

ADELPHI UNIVERSITY COLLEGE OF ARTS AND SCIENCES

the catalyst

SPRING 2016



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MAKING CONNECTIONS

I had a tough time with the “These things are different; these things are alike” exercises in elementary school. I got the fact that oranges and pork chops were different, but they were both food—see the problem? It became increasingly difficult over the years to segregate my learning experiences into discrete packages of acquired knowledge, though that is exactly what the disciplinary culture of higher education most often seeks to do.

Colleges and universities are literally built around the separation of areas of study—there are science buildings (I have my office in one), business buildings, humanities buildings and so on. Each structure is devoted to a field of inquiry and learning with a territory to protect. Breaking those territorial barriers has been tough over the past several decades, but the walls are getting lower and lower.

Interdisciplinary studies and activities are increasing in higher education throughout the curricula of the liberal and professional educational landscape. Employers, when surveyed, are in a supermajority of agreement that a broad foundational liberal education is essential. And the ability to collaborate with individuals of varying and different expertise and from a variety of cultural backgrounds and orientations is absolutely critical.

The connective tissue that is represented by the many interdisciplinary programs in the College and their embrace of diverse subject matter and a wide range of study approaches and techniques provides our students with a learning opportunity that just makes sense. Specialization—a major area of study—still has pertinence in developing our future citizens and leaders. But that specialization, that passionate focus, thrives in a connected context.

The interdisciplinary approach to learning allows a scientist to understand the ethical context of discovery, a future litigator to appreciate the power of story, or a dancer to understand anatomical function. I have long been a devotee of reading detective fiction and well remember a scene in a Ross Macdonald novel where his detective hero Lew Archer is standing on Mulholland Drive looking at the nighttime Los Angeles landscape. The millions of twinkling lights stretch out for miles as Lew muses that if he could only connect them all he might finally discover the truth.

Our job as scholars, teachers and students is to always seek the truth. The path to the answer is often best pursued through a network of connected studies and an attitude that ranges easily from the highly focused to the openly broad and contextual.

Sincerely,

Sam L. Grogg, Ph.D.

Dean, College of Arts and Sciences

BEING
INTERDISCIPLINARY



COVER: Illustrations by students of Argiro Agelarakis, adjunct professor of anthropology: lizard and spider: Laura Rempel, sophomore; bluebird and jellyfish: Angela Rizzo, freshman; monkey skull: Margaret Kritikos, sophomore; goldfish: Stephanie Uschok, junior



the focus 17

- ACADEMIC DISCIPLINES CONVERGE 19
- THE MANY FACETS OF VIDEO GAMES 21
- CUSTOMIZED MAJOR 22
- EXPLORING THE WORLD,
ONE LANGUAGE AT A TIME 23



the inspiration
OVERCOMING CULTURE SHOCK IN KENYA

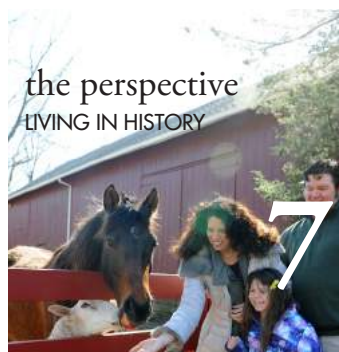
8

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the journey
TAKING JOURNALISM TO CUBA

14



the perspective
LIVING IN HISTORY

7



the classroom
FILM FOR THOUGHT

10



the collaboration
DESIGNED FOR SUCCESS

12



the expertise
THINKING BEYOND THE
HEADLINES

27

the photo diary.....4
the interaction.....6
the adjuncts.....11
the innovation.....16

the performance.....24
the community.....26
the legacy.....28
the outcome.....29

the faculty.....30
the vision.....31

Catalyst has won many awards
in recent years, including:

2016 HERMES CREATIVE AWARDS: GOLD
2014 SERVICE INDUSTRY AWARDS: GOLD
2013 HIGHER EDUCATION ADVERTISING AWARDS: GOLD
2012 HIGHER EDUCATION ADVERTISING AWARDS: GOLD
2012 SERVICE INDUSTRY AWARDS: GOLD





A Life in Pictures

Sara Kulins '15, an avid runner, diver and hiker, is committed to preserving the out-of-doors in which she spends so many of her working hours. She's also a talented photographer and kept a travel diary in images while on a research fellowship at the University of the Sunshine Coast in Queensland, Australia (an opportunity she learned about through the Adelphi University Center for Career Development), followed by six months at Leigh Marine Laboratory, The University of Auckland, in New Zealand. Kulins chronicles her journeys on an active Instagram account ([@sara_koolness](#)). Here's a sampling of her work.



CLOCKWISE
FROM TOP:

Kulins and her
cocker spaniel on
graduation day;
Kangaroos out-
side the University
of the Sunshine
Coast; Restoring
a salt marsh;
Collecting a crab
in Long Island's
Sunken Meadow
State Park and
beginning the
most "amazing
and adventurous
trip" of her life at
Magnetic Island,
Queensland



CLOCKWISE FROM TOP: Two shots taken while scuba diving; Late morning marathon training; "Chilling with my friends" in New Zealand; "Handsome fella" found in New Zealand; Living the life down under

the interaction

The College of Arts and Sciences community stays active on social media, from sharing snippets of Adelphi 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 Adelphi.



THROWBACK ADELPHI

What do our current chemistry students at Adelphi University College of Arts and Sciences think about working in this chemistry lab from the 1930s?



TECH AND ROBOTS

Adelphi hosted Global Game Jam—a three-day global hackathon staged simultaneously in 80 countries and attracting more than 40,000 participants worldwide—and a regional round of the VEX Robotics Competition in Spring 2016.



THEATER SENSE

A number of Adelphi students worked on Assistant Professor John McDermott's new production of Jane Austen's *Sense and Sensibility* in Spring 2016 at The Gym at Judson in New York City.



A STUDENT OF TODAY

Jonathan Larson '82 was the creative mind behind the play *Rent*. While writing the play, he sat on this very bench, which is now located in AUPAC.



HER ADELPHI LIFE

Gina Principato, a senior majoring in sociology, took over Adelphi's Instagram account for one week as part of a running series titled *My Adelphi Life*.



RESEARCH DAY

Students Kimberly Atkins and Megan Murphy prepare for their presentation at Adelphi University's Annual Research Conference.



BEST OF THE BEST Students from the Department of Music perform in Adelphi's *Best of Broadway*. The production was directed by Erin Quill and Jad Bernardo.



KEEP UP WITH ADELPHI'S
LATEST @ADELPHIIV.



LIVING IN HISTORY

By Sophia Conti '15

Most of us have visited historic villages and seen, and perhaps toured, houses preserved from past times. But did you know some people actually live in them?

One such person is Matthew Wright, Ph.D., an assistant professor in the physics department at Adelphi University. He lives with his wife and daughter in the 300-year-old former residence of Judge John Lawrence Smith, a direct descendant of the founders of Smithtown and a well-known politician and lawmaker on Long Island. Known as the Judge John Lawrence Smith Homestead, the house is managed by the Smithtown Historical Society, a nonprofit organization dedicated to preserving historic properties in the Smithtown area and educating the public on their history.

"I saw that the museum was renting out space when I was looking for apartments on Long Island," Dr. Wright, who moved here from Boston, said. "My wife visited it and was very excited, so we decided to take it." Although the Wrights have become involved with the Smithtown Historical Society in various ways since moving in, initially they simply rented the space as they would an apartment. The rarity of a vast lawn combined with the novelty of a historic house helped turn what was supposed to be a short six-month stay into three and a half years there and counting.

The Homestead sits on a 22-acre green expanse in Smithtown, surrounded by open meadows, unpaved roads and three other historic buildings. Numerous events celebrating the long history of the houses take place on the grounds, giving the Wright family front-row seats. For instance, an old-time baseball team—they play without catcher's mitts—

will sometimes play a game nearby. "It's great to experience these bits of history," said Dr. Wright.

Dr. Wright's wife, Colleen, has worked part time for the Smithtown Historical Society, and the family participates in a volunteer capacity as well. "Five mornings a week we feed the animals who live on the property, which my daughter loves," Dr. Wright said. "She loves horses, and every morning she gets to feed one." Other volunteers and employees take care of other maintenance tasks around the property.

"The house is old, but it's beautiful... And we're proud to be part of this community."

In February the Wrights, avid swing dancers since 2001, taught a lesson at Swing Dance Long Island's monthly dance, which is hosted in the Frank Brush Barn near the Homestead.

While Dr. Wright and his family do not plan to live at the Homestead indefinitely, it's given them experiences and opportunities they may not have expected when relocating to Long Island. Beyond the novelty of living in a historic house, the Wrights are now active members of a community dedicated to preserving history and educating the public. "The house is old, but it's beautiful," Dr. Wright said. "And we're proud to be part of this community." *A*



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OVERCOMING CULTURE SHOCK IN KENYA

By Sophia Conti '15

When John Rizzi, Ph.D. '14, director of the General Studies Learning Community, planned his writing lesson for third-graders at the Lerata School in Kenya, he included an assignment familiar to many third-graders: How to Make a Peanut Butter and Jelly Sandwich. But upon his arrival, Dr. Rizzi realized that Kenyan third-graders don't eat peanut butter and jelly sandwiches.

Dr. Rizzi found himself in many similar situations during his three weeks among the Samburu tribe in July 2015. Prepared to teach from an undoubtedly Western perspective, he quickly learned to adapt to a new cultural context for any situation, but especially in his lesson plans for third- and fifth-graders.

So what's the Kenyan equivalent of PB&J? Dr. Rizzi chose chapati, a flatbread that is a staple of the Samburu diet. "I asked the school chef to show me how to make chapati so I could guide the class," Dr. Rizzi said.

Dr. Rizzi's willingness to adapt to his new environment served him well outside of the classroom, too. The Samburu are a rural, nomadic tribe, living far from nearly all modern comforts—most notably running water. "Trucks came every week to bring water reserves, and there was very limited electricity," Dr. Rizzi said.

The trip was the result of a collaboration between the Thorn Tree Project, an international education nonprofit, and the Ethical Culture Fieldston School, a Manhattan private school where Dr. Rizzi's spouse teaches. The goal was to foster a cultural exchange, so he co-taught with teachers from

the Lerata School. This certainly helped overcome the language barrier: "Students speak Samburu at home and then learn Kiswahili and English in school," Dr. Rizzi said. "With the communication gap, I definitely had to zero in on my teaching skills."

Dr. Rizzi also demonstrated a more Western style of teaching, which Kenyan teachers found fascinating. "I start my lectures with a question, which creates an exchange of ideas," he said. "It was jarring for some, but the administrators were keen on watching [the American teachers] because we have an inherent skill in engaging students."

But the teachers at the Lerata School were not the only ones learning. For Dr. Rizzi, the experience was life changing in many ways, but especially in teaching. "I had to reconnect with the fundamentals of teaching," he said. "I had to see my lessons through each student's perspective in order to connect with them."

At Adelphi, Dr. Rizzi is an academic tutor and professor for the General Studies program. He has brought some of his experiences in Kenya to light in a different way in his World of Ideas class, in which students examine different philosophies and perceptions of the world. Experiencing an economically disadvantaged educational system has helped Dr. Rizzi bring new perspectives to his class discussions.

"This region is in need of economic resources, but they are rich in culture and compassion," Dr. Rizzi said. "Experiencing their culture was so humbling." **A**





FILM FOR THOUGHT

By Jeffrey Gorney

"Films give life to philosophy," said Martin Haas, associate professor.

To prove the point, in his Modern Condition course, his students explore great thinkers like Nietzsche, Darwin and Marx...and they watch movies.

Haas feels that by its very nature, film makes a compelling way to illustrate philosophical ideas.

One of his students, Sarah Stevens '16, agreed. "It's a great tool. In film you understand concepts fully without anything being said. Theories are illustrated in real-time emotion. Anecdotes are immediate."

"Film is a triple mirror for history," Haas observed. He explained, "You see how film looks at the past, where it was made, and you understand that specific moment in history."

He selects films by topic and significance. When he showed Woody Allen's *Crimes and Misdemeanors*, it sparked a talk about religion, a key theme in the film.

Fire, a film from India about gender relations, was chosen not just for its excellence, but also its international flavor and cosmopolitan viewpoint.

"I showed *Modern Times*," Haas said. He reflected upon Charlie Chaplin's hapless factory worker in that 1936 classic. "Students interpreted it by Marx, Darwin and Andrew Carnegie, and different students saw the film differently. I tell them there is no correct interpretation, only that they defend their point of view with a close reading of the film."

Jacqueline Condon, a junior, recalled seeing *Modern Times*. "We talked about it, about capitalism, and related it to social and political issues. I

learned to analyze films, to make connections and find out what the films are really about."

She likes Haas' open-mindedness. "He doesn't just lecture, but listens and discusses. He lets us decide where the classroom discussion is going while guiding. You become an active participant."

"Film is a triple mirror for history...You see how film looks at the past, where it was made, and you understand that specific moment in history."

Haas' passion for his subject and the way he teaches inspire. In fact, a former student decided to do her senior thesis on Woody Allen based on her experiences in Haas' class.

Haas serves on the board of directors, Cinema Arts Center, Huntington, New York, and he provides review essays for their folios. He recently hosted a film series on race, immigration and migration at the Adelphi Performing Arts Center Concert Hall. Films and discussions included *A Raisin in the Sun*, *West Side Story*, *El Norte*, *Hate* and *Dirty, Pretty Things*. A



“

I love words; I get to enhance them with my work so that people will be drawn to read them, and then I get to share this experience with students. Win, win.”

PATRICIA BUTTICE

Adjunct Professor,
Department of Art and Art History

“

Being an adjunct at Adelphi is special to me because it's my alma mater. I've recommended a lot of students to Adelphi because I think we have the best biology program around. Both of my sons are getting their master's degrees here.”

JOHN PERROTTO, M.S. '88

Adjunct Professor, Department of Biology



“

I can give hands-on advice from the field as a journalist, editor and magazine publisher. The path is twisted and winding, and full of surprises. I love getting to share that with my students.”

LIZA BURBY

Adjunct Professor,
Department of Communications

“

There's a politeness and respect from the students in our department that I find refreshing. I hope they find what they want because they deserve it. They really do.”

ADRIENNE STAMATOS-BORBELY

Senior Adjunct Professor, Department of Music





DESIGNED FOR SUCCESS

International Students Find a Community and a Beloved Mentor in Adelphi's Graphic Design Program

By Amanda Hayman '16

Esther Leslie and Francesco Adriatico, both seniors majoring in graphic design, come from very different backgrounds. Leslie is from Trinidad, and Adriatico hails from a small town in Italy. They each came to Adelphi University to study graphic design, where they currently balance classes with positions as student graphic designers in the Office of Marketing and Creative Services. They also share a mentor in Dale Flashner, M.A. '84, director of the graphic design studios, who helped them further their design skills and develop into professional and well-rounded individuals prepared for their future careers.

Why did you decide to go into graphic design?

Flashner: I think it's part of who I am. Painting, printmaking...I've done all of that. But it was no choice for me when it came to career. I was not interested in any of the fine arts; I wanted to be a graphic designer and create art that has a cause and effect.

Adriatico: What I really love about graphic design, especially print and logo design, is how powerful a symbol or mark or even a typeface can be. It echoes throughout the years.

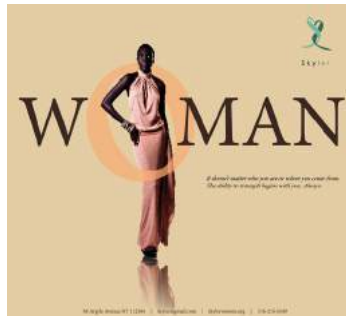
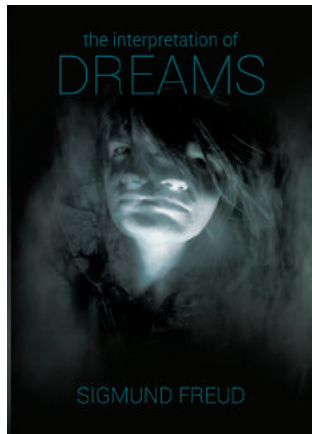
Why did you decide to come to Adelphi?

Leslie: Actually, Adelphi came to me. It came to Trinidad—there was a college fair and one of the things that jumped out at me was the way [the recruiters] presented themselves so respectfully and so welcoming. There was a community, even in how they presented the campus to us. Coming here was one of my best decisions.

Adriatico: Well, because of Dale. I decided that I wanted to study graphic design in the New York area because New York is the city of graphic design and advertisement. I just googled "graphic design, New York" and Adelphi came up. I'm pretty impulsive; I booked my ticket on the 24th of December, and without even an appointment, I came here. The first meeting with Professor Flashner made me realize that I wanted to be here. I didn't apply to any other university. She showed me the program and the course, the studio, the work that the students have done and at that point I was sure that I wanted to be here. I advise all of my friends back at home that want to study abroad that it is a really great experience.

What has your experience been like as an international student?

Leslie: For me, it's been great. Working with the professors has been really amazing. Coming from a place like Trinidad, they deal with situations



very differently from how they deal with them here. The professors here make time to meet one on one.

Adriatico: I found a home here and I'm really happy to be here. I put all of myself into my education and being a good student. I also find a great difference between the education in Italy and here. In Italy we have courses that last one year; it's not like a semester. So being able to see how you can grow in such a short time is breathtaking to me and I enjoy that.

What do you enjoy about mentoring students?

Flashner: When you mentor somebody, you get to know them. It's not just about making graphic design, but watching them evolve into creative thinkers, solving problems more comfortably. It's wonderful to see someone come in, know what they want to do and go out and be ready to do it.

How do you think being mentored by Professor Flashner has improved your skills in graphic design?

Leslie: One thing I appreciate is that she's honest in her criticism. I appreciate the fact that if there are things that bother us, you have a professor you can sit with and actually talk to. She really encourages you to do research.

Adriatico: So far I have never had a professor as great as Dale. She's not just a good designer; she's a good teacher. You can be good at something and not be able to teach that. The critique teaches us to be humble, it teaches us how to critique others without being mean, it teaches us how to speak to people. I

could see my own evolution. And the way she structured that course—we explore the different aspects of graphic design. We are working with real projects out in the world and that's so amazing.

How do you feel about internships?

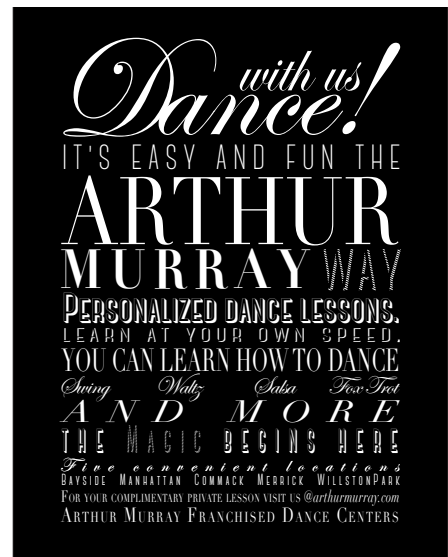
Flashner: Internships for me are a necessary component of any college experience, and they are built into our B.F.A. program. I think it's important to have more than one. You have a wonderful advantage to see how each particular industry works; you learn about marketing, how one conducts business or how people price out a job. And sometimes there's harshness to it. Everyone is not always as gentle as they are in academia. Esther is interning at *Oprah Magazine*, plus she has Adelphi University Performing Arts Center and ESI Design in Manhattan. She is going to garner attention having those names on her résumé.

What are your future plans?

Leslie: I really want to do my master's. I also do want to teach eventually.

Adriatico: I'm interning this spring at Kern+Lead, an advertising agency in the Flatiron District [of Manhattan] that handles all types of projects, from websites to branding and packaging. As much as I love Italy, I love working in New York City. I am from the countryside in a really little town, so the big city for me is something wonderful. I love the possibility of meeting a new person every day and I love the diversity. My ultimate goal is to work for a big company in brand design. **A**


Clockwise: Three samples of creative works from Leslie's portfolio (top), followed by three from Adriatico's (below), created while they were studying at Adelphi.





TAKING JOURNALISM TO



"Adelphi is on the ground during this critical moment in time, this unique moment in history," is how John Drew described bringing 11 students to Cuba for 10 days in January 2016. The student journalists had the opportunity to bear witness to history as they saw firsthand the island nation that has been closed to American eyes for decades. But it wasn't all about sightseeing. Before the trip, the students researched story ideas and pitched them to their faculty editors. As the budding writers, photojournalists and videographers traveled through city and countryside, from Havana to Pinar del Río, they practiced their craft, posting stories, images and videos online at cubastories.com. 







GOOD CHEMISTRY

By Jim H. Smith

The 18th-century building at 16 Freta Street, in the New Town district of Warsaw, Poland, is a rather plain edifice with bits of flourish at the corners. But the namesake for and the symbolism behind its location is weighty. The Muzeum Marii Skłodowskiej-Curie is housed in the birthplace of pioneering female scientist and two-time Nobel Laureate Maria “Marie” Skłodowska-Curie, who discovered the radioactive isotopes polonium and radium and who is equally known for paving the way for women in the sciences. For Sophia King, a senior chemistry major, a stop at Freta Street during her study abroad reinforced her commitment to continuing Curie’s legacy of women in the sciences.

King spent Summer 2015 in Warsaw with fellow senior Diana Chaykina in the company of Adelphi University professor of chemistry Justyna Widera, Ph.D. The three were doing research on nanoscale photocatalysis at Dr. Widera’s alma mater, the University of Warsaw, part of a collaboration she embarked upon in 2014.

King and Chaykina are no strangers to life abroad. King is originally from Guyana, Chaykina from Belarus. Vivian Matubia ’15, who accompanied Dr. Widera and Chaykina in 2014, is from Nairobi. But the opportunity to work with Dr. Widera in a location rooted in the sciences made a significant impact on King, who also visited Toruń, the Polish hometown of Nicolaus Copernicus. “These visits to the homes of great scientists really made our work more real and meaningful for me,” she said.

Conducting research at the University of Warsaw proved to be even more enriching for King. She was able to work with such powerful scientific tools as scanning electron microscopes and a quartz crystal microbalance, a rare and highly sophisticated device that measures mass variations per unit area by observing frequency changes of a quartz crystal resonator.

Matubia echoed King’s enthusiasm: “The facilities at the University of Warsaw were exceptional. It was an opportunity to do research full time and to work with people whose papers I had read.”



Sophia King '16 (right) and Diana Chaykina '16, chemistry majors, spent the 2015 summer researching nanoscale photocatalysis with Justyna Widera, Ph.D., professor of chemistry at Adelphi, at the University of Warsaw in Warsaw, Poland.

Chaykina added, “Not only did I get to see what a bigger university is like, but I was there a full working day, every single day. And I got to meet a lot of people who are genuinely interested in what I’m doing.”

The experience of bringing the undergraduates to Warsaw—where her love of the sciences began—was more than fulfilling for Dr. Widera. She became interested in chemistry while growing up in Wieluń, Poland, a passion that eventually brought her to the University of Warsaw, where she earned her doctoral degree. For two consecutive years now, she’s had the opportunity to open this world of rich cultural and educational experiences to a new generation of women in the sciences. If fortune prevails, she will continue to offer the opportunity for the life-changing experiences that King simply describes as “awe-inspiring.”

Being Interdisciplinary



At Adelphi, light shines in all corners. While some of our students follow a time-proven, laser-like focus, others diffuse their beam, finding multiple ways to shine. Choosing from a variety of options for interdisciplinary study—from the natural sciences to business, cultural studies and political science—our students prepare to meet an ever-changing world while satisfying their ever-evolving curiosity.



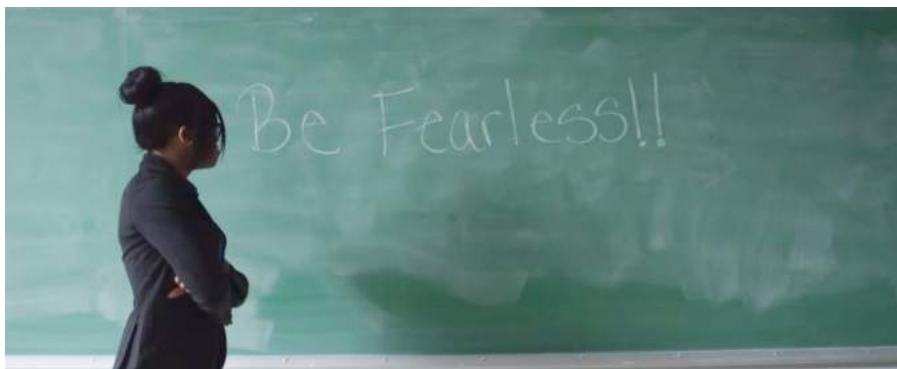
Diana Cristiano '13 looks down as she climbs through the branches. She works for the U.S. Department of Agriculture's Animal and Plant Health Inspection Service.



ACADEMIC DISCIPLINES CONVERGE

By Jim H. Smith

ON A WARM AFTERNOON LAST FALL, DIANA CRISTIANO '13 WAS CONTENDING WITH THE FOLIAGE FOR A COMMODIOUS SPOT HIGH IN THE CANOPY OF A MAJESTIC LONG ISLAND MAPLE. CRISTIANO IS A PROFESSIONAL TREE CLIMBER. SHE COVERS 54 SQUARE MILES IN CENTRAL LONG ISLAND, AS WELL AS PARTS OF QUEENS AND BROOKLYN, FOR THE U.S. DEPARTMENT OF AGRICULTURE'S ANIMAL AND PLANT HEALTH INSPECTION SERVICE, AND SHE WAS UP IN THAT TREE LOOKING FOR A BUG.



Trevena Goulbourne '14, M.A. '15, currently teaches sixth-grade social studies and writing at the Philippa Schuyler Middle School for the Gifted and Talented in Brooklyn's Bushwick neighborhood.

It's an inch-long invasive insect called the Asian long-horned beetle, black with white spots and exceedingly long antennae, and it's a serious pest. The beetle destroys maples and 12 other deciduous species. Since 2013 it has killed more than 2,500 trees on Long Island.

Cristiano has been waging war on the parasite for the past two years. She's also engaged in the USDA's efforts to beat back an advancing army of Lyme disease ticks and, in connection with both tasks, serves as a program safety coordinator.

"I've always been drawn to the outdoors," she said. "This job is perfect for me."

But she's quick to add that she almost certainly wouldn't have found her ideal career if not for Adelphi. Indeed, she arrived at the University as a nursing major and only refocused on environmental work when, as a sophomore, she took what she described as an "inspirational" course in weather and climate taught by Beth Christensen, Ph.D., associate professor and director of the environmental studies program.

"It seemed to me I could make more of a difference in environmental science," said Cristiano, a lifelong Long Island resident. "I grew up on the water and we used to harvest clams in our backyard. When I was 18, however, there was a really bad red tide. Since then we've been unable to harvest clams. It had a strong impact on how I view the environment."

ENVIRONMENTAL STUDIES



Dr. Christensen's program, which offers undergraduate and graduate degrees, celebrated its 20th anniversary last spring. Interdisciplinary in scope, it evolved from two distinct areas of scientific inquiry—earth science and anthropology—and it reflects a growing interest by both faculty and students in the environment and the myriad ways in which it is being jeopardized globally.

"Our focus is on understanding both the environment itself and human interaction with it," said Dr. Christensen, who came to Adelphi 11 years ago. Students like Cristiano prepare for a wide range of careers by exploring the environment through the interplay of technology, culture, economics and politics, then put what they learn to work in research projects near the University and in Greece and Australia. Dr. Christensen, whose research interests are as wide-ranging as climate and sea-level change, southern ocean paleoceanography and reef sediments, directs many of the research programs.

Environmental studies is one of four such interdisciplinary programs at Adelphi. Each was inspired by changing circumstances in the world and evolving academic programs at the University. They exemplify the very notion of liberal arts education.

AFRICAN, BLACK AND CARIBBEAN STUDIES



The oldest is the African, Black and Caribbean

Studies program, which was inspired nearly half a century ago by student and faculty engagement in the civil rights movement of the 1960s. Affiliated with the University's Center for African, Black and Caribbean Studies, the program's 18-credit minor is an intersection of the social sciences, including history, sociology, English, music and the performing arts.

The program is directed by Professor Marsha J. Darling, Ph.D., who arrived at Adelphi in 1999 after back-to-back 10-year appointments at Wellesley and Georgetown, each earning her distinguished teaching awards. Though African, Black and Caribbean Studies had debuted to enthusiasm, interest had declined over the years. Dr. Darling promptly enlisted support from faculty across

"My education in the International Studies program strongly prepared me for the career I plan to pursue... More important, it changed the way I view the world."

disciplines, creating an advisory board that now meets several times each year. The center, meanwhile, provides a means for scholars to explore cultural movements from different perspectives. The minor and the center have become the template for the University's other interdisciplinary programs, each inspired by a significant cultural trend or phenomenon.

"I quickly found that a lot of non-history majors at Adelphi were eager to get involved with the program as we revised the curriculum," said Dr. Darling. Within two years, enrollment had risen from 15 students to 40 and the program has remained consistently popular ever since.

Born and raised in New York, Trevena Goulbourne '14, M.A. '15, is of Jamaican descent. "When I enrolled at Adelphi, I wanted to study something that would help me explain my culture more," she said. "My first semester, I took a course with Dr. Darling and it was amazing. I decided to enroll in the program. I gained a greater understanding of myself and my past, and I learned how to be an effective leader."

A Levermore Global Scholar, member of several honor societies and recipient of a Presidential Leadership Award, Goulbourne currently teaches sixth-grade social studies and writing at the Philippa Schuyler Middle School for the Gifted and Talented in Brooklyn's Bushwick neighborhood.

ASIAN STUDIES



Cristina Zaccarini, Ph.D., associate professor and co-director of Asian Studies, and Lawrence

Sullivan, professor emeritus of political science, launched the University's Asian Studies program in 2003 to offer a broad-based understanding of the region.

"In the history and political science departments, the focus was heavily on Europe," Sullivan explained. "But China was rapidly emerging as the world's third largest economy, and since we introduced the program it has become the second largest. So it was clear that Adelphi needed to add such a program. We were fortunate to have a language professor who was teaching Chinese and added an adjunct to teach Japanese."

Today the popular 21-credit program, which Dr. Zaccarini describes as "boutique," offers concentrations in both Chinese and Japanese as well as courses in many different social sciences and experiential learning opportunities working with immigrant cultures throughout the metropolitan New



Cristina Zaccarini, Ph.D. (pictured), and Lawrence Sullivan launched Adelphi's Asian Studies program because they shared a love for Chinese culture.

York area. "Lawrence and I shared a love of Chinese culture, and that was the inspiration for the program," Zaccarini said.

"In 2015 President Obama and China's



THE MANY FACETS OF VIDEO GAMES

By Dan Rossi '16

Video games are quickly becoming one of the most popular entertainment mediums, with over 1.2 billion people playing games online, on consoles or on mobile devices. Game development increasingly incorporates elements of art and music along with a strong storyline to appeal to a bigger audience and create a more cinematic experience for players.

Adelphi University's computer science department offers a concentration in game development in which students learn everything from basic coding to advanced programming and then go on to create their own video games.

Mateusz Piekut is a sophomore computer science major who's learned everything he knows at Adelphi. "I came to college not knowing the first thing about programming, and now I know how to program in multiple languages," he said.

"I learned how to approach creating different genres of video games," explained Evan Leider, another sophomore computer science major. He's taken Introduction to Video

Game Programming with Lee Stemkoski, Ph.D., associate professor of mathematics and computer science at Adelphi. Leider explained that the class "was a great experience for me because it was the first college class I took that didn't feel like just a class, but more of a fun gathering to learn together." He went on to create a final project in which players explore multiple areas and levels as they fight enemies and collect items.

Leider is also vice president of Adelphi's Gamers and Artists Making Epic Software (GAMES) organization. This group meets a few times a week to play games and even learn the creative process behind them in a fun, cooperative environment. Aside from just the coding, members use various software programs to learn to write music and design levels and characters for their games, among other skills. Leider has also taken classes like Digital Art and Visual Narrative to learn art, cartooning and creative storytelling to incorporate into his games. He encourages students to take similar classes to broaden their interests and expand on skills that they'll bring to designing a game.



Hilda Perez '11 (right) leads a meeting at Salud Para Todos Inc., a Manhattan-based health and wellness company.

President Xi announced the goal of having a million American students studying Mandarin by 2020," she added. "With the Asian studies program, Adelphi is well positioned to play an increasingly important educational role in the cultural exchange between China and the United States."

INTERNATIONAL STUDIES



Like the other programs, Adelphi's 15-year-old international studies program is the result of increased faculty and student interest in the changing face of the world. "The program was initiated by the Languages, Political Science and Business Departments," explained Nicole Rudolph, Ph.D., associate professor and chair of the Department of Languages, Literatures and Cultures and director of the program. "It reflected a number of disparate threads—NAFTA, the World Trade Organization, a larger role in world affairs for the European Union. The faculty wanted new tools to help students interpret these changes and engage."

The interdisciplinary program offers a bachelor's degree with concentrations in either the political science or business tracks. Both tracks integrate "knowledge of how business, politics and science are interwoven across political and cultural boundaries," said Dr. Rudolph. The experiences of alumni have shown it's a highly marketable credential.

Hilda Perez '11, a former member of Adelphi's Levermore Global Scholars program, is a good example. Advancing her already strong language skills, she strengthened her capacity

to contribute to her family's business, Salud Para Todos Inc., a Manhattan-based company that distributes natural preventative and healthcare supplements. Two years after graduating, she was the company's acting vice president.

But Perez was intent on building a business of her own. After completing a Master of Social Entrepreneurship degree at Hult International Business School in San Francisco in 2014, she

launched Savvy Marketing for Good, which helps nonprofit organizations achieve impact. She is about to open a new office in Mexico City, where Perez's Spanish skills will be a significant asset.

While at Adelphi, Seattle native Erica White '15 went to Senegal, where she lived with a host family and conducted a study of the linkages between maternal education and antenatal healthcare. Her experience, which she described as "life changing," was made all the more dramatic when a member of her host family suffered an ectopic pregnancy during the Ebola outbreak. Surviving an arduous trip and overcoming language barriers, the family found a clinic that would perform life-saving surgery.

"I was applying to grad school while this was going on," said White. "That experience and seeing people there suffering from many diseases that would be easily treatable here helped me focus on what I want to do."

After graduating from Adelphi, White enrolled in a Peace Corps Master's International program with an emphasis on Global Health at the University of Washington. Once she completes her first year, she will travel to Burkina Faso, where she will spend 27 months as a Peace Corps health extension volunteer.

"My education in the international studies program strongly prepared me for the career I plan to pursue," she added. "More important, it changed the way I view the world." A

CUSTOMIZED MAJOR

By Josh King, M.F.A. '16

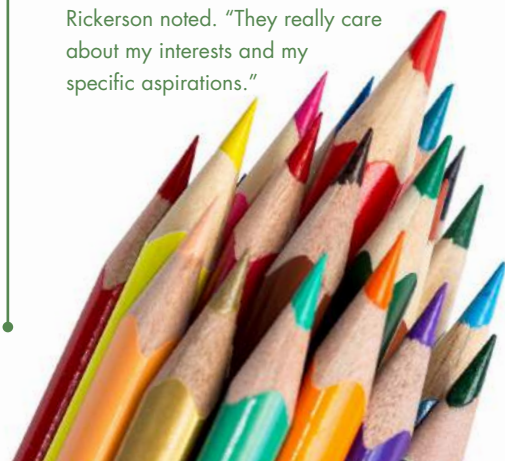
If an interdisciplinary program isn't enough, students can take it a step further by creating their own specialized major through Adelphi's interdisciplinary studies program.

Take, for example, Dariann Rickerson, who created a major that combines public health, sociology and environmental studies. "If you are unsure about what you want to pursue or are unhappy in your current major, interdisciplinary may be the best route for you. Because of it, I am learning so much more about myself and my career path is becoming clearer," she said.

It isn't for everyone, as there's a significant amount of planning involved. According to Ruth McShane, assistant dean in the College of Arts and Sciences, students opting to earn a B.A. or B.S. in Interdisciplinary Studies need to discuss their intended majors with faculty in all areas of their interest and design a curriculum that increases in difficulty while remaining relevant to their intended studies. The program must culminate in a final project, such as a comprehensive term paper.

Understandably, said McShane, only a handful of students per year opt to create their own majors. But, for those who do, the extra responsibilities involved "are not obstacles, but pleasurable experiences," she said, "making full use of their faculty resources and their creative ability."

"I feel so fortunate to have such amazing faculty as my advisers," Rickerson noted. "They really care about my interests and my specific aspirations."





EXPLORING THE WORLD, ONE LANGUAGE AT A TIME

By Rebecca Benison '11

North Carolinian Collin Savage '16 is a French major and Spanish minor who always imagined himself joining the military, like so many others in his family. In the end, his love of language led him to pursue a college education. It's been far from easy for the native English speaker, who previously had only studied French through online courses, and had never spoken Spanish.

"I barely understood anyone else, and not a single person could understand me," he said. "Now, however, I have entire conversations in both languages, and it's amazing."

He credits his professors and fellow students with helping him through the rigorous course work. He's even been inducted into the National French Honor Society and is planning on joining the National Spanish Honor Society this year.

But French and Spanish aren't the only languages he's studied—he also has some background in Arabic, Portuguese, Italian, Russian and German. Why so many? It's all part of Savage's plan to eventually work for the United Nations. Being fluent in French and having experience in multiple languages are undeniable assets for this goal. Beyond that, he wants to communicate with people in the United States and elsewhere who do not speak English as a primary language.

"Growing up speaking English, I can go to nearly any major city in the world and just expect that at least one person will understand me. I want others to feel that same way," he said.

Savage has even been able to put his skills into practice while helping those around him through his involvement in the Levermore Global Scholars (LGS) program. The group offered students the opportunity to get involved in a program teaching English to day laborers in Freeport, New York. The Freeport Trailer

provides
workers
with

connections to jobs, a place to stay dry and warm while waiting for work, and food and camaraderie.

He's also worked at the UN Many Languages One World Conference, in which university students submit essays in one of the UN's six official languages (but not in the entrants' native languages) on the goals of the United Nations. The winners are flown to New York and stay on Adelphi's campus for a week.

"The conversations jumped from one language to the next without ever skipping a beat, and most of the people present spoke a minimum of three languages," he said. "It is honestly one giant family, and I am incredibly honored and proud to be a part of it and plan to work there every year that I can."

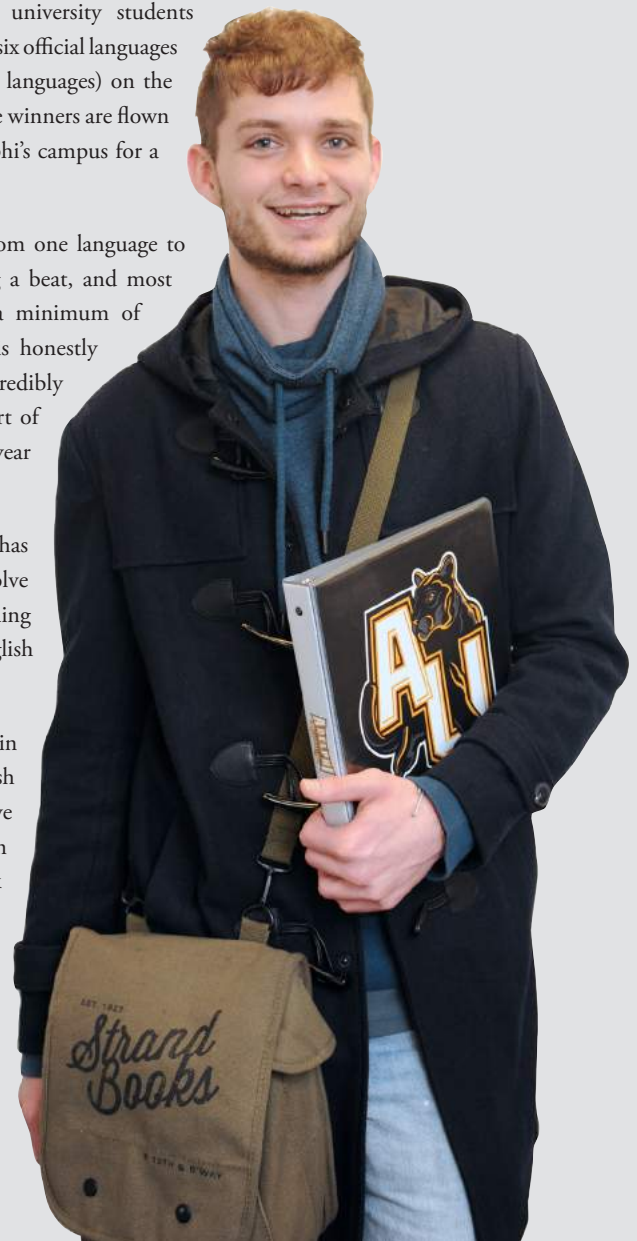
As for the future, Savage has far-reaching plans that involve traveling the world and pursuing graduate degrees in non-English speaking countries.

"I've applied to teach English in the Peace Corps, teach English with a Fulbright, and I've applied to teach English in France," he said. "I want to work in an international environment promoting human rights and sustainable development." **A**

thank you

merci

gracias





A DANCER WITH MANY ROLES

By Susan Delson

Crowdfunding dance performances in public parks? Flash mobs as a key part of a business plan? It's all in a day's work for Melissa Riker '96, artistic director and choreographer of Kinesis Project dance theater and a self-described "businessperson-slash-artist."

The mission of Kinesis Project, Riker explained, "is to place dance in surprising spaces, and to change spaces with dance." Working largely outdoors, often in public places, Kinesis Project democratizes dance, said Riker, taking it "out of the elite" and into everyday life. In October, the company premiered *Secrets and Seawalls*, a work inspired in part by Hurricane Sandy, performed at Fort Tilden in the Rockaways. And this fall at Adelphi, Riker choreographed *Ghost Stories*, a campuswide, site-specific performance collaboration that was a centerpiece of the Fall 2015 *Ephemeral* exhibition.

Since starting Kinesis Project, Riker has had to be as inventive about funding as she is about her choreography. The company began taking shape around the time of 9/11, when support for the arts dropped dramatically. "We just started scrappy and had to keep going in that way," she said, and that can-do attitude is reflected in the company's multiple business strategies. Performances in public places may mean that ticket sales aren't an option, but crowdfunding allows appreciative audiences to support the work—and they do. In 2015, a campaign to fund the intensive rehearsals needed to complete *Secrets and Seawalls* surpassed its goal, raising a full one-third more than the target figure. Commissions and partnerships with other organizations are



Melissa Riker '96 (middle) is the artistic director and choreographer of Kinesis Project with alumni Molly Rappold '14 and Sasha Smith '14, who danced in Riker's work *DISTRACTION* at Adelphi..

also part of the business plan. Unlikely as it may seem, so are flash mobs. In 2014, Riker and Kinesis Project worked with Pepsi and Flavorpill to create flash mobs in three cities for a Pepsi Super Bowl campaign. To date, Riker and Kinesis Project have created flash mobs for 30 events in the New York area, including marriage proposals and birthday celebrations in Central Park, Times Square and Battery Park. Flash mobs are so integral to its work that Kinesis Project maintains a 600-plus-member Meetup group, Dancing Flashmobs NYC, for volunteers looking to participate.

Riker credits her Adelphi education with readying her for the challenges of being a dancer, choreographer and entrepreneur. As an undergraduate, she studied with dance legends Norman Walker, Carmen de Lavallade and Gelsey Kirkland, among others. The strength of her training, she said, "prepared my instrument, my body, in an extreme way—a wonderful way." At the same time, she was a student in the Honors College, which honed her capacity for "questioning things," and for the independent thinking that she finds so valuable in running Kinesis Project.

Riker's involvement with dance at Adelphi has continued. In addition to *Ghost Stories*,

"Working with Melissa is really fun... her material makes sense on my body. It feels good to do her movement."

she choreographed projects for the two previous *Ephemeral* exhibitions, and looks forward to more collaborations with Adelphi dancers. "They're so trained, and so beautiful as technicians," she said of the students. "The level of power they're able to exude as performers is really satisfying." The Adelphi University Performing Arts Center (AUPAC) hosted Kinesis Project as a resident company in Summer 2014, culminating in a production development performance of *Secrets and Seawalls* that was crucial to the work's creative evolution.

As a student in the dance department, Molly Rappold '14 was a performer in *DISTRACTION*, Riker's work for the first *Ephemeral* exhibition, and again when the piece was presented this summer at the Brooklyn Botanic Garden. "Working with Melissa is really fun," Rappold said, adding that "her material makes sense on my body. It feels good to do her movement." Riker's work is also inspiring on another level. Being a dancer is a difficult lifestyle, said Rappold, and "to see someone who started at the same place I started—to see what she's created for herself and for the dance community—gives me a lot of hope. It makes me think that I'm in the right place and I'm doing the right thing." **A**



ADELPHI'S NEW LITERARY COMMUNITY

By Josh King, M.F.A. '16

There is no set path for a graduate of the M.F.A. in Creative Writing program.

One can plan to publish a book, write for screen, work in publishing or, in the case of Danielle Barnhart '15 and Iris Mahan '14, start an all-encompassing writers' haven. Village of Crickets publishes a journal and website, hosts public readings and discussions, showcases students' work and holds interviews with notable writers and Adelphi University faculty and alumni.

"We were both feeling apprehensive about what it would mean to be away from our little M.F.A. community," Mahan said. "We didn't feel like we fit in to the larger literary landscape just yet. Village of Crickets came out of that feeling. We wanted to create a space for both established and emerging writers and artists to share art, to share craft."

Barnhart and Mahan found their inspiration at Adelphi and in the Spanish concept of *duende*, or soulfulness. Associate Professor Jacqueline Jones LaMon introduced them to Gabriel Garcia Lorca's essay "The Play and Theory of Duende" and poet John Murillo underscored the concept when he spoke to students in the M.F.A. program.

"That really set the tone for what we wanted

to focus on," said Mahan. "We want to be kind of dirty, kind of gritty, kind of lived in. Our main goal is inclusion, is giving, is sharing." Village of Crickets has hosted events at Adelphi's Manhattan campus and the infamous East Village KGB Bar. The first event was titled "Communing With the Dead: An All Souls Reading of Spooky Prose by Candlelight." Held, appropriately, on

October 30, it featured Catherine Chung, assistant professor, and Arli Middendorf '11, M.F.A. '13, adjunct professor. A November 3 reading celebrated the release of *Brief Encounters: A Collection of Contemporary Nonfiction*, and featured Professor Martha Cooley.

After a year of successes, there are no signs of Village of Crickets slowing down. This spring they will host a panel on *duende* at the Association of Writers & Writing Programs

"We wanted to create a space for both established and emerging writers and artists to share art, to share craft."

writers' conference in Los Angeles, the largest literary conference in North America. They will also be working on the second issue of their annual journal *The Blind Archer*, launching a series of discussions between poets and graffiti artists. They plan to publish a chapbook and start a podcast and are looking into nonprofit certification. "Most of all," Mahan said, "we want to move in the direction of servicing the marginalized in our communities, providing a place for voices that aren't typically heard in the mainstream." A

THINKING BEYOND THE HEADLINES

By Avital Louria-Hahn

When Criminal Justice Program Director Stephanie Lake, Ph.D., tackles a charged subject like race and police brutality, she brandishes what she describes as her “scholar-activist” passion, enlisting her students in organizing and participating in events that probe behind the headlines.

Case in point: In March 2015 the Criminal Justice Club participated in “The Truth Telling Project: A Truth Initiative for Ferguson and Beyond,” in which speakers who had attended the Ferguson demonstrations shared their experiences witnessing police brutality. It was just one of more than a dozen events the criminal justice program and club have initiated or participated in.


“This is a model of educational activism we have embraced on campus. It is a way to empower people to see that all significant social change is from the bottom up.”

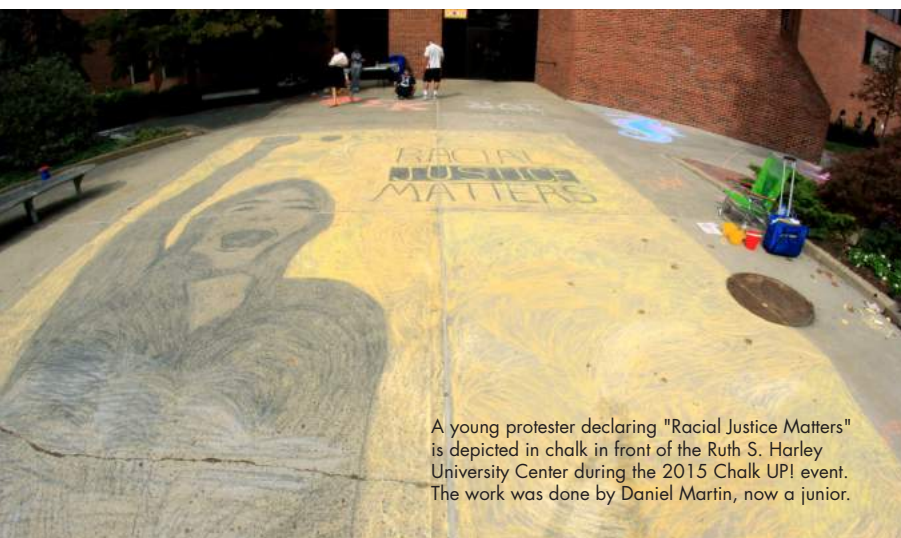
Caterina Velazquez, a junior and member of the Criminal Justice Club, said she finds hearing the perspective of people of color who have experienced brutality “eye-opening.” Criminal Justice Club Vice President Shayla Clarke '16 said these events are impactful because “they not only inform us about the good and bad of the system, they make us take a step back and try to figure out how we can change it.”

“While the primary goal is to educate, we take it a step further and engage,” Dr. Lake said, adding, “This is a model of educational activism we have embraced on campus. It is a way to empower people to see that all significant social change is from the bottom up.”

The project was led by Conversations on Race and supported by the Criminal Justice Program, the Collaboration Project and the Racial Justice Alliance. The Criminal Justice Club also held its own event on Ferguson, “Know Your Rights, Above the Law: Police Brutality and Reform,” with Jason Starr of the ACLU’s Nassau County Chapter. Starr “focused on the rights one has as an individual under the Constitution when searched or detained” said Sophia Parisi '16, Criminal Justice Club president. Parisi found such events memorable because “faculty, students and others were willing to collectively address and discuss racial injustice and rethink the role of police in societies.”

At Chalk UPI, sophomore Daniel Martin “inspired the campus with a large, powerful image of a young black protestor with fist raised high, declaring ‘Racial Justice Matters,’” Dr. Lake said. Another display included the last known words of Trayvon Martin, Michael Brown, Oscar Grant and Eric Garner, four men who died at the hands of police or law enforcement. Following Garner’s death came “We Can’t Breathe: A Discussion on Race, Police Use of Force and the Law: From Mike Brown to Eric Garner and Beyond.” The event drew 100 participants and followed a “die in” in which 40 people protested by lying on the ground.

Dr. Lake, who is also a sociology department faculty member, joined Adelphi in 2002 to start the criminal justice program. “I consciously created a program with a foundation in the social sciences,” she said. Dr. Lake continues to bring that commitment to putting principles into practice to Adelphi today. 



A young protester declaring “Racial Justice Matters” is depicted in chalk in front of the Ruth S. Harley University Center during the 2015 Chalk UPI event. The work was done by Daniel Martin, now a junior.

Under the Collaboration Project’s 2015 theme Racial Justice Matters, the Criminal Justice Program and club participated in about a dozen events, including:

- The Chalk UPI art project
- Justice for Kenny, for Kenny Lazo, a Bay Shore man who died in police custody
- A trip to Rikers Island
- Firsthand account of Raymond Santana from the exonerated Central Park Five
- Dr. Lake’s ongoing participation in panels, like one on ISIS, “Terror in Paris”



Peter Lipman-Wulf in the studio (right) sculpting a bust of Richard Neutra, architect of Adelphi's Swirbul Library; Lipman-Wulf's work, *Antheor*

AN EXPRESSION OF GRATITUDE

By James Fleming

"He could have taught almost anything. He was knowledgeable about so many things," said Barbara Lipman-Wulf '71, Ph.D., about her husband, Peter Lipman-Wulf, who was a professor of art history and sculpture at Adelphi for 12 years. "He taught more than art history and sculpture. He taught students about life."

In 2013, Dr. Lipman-Wulf established the Peter Lipman-Wulf Art/Art History Scholarship at Adelphi to honor her late husband, who passed away in 1993. "It's about leaving a legacy at Adelphi and assisting students," said Dr. Lipman-Wulf about why she decided to establish a scholarship endowment to support undergraduate students majoring in art or art history.


During World War II, Dr. Lipman-Wulf was an adolescent living in Germany. She fled Germany for Sweden in 1955 during the Russian occupation. It was in Sweden in 1960 that she met Peter Lipman-Wulf.

Peter, who was born in Berlin in 1905, was an accomplished printmaker and sculptor. He had won the 1928 Prussian State Competition and was commissioned by the city of Berlin to do several sculptures. The rise of the Nazis, however, prompted him to flee to France in 1933, where he was awarded the gold medal at the 1937 Exposition Mondiale in Paris.

Two years later, with many other artists and intellectuals, he was sent to the French internment Camp des Milles near the village of Les Milles. He joined the French Army in the Alpine division before emigrating to the United States in 1947, where he continued his art career and completed his best-known work, *Wedding Rings*.

Dr. Lipman-Wulf moved to the United States shortly after meeting Peter and, in 1961, the couple was married. That same year, Peter was offered a teaching position at Adelphi. Five years later, Barbara joined her husband at the University as a student.

"I wanted culture, knowledge and all the things I had been missing," she said. "I was expelled from school in Germany for refusing to join the Communist Youth Party. So Adelphi not only prepared me for my future, but it helped me heal the wounds of my past." Dr. Lipman-Wulf used her Adelphi degree to launch her career as a poet and writer. She received an M.A. in 1972 and earned a Ph.D. in 1979 from Stony Brook University, specializing in German and Scandinavian literature.

"Adelphi gave Peter the opportunity to teach and gave me the opportunity to learn," she said, "We were both grateful for that." 

10 UNDER 10

There is a commonly held belief that it takes years to rise through the corporate ranks, establish a successful business or have an impact in one's chosen career. Our 10 Under 10 program disproves this notion and recognizes successful young alumni who have achieved their goals even before celebrating their 10-year reunions. The College of Arts and Sciences proudly presents seven of these young alumni, already shaping the future.

To read their profiles and nominate a 10 Under 10 candidate for 2017, visit alumni.adelphi.edu/10under10.



AKHIL KETKAR '08
ANALYST, WEISS ASSET MANAGEMENT



ADAEZE UDOJI '08
ASSOCIATE ATTORNEY,
SHEARMAN & STERLING LLP



CHRISTIAN FUNDO '07
FOURTH-YEAR ASSOCIATE, LATHAM &
WATKINS LLP



ANTHONY BONOMO JR. '09
LAW STUDENT



WILBUR ASHELD '06
CARDIOLOGY FELLOW



HANNAH DOTY '12
FOUNDER, V.I.P. HOSPITAL PRODUCTIONS



SEAN MAGALDI '09
ASSOCIATE PASTOR, ST. PATRICK'S CHURCH
CATHOLIC CHAPLAIN, STONY BROOK UNIVERSITY

NEW FACULTY

Hannah Smith Allen

ASSISTANT PROFESSOR OF ART

Allen earned an M.F.A. in Photography, Video and Related Media from the School of Visual Arts in New York. Prior to her appointment, she was director of photographic operations and an adjunct professor at Adelphi. Her artwork considers how images of war shape our psyche and history.



Michael D'Emic, Ph.D.

ASSISTANT PROFESSOR OF BIOLOGY



Dr. D'Emic comes to Adelphi from Stony Brook University, where he was a research instructor in the Department of Anatomical Sciences. His research focuses on the evolution of body size, the physiological mechanisms behind those

changes and their ecological effects, and works in particular on the evolution and ecology of sauropod dinosaurs.

Alexander Heyl, Ph.D.

ASSISTANT PROFESSOR OF BIOLOGY

Dr. Heyl was group leader at the Dahlem Centre of Plant Sciences in Berlin, Germany, and group leader at the Institute of Biology and Applied Genetics at Freie Universität Berlin before coming to Adelphi. His research focuses on the evolution of signaling systems and the signal transduction systems of the plant hormone cytokinin as a model.



Ivan Fabe Dempsey Hyatt, Ph.D.

ASSISTANT PROFESSOR
OF CHEMISTRY

Dr. Hyatt comes to

Adelphi from University of North Carolina at Greensboro, where he was a postdoctoral researcher. His research interests include inventing efficient methods to cheaply make pharmaceuticals, and designing molecular light switches that turn on when they sense a cell is under stress from disease, like cancer.

Cornelis Jan (Kees) Leune, Ph.D.

ASSISTANT PROFESSOR OF MATHEMATICS AND
COMPUTER SCIENCE

Dr. Leune served as information security officer from 2007 until his appointment to the Department of Mathematics and Computer Science in January 2016.

He has also taught courses in the Robert B. Willumstad School of Business. His research interests focus on privacy, cybersecurity and the Internet of Things (IoT).



RETIREMENT

Paul Mattick, Ph.D., professor of philosophy, will retire in August 2016 after a distinguished career of scholarship and teaching. He received his doctorate in philosophy from Harvard University in 1969 and held faculty appointments at several institutions, including Rutgers University, the University of Massachusetts, Boston, and Bennington College, before joining Adelphi in 1989. He also held research positions at the University of Pennsylvania, Columbia University Center for the Social Sciences and New York University, among others. An internationally known


scholar, Dr. Mattick has published numerous articles, catalogue essays and reviews, and has regularly lectured in the United States and abroad. He is the author of several books on economic theory, art criticism and aesthetics; his most recent is *Business as Usual: The Economic Crisis and the Failure of Capitalism* (London: Reaktion 2011). At Adelphi he taught Ethics and Morality, History of Philosophy and Critical Thinking Skills: The Analysis of Arguments in Everyday Thought.

IN MEMORIAM

It is with great sadness that we announce the unexpected passing of beloved art professor Thomas McNulty. He earned his M.F.A. from the University of Indiana, Bloomington, in 1976. He joined Adelphi University as assistant professor in 1987 and retired at the rank of professor in 2011. During his years here he taught courses at all levels of the art major and had a particular fondness for the Freshman Art Seminar, which he saw as an excellent opportunity to get to know the new majors and bond with them. His other regularly taught courses were 3-D art and a graduate sculpture class. In the summers he co-led a study abroad course in Florence, Italy, and he continued to do so after

his official retirement from Adelphi. He is remembered by all for his kindness and humanity and for his generous mentorship of students and faculty. Professor McNulty was an established artist who worked in a variety of media including sculpture, relief, drawing and painting. In his artist's statement he wrote: "My work is about the simple act of looking. I am especially drawn to simple common objects—a peach, a bottle or a table. Using a variety of material and working in the age-old medium of relief sculpture, I present these things stripped of unnecessary elements while retaining their essential and archetypal features."



LOW POLY PANTHER by Francesco Adriatico "To create this piece, I took one of the most iconic symbols of the University and tried to give it a new look. As a first step, I photographed my inspiration, the panther statue on campus. I knew I wanted to do something minimal, but I didn't want to go for a design that could be too flat, so I decided to create something that had flat colors, yet retained three dimensions using a polygon mesh with a low number of shapes. Instead of focusing on the shape of the panther, I tried to focus on the light and shadow that the sun casts on the sculpture. This helped me narrow down simple triangular shapes of different shades that all together would create the panther's form." 



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