words and ideas,” she said. “I could reference a song or a movie as an example of a word and they would immediately understand what I was saying and what the word meant.”

Ms. Campagnoli also discovered the differences between the French and American classroom, the global dynamic. “Classmates are grouped together based on what students are studying,” she said. “Each group of students attend each class together. After staying together for so long, students really do help each other out and work together,” which is quite different than the pressures American students feel, both self-imposed and societal, to be at the top of their class.

The opportunity to explore French culture and bond with the students is an experience that Ms. Campagnoli attributes to the support she received from the Department of Languages, Literatures and Culture, specifically Nicole Rudolph, Ph.D., assistant professor and director of the Department of International Studies, who told her about the program and helped her craft her statement of purpose.

“Learning French and Spanish have shaped who I am today. Studying multiple languages has exposed me to new ideas, new ways of thinking and new ways to express myself. I have been able to develop close professional and personal relationships in all three languages,” Ms. Campagnoli said.

“No matter what field you are choosing to enter, the internationalization of technology, politics, media, science, arts and entertainment, the economic interdependence of the world’s nations and the increasingly multicultural makeup of American society are affecting your future field or career choice,” A FRENCH CONNECTION

GET TO KNOW…FRANCESCO BASTAGLI

The College of Arts and Sciences’ first Levermore Global Scholar (LGS) Fellow, Francesco Bastagli, has had an illustrious international career with the United Nations. He was fortunate to speak with him and find out more about what constitutes a global education, and how he hopes to enhance global study at Adelphi in his new role. His stay at Adelphi was cut short... As tensions near its Eastern European, he was appointed head of the EU Border Assistance Mission to Moldova and Ukraine and called overseas.

A. As is the case in life, through a friend, Diana Forge (Ed.D., clinical associate professor in the Ruth S. Ammon School of Education). She suggested I get in touch with Peter DeBartolo [administrative director of the Levermore Global Scholars program and adjunct professor of international affairs] and Devon Thomburg [Ph.D., professor in the Ruth S. Ammon School of Education]. The Levermore Global Scholars [LGS] program is unusual. It’s very integrated—students are taken out into the community to the United Nations to talk to diplomats, and they study abroad. LGS supplements the major, so students get a broader look at the global dynamic.

B. My main role is to mentor five students who are interested in international affairs. I’ve met them collectively and will meet with them individually to discuss their research topics. When I return to Italy, I’ll mentor them from a distance via email and Skype. Another component of my presence is to participate in activities and classes, such as sharing my experiences in Iran, Kosovo or the Western Sahara. I will more informally with students to talk about international careers, what it’s like to work abroad with the U.N., foreign service or Peace Corps.

Q. What advice would you give to students who want international careers?

A. Like anything else, there are pros and cons. You leave behind family, and your spouse has to adjust, which can be frustrating. But in my view, the pros are many and they outnumber the cons. You learn a lot, and you are exposed different individuals and experiences. With the U.N. or NGOs [non-governmental organizations], you are often there to do good, because [these organizations] are in these places for promoting development, peacekeeping or helping refugees, and you are on the right side of the issue. I’ve had the good luck to have had very rewarding experiences.

Q. Many universities are promoting how global they are. What constitutes a global education?

A. A global education reflects an objective to help people understand their environment and how events that happen in far away places impact us, whether it’s energy security or 9/11, which came as a surprise but was a response to things that were brewing. So being able to position yourself in a global context is useful.

Q. How did you get involved with Adelphi?

A. Faux pas number two. As in a lot of places, it was sufficient to understand where you wanted to go and what you wanted to achieve within your country and your function. Nowadays [global] challenges confront small places. In Italy, we see people involved in farming or animal husbandry who have used the same practices for generations. Now, climate change, which originated far beyond their regions, is affecting the lives of these people in a way that is unprecedented. I’m not saying they can do much about it. But there is a way for them to understand it.

Because so many things are out of the control of individuals, it can be overwhelming. Fortunately, in America there is still a strong sense, which is justified, that you can make a difference, because in the United States public opinion has more of an influence than in other countries. When [U.S. citizens] mobilize around an issue, you have the ability to put pressure on the government. But to do that, you must have a sense of what the issues are and what is happening in the wider world.

Q. What do you want LGS students to gain from the experience of working with you?

A. [The LGS students] are all caring, very driven. There’s a passion for humanitarian causes more than economic and political, which is fine. Within that, they need to choose. I want to give them information, not just for their studies but to empower them to learn how to manage their future, make informed choices and shape their careers. That’s what a university is all about.
AN INTERNATIONAL EDUCATION

by Valerie Mikell

After weeks of tough winter storms created a salt shortage in the Northeast earlier this year, 40,000 tons of rock salt sat on a foreign ship in Maine, untouched because of the 1920 Maritime Act, also known as the Jones Act. Put in place as a U.S. federal protection, the act had now become an impediment—implications of unloading the ship became an international issue. “These instances illustrate how knowledge of the international component is necessary and are the basis for international studies,” said Nicole Rudolph, Ph.D., assistant professor in the Department of Languages, Literatures and Cultures and the new director of the Department of International Studies. “Students who pursue this major want to understand the international realities of the constituencies they serve in their scholarly and professional work, and the realities they bring to the table.”

The international studies program prepares students with the highly marketable skills to understand and analyze global problems on a variety of levels. The three tracks within the international studies major—political science, business and environmental studies—allow students to become skilled in their disciplines and position themselves to become advocates and policymakers.

Here is a sample of the recent accomplishments of international studies students and alumni and the impact they are making around the world.

Scholars at Risk
A transfer student from the American College of Norway, senior Ida Iselin Eriksson is interning at this international network whose mission is to promote academic freedom, provide asylum and protect faculty around the world who are threatened because of the nature of their work.

Study Abroad
Sophomore Caline Etienne is studying European history, French and politics in Paris.

Study Abroad
Junior Natnael Petros is in Rabat, studying Arabic and the relationships of Morocco to the Arab world and Europe.

"Various Levels of Development in Underdeveloped Nations"
The focus of this thesis, written by Kristie Ranchurejee ’13, examined the disparities in the development of Caribbean nations and former British colonies—Barbados, Guyana, Jamaica and Trinidad and Tobago—and tested the explanatory power of existing structural, economic and cultural theories to account for the discrepancies in levels of development.

The Peace Corps
In an institution that is growing more selective by the day, Leyba Corporan, a senior, will be teaching English next year in China.

"The Status of Women in West Africa—A Comparative Study"
This spring, Erica White presented a paper, “The Status of Women in West Africa—A Comparative Study,” and will further her research in Senegal in Fall 2014.

The Institute of Immigrant Concerns
Justin Nakrin, a senior student on the business track, is completing an internship at this nonprofit organization. Mr. Nakrin is working with immigrant populations and political refugees, helping them with job readiness skills and job placement.

Global reach
Reaching Beyond Our Borders

by Rachel Voorhees

With technology giving us the power to connect with people from every corner of the world, it comes as no surprise that higher education institutions and the job market are shifting the focus to globalization. Now, more than ever, college students need to expand their knowledge of other cultures as their future places of employment are becoming multinational.

Fady Eid, sophomore

REPRESENTING STUDENTS FROM 45 DIFFERENT COUNTRIES, Adelphi University prides itself on being a global community. Sophomore Fady Eid, an international student from Lebanon, is just one of many international students at Adelphi who contribute to the diverse campus.

“When you travel and meet people from different backgrounds, you are forced to think in new ways and question all of your old beliefs,” he said.

Through programs both on and off campus, faculty and students have opportunities to learn about and discuss our changing world. The International Leadership Coordinating Committee (ILCC), promotes global awareness across all disciplines of study. And there are many more opportunities for students to branch out. In the fall, the Office of International Student Services’ annual International Education Week includes activities such as roundtable discussions about international affairs, presentations about living abroad, and the language luncheon.

“Our students really are hungry for international experiences,” said Nicole Rudolph, Ph.D., director of the international studies program. “We’re really doing a good job at Adelphi of creating an environment where people are open to international study.”

For students who choose to delve further into global studies, the University offers the Levermore Global Scholars (LGS) program, as well as the international studies major, language programs, and minors with an international focus.

As a double major in international studies and Latin American studies and LGS member, senior Valeria Mendoza is taking full advantage of these opportunities. Through her academic experiences and as an LGS student, she has been able to interact with people from all over the world. Her senior seminar class, for example, gives Ms. Mendoza the chance to work collaboratively with international students and experience their culture.

“There have been international students who have made such an impact in my personal and professional life, continually reminding me to hold myself to a global standard,” said Ms. Mendoza. “If I expect them to know Andy Warhol, then I am expected to know Ai Weiwei.”

In addition to being fluent in English and Spanish, Ms. Mendoza is also studying French and Italian in preparation for a career in international affairs. Upon graduating in May, Ms. Mendoza plans to pursue a law degree and volunteer with nonprofits in Mexico, and she dreams of one day working for the U.N.

Mr. Eid decided to take advantage of the LGS program too. As a biology major in the joint degree dental program, he is making the most of his time at Adelphi.

“There is a need for scientists and health professionals that are also aware of global issues,” he said. “With my exposure to international affairs topics through LGS, I hope to get involved with nonprofits that provide quality dental care to underserved areas.”

For now, he is continuing with his research internship in a neuroscience lab at Columbia University. “What you get out of anything is...
“Never underestimate the power of a small group of committed people to change the world. In fact, it is the only thing that ever has.” — Margaret Mead

By engaging students in their course work and increasing their awareness of the world outside of Long Island, Adelphi is preparing them to be leaders. The University gives students the tools they need to succeed after college and leave their mark on the world.

“The experience and type of work I’m doing here at Adelphi are building blocks of a skill set. Everything I have done has taught me something,” said Ms. Mendosa. “Being here has given me tastes of what the global experience can be.”

Governmental organization in 2003, and Adelphi students often attend briefings at U.N. Headquarters. Ms. Mendosa and senior political science major Elizabeth Rizzo have visited the U.N. during their undergraduate careers. Ms. Mendosa attended the Social Good Summit in 2012 and volunteered as a moderator’s assistant with the United Nations Association at their “World We Want” Conference in 2013.

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Global Problem Solving is a follow-up to the fall semester’s Global Affairs class, which took a broader approach to defining human rights and identifying examples of industrial progress and international development. Peter DeBartolo, administrative director of LGS and adjunct professor of international affairs, teaches both, and encourages students to “critically examine their assumptions about the world, engage in problem solving and revitalize their role, locally and globally.”

Students break up into teams to study all facets of global problem solving—from politics to economics to social concerns—using theoretical frameworks, references and resources from texts such as *How to Think Like Leonardo da Vinci: Seven Steps to Genius Every Day* and *Global Problems: The Search for Equity, Peace, and Sustainability*.

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“For me, I think it’s the best experience that I’ve ever had,” said Ms. Rizzo. “I think that way.”

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“One of the most recent accomplishments to date is the LGS Distinguished Fellows program, a collaborative effort of Dr. Briziarelli and Peter DeBartolo, LGS administrative director. The program’s first guest is Francesco Bortoligi, a United Nations official for more than 40 years, and the newly appointed head of the EU Border Assistance Mission in Moldova and Ukraine.

Before he was called away to serve, a select group of students had the opportunity to work with him on independent research, and all students and faculty were invited to his campuswide lecture.

“We in LGS have a mission to promote global learning and we really believe that this [program] is a great step in the right direction,” said Ms. DeBartolo.

“This is the University’s only connection to the U.N., however. Adelphi was accredited as a non-governmental organization in 2003, and Adelphi students often attend briefings at U.N. Headquarters. Ms. Mendosa and senior political science major Elizabeth Rizzo have visited the U.N. during their undergraduate careers. Ms. Mendosa attended the Social Good Summit in 2012 and volunteered as a moderator’s assistant with the United Nations Association at their ‘World We Want’ Conference in 2013.

“The experience and type of work I’m doing here at Adelphi are building blocks of a skill set. Everything I have done has taught me something,” said Ms. Mendosa. “Being here has given me tastes of what the global experience can be.”
The very absence of personal computers, smartphones, educational software, search engines and social media posed a unique challenge to those endeavoring to cross the language barrier. The foreign language students faced a particularly formidable task prior to the Internet revolution. Most of us started to learn a language knowing very little about the cultural and sociopolitical context in which the particular language was spoken. The grammar and conversation books were little help in this regard. Moreover, those books sometimes lacked cultural sensitivity, portraying stereotypical images with insulting practice phrases….  

The foreign language student depended entirely upon a book and vinyl long-playing record, if it existed for the particular foreign language. There were no interactive DVDs that allowed the student to hear native pronunciation. Instead, the language grammar or conversation book only offered technical explanations of correct pronunciation. … There were rare instances when a vinyl record was available through a coupon in the back of the book. The student would mail the coupon via the U.S. Postal Service and then wait six to eight weeks for a reply. Sometimes the record never arrived! This was not a very practical approach to language learning, and the foreign language student yearned for a reliable source of instructional aids. The Adelphi University Department of Languages, Literatures and Cultures was, even at that time, an outstanding center of language learning. …

The language lab also made foreign news available from another source. Prior to the Internet age, live communication from faraway places was only possible via shortwave radio. Positioned to the right of the desk of the lab coordinator was a top-of-the-line Hammarlund SP-600-JX multiband radio receiver. The ability to listen to foreign perspectives pleased us within a cultural and sociopolitical context. The Department of Languages, Literatures and Cultures did not simply teach, but rather inspired. The professors encouraged critical thinking, challenged and enriched their students, making use of every available tool….
IN HER OWN WORDS...

MARThA COOLEY, ASSOCIATE PROFESSOR OF ENGLISH, ON TRANSLATING TABUCCHI'S TIME AGES IN A HURRY

FOR AN ENGLISH-SPEAKING WRITER OF FICTION, one of the most stimulating activities is that of translating a story or novel from a foreign language into English. If you’re a car mechanic and you’ve had to take apart the engine of, say, a Mercedes to see how it’s engineered, then you’ll know what it’s like to translate an excellent story or novel written in a language different from your own. The experience is bracing, revelatory, tricky and deeply fun.

The Italian writer Antonio Tabucchi writes stories about people for whom time itself is the key player in their lives. His tales are suspenseful, surprising, quietly comic and very moving. Working last year with my co-translator, I found it greatly challenging to take each of the rich tales in Mr. Tabucchi’s Time Ages in a Hurry from Italian to English. How to handle Mr. Tabucchi’s often long sentences—should we simplify them (good grief, no!) or shorten them (also no!), and, if not, how to make them sound just right? What to do with the speech of a young girl who switches between formal and informal ways of saying “you” to an adult she’s talking with (a man who’s ill, possibly dying, yet remains always very witty and affable)? And how to render the half-affectionate, half-insulting nickname given by a wry and affable? And how to render the half-affectionate, half-insulting nickname given by a wry and affable?”

For translators, working as a duo is wonderful. Collaboration opens up all kinds of possibilities, especially if (as in the case of my co-translator and I) the two translators are (1) married and (2) quite well versed but not fully fluent in each other’s language. Translation is a dance that starts and ends with sounds and rhythms. Meanings are essential, of course, but music comes first nonetheless—and music, like language, loves repetition.

I taught Mr. Tabucchi’s Pereira Declares in an M.F.A. seminar at AU last fall, and my students found it deeply engrossing and moving. My co-translator and I keep hearing in our heads the speech of a young girl who switches between formal and informal ways of saying “you” to an adult she’s talking with (a man who’s ill, possibly dying, yet remains always very witty and affable). And how to render the half-affectionate, half-insulting nickname given by a wry and affable? And how to render the half-affectionate, half-insulting nickname given by a wry and affable? And how to render the half-affectionate, half-insulting nickname given by a wry and affable?

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Getting your parents’ approval on your choice of college is almost as hard as getting their blessing on the person you choose to date—even when both are far from home. Thankfully, for Nicole Valiente ’13, the boy she chose won the family over right away, as did her choice of Adelphi University.

Ms. Valiente grew up dancing in her native country of El Salvador. As a child, she appeared on a popular children’s TV show, Ms. Gal, as well as on telephones and in theatrical productions. She came to the United States to pursue a degree in dance, but finding a program that met her needs and her father’s approval was difficult. She wanted conservatory-like training; he wanted to make sure she was learning from masters who actually worked in the field.

"Adelphi gave me access to the city and the safety of a nice community—the best of both worlds."
The activity of reaching is an activity of sharing and watching the next generation take over where we left off,” says Mr. Lyndon-Gee of his role at the University.

If the next generation is to take over in a field where Mr. Lyndon-Gee is still making a significant impact, they have some big shoes to fill. Mr. Lyndon-Gee brought many impressive achievements with him to our campus. Some of his latest projects include collaborating with the American songbook of the 1960s and 1970s. Further, his series of the complete works of Igor Markevitch. In 1994 he was also nominated at the University.

Mr. Lyndon-Gee apply, and so began his relocation to New York and his strong connections to Australia, Mr. Lyndon-Gee is certainly well traveled—and it has had a significant influence on his musical career. When it comes to the importance of music in life, one word comes to Mr. Lyndon-Gee’s mind. “Without question, music is one of the most universal languages that we have,” says Mr. Lyndon-Gee. “It needs no translation.”

The story of how Mr. Lyndon-Gee found his way to Adelphi is the inspiration a devotion to music: GRAMMY NOMinee TEACHES AT ADELPHI

by Stephen Levine

There are few college students who can say they take a class regularly taught by a GRAMMY Nominee. But music students at Adelphi have that opportunity with distinguished musician and professor Christopher Lyndon-Gee.

“Without question, music is one of the most universal languages that we have...It needs no translation.”

named Artist of the Year by the Australian National Critics Circle and that same year won the Sydney Opera Critics’ Best Conductor award, where he shared the stage with Oscar nominee Cate Blanchett.

With all of these accomplishments, the one that Mr. Lyndon-Gee holds most dear is the Oantas Foundation Prize he won in 2001 in Athens, Greece, for the ballet score Il Dittao music (The Pirate Diet). It tells of the life and accomplishments of Italian movie director Pier Paolo Pasolini, well known as the poet of cinema.

After growing up in England, spending 15 years in Italy and having strong connections to Australia, Mr. Lyndon-Gee is certainly well traveled—and it has had a significant influence on his musical career. That should come as no surprise considering how he views music.

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If the next generation is to take over in a field where Mr. Lyndon-Gee is still making a significant impact, they have some big shoes to fill. Mr. Lyndon-Gee brought many impressive achievements with him to our Garden City campus when he arrived 11 years ago. He was nominated during the 1998 Grammy Awards for Best Orchestral Performance for Nexus on works from Lithuanian composer Vytautas Bar Service.

Mr. Lyndon-Gee’s mind. “Ineptibility,” he says. “We touch levels of understanding and intuition about the human predicaments that is impossible to capture in words.”

Dr. Maguire believes that courses and experiences like these help freshman make more thoughtful choices at Adelphi and for the rest of their lives. “Getting a global perspective opens up a whole new outlook and new avenues for their careers. It heightens their commitment to causes they are passionate about and encourages them to pursue volunteer work, which we are always in need of, but at this time it’s very crucial. These experiences can impact every aspect of their lives in some way.”

Dr. Maguire remembered when she discovered the power of art to unite. While teaching art in Los Angeles, she found that there were more than 37 languages spoken in her school. “I realized that during our community arts projects and exhibitions, people would put aside their differences. In the midst of violence, disagreements, no matter the conflict, the collective arm making experience became the space where we could work together in common cause. For these moments in time we’re all there together.”

AUPAC Season Recap

Since last spring, the Adelphi University Performing Arts Center has hosted the best in the business—a diverse array of notable guest artists from Grammy Award-winning performers to young, aspiring musicians. AUPAC offered something for everyone, including celebrations of the American songbook, traditional Irish melodies and a heartwarming celebration of the work of notable alum

inspiring a devotion to music: grammy nominee teaches at adelphi

by stephen levine

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COLLEGE OF ARTS AND SCIENCES ALUMNI REPRESENTED IN ADELPHI’S 10 UNDER 10

Adelphi’s 10 Under 10 honors the successes of 10 young alumni who have not yet celebrated their 10th reunion. The 2013 alumni selected for 10 Under 10 have made significant contributions to their professions, their communities and the world around them. We are proud to acknowledge that more than half of this year’s 10 Under 10 are from the College of Arts and Sciences.

MATTHEW JORDAN ’07
MATHEMATICAL STATISTICIAN, UNITED STATES CENSUS BUREAU
A mathematics major and accomplished athlete, Matthew Jordan works as a statistician in the American Community Survey—a branch within the U.S. Census Bureau. At 27, Mr. Jordan was awarded the United States Census Bureau Bronze Medal, the agency’s highest honorary recognition.

GIANNA SMITH ’08
COMMUNITY RELATIONS COORDINATOR, NEW YORK KNICKS
Currently second on the Adelphi women’s basketball career scoring list, Gianna Smith, majored in communications and minored in business. She is now responsible for day-to-day coordination and execution of a wide variety of community projects for the Knicks and Liberty.

PRANAY SINHA ’09
MEDICAL STUDENT, UNIVERSITY OF VIRGINIA SCHOOL OF MEDICINE
Pranay Sinha has spent his career examining links between early childhood malnutrition and persistent cognitive impairment; taken part in an International Global Health Case Competition; created and organized the University of Virginia Global Health Case Competition; and collaborated with fellow medical students to develop and implement a diabetes screening program to help prevent Charlottesville, Virginia, residents from having to face severe complications from the disease.

Visit alumni.adelphi.edu/10under10 to read their full profiles or to nominate a candidate.
NEW FACULTY

Catherine Chung
ASSISTANT PROFESSOR, DEPARTMENT OF ENGLISH

Catherine Chung received an M.F.A. in Creative Writing from Cornell University. Her first novel, Forgotten Country (Riverhead Books, 2012), was an Indie Next Pick, one of Booklist’s Top 10 First Novels of 2012, a Publishers’ Weekly Pick, BookPage’s Top Fiction Pick for March, an O Magazine Must-Read, an Elle Readers’ Prize Pick and one of The L Magazine’s Top 5 Debuts of 2012. She has also published her work widely.

Jacqueline Olvera
ASSISTANT PROFESSOR, DEPARTMENT OF SOCIOLOGY

Jacqueline Olvera received her Ph.D. in Sociology from Stanford University. She also holds an M.S. from Carnegie Mellon University, and a B.A. from the University of Illinois at Chicago. Her research focuses on migration studies, urban inequality, poverty, social policy and organizations. She has a number of publications to her credit, has been awarded numerous fellowships for her research and is a member of the American Sociological Association.

Maria Nagan
ASSOCIATE PROFESSOR AND CHAIR, DEPARTMENT OF CHEMISTRY

Maria Nagan comes to Adelphi from Truman State University, where she was professor of chemistry and director of the Office of Student Research. She received her Ph.D. in Chemistry from the University of Minnesota. An active researcher, Dr. Nagan has published her work widely.

Sarah Wright
ASSISTANT PROFESSOR, DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Sarah Wright received a Ph.D. in Mathematics from Dartmouth College. Her areas of specialization are analysis, functional analysis and operator algebras. Before coming to Adelphi she was visiting assistant professor at College of the Holy Cross. She has several articles forthcoming, and has been an invited speaker in the United States and in Europe.

Kirsten Ziemek
ASSISTANT PROFESSOR, DEPARTMENT OF HISTORY

Kirsten Ziemek earned her Ph.D. at the University of California-Santa Barbara and her B.A. at Northwestern University. Before coming to Adelphi she was visiting assistant professor and Asian studies postdoctoral fellow in the Department of History at Hamilton College. Her research and teaching center around East Asia, modern Japan, imperialism, the Asia-Pacific War, colonial subjects, indigenous people, visual culture, gendered mobilities, cultural history, world history and empires. She has published several articles and presented her work in the United States and abroad.

RETIREMENTS

Stephen A. Greenfield
PROFESSOR, DEPARTMENT OF PHILOSOPHY

Stephen A. Greenfield, Ph.D., has been at Adelphi since 1972, when he joined the Department of Religious Studies (now the Department of Philosophy). He became associate professor in 1976, and full professor in 1985. He chaired the Department of Religious Studies from 1972 to 1989 and has held a joint appointment in the College of Nursing and Public Health. Originally from Minneapolis, Minnesota, Dr. Greenfield earned a Ph.D. in Philosophy and Religion at Fordham University, and also holds an M.Div. degree from Luther Theological Seminary. His research focuses on science and ethics, ethics and nursing practices, and ethics and religion. He has regularly taught the courses Ethics and Morality, Introduction to Philosophy and Critical Thinking. Dr. Greenfield has been a valued member of the College, having not only contributed through his teaching and scholarship, but with his participation on numerous committees throughout his years at Adelphi.

Charles Shopsis
ASSOCIATE DEAN AND ASSOCIATE PROFESSOR, DEPARTMENT OF CHEMISTRY

Charles Shopsis received his Ph.D. in Biochemistry from the City University of New York. Before coming to Adelphi he held several posts. He was a postdoctoral fellow at the Ontario Cancer Institute at the University of Toronto, an assistant professor at New York Medical College, where his work centered around transport and growth control in cell cycle mutants of mammalian cells, and an assistant professor at Rockefeller University, where he developed in vitro toxicity assays and studied their application to irritancy prediction and the study of cadmium toxicity. Dr. Shopsis joined Adelphi in 1987 and taught biochemistry, organic chemistry and general chemistry. His many publications reflect his accomplishments in the field. He was chair of the Department of Chemistry from 1997 to 1998 and, in 1998, he was appointed Associate Dean of the College, where, over the years, his contributions have been numerous and significant. As faculty co-chair of the General Education Committee, he has been instrumental in working with faculty in the creation of the current General Education curriculum. He has also been a strong supporter of the Levermore Global Scholars (LGS) program, and has taught the LGS Freshman Orientation course since its inception.

IN MEMORIAM

Patrick Kelly
PROFESSOR, DEPARTMENT OF HISTORY

The Spring 2013 issue of The Castletop announced the retirement of longtime Professor of History Patrick Kelly. Just after the issue went to print, Dr. Kelly passed away suddenly, on April 13, 2013. Dr. Kelly, who earned a Ph.D. in Modern European History from Georgetown University, joined Adelphi in 1969. His research focused on German rural history, an area in which he published numerous articles. In 2011 his book, Torpitz and the Imperial German Navy was published by Indiana University Press. Dr. Kelly was Faculty Senate chair from 1999–2001, and was active on the Committee on Teaching and Advancement. For 35 years he served as advisor. On October 14, 2013, the Department of History and the American Association of University Professors held a memorial to remember and celebrate Dr. Kelly’s life and his many contributions to Adelphi.
THE BURT HOCHBERG SCHOLARSHIP

THE VALUES OF INTEGRITY AND JOURNALISTIC HONESTY
that former Chess Life editor Burt Hochberg lived by are now being celebrated at Adelphi University. After he passed away in 2006, his wife Carol (Hirschfeld) Hochberg ’56, M.A. ’58, established a scholarship in his name at her alma mater to support Adelphi students and ensure that her husband’s memory lives on.

Over the course of Mr. Hochberg’s 13 years as editor of Chess Life, he distinguished himself through his expertise and passion for the game, and for his writing craft and editing skills. Committed to the future of journalism, he graciously provided his guidance to new authors and junior editors. “Burt always made time to talk to and look at the work of young people interested in getting their foot in the door,” said Mrs. Hochberg.

He went on to become the editor at RHM Publishing in 1972 when Bobby Fischer’s World Championship win inspired renewed interest in chess throughout the United States and led the company to release numerous and notable titles by world-class players, before joining Random House’s McKay Chess Library as a consultant and editor. In 1982 he became one of the editors of Games magazine and was named editor emeritus of the publication upon retiring in 2000.

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1982 he became one of the editors of Game magazine and was named editor emeritus of the publication upon retiring in 2000.

“But his true love was chess,” said Mrs. Hochberg of her husband, a member of the U.S. Chess Hall of Fame. The longest-serving editor of Chess Life (from 1966 through 1979), Mr. Hochberg is remembered by so many for his professionalism, fairness and honesty.

Mr. Hochberg served as the inaugural president for the Chess Journalists of America. “I remember Burt saying, ‘We’ve got to be even better in the writing of chess reports. . .’ He decided to construct rules for how individuals should conduct themselves as journalists,” she said. The Code of Ethics he authored was adopted by the Chess Journalists of America in the late seventies and is still used today. “That was his baby,” she said. “He had an uncompromising attitude toward truth and journalistic honesty.”

Through her generosity in establishing the Burt Hochberg Scholarship for Ethical Journalism at Adelphi, Mrs. Hochberg is encouraging the students this scholarship supports to uphold her husband’s values. “I hope Burt’s example will resonate with students throughout college and years after,” she said.

On October 22, 2013, Mrs. Hochberg returned to Adelphi to celebrate what would have been her husband’s 80th birthday. That day, members of the Adelphi community unveiled a special exhibit featuring Mr. Hochberg’s works, complete with articles and books, as well as photographs and memorabilia, in Adelphi’s Swirbul Library. The exhibit, which was on display for eight weeks during the Fall 2013 semester, was admired by Adelphi students, faculty, alumni and administrators.

This visit to campus also afforded her the opportunity to meet Stephen Levine ’14, the first recipient of her scholarship, who is both grateful and honored to receive this financial support. Thanks to a gift from Mrs. Hochberg, the Burt Hochberg Scholarship for Ethical Journalism will be further strengthened in the future, ensuring Adelphi will have resources to help deserving students for generations to come.
"I was nineteen years old. I had just begun my studies at École Normale Supérieure, and it was my first free weekend in a long time, and a three-day weekend at that. My girlfriends were still in class, but I was so excited to be at leisure that I decided to go out on my own. I'd been window-shopping on St. Germaine des Prés all afternoon (you know, of course, that I couldn't actually afford anything over there), and then I decided to head over to the Champs just to pass the time. I was too scared to walk into the big fashion houses... Looking back, I should have been scared of more important things. As you can imagine, I got bored pretty quickly. Then on Friday afternoon the Louvre allowed free entry, so I headed to the metro to get there before closing time. In the station, I inserted my metro pass as quickly as I could because the display said my train would be arriving in a moment. Of a sudden, a stern voice from behind me said: 'Let me see your papers.' I turned to see a white officer glaring at me."

"Why'd he ask you that?"

"Just keep listening; I'll get to that. ...Yes, sir, I replied, and his expression softened. "Why'd he ask you that?"

"No, but they could take you to the station and question you for hours, and then like to pretend they are not African. The second woman spoke then. "They could really arrest you, could they?"

"No, but they could take you to the station and question you for hours, or just leave you sitting there until they felt like letting you go. Whenever Maman used to warn me, I'd tell her, But I'm French, so I said that to the officer. You are Nigerian first, Maman used to remind me. Just be at leisure that I decided to go out on my own. I'd been window-shopping on St. Germaine des Prés all afternoon (you know, of course, that I couldn't actually afford anything over there), and then I decided to head over to the Champs just to pass the time. I was too scared to walk into the big fashion houses... Looking back, I should have been scared of more important things. As you can imagine, I got bored pretty quickly. Then on Friday afternoon the Louvre allowed free entry, so I headed to the metro to get there before closing time. In the station, I inserted my metro pass as quickly as I could because the display said my train would be arriving in a moment. Of a sudden, a stern voice from behind me said: 'Let me see your papers.' I turned to see a white officer glaring at me."

I saw two women walk through the turnstile. They had shiny, bone-straight hair and held expensive purses in the crooks of their arms. And their make-up looked as if it had been applied by professionals. Sisters, I said. I have forgotten my papers and this officer here was about to take me to le banlieue, I don't live there! Please, tell him that I am French, like you. Those are not your sisters, the officer said to me in French. Then he said to the women, I'm sorry, ladies--carry on. He spoke to them in English. As they walked away, I noticed they were wearing jeans and sneakers, not heels as so many French women do. They had to be American—I felt so stupid not to have realized.

Now, do you have your papers or do you not, the officer asked me: I do not, I said, and started to cry. Please, I said, don't take me to le banlieue. I live in the 14th arrondissement. I am French, truly. People are attacked in le banlieue! Women are raped, and even if nothing happens to me, it will take me a long time to get home from there.

The officer grasped my arm above the elbow. French people know it is the law to carry your papers at all times, he said. Come on. He escorted me down the stairs. I was still crying, but I wiped my tears away with my free hand—I didn't want to give him the pleasure of seeing me cry.

"It's a long story, Mom..."

"It's really not. And it's important. If you want to go out and explore the world, as you say, it's important that you see how other people see us."

White people don't like Nigerians, especially in Paris—I get it, Mom. And it's terrible that they wouldn't recognize you, especially because you are really French."

"It is not only white people. The officer smiled at those two women, his eyes traveled over their bodies. When we first came to France, before we were officially citizens, Maman told me, In France there is no such thing as racism. It is not good to marry outside of your culture, but people with dark skin are treated very nicely, very fair. Those two women—their skin was much darker than mine. And I could see how much the officer wanted them. I wasn't nearly as pretty; I didn't even have curves back then. Still, I could not figure out what made those two American women so different from me."

You were very beautiful, the officer said to the Americans in French before catching himself and repeating the sentence in English. Merci beaucoup, one of the women replied, smiling. Her accent was horrible, but her teeth were the whitest I've ever seen. Are you from New York or California, the officer asked. The women looked at each other and laughed, hard enough that their cheeks turned pink. I had never seen people with dark skin turn that color. New York, they finally told him. And your parents, where are they from? New York also, the one girl said. But what country do your parents come from? The girls looked at each other once more. I had begun to wonder if they had a secret language they spoke with their eyes. America, they said again in unison.

A train came then, and we all got into the same car. So many people have asked us that since we've been here, one of the women said to the officer. When is this a non-conformist answer. The officer frowned a little. Here in France we have a lot of Africans, he said. They come here illegally and then like to pretend they are not African. The second woman spoke then. Well, at least they know their ancestry, she said.

I am here, I interrupted. By that time I had understood just enough of their English to know that the two women saw me as the officer did: as an inconsequential person."

Is she being arrested, the first woman asked, addressing the officer as if I had not just spoken. Her tone was one of idle curiosity. I am a French citizen, I said to her in my halting English. I have forgotten my papers. I just want to go home, I won't cause any problems."

"Yes, I do...I mean, before the mugging."

"What happened after the women left?"

"The officer took me to le banlieue and I got mugged that day, as you already know."

"Yes, I do...I mean, before the mugging."

"I decided then and there, on the train, that as soon as I was finished with my studies, I would leave Paris and never come back."

"Did the officer say anything else on the ride to le banlieue?"

"He did. First I said to him, You know, in Nigeria, women with skin that color would be servants, and you as a white man would be killed for flit-t ing with them. We are not in Nigeria, fortunately, the officer replied. In France we do not care about things like skin color."

"Wow. How could they just not care like that? They were black, too."

"That's what I am trying to tell you. French, American, they are all the same. If you are not one of them, you do not matter."

"What happened to the women?"

"They are officially citizens, Maman told me, In France there is no such thing as racism. It is not good to marry outside of your culture, but people with dark skin are treated very nicely, very fair. Those two women—their skin was much darker than mine. And I could see how much the officer wanted them. I wasn't nearly as pretty; I didn't even have curves back then. Still, I could not figure out what made those two American women so different from me.

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*Effy Nebol is an M.F.A. in Fiction candidate*