

ADELPHI UNIVERSITY COLLEGE OF ARTS AND SCIENCES

the catalyst

SPRING 2014





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, society, economics 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.

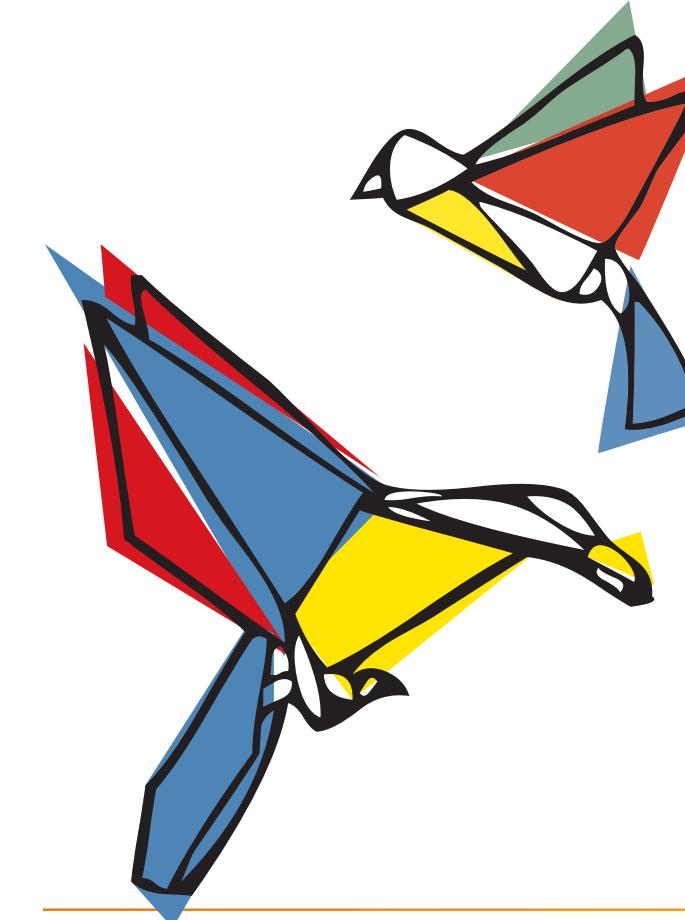
Our challenge is to find ways to use this new global connectedness to tackle the global issues of our collective future. Climate change, poverty, hunger, health, human rights, urban infrastructure and agrarian sustainability are challenges to every corner of our Earth. These are the pressures that we 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

the
global
issue



the focus: REACHING BEYOND OUR BORDERS

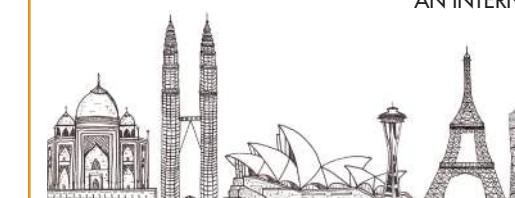
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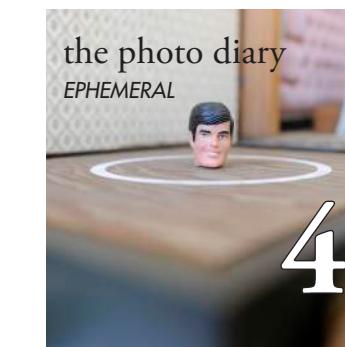
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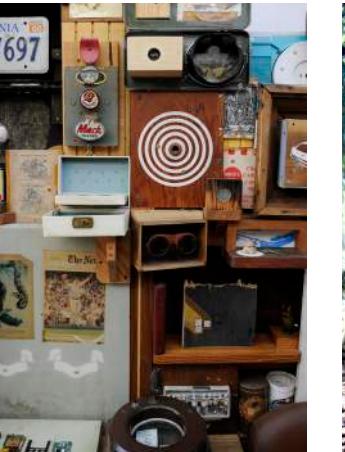
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the photo diary

CELEBRATING ART OF THE TRANSIORY



the photo diary

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.

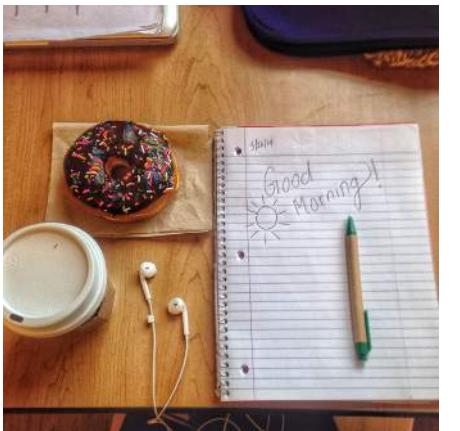
On several mornings, the campus awoke to the work of artists Maureen McCourt and Ashley Caferro of the Rebel Biddy Collective, who “yarn bombed” the campus—draping trees, rocks, benches and more in vibrant hues. Mac Premo’s collage of collected objects, *The Dumpster Project*, and Cara Lynch’s stenciled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

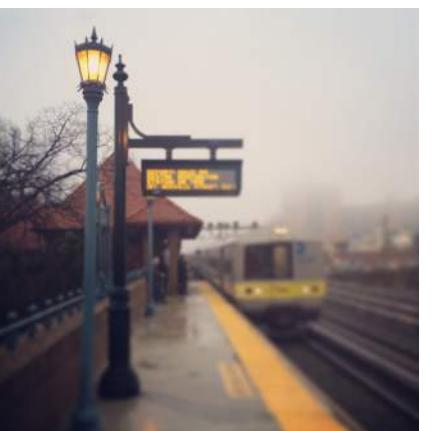
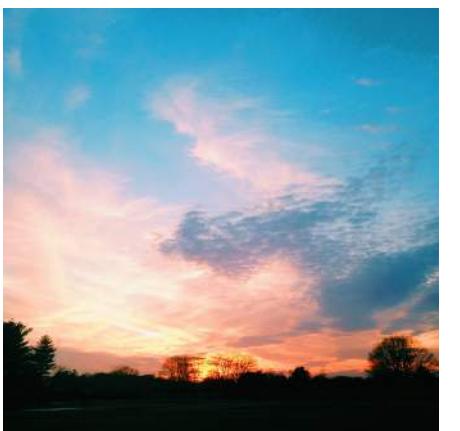
the connection

The College of Arts and Sciences community stays active on social media, from sharing snippets of AU life to networking within our large community to engaging with the world on a variety of issues. Here's just a sample of what's buzzing on social media at AU.



STUDENTS TAKE OVER

For the first time, Adelphi University handed over its Instagram account to students. Here are a few snapshots of what life is like at Adelphi through the eyes of AU students:



BREAKFAST: Kristina Linacre, junior, environmental studies major/music minor, Poughkeepsie, New York

SUNSET: Chloe Amos, freshman and dance major, Oahu, Hawaii

DAFFODIL: Madi McGain, freshman and dance major, Maui, Hawaii

TRAIN STATION: Fady Eid, sophomore and biology major, Lebanon

SEE MORE AT #ADELPHILIFE.

AU TWEETS

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

Top-100 cybersecurity expert

MATT JOHANSEN '98 @MATTJAY

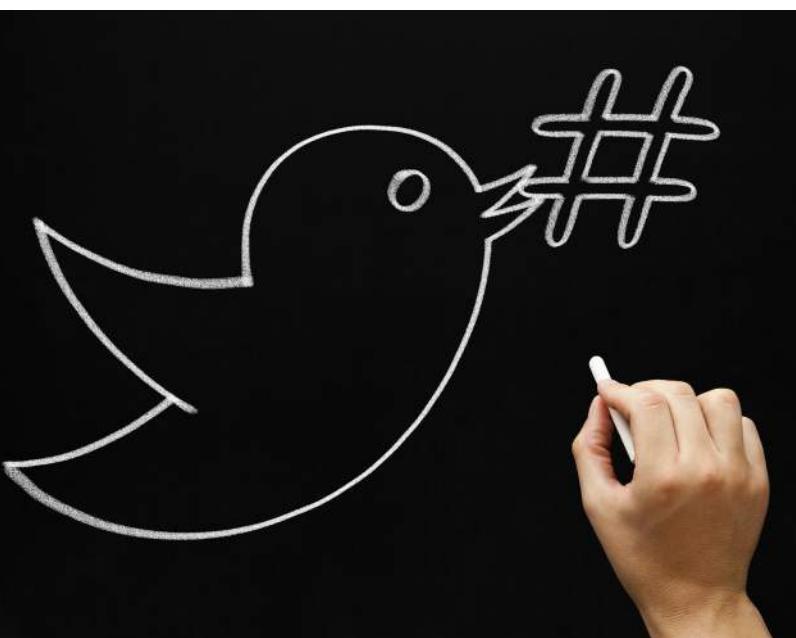
Hip-hop icon and activist

CHUCK D @MRCHUCKD

10 Under 10 honoree and founder of Sink or Swim Custom Kicks

JILL FORIE @SINKORSWIMKICKS

FOLLOW AU @ADELPHIU.



the collaboration

THE WRONGFULLY CONVICTED: SOCIAL JUSTICE AT HOME

by Erin Donohue

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. "We are always looking for volunteers to assist in our work," he said. "We still receive hundreds of new requests a month from prisoners who are incarcerated on crimes for which they claim innocence. ... We are currently litigating around 300 active DNA cases."

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.

"The public has a difficult time imagining how [wrongful convictions] are possible."

the collaboration

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, unbeknownst 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 so 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 named after him, that aims to prevent and eradicate wrongful convictions.

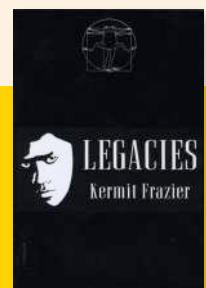
In the United States, what actually happens in the criminal justice system versus how the media portrays it lacks a sense of reality, according to the

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 miscarriages 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]." A

IN THE COLLEGE OF ARTS AND SCIENCES, DIVERSITY IN OUR STUDENT BODY, AS WELL AS IN OUR PROGRAM OFFERINGS, IS THE FOUNDATION OF A TRUE GLOBAL EDUCATION. THE COLLEGE PREPARES STUDENTS TO THRIVE IN MORE GLOBALIZED CAREERS AND FACILITATES EVENTS AND EXPERIENCES THAT ENCOURAGE CULTURAL EXCHANGE.

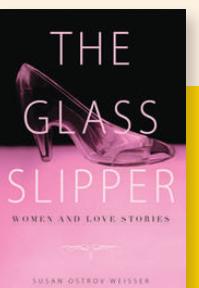
IN THIS SPECIAL GLOBAL ISSUE OF THE CATALYST, READ HOW WE ARE CHALLENGING OUR COMMUNITY TO THINK BEYOND OUR GARDEN CITY, NEW YORK, CAMPUS AND IMPACT THE LARGER WORLD AROUND IT.



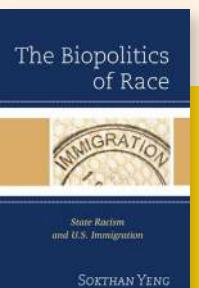
Kermit Frazier, professor of English, wrote *Legacies*, a play published by Broadway Play Publishing, Inc. First produced at the Asolo Repertory Theatre, Mr. Frazier's play focuses on "An African American college professor who is feeling stuck both in his life and in his world of words meets a part-time female African American student who unwittingly comes to represent for him a dangerous kind of renewal and redemption, one that leads to tragedy for two disparate families."



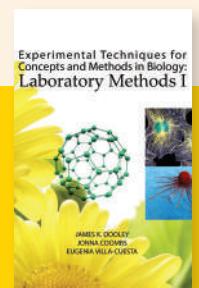
Margaret Gray, Ph.D., associate professor of political science, wrote *Labor and the Locavore*, published by University of California Press. Based on a decade's worth of interviews with farmers, workers and others, Dr. Gray examines the Hudson Valley, with its vibrant local food economy, in relation to the ethnic shifts, food ethics and labor concerns of its hidden workforce.



Susan Weisser, professor of English, wrote *The Glass Slipper: Women and Love Stories*, published by Rutgers University Press. Dr. Weisser examines how the love story is defined by and for women, from historical texts beginning with Jane Austen to Internet dating sites in the digital age.



Sokthan Yeng, assistant professor of philosophy, wrote *The Biopolitics of Race: State Racism and U.S. Immigration*, published by Lexington Books. Dr. Yeng applies the analysis of contemporary philosophers to the debate over immigration policies, to connect the dots between neoliberalism and racism.



Published by Linus Publications, *Experimental Techniques for Concepts and Methods in Biology: Laboratory Methods I* was co-written by James Dooley, professor of biology; Jonna Coombs, associate professor of biology and graduate coordinator of the environmental studies program; and Eugenia Villa-Cuesta, assistant professor of biology.

FACULTY WORKS

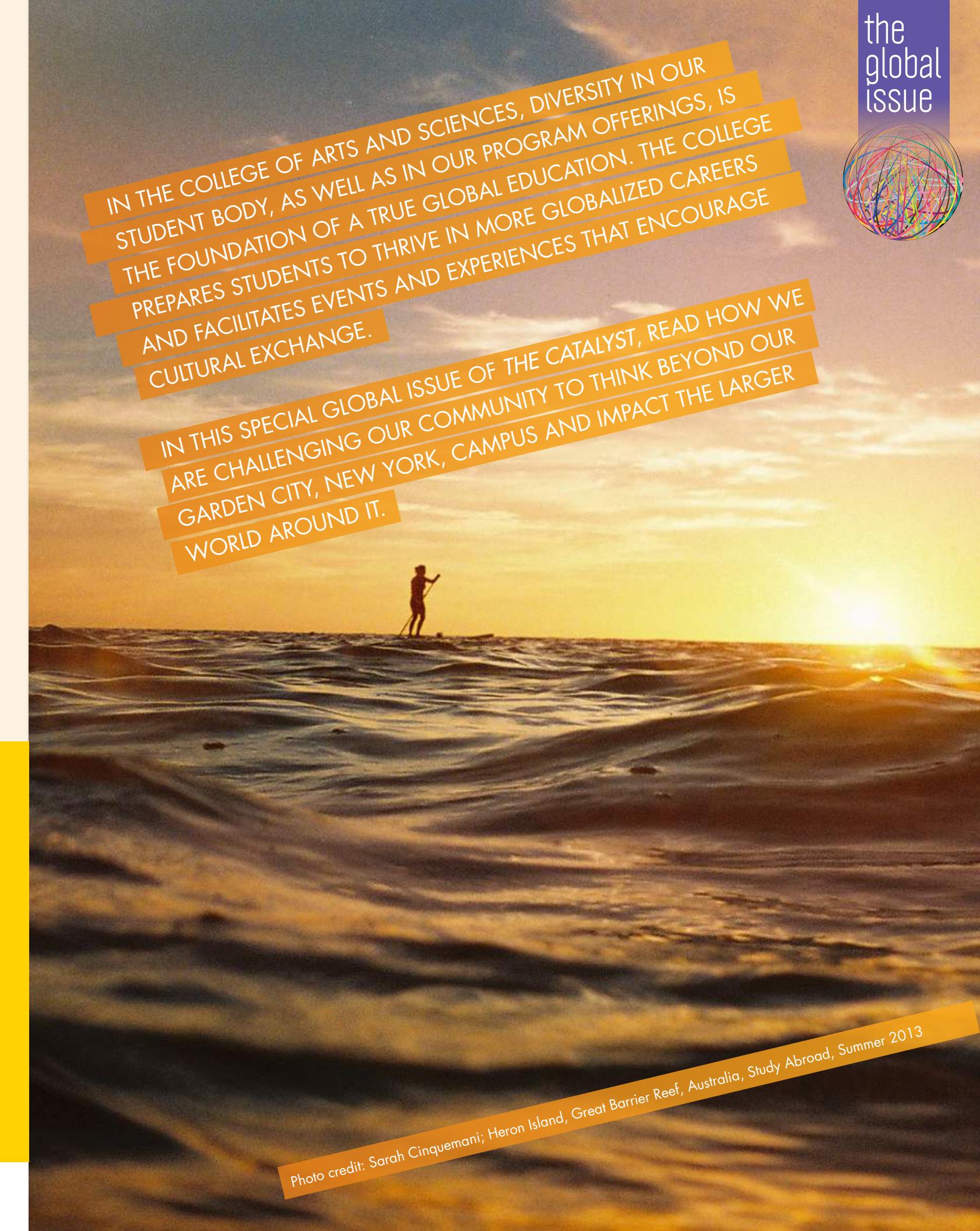


Photo credit: Sarah Cinquemani; Heron Island, Great Barrier Reef, Australia, Study Abroad, Summer 2013

Works of art created by Adelphi students and students from Fellbach-Haus in Suhareka, Kosovo.



USING THE ARTS AS A MEANS OF SOCIAL CHANGE

by Valerie Mikell

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.

This real-time connection enables them to see the faces, ask the probing questions and, most importantly, see themselves in their peers. Using art as a means of collaboration, students exchange still photos to introduce themselves and then progress to shooting videos of body maps on a green screen, a video editing tool that allows for a video or still image to be placed in the background of the person filmed. The students thoroughly enjoy it. "The students had a really good time. We wanted to keep the photos and videos fun and light, and create the connection between Adelphi students and these young people who are dealing with significant issues and the struggles of life in both conflict and post-conflict environments."

The ability to connect with their Kosovar 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.

"...the collective artmaking experience became the space where we could work together in common cause. For these moments in time we're all there together."



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. They have also begun teaching a social media and human rights course to Sahrawi students via Skype, which Dr. Maguire readily admits has become a valuable teaching tool. Last year, the freshman seminar class she co-taught with Dr. Thornburg and Ruth S. Ammon School of



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 downward 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 city slums," the report reads.

One such slum is Anawadi, 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 Lovely 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*.

There isn't a single name changed in Ms. Boo's compelling tale of economic inequality, hope and moral struggle. The characters in the book are still living next

to the Mumbai airport today, gathering as much trash and metal scraps as they can to earn what money they can.

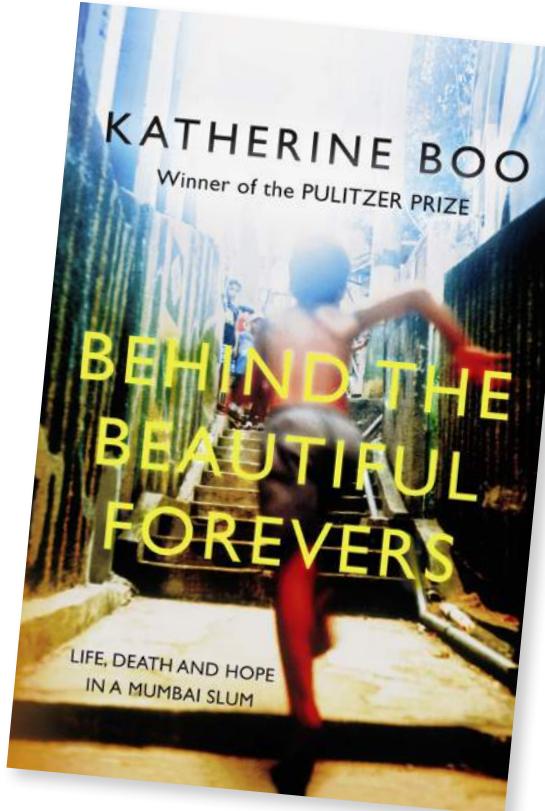
"Sometimes that was picking up scrap metal at two in the morning at the Mumbai airport," she said.

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 Anawadi 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." ▲



"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. ▲

A TRUE TESTAMENT TO INTERDISCIPLINARY STUDY: ENAS ELMOHANDS

by Erin Donohue

Enas Elmohands 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. Elmohands said. "Students should be learning to engage with their peers and the world they live in."

When she first arrived at Adelphi, Ms. Elmohands, 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. Elmohands 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. Elmohands 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. Elmohands' 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. Elmohands 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. Elmohands' passion to link human rights and the arts has led to her involvement with nonprofits 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

"I realized I wanted to study human rights, but that it was not offered as a major or a program—so I created one."

as a means for economic growth. She has worked with Devin Thornburg, 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 Ord and with Mohamed Sulaiman, a young activist from the refugee camps, they are working on a website to collect arts-based initiatives and research databases that will open dialogue and participation, as well as provide crucial resources for policymakers and activists.

"Ms. Elmohands 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 Elmohands, Adelphi Honors College student, sharing photos with a student from the Camp Boujdour Primary School.



Along with Dr. Maguire, Enas helped run this ArtsAction Group workshop where fourth graders created sculptural balloon headaddresses incorporating skill-building activities through directed play.



A FRENCH CONNECTION

by Valerie Mikell

The understated Toyota Varis 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 fondness for fancy cars and fries—a faux pas 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 longtime dream come true for Ms. Campagnoli. Selected from a pool of 2,500 applicants nationwide as the 2013–2014 TAPIF 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 acronyms 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.

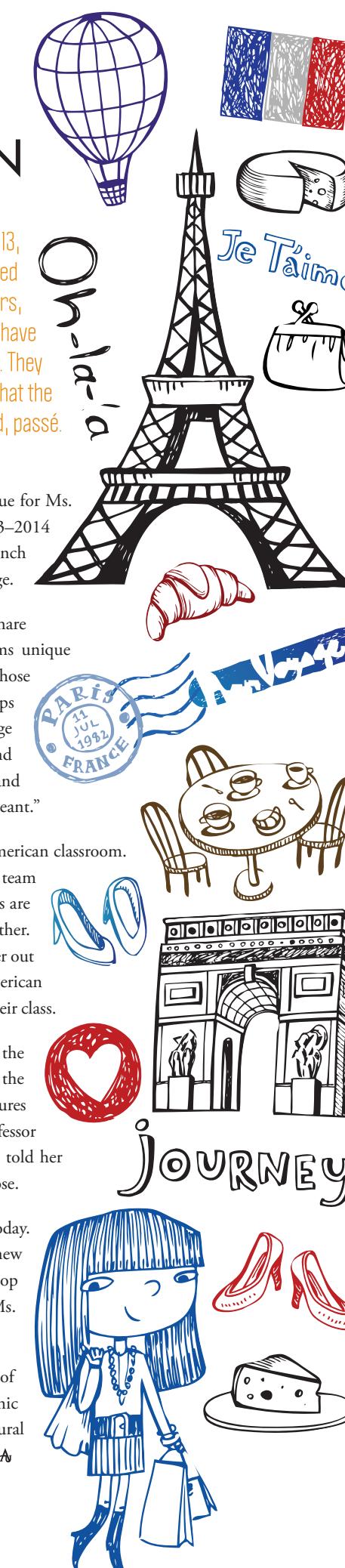
French students have a longer school day and function in more of a team atmosphere. "Classes are grouped together based on what students are studying," she said. "Each group of students attend each class together. After staying together for so long, students really do help each other out and work together," 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. Campanoli 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



GET TO KNOW...FRANCESCO BASTAGLI

by Ela Schwartz

The College of Arts and Sciences' first Levermore Global Scholar (LGS) Fellow, Francesco Bastagli, has had an illustrious international career with the United Nations. We were 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 rose in Eastern Europe, he was appointed head of the EU Border Assistance Mission to Moldova and Ukraine and called overseas.

Q. How did you get involved with Adelphi?

A. As is the case in life, through a friend, Diana Feige [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 Devin Thornburg [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.

Q. What is your role at Adelphi?

A. 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 meet 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 to different individuals and experiences. With the U.N. or NGOs [nongovernmental 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?

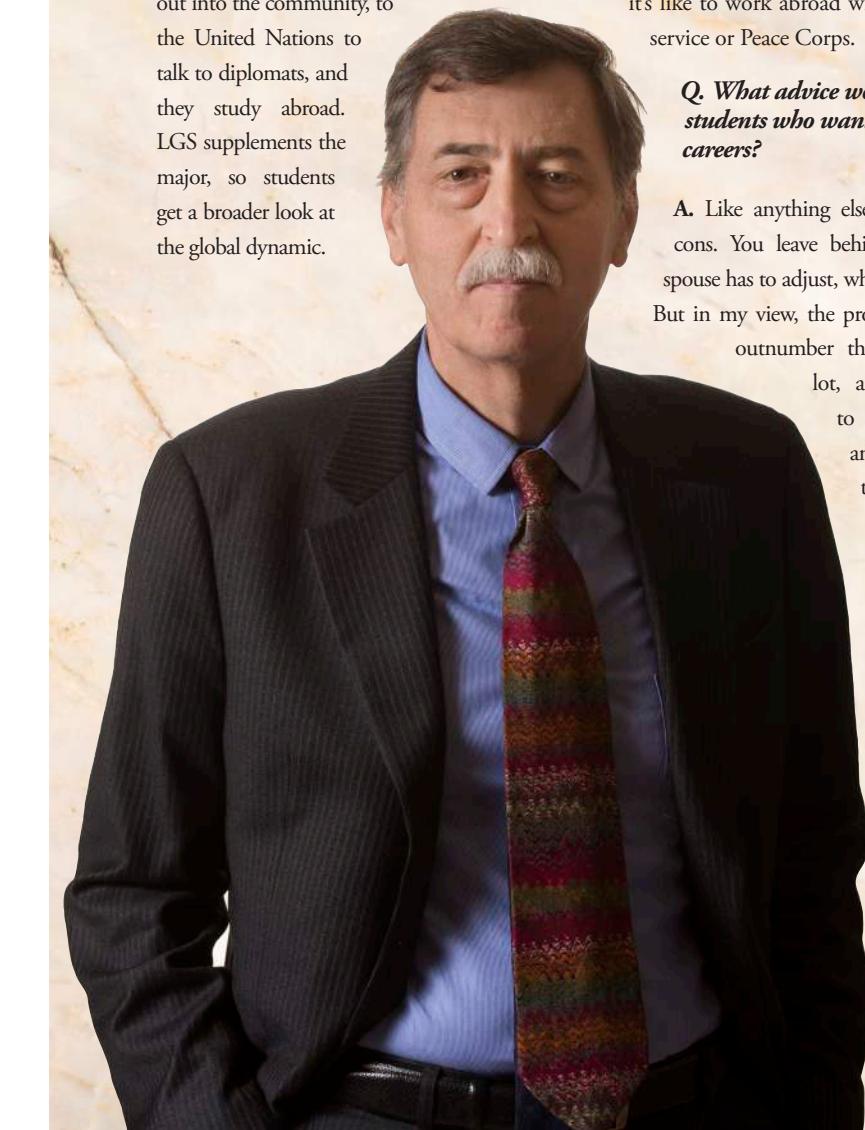
A. A global education reflects an objective to help people understand their environment and how events that happen in faraway places impact us, whether it's energy, security or 9/11, which came as a surprise but was a response to things that were brewing. So being able to position yourself in a global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

In the past, your horizon was narrower. To live a reasonable life, 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 and 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. **A**





AN INTERNATIONAL EDUCATION

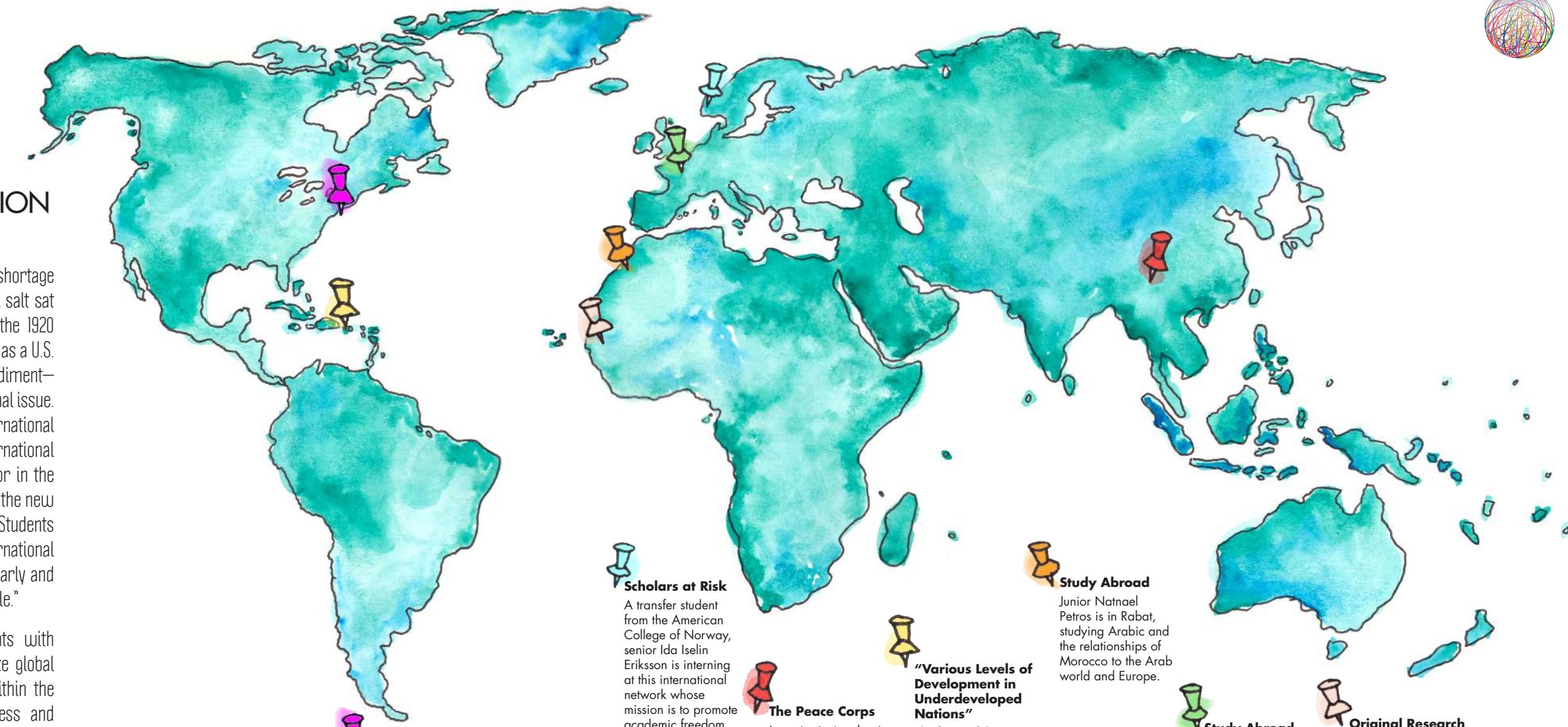
by Valerie Mikell

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.



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.

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.

"Various Levels of Development in Underdeveloped Nations"

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

Study Abroad

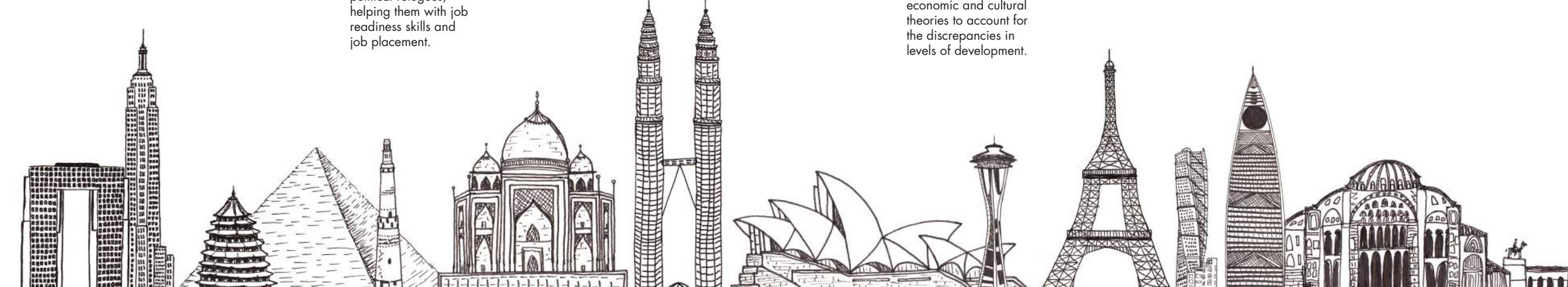
Junior Natnael Petros is in Rabat, studying Arabic and the relationships of Morocco to the Arab world and Europe.

Study Abroad

Sophomore Celine Etienne is studying European history, French and politics in Paris.

Original Research

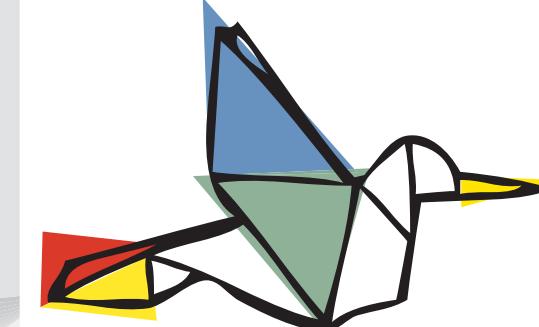
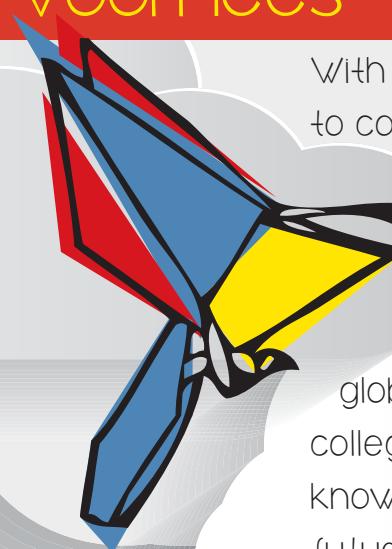
This spring, Erica White presented a paper, "The Status of Women in West Africa—A Comparative Study," and will further her research in Senegal in Fall 2014.



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.



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



Valeria Mendoza,
senior



Valeria Mendoza,
senior

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

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 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 have been international students who have made such an impact in my personal and professional life, continually reminding me to

"If I expect them to know Andy Warhol, then I am expected to know Ai Weiwei."

Fady Eid,
sophomore



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

up to you," Mr. Eid said. "I am glad to have chosen a community as supportive as Adelphi for my college career."

Aside from traditional academics, LGS provides unique international education experiences for students right on campus. During the Spring and Fall 2013 semesters, the program offered courses such as Global Problem Solving and The Arts and Human Rights, which allow students to Skype with their peers in other areas of the world like Norway and the Western Sahara.

"The College of Arts and Sciences promotes that kind of inquiry into the rest of the world," said Susan Briziarelli, Ph.D., associate dean of the College of Arts and Sciences and LGS academic program director. "There are a lot of courses that are globally oriented and we encourage students to think that way."

"It was definitely a rich learning experience and it helps to know the language....It's so different from anything I've ever done."

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 Bastagli, 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 Mr. DeBartolo.

This isn't 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. Mendoza and senior political science major Elizabeth Rizzo have visited the U.N. during their undergraduate careers. Ms. Mendoza 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 conferences] made me realize that international issues and international governance isn't something that needs to be discussed at a diplomat's level, but it affects everyday people," Ms. Mendoza said.

Ms. Rizzo attended the Council for U.N. Foreign Affairs last fall and found it very helpful. "Professors make sure that students have these opportunities," she said.

While Adelphi offers a variety of learning experiences on campus, many students can benefit from participating in any one of Adelphi's study abroad programs. Ms. Rizzo knows firsthand how a study abroad experience can change one's life. In the summer of 2012, she interned with the ministers in the Italian parliament, where she provided translation services, gave tours and helped plan fundraisers to benefit the Ivory Coast.

"It was definitely a rich learning experience and it helps to know the language," she said. "It's so different from anything I've ever done." After graduation, Ms. Rizzo plans to attend graduate school and will pursue a career in international healthcare policy.

In the past five years that the Center for International Education has existed, the number of students going abroad has more than doubled. "[Studying abroad] gives students a different type of education and makes them think differently," said Barry Stinson, director of international education. "We often have alumni tell us that, when they interview for a job, the interviewer wants to speak to them about their international experiences, so it makes students entering the job market much more attractive to future employers."

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 the building blocks of a skill set. Everything I have done has taught me something," said Ms. Mendoza. "Being here has given me tastes of what the global experience can be." A

SHAPING FUTURE DECISION MAKERS TO SOLVE GLOBAL ISSUES

by Valerie Mikell



"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

THE QUOTE IS PLACED AT THE TOP OF THE GLOBAL PROBLEM SOLVING course syllabus each spring semester. The class of Levermore Global Scholars (LGS) comprises students from various majors and diverse backgrounds. On a purely academic level, course work encourages critical thinking and global awareness. But on a personal level, the hope is that the subject matter weaves itself into student consciousness and becomes a consideration in their everyday lives.

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 reevaluate their role, locally and globally."

Students break up into teams to study all facets of global problem solving—from politics to economics to social constructs—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*, to guest lectures from leading peace and conflict professionals. Through role-play exercises and PeaceMaker, a video game simulation of the Israeli-Palestinian conflict from Carnegie Mellon University, and similar computer-based simulations, students learn that their decision making must be thoughtful and well researched, and that the consequences of their actions are swift.

Acquiring an in-depth knowledge of global conflict and development is key. "The millennial generation is the most empowered generation in history," Mr. DeBartolo said. "They have the most access to money, technology and information and an amazing amount of resources at their disposal." And students in the class address some of the most complex, hot-button issues of our

time. Last year, one team developed a proposal to use 3-D printers in an effort to improve water filtration systems, while another presented research on how to use new cellphone technologies to prevent the spread of infectious diseases and monitor escalating conflicts. This year, class discussions on human rights have involved gender rights and defining what that encompasses—women's rights, LGBT inclusion and sexual identity. Outside of the classroom, students have visited the United Nations Headquarters for policy briefings, and have participated in roundtable discussions to shape the U.N.'s agenda on Post-2015 Sustainable Development Goals.

Last fall, while students from Adelphi and the American College of Norway took the same course interactively via Skype and Google Hangout, sophomore psychology major and LGS student Allison Lazzaro was studying abroad at the college in Norway. Stepping out of her comfort zone, and leaving her "quiet Long Island town," she immersed herself in another culture, which has allowed her to "see the world's global problems from a new perspective."

"Prior to my arrival in Norway, I wasn't questioning the United States governmental decisions the way I find myself today," Ms. Lazzaro said. "I wasn't thinking critically as to what needs to be changed in my country and around the world. Today, I am questioning. ...How does Norway compare to the United States? What does the United States need to improve on?"

Mr. DeBartolo hopes these kinds of continued on page 27



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THE ART OF TRANSLATION

by Valerie Mikell

GOOGLE TRANSLATE AND OTHER ONLINE

TRANSLATION ENGINES are great when you're in a pinch: figuring out how to say "thank you" in French or "please" in Italian while ordering at your favorite restaurant or during a leisurely trip abroad. The selection of languages they offer can be quite comprehensive. But they lack the heart and soul of translation: the subtle nuances of the language, the context with which language is written and how its meaning is received.

The need for translators and interpreters is growing. According to the U.S. Bureau of Labor Statistics, the demand for skilled translators and interpreters is expected to increase 22 percent between 2008 and 2018. With the growth of immigration, both in the United States and abroad, the need to convey information in several languages is crucial.

The goal of Adelphi's new Certificate in Translation Studies program is to create competent translators and interpreters who are knowledgeable well beyond word-for-word translation, but who also understand the history and the culture of the language.

The 18-credit certificate program is preparing professionals who understand the fundamentals of translation and its long, rich history. "Translation is a skill. It's the process of converting text from a source language into text in another language, while keeping its intended meaning," said Raysa Amador, Ph.D., professor and chair of the Department of Languages, Literatures and Culture, who is fluent in English, Portuguese and Spanish.

"It involves a large body of theory, methods and code of ethics

necessary to provide accurate translation between languages."

Unlike programs at other institutions in the area, the translation studies certificate program allows for the translation from English to more than one language. In this first phase of the program, students interested in enrolling must prove proficiency in language pairs, which include English and either French, Italian or Spanish.

"Both undergraduates and working professionals who earn the certificate will be more marketable to employers who are looking to accommodate more of a multiethnic community and wish to connect with them in the comfort of their language," Dr. Amador said. The translation of documents plays a vital role in several industries, including business, law, education and healthcare, and makes information accessible to non-native speakers for goods and services.

On a larger scale, the skill has significant global implications, from the delicate balance required to translate content into several languages at the U.N., to the accurate and time-sensitive translation necessary to maintain our national security. On a more organic level, translation often begins at home for Adelphi students. According to the 2011 Adelphi Student Experience Survey, more than 30 percent of current Adelphi undergraduates come from a household that speaks a language other than English. And in the hopes of accommodating this upward trend, Dr. Amador anticipates that "in time, more languages will be added to the certificate program that reflect the diverse cultural identities of the Adelphi community itself." **A**



30%
OF CURRENT ADELPHI UNDERGRADUATES
COME FROM A HOUSEHOLD THAT SPEAKS
A LANGUAGE OTHER THAN ENGLISH

ЗДРАСТИ



THE LANGUAGE LAB RADIO: 'SHORTWAVE' LANGUAGE ACQUISITION

by Stephen Demos '83

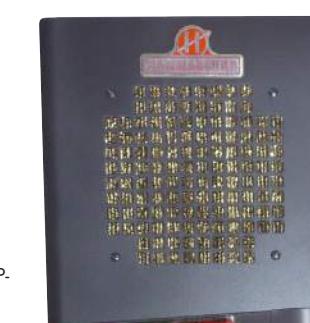
The very absence of personal computers, smartphones, educational software, search engines and social media posed a unique challenge to those endeavoring to cross the language barrier. The foreign language students faced a particularly formidable task prior to the Internet revolution. Most of us started 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. ...A variety of courses in grammar, conversation, literature and history gave the student a well-rounded and enriched perspective of not only the language but also its people. Adelphi further responded to the growing needs of its foreign language students by establishing a "language laboratory." The Adelphi "language lab" was indeed leading edge for its time. It had multimedia equipment to record radio and television and to show foreign language films. The lab had equipment to help students improve their pronunciation and strive for a native accent. There was a cassette tape recorder at each desk for this purpose. The student would first listen to the recording of a text being read by

a native speaker, and then record his or her voice reading the



An original advertisement for the Hammarlund SP-600-JX.



ADELPHI UNIVERSITY COLLEGE OF ARTS AND SCIENCES



Image of the Hammarlund, rebuilt by alum Stephen Demos '83



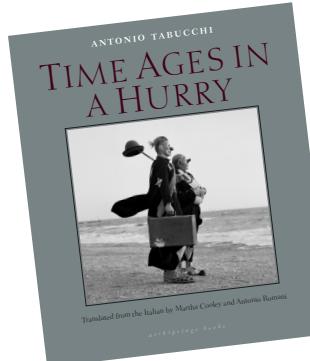
same text. The student would finally play back their own reading to compare pronunciation and eliminate deficiencies.

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 placed 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... .

This is an excerpt from "The Language Lab Radio: 'Short-Wave' Language Acquisition," first printed in Department of Languages, Literatures and Cultures newsletter, La Gaceta/La Gazette, Volume 8, Issue 1. To read the article in its entirety, visit cas.adelphieu/stephendemos. A

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 wry and affable)? And how to render the half-affectionate, half-insulting nickname given by a former spy to the man he used to tail?

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 that slim novel's haunting refrains—phrases and actions its reluctant hero keeps repeating to calm himself as momentous changes occur within and around him. Can any reader of this terrific little novel ever come across the words lemonade, omelette or obituary without also thinking of dear Pereira, so baffled and beleaguered, yet so brave too? A

WHEN DRIVE MEETS OPPORTUNITY,
SUCCESS FOLLOWS.
RECOGNIZE POTENTIAL.
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SHARING A MASTERY OF DANCE WITH THE WORLD

by Erin Donohue

Getting your parents' approval on your choice of college is almost as hard as getting their blessing on the person you choose to date—especially when both are far from home. Thankfully, for Raquel Valiente '09, the boyfriend 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, *Mr. Cuk*, as well as on telethons 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.

"I knew that New York was the right place to get the serious training I wanted," Ms. Valiente said. "Frank Augustyn [chair of the Department of Dance] and Nick Petron [chair of the Department of Theatre] were also always available to answer any questions we had, and there were many."

"The faculty consisted of very talented individuals who were not only seasoned teachers, but were still successfully working in the field of dance," she said.

"Having an excellent network in New York City, which happened to be a 45-minute train ride away, Adelphi gave me access to the city and the safety of a nice community—the best

of both worlds," she added.

Coming to Adelphi, Ms. Valiente knew to expect to work hard and devote long hours to her craft, but what she didn't expect was to meet the man who would become her

husband. Tomislav Kostadinov '10 was an international student from Bulgaria in the Robert B. Willumstad School of Business. The couple met in Post Hall. "We would try and have a conversation every time we ran into each other. ... We also had many friends in common, so we would see each other at different events," she remembers.

"It was very interesting to me that although we grew up in completely different parts of the world, the way we had been raised and [our] family values were very similar," Ms. Valiente said. She and Mr. Kostadinov dated for six years before marrying in 2012. "Having each other now makes staying in New York away from our families better," she reflected. Mr. Kostadinov currently works for Goldman Sachs as a senior analyst in their finance division.

Looking back on her time as a student, Ms. Valiente reflects on Frank Augustyn's artistic leadership. "He teaches you what you need and directs you in a path where you can succeed. ... He is still such a part of the current dance world, inviting important choreographers to work with the students."

Since graduation, Ms. Valiente returns to El Salvador about twice a year—one time to serve as a reality-television judge on *Bailando por un Sueño*, which is similar to *Dancing With the Stars*. Currently, she is the Adventures in Dance coordinator for Ballet Hispanico (where she was first an intern). She teaches creative movement, ballet for the general and pre-professional program and folkloric and Latin American rhythms for the education and outreach programs.

She credits much of her present success to the mentors she had here at Adelphi, from Frank Augustyn and Leda Meredith, faculty members in the Department of Theatre—who helped her become a scholarship student at Jennifer Muller/The Works in NYC—to Tracy Kofford and Sharon Wong, who saw the potential in her. Ms. Valente is now set to be a mentor for current Adelphi dance students. "When you are in college and about to face the real world, there are a lot of insecurities that surface; it is helpful to have someone there for you." A



On the set of *Bailando por un Sueño*, where Ms. Valiente serves as a judge.



Ms. Valiente with a couple of her students at Ballet Hispanico.



© 2013 Christopher Lyndon-Gee

INSPIRING 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.

"The activity of teaching 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 Garden City campus when he arrived 11 years ago. He was nominated during the 1998 Grammy Awards for Best Orchestral Performance for his series of the complete works of Igor Markevitch. In 1994 he was also

"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 Critic's 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 Onassis Foundation Prize he won in 2001 in Athens, Greece, for the ballet score *Il Poeta muore* (*The Poet Dies*). 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.

"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 perfect example of music's ability to bring people together. While traveling from Old Amsterdam to New Amsterdam, he was introduced to Pulitzer Prize winner and Adelphi music professor Paul Moravec by the famous American composer George Rochberg. When an opening became available in the music department, Mr. Moravec suggested Mr. Lyndon-Gee apply, and so began his relocation to New York and his time at Adelphi.

It's important to Mr. Lyndon-Gee that he practices what he preaches. That's why he is actively composing and conducting, both on and off campus. Some of his latest projects include collaborating with the Lithuanian National Philharmonic Orchestra and compiling a new CD for Nexus on works from Lithuanian composer Vytautas Bacevičius.

When it comes to the importance of music in life, one word comes to Mr. Lyndon-Gee's mind.

"Ineffability," he says. "We touch levels of understanding and intuition about the human predicaments that is impossible to capture in words." ▲

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 Jonathan Larson '82.

BOBBY MCFERRIN, SPIRITYOUALL

Ten-time Grammy Award winner McFerrin, who sang "Don't Worry, Be Happy," performed spirited renditions of familiar tunes for a delighted Adelphi audience.

CHRISTINE EBERSOLE AND EDWARD HIBBERT, LOVE, NOËL: THE LETTERS AND SONGS OF NOËL COWARD

Tony Award-winning actress Christine Ebersole and Obie Award-winning actor Edward Hibbert presented an evening of song based on Noel Coward's letters and songs, and conducted a master class with Adelphi's Departments of Music and Theatre.

ADAM PASCAL AND ANTHONY RAPP

Original co-stars of *RENT*, the Broadway musical written and composed by Adelphi alum Jonathan Larson '82, performed their original works and some of their favorite Broadway and *RENT* selections.

MAUREEN MCGOVERN, A LONG AND WINDING ROAD: THE CONCERT

The multi-Grammy-nominated singer of the Oscar-winning song "The Morning After" performed some of the most beloved songs from the American songbook of the 1960s and 1970s.

ARCOS ORCHESTRA

Comprising young musicians from around the world, the Arcos Orchestra performed renowned chamber music selections by Antonín Dvořák, Pehr Henrik Nordgren and more.

SINGER PÜR

This award-winning a cappella sextet performed a diverse evening of music from Renaissance madrigals to Sting, and conducted a workshop with Adelphi music students—culminating in Pür performing original student work.

BOSTON BRASS

Known for its mastery of a variety of musical genres, Boston Brass provided an evening filled with everything from classical arrangements to jazz standards, and also conducted a master class with talented high school musicians.

DERVISH

Known for its exceptional musicianship, stellar vocals and high-energy performances, world-renowned Irish band Dervish performed some of its traditional Irish favorites for a captivated Adelphi audience.



For more season highlights and upcoming schedules for AUPAC, visit aupac.adelphi.edu.

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Education Professor Anne Mungai, Ph.D., Skyped with Abidin Kaid Saleh Film School in Camp Boujdour, one of five Western Sahrawi refugee camps in Algeria.

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

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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 artmaking experience became the space where we could work together in common cause. For these moments in time we're all there together." ▲

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.



"It's all about creating opportunities for students to feel connected, be involved, advocate for themselves."

MICHAEL BERTHEL '08, M.A. '11
ASSOCIATE DIRECTOR OF STUDENT LIFE & LEADERSHIP DEVELOPMENT, LIU POST

Michael Berthel's legacy is one of commitment to students and community service. In his numerous roles on campus, with his most recent as senior assistant director of Adelphi's Center for Student Involvement, Mr. Berthel oversaw fraternities and sororities and commuter student services, and spearheaded student leadership programs and service initiatives.



JILL FORIE '11

EDUCATOR, CARLE PLACE SCHOOL DISTRICT AND ENTREPRENEUR, SINK OR SWIM CUSTOM KICKS

Jill Forie has been teaching art in the Carle Place School District since 2011 and is also the founder of Sink or Swim Custom Kicks, a company she launched as a full-time student in 2009 that creates and sells custom hand-painted shoes.

"I fell in love with Adelphi. The atmosphere was so welcoming. By the end of my first day of classes, I knew this is exactly where I needed to be. ...Being at Adelphi gave me a confidence I didn't know I had."



KATHERINE HERRERA '06

FORMER RESEARCH ASSISTANT, INSTITUTE OF ECONOMIC BOTANY, THE NEW YORK BOTANICAL GARDEN

Originally from Pereira, Colombia, Katherine Herrera '06 discovered her passion and career—ethnobotany, the relationships among plants, people and their cultures, at Adelphi. From 2006, she worked as a research assistant for renowned ethnobotanist Michael J. Balick until her recent entry into medical school.



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.

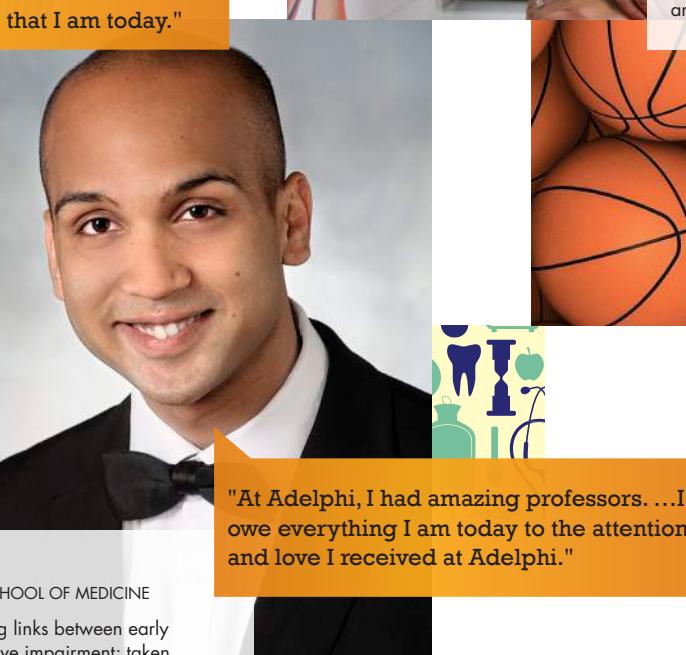
"Adelphi, with its challenging academics and extracurricular activities, taught me time-management and goal-setting techniques that have made me the well-rounded professional that I am today."



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.



"What I was doing on Adelphi's campus is exactly the same thing I'm doing here at MSG... having to prioritize my time appropriately, all the while making sure I give 100 percent to every single thing I do; failure is not an option."



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.

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 short fiction and nonfiction in anthologies and magazines. Her many grants and awards include a 2014 National Endowment for the Arts Grant in Creative Writing and a 2012 Jerome Foundation Travel and Study Grant.



photo by Ayano Hisa

Maria Nagan

ASSOCIATE PROFESSOR AND CHAIR,
DEPARTMENT OF CHEMISTRY

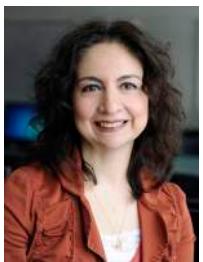
Maria Nagan comes to Adelphi from Truman State University, where she was professor of chemistry and director of the Office of Student Research. She received her Ph.D. in Chemistry from the University of Minnesota. An active researcher, Dr. Nagan has published her work widely.



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.

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 Ziomek

ASSISTANT PROFESSOR,
DEPARTMENT OF HISTORY

Kirsten Ziomek 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 Shopis

ASSOCIATE DEAN AND ASSOCIATE
PROFESSOR, DEPARTMENT OF CHEMISTRY

Charles Shopis 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. Shopis 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 Catalyst* 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 naval history, an area in which he published numerous articles. In 2011 his book, *Tirpitz 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 Advisement. For 35 years he served as law adviser. 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 legacy

THE BURT HOCHBERG SCHOLARSHIP

by Andrea Maneri

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

"Burt always made time to talk to and look at the work of young people interested in getting their foot in the door."



1982 he became one of the editors of *Games* 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



Burt and Carol Hochberg

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. A

the voice



THE METRO

by Tiffany Nesbit

PASSAGE INTERDIT
AU PUBLIC

DANGER



THE METRO

by Tiffany Nesbit, M.F.A. student*

"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. But on Friday afternoons 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. All 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 began digging in my purse. He scowled at me as I continued to search. Then I started to panic when I realized I didn't have them. Don't ever leave the house without your papers, Maman always told me: The officers will arrest you."

"They couldn't 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 because you were born here does not mean that you are French. You look Nigerian, and your mother and father were born in Nigeria. The French will never see you as one of them, chérie. I never thought I'd have to experience her reminder first-hand."

If you do not have your papers then I will have to escort you back to le banlieue, the officer said. French or not. Please, I said loudly. The people walking by were causing a lot of noise; I had to yell to be

heard. That was a mistake. Quite a few of the people started looking at me. Poor immigrant, their eyes said. She will be arrested and deported back to Nigeria, or whatever African country she came from. I tried to reason with the officer: I can tell you anything you want to know, I said. How can I prove that I am French? He said, you don't look French.

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."

"This is 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 really are 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 girls so different from me.

You are 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 one another 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. As if America is not a correct 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.

Usually these Africans have just left le banlieue, the officer said to the women. We take them to the entrance and leave them there. She will not be in any harm.

But I don't live there, I said. Please, just let me go! I will walk home. If you take me to le banlieue, I am sure something bad will happen to me. Please, sisters, tell him to let me go.

Uh, we can't become involved, one woman said, and she and her friend stood up. This is our stop—we're going to get some shopping done before heading over to the Louvre...

Oh, that sounds nice, said the officer. You know the Louvre is free on Friday afternoons for students? Even for American students? Especially for American students, the officer replied with a smile. And then the girls were gone."

"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 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 flirting with them. We are not in Nigeria, fortunately, the officer replied. In France we do not care about things like skin color." A

*Tiffany Nesbit is an M.F.A. in Fiction candidate.



COLLEGE OF ARTS AND SCIENCES
One South Avenue
P.O. Box 701
Garden City, NY 11530-0701

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RISE AND SHINE

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