

• **Special points of interest:**

- Provost Lecture on Colonialism
- Point of Pride
- York Scholarship Center
- Faculty Cross-Cultural Research Activities
- Multicultural Africa
- Aviation Lecture

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Using Podcasting to Enhance Student Learning

by Wenying Huang-Stolte, Daniel Phelps and Che-Tsao Huang

The word podcasting is derived from iPod and broadcasting. It is a technology to distribute digital media files over the internet through the publish-subscribe model. It can be in the format of audio-only, video, or audio with visual presentation. The audio-only file can be recorded by a digital recorder, and played by a computer, laptop, an iPod, or any other MP3 player. The ones with video or graphics can be played using iTunes, QuickTime, or video iPod.

Since its appearance podcasting has been widely used in higher education (2006 Horizon Report). Some faculty record the whole lecture for podcasting. Others pre-



Professor Donna Chirico displays her podcasting recorder

pare short episodes, each lasting 5 to 10 minutes and presenting one concept. Some faculty ask students to listen to the podcasts before coming to class so that the class time can be spent for discussion (Read 2005).

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York at New York Science Fair

On Saturday February 2, and Sunday February 3, 2008, the New York City Department of Education and the College NOW program held the annual *New York City Science and Engineering Fair* for New York City high school students. The event was organized by the CUNY College

NOW program, sponsored by CUNY and held at the City College of New York. Approximately 500 posters the result of research projects by high school students were presented. The research posters reported work in science, mathematics, engineering, med-

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Interdisciplinary Perspectives on Colonialism

by Dr. Leslie Keiler

On February 20th, the York College community, including approximately two-dozen students, gathered for the third session of the Provost's Lecture Series. Drs. Laura Fishman, Hamid Bahri, and Kelly Baker Josephs presented "Interdisciplinary Perspectives on Colonialism," bringing their disciplinary expertise and perspectives to illuminate this phenomenon that transcends time and space shaping the lives of both the colonizers and the colonized. Using the tools and priorities of their own disciplines, these scholars explored the ways in which colonizers and colonized have used and perceived language and religion to control and interpret their experiences. They described the tensions of using records and even the language of the colonizers to understand native experiences, as well as changes in their respective fields as scholars explore and explain these challenges.

Prof. Linda Grass represented the Provost Lecture Series committee as host. After opening the session, Dr. Grasso introduced Prof. Howard Ruttenberg, Chair of the Department of History and Philosophy, who himself introduced each speaker and placed their work in historical and etymological context.

Dr. Fishman opened with a description of the ways in which historians' views of colonialism and the study of this phenomenon have evolved and become more complex over the past century. She explained the movement from viewing colonizers as heroes, to an acknowledgement of indigenous people while still focusing on the actions of the colonizers, to an attempt to understand the interactions and mutual impacts of natives and newcomers while still relying on the only written record available, that of the colonizers. To illustrate this final stage, Dr. Fishman shared her historical research examining seventeenth century Yves d'Évreux's writing about colonization of the Brazilian Tupinamba. She

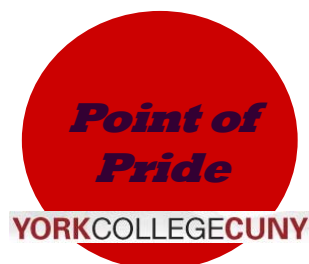
argued that the French Catholic missionary's interpretations of native practices through a European lens allowed him to see the potential for his work spreading Christianity. According to Dr. Fishman, d'Évreux focused on commonalities between the missionaries and natives, seeing the natives' religious beliefs as evidence of the universality of the Christian God and behaviors to which he objected as evidence of the devil. The latter, then, needed to be changed in order for the Tupinamba to live as good Christians, which constituted a primary effect of the missionaries on natives who experienced these changes to their culture. Dr. Fishman's argument that the attitudes and actions of the Tupinamba affirmed d'Évreux's sense of self and provided propaganda to continue his work revealed the impact of the natives on the colonizer. Thus, her work exemplifies the current efforts of historians to develop a holistic picture of colonialism.

Dr. Bahri examined the conflict that North African writers have experienced while selecting in which language to create their novels. Using the resources of language and cultural studies, he presented the challenges these Arabic-speaking authors have faced in communicating their ideas and experiences in the language of the colonial power, as well as the critique of this practice within the community. Dr. Bahri explained that the source of the tension is the history of colonial suppression of native language, separating the people from their own country and culture. He argued that some authors from the Maghreb—Algeria, Morocco, and Tunisia—have attempted to use the French language in order to "write Arabic," describing the benefits and frustrations of this solution to the language dilemma. For example, while authors have incorporated Arab mythologies into their French texts, in some texts nostalgia for the Arabic language still comes through.

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aN ArtiStic sYnThesiS in brOoKlyN

by Ryan Seslow, Dept. of Performing and Fine Arts



This is a note to share with you a recent project that I have been a part of for the last year. The project, to my surprise has reached the recent attention of several publications including the *NY Times*, *The Brooklyn Papers*, *The Saatchi Gallery Blog*, *The NY Sun*, and has just recently won an international design award in "HOW" Magazine's International Design Annual.

In early 2007 I was hired and commissioned as the official artist for the Brooklyn Wine Company (a new brand of wine that was created by the owners of the *Red White & Bubbly* store in Park Slope, Brooklyn.) The commissioned project included designing an illustration of the historic Brooklyn Bridge that would serve as the company logo, as well as the illustration for the packaging on the new brand of wines. The company enjoyed the illustration/logo (plus my personal art) so much that they asked me to add my signature on the actual labels.



Ryan Seslow installation at Red White & Bubbly in Brooklyn.

The company also commissioned me to create a monthly installation in their public window space on 5th Avenue in Park Slope. The idea with the window installations were to ac-

tivate and create a new public awareness for contemporary Art in a non-traditional space. This was a collaborative idea that developed with the company owner, Adam Goldstein. The project continues to date but I am posting the first 12 months/ installations of the commission.

The company has great support for contemporary art and emerging artists.

Here are several links that you can browse through as the project continues through 2008 - 2009:

How Magazine Award announcement:

<http://www.era404.com/media/archive/?mid=125>

The NY Times:

http://www.nytimes.com/2008/02/20/dining/20stuff.html?_r=3&ref=dining&oref=slogin&oref=slogin&oref=slogin

Saatchi Gallery Blurb:

http://www.saatchi-gallery.co.uk/blogon/2007/06/ryan_seslows_public_installati.php

The Brooklyn Papers:

Recent 03-08

http://www.brooklynpaper.com/stories/31/10/31_10_tasty_restaurant_gossip.html

http://www.brooklynpaper.com/stories/30/16/30_16bklynwine.html

The NY Sun:

<http://www.nysun.com/article/68785>

View the 12 Monthly Window Installations:

<http://www.flickr.com/photos/rmsmovement/sets/72157600023631078/>

View a Video of one of the actual Window Set Ups:

<http://www.flickr.com/photos/rmsmovement/2094466608/in/set-72157600023631078/>

Perspectives on Colonialism

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Dr. Bahri further proposed that using the language of “the other” has allowed some authors to explore ideas that might have been taboo in their native tongue. He described the decisions of some authors, including Rachid Boudjedra and Kateb Yacine, to use either Arabic or dialectic Arabic to reach an Arab audience. Dr. Bahri’s work illustrates the continuing cultural and linguistic impacts that colonialism has on the colonized population and the ways in which the colonized people work within and work to change the framework created by colonialism.



19th century colonialism in action

Dr. Josephs, in her presentation “Religious Exchange: Anti-colonial Appropriations of God,” used *The Hills of Jamaica* by Sylvia Wynter to explore the ways in which Jamaican authors use religion as a tool to invert colonial hierarchies. Through literary analysis, Dr. Josephs explained that literary characters inspired by historical figures reveal the struggles of those at the bottom of colonial hierarchies to create religions that reflect and empower them. She described the ways in which colonial Christianity and its view of

heaven reflected and supported the racialized hierarchy controlling the economic processes of colonialism. According to Dr. Josephs, Wynter based her character Moses Barton on a Jamaican religious leader, Bedward, who had 10,000 followers. Both the character and the historical figure developed a concept of a black God and sought to invert colonial hierarchies, continuing but reversing the master and slaves relationships. In her novel, Wynter traces Moses’ journey from prophet, to being put into an asylum after a failed attempt to fly to heaven, to leading a new settlement, to final crucifixion.

In conclusion, Dr. Josephs challenged the audience to consider the reasons that such figures in colonial history and literature are worthy of study rather than being disregarded as simply mad. She argued that their effect on Caribbean culture, the relative success that they achieved in terms of numbers of followers and prominence in colonizers’ historical accounts, and the fact that Caribbean writers continue to tell their stories, make them central to understanding colonialism in the Caribbean.

Discussion following the talks continued to probe these issues, adding perspectives of politics and economics to further highlight the range of disciplines that scholars and students can use to understand the complex concepts of colonialism examined in this session.



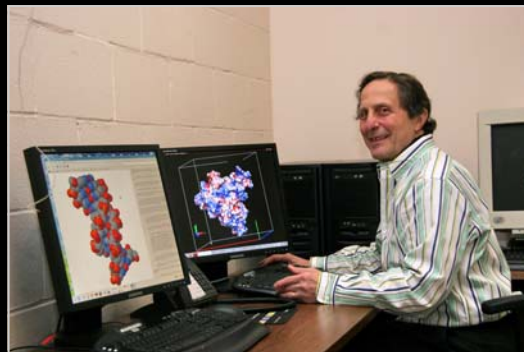
Dr. Leslie Keiler, Assistant Professor of Teacher Education, was a panel member for the second session of the 2007-2008 Provost’s Lecture Series focusing on research on the role of field experiences for developing teachers.



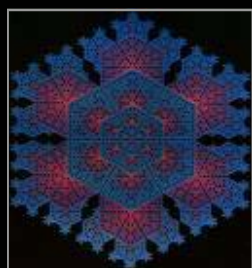
York College

2008 provost lecture series

What Do Opera and Computational Chemistry Have in Common?



Scientific researchers have discovered the power of what is being called the third branch of science: computer simulation. Frequently, the ability to perform exceedingly complex calculations unlocks the door to a new understanding of nature. This talk by Professor Angelo Rossi will demonstrate how extremely fast computers can play an integral role in the ability to understand important problems such as the misfolding of proteins implicated in Alzheimer's disease and the binding of a protein to RNA, a crucial factor in the Human Immunodeficiency Virus (HIV) life cycle.



+



Tuesday, April 8, 2008 at 1:00 p.m.

Lecture Hall 4M05

Light refreshments following lecture



Using Podcasting

Cont.'d from p.1

For many students there is little or zero learning curve to use the technology as they already use it for entertaining. Podcasting provides portability in learning and increased learner control. Students can carry an iPod or MP3 player and listen to it on a subway, while driving, or doing chores. They do it whenever or wherever they want. They can also listen to a particular section of a lecture as many times as they want. All of these allow students to interact more with the course content at their convenience. Podcasting lectures are especially valuable for students whose first language is not English. In the case of distance education, audio adds another dimension to the presentation of the content, especially for the auditory learners.



Kyle Dabrowski, Communications Technology major, edits and posts podcasts to the York College website

Podcasting at York College

The Educational Technology Center at York College started to pilot podcasting lectures in Spring 2006 with Prof. James Como for his Speech 101 class. The equipment for podcasting lectures was purchased with the support of the student technology fee. To make sure that faculty can concentrate on teaching rather than technology, the student technical assistants majoring in Communications Technology and the staff at the Center take the responsibility to transfer the recorded lectures to computer, compress and convert files to MP3 format and up-

load them to the podcast server. Since Spring 2006 several faculty members have podcasted their lectures. These include professors James Como, Howard Ruttenberg, Debra Swoboda, Donna Chirico, Jay Seitz, Bill Divale, Casandra Sibilin, and Alan Winson. Currently most of the faculty at the College podcast the entire lecture. However, Prof. Divale who teaches asynchronous courses prepared short lectures on different topics accompanied by PowerPoint presentations, while Prof. Winson who teaches a hybrid course divided his lectures to short episodes for podcasting. With improved technology options there will be more and easier tools available to podcast course content and to fit different teaching/learning styles.

Students' responses

In order to gauge students' perceptions on podcasting lectures and see how they utilize them, surveys were conducted in the Spring and the Fall of 2006. The results showed that more than half of the students in these classes used podcasting lectures. Of those who downloaded, almost all found them useful. Over seventy-percent of students participating in the survey said that they would be very likely to download podcast lectures in future classes. Students also indicated that they would be more likely to use podcast lectures for difficult material and heavily detailed lectures, lectures with formulas and equations, to fill in gaps in note-taking, or when missing a lecture. Over half of the students would be more likely to use podcasting if it includes video or visual presentation. Some students also indicated that they need better instructions on how to use podcasting and better access to computers.

Global responses

As the podcasting lectures at York College have open access, they can be downloaded from anywhere in the world. Some faculty received feedback from the world audience applauding their lectures. Prof. Ruttenberg received email messages from an adult learner in Ireland who continues his education with Prof. Ruttenberg's

philosophy lectures, and an engineering student in China who found his lectures enrich her thinking. Among others, an email from a student in Poland to Prof. Chirico is extremely moving. Following are excerpts of the message (S. Meczykowski, personal communication, December 4, 2007):

Dear Prof. Chirico,

I'm sorry for taking your time but I hope you'll like this e-mail. I'm a student of psychology at the Jagiellonian University in Krakow, Poland, now in my fifth year (which means I'm getting my MA degree this coming year), and as much as I hate writing letters I think I owe you this one.

A couple of months ago while aimlessly surfing the Net I came across a series of lectures on History of Psychology, by some Prof. Donna Chirico from York University. Serendipity, that's what it's called in English, isn't it? I downloaded them into my MP3 player and honestly, for quite some time couldn't stop listening.

So I honestly couldn't believe it was History of Psychology I was hearing, listening to the flowing, exciting and passionate narrative on my iPod. It actually made me think about a couple of things which I'd like to share with you.

1. I have no idea if my Polish experience generalizes to the whole of Europe but the style and manner of teaching is so different here and in the USA. Listening to your lectures I felt you actually WANTED to teach your students, trying to involve them in your lecture and making sure they thoroughly understood any new concepts and nomenclature you introduced.

That's not the case at my university. My professor of History of Psychology (and he's not the only one), intelligent and accomplished as he is, didn't particularly care about the reception of his lecture. We were supposed to know all the background in advance, there was no discussion during the lecture and questions, if any, were supposed to be intelligent.

2. Which brings me to the second point. It was amazing (hair-raising at times though) to hear the kinds of questions that your students

asked you (and were not at all afraid to!). At my university ... if you dared ask a question and weren't put down for it, the answer was always so convoluted you still didn't know. A simple answer or explanation would mean simplifying the complex subject of human mind and behavior that we were supposed to study....

I don't mean this letter to be a fruitless complaint as to the teaching style of my university professors. I rather want to say what an eye-opener your lecture was as to what a delight studying psychology may be (instead of a satisfying but laborious toil). I've recommended your lecture to some of my friends and they all agree how interesting it is. So I'm writing this letter to let you know that it's not only York students you are teaching and influencing but a growing number of psychology students in Poland (in Krakow and Gdansk, these are the ones I know of) and probably in other countries too.

The world has shrunk quite a bit since the Internet has become so widespread. It's amazing and inspiring to have access to the greatest minds at the touch of a button and to such wonderful educators as you are.

So this letter, chaotic as it is, is actually a big thank-you. In one of your lectures you said how inspired you were and proud to be a teacher after a Broadway show that you saw. Now at least you know what a reach you have and how far your influence goes.

*Take care. Best wishes from Krakow.
Slawomir M.*

This message and others, as well as those from York students, show the enormous impact that the inspiring lectures by York faculty can have. The technology has made education more accessible and what people at York College do more far-reaching. It also increases the visibility of the College and enhances its reputation.

The University's rich-media audio/video podcasting project

Different media support learning in different ways, and deeper learning can be achieved by

Cont.'d on p.8

learning the subject from text, audio, and visual presentations and interactions. Rich-media podcasting will provide the possibility of integrating all these presentations for a subject into one learning unit. For example, computer animation can be used to illustrate how a molecule vibrates in a 3-dimensional environment. Students can select different normal modes to view different vibrations. This helps students visualize a concept. If accompanied by an audio explanation, it can greatly enrich student's learning experience. Podcasting can also support students with different learning styles and make their learning more interactive.



Professor Howard Ruttenberg lectures in class with a lavalier microphone.

In order to better utilize podcasting technology, the University initiated the "Rich-media audio/video podcasting project" this Spring. This project will use Apple's iTunes U platform integrated with Blackboard which makes podcasting content publication as simple as a few clicks. York College is one of the campuses on

the pilot project that aims to identify the best practices of using rich-media audio/video podcasting to enhance learning. The York Team led by Dean Dana Fusco will support faculty to explore the pedagogical possibilities of rich-media podcasting, assess the impact of such instructional design to student learning in general and that of ESL/ELL students. (Interested faculty can contact Dean Fusco for more information.)

The advances in information and communications technology provide more opportunities for pedagogical innovation. However, using a new technology does not yet guarantee improved learning. What are the strengths of different media? What are the possibilities of rich-media podcasting in instructional design based on sound learning theories? How to best use it to improve student learning? We hope all of the faculty can participate in the discussion and exploration of such questions. The aims are to make teaching more effective and efficient, and to better help students achieve their learning goals.



References

- 2006 Horizon Report (2006). *EDUCAUSE Learning Initiative*, retrieved March 4, 2008 from <http://connect.educase.edu/Library/ELI/2006HorizonReport/36702>.
- Read, B. (2005). "Lectures on the go." *Chronicle of Higher Education*, 52(10), A39-42, retrieved July 19, 2007, from Academic Search Premier database.

"The first rule of any technology used in a business is that automation applied to an efficient operation will magnify the efficiency. The second is that automation applied to an inefficient operation will magnify the inefficiency."

Bill Gates



President Marcia V. Keizs

Extends Thanks and Congratulations To the Entire York College Community For Sterling Contributions to the Successful March 2-5, 2008 Re-Accreditation Site Visit By The Middle States Commission on Higher Education

Faculty at NYCSEF

Cont.'d from p.1

icine, social and behavioral sciences among others. Judging the competition were scientists and educators from high schools, colleges, universities, research organizations and foundations. Students presenting were drawn from all New York City high schools – from the better known specialized high schools to the regional high schools. The students of York’s own specialized high school presented posters in mathematics. Judges and visitors shared the student presenters’ enthusiasm for their research projects and the excitement of presenting their own work.

Among the judges was a group of York science faculty. Professor Robie from the Department of Chemistry, profes-

sors Levinger and Beaton from the Department of Biology, Professor Khandaker from Earth and Physical Sciences and Acting Dean Panayiotis Meleties. Professor Robie judged chemistry posters, professors Levinger and Beaton Biology posters and Professor Khandaker and Dean Meleties judged environmental science projects. Each judge was assigned approximately 7 projects to evaluate.

The project evaluation took place on Sunday afternoon, February 3rd, 2008. During the morning a judge orientation meeting took place in the City College of New York faculty cafeteria. CUNY’s Executive Vice Chancellor Botman, Dean Garvey and Dean Mogulescu from CUNY, CCNY President Williams and representatives of the New York City Department of Education greeted the

judges. In their speeches EVC Botman and President Williams stressed the significance of the NYCSEF for the University and CCNY, as well as the need to strengthen the collaboration between CUNY and the New York City Department of Education especially in the context of the Decade of Science.

Concurrent with the NYCSEF, CCNY had organized student events and family events to showcase its facilities. York College faculty were very impressed with the student research projects. Many of them were of high quality and very ambitious.



York Scholarship Center Fostering Academic Excellence

by Brunilda Almodovar and Cynthia R. Haller

In the forty-one years of York College's history, never was there *one* location for scholarship information. However, since the summer 2007 founding of York's Scholarship Center, students at York College are becoming aware of the many scholarship opportunities available to them. The Center provides mentoring for students who have been awarded York College Foundation Scholarships and for students who are applying for scholarships sponsored by organizations outside of York College.



Catherine M. Rambharose, a triple scholarship winner, shown here with President Keizs

The Scholarship Center circulates information on a variety of scholarships, fellowships, and internships. Information about scholarships for current students, entering freshmen, and transfer students, in addition to several websites for other scholarships, can be found on the Center's website at <http://york.cuny.edu/scholarships>. Recently, an electronic version of the annual York College Scholarship book was added to the website and can be found under the "Current Student Scholarships" page. The Scholarship book will also be available in the following locations: Academic Advisement Center (AC-2C01), Office of Student Financial Services (AC-1M08), Office of Student Activities (AC-1E01), Counseling Center (AC-1G02), SEEK Program (AC-

1C08), Welcome Center (AC Atrium), and the Library. Additional information can be obtained in the Scholarship Center, located in room 1D10 (temporary location), telephone 718-262-2347.

The Scholarship Center also reaches out to students via email and telephone, encouraging them to apply for scholarships for which they are qualified. A listserv was created several months ago, enabling students to receive up-to-date scholarship information via email. Currently, the listserv has about 400 members and is growing, and the Scholarship Center has sent out information via email regarding over 55 scholarships. Students and faculty can subscribe to the listserv at <http://york.cuny.edu/scholarships>. The Center is also expanding its services to assist students with the scholarship application process. Students currently have the option to attend workshops on the application process and on writing a personal statement. In the near future, workshops will be held to assist in the interview process with mock interviews; in addition, there are plans for an on-line instructional video and/or a PowerPoint presentation with tips for writing a personal statement.

The new Scholarship Center, which today serves all York students, is rooted in the success and expansion of the York College Foundation Merit Scholars program. In the fall of 2006, the York College Foundation provided scholarships for 75 entering freshmen who had excelled academically in their high school studies. Merit Scholars also receive personal attention and a number of helpful benefits, such as advisement, early registration, referral for academic assistance, and personal counseling from Brunilda Almodovar, Director of Scholarship Programs (former counselor in the York College Counseling Center, for 15 years). Currently there are 200 York College Foundation Scholars, which include the Merit Scholars, an FDA Scholar, and several Aviation Scholars.

The growth of the Merit Scholars program,

along with York's commitment to academic excellence, has established the strong foundation on which the new, full-service Scholarship Center stands. York's Scholarship Center currently works hand-in-hand with the Prestigious Scholarship Initiative, which seeks to recruit qualified undergraduate students for prestigious undergraduate and graduate scholarships and fellowships. Prestigious scholarships include the Jonas E. Salk Scholarship, which has already been awarded to three former York students; the Thurgood Marshall College Fund; the Hispanic Scholarship Program; the Thomas Tam Scholarship; the Jack Kent Cooke Graduate Fellowship; the Thomas R. Pickering Undergraduate Foreign Affairs Fellowship; the Tuskegee Airmen Incorporated Scholarship; and many more, including scholarships to study abroad. More information about prestigious scholarships is available at the Scholarship Center, at <http://www1.cuny.edu/academics/oa/pscholarships.html>, or from Cynthia Haller, Acting Associate Dean, Academic Affairs (Tel.: 718-262-2780).



Jocelyn Chan, recipient of a Food and Drug Administration (FDA) scholarship, with Professor Ruel Desamero and President Marcia V. Keizs.



York College Merit Scholars with Bruny Almodovar, Director of Scholarship Programs, at "Three Mo' Tenors," a York College Foundation scholarship fundraiser event.

The permanent home of the York College Scholarship Center, scheduled to open in Fall 2008, will be on the fourth floor of the D corridor in the Academic Core building. The new facility is designed to better assist York College students with applying for scholarships. As students enter the Center, there will be a welcoming information desk along with computers for students to do research and apply for scholarships. In addition, there will be a conference room which will be used as a study room for the York College Foundation Scholars, a meeting place for the York Scholarship Committee members, and for student workshops. The Center is designed to be a place where students will feel welcome and comfortable asking for assistance. Scholarships are an excellent way to acknowledge and reward academic achievement. To this end, York faculty and students are encouraged to make full use of Scholarship Center services.

Academic Affairs Update
is published by the
Office of the Provost

Multiculturalism in Africa

On February 20, 2008, Dr. Martin Atangana, Associate Professor of History, was a guest speaker at the celebration of Black History Month of the Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF).

The theme for African-American/Black History month this year was “The Origins of Multiculturalism” and Dr. Atangana’s presentation was entitled “African Perspectives on Multiculturalism.” After introducing Africa as a continent characterized by great diversity, he emphasized the factors that combined to shape multiculturalism in Africa, including desertification, Islam, Christianity, and colonialism.

Between 7,000 and 10,000 years ago, Africa as a whole was far wetter than in subsequent years. By about 5000 BC, desertification had set in and people migrated to more favorable agricultural and pastoral areas of the continent. In this process large numbers of different people merged or assimilated.

The spread of Islam into Africa began with the Arab conquest and occupation of North Africa from Egypt to Morocco between 639 and 708 AD. The Arabs were motivated both by religious zeal and economic gain: among the invaders were merchants and fanatical Muslims, and it was these two groups which began the slow spread of Islam into the interior parts of Africa. By the second half of the tenth century, the Sahara had become Dar al-Islam, i.e. “the country of Islam.” From the Sahara, Islam spread into Western Sudan, then into the Chad region and finally into the Hausaland in modern day Nigeria.

Islam brought many changes that affected African culture. Unlike Christianity, Islam is not just a religion or a collection of doctrines, beliefs and rituals, but a complete way of life or civilization. It has its own system of writing, laws, taxation, education, and warfare. Besides the five “pillars of the faith”—i.e., the duties of praying, fasting, giving alms, undertaking the pilgrimage, and confessing the faith—it has its own social

rules regarding eating, drinking, marriage, divorce, and inheritance. Thus, the spread of Islam brought significant cultural, social, economic, and political changes to these regions. Islam introduced a new system of administration, literacy, Muslim education, and urbanization, especially in the Western Sudan.

With the arrival of Europeans in the 15th century, Christianity spread in Africa. By 1880 Missionary Societies were active not only in the coastal areas but also deep in the interior. Besides preaching the Gospel and converting people to Christianity, the Missionary Societies promoted agriculture and taught such skills as carpentry, printing, and tailoring. They also promoted trade, literacy, and Western education. Christianity created a new type of African who adopted the Western life-style and way of thinking, and who, like those who converted him, regarded everything African as primitive and barbaric. The activities of the missionaries paved the way to colonial rule which attempted to change African life, beliefs, traditions, and culture.

As a result of the spread of Islam and Christianity, many African societies divided into two main groups—a relatively small educated and professional elite and the majority of traditional and illiterate people. The educated elite was divided into a Christian sub-group, found mainly in the coastal area, and a Muslim sub-group, found in the coastal as well as the interior parts of the continent.

The changes introduced in Africa by these internal and external forces did not, however, lead to the elimination of African culture. Instead, they added to it and contributed to make Africa the diversified and multicultural society that we know today.



The Department of English Presents

GRADUATE SCHOOL WORKSHOPS

Wednesday, April 16 from 3:00–5:00 pm & Thursday, April 17 from 3:00–5:00 pm

For more information on this event, contact Prof. Mychel Namphy (gitlowjr@york.cuny.edu) and/or Patricia Milanese (pmilanes@york.cuny.edu)

AFAA MICHAEL WEAVER, Poet (Boston, Mass.)

Wednesday, April 16

For more information on this event, contact Prof. Jim Papa (papa@york.cuny.edu)

SENIOR BRUNCH

Friday, May 16 from 11:00 am–2:00 pm in the Faculty Dining Room

Honoring our graduating majors and minors, and showcasing the research and scholarly activities of majors, minors and English Department faculty.

**The deadline for submissions to
the May issue of Academic Affairs
Update is April 18, 2008.**

***All items should be submitted
via email to:
AcademicUpdate@york.cuny.edu***

Aviation Institute Executive Lecture Series

“Future Hiring in the Airline Industry”

David (Dave) Bushy

Thursday, 10 April 2008, 7:00 pm – 9:00 pm

Little Theatre

Captain Dave Bushy has been a commercial pilot for 29 years. He began flying with Pilgrim Airlines in 1978, and joined Delta Airlines in 1979. He served in a variety of leadership positions at Delta, for example, as a member of the Collision Avoidance Procurement Team, and later chief pilot, line check airman and eventually Senior Vice President of Flight Operations. Dave’s responsibilities included the management of more than 11,000 pilots, Flight Training, Crew Planning and Scheduling. Dave joined JetBlue in late 2003 and served as Vice President of Flight Operations, as a member of the Information Technology Steering Committee and chair of the Embraer 190 Task Force. Dave recently accepted the position of Chief Operating Officer for a regional airline, Cape Air, which operates in New England, Florida, the Caribbean and in Micronesia.



Dave’s responsibilities at Cape Air include System Operations, Flight Operations, Maintenance, Airport Services and Planning. Dave served in the U.S. Army, as an intelligence officer, and executive officer in an Armor unit. He was both Airborne and Ranger qualified. Dave is a graduate of Bowdoin College in Brunswick, Maine. He earned his M.S. in Industrial Relations from the University of New Haven. Dave is a past president of the Aviation Accreditation Board International. He is a member of the Aero Club of New England and serves on a variety of Aviation Advisory Boards.

Cape Air website: <http://www.flycapeair.com>

Aviation Institute Executive Lecture Series:

The Aviation Lecture series aims to promote academic and industry exchange to further knowledge in topics of current interest in the field on aviation management. The lecture series is of use to aviation students from York College and other local academic institutions, as well as industry members, community members, and academics with an interest in aviation. The lecture series will disseminate current knowledge and will assist student, academic, and industry participants in furthering their appreciation and skills in relation to the aviation industry. The Aviation Institute Executive Lecture Series is one of our initiatives that highlights the Institute’s role as the center of academic activity and dissemination of current information for a network of aviation partners comprising the private sector, educational institutions, aviation organizations, trade associations, governments, the Queens and NYC communities, and other bodies with interest in aviation management.

York College Provost Lecture Series

Request for Proposals



The York College Provost Lecture Series, a forum designed to facilitate a cross-campus conversation among scholars, welcomes applications from York College faculty of all ranks to present their work. Applicants may belong to any academic department, program, or discipline, and may offer presentations individually and in teams. Applications will be peer reviewed and selected by the Lecture Series Planning Committee.

The Provost Lecture Series offers an opportunity to present finished work or work in progress of such quality as to be published in peer reviewed journals, presented at regional or national conferences, or displayed or performed in prominent venues. Presentations should be communicable to a broad audience of peers, students, and other members of the College community.

Application

Name(s):

Department(s) or Program(s):

Title of Presentation:

In an abstract of 100–250 words, describe the nature and significance of the work and what will be discussed in the lecture.

Please check for equipment needed: Computer Projector LCD VCR CD player
Other

Customarily, lectures will be held mid-afternoon on alternating Mondays and Wednesdays. Please indicate which of the two days is preferred.

Please send completed applications electronically to <como@york.cuny.edu> by April 30th for a Fall 2008 presentation. The Committee anticipates that there will be three regular sessions during Fall 2008.

Provost Lecture Series Planning Committee

Ken Adams, Performing and Fine Arts ~~~ Vicki Ashton, Social Sciences ~~~ Jim Como, Performing and Fine Arts, Chair ~~~ Stephanie Cooper, Office of the Provost ~~~ Tan Yu Dai, Mathematics and Computer Studies ~~~ Linda Grasso, English ~~~ Ivelaw Lloyd Griffith, Provost ~~~ Adam Profit, Chemistry ~~~ Ronald Thomas, Administrative Affairs ~~~ Eva Vazquez, Foreign Languages, ESL, and Humanities

Caribbean and African Creole Languages and Education: A CUNY Faculty Development Symposium

Dr. Coleen Clay
(Chair, Dept. of Teacher Education)
(Project Organizer)

The presence of large numbers of students of Caribbean background in all levels of the educational system in New York inclusive of CUNY colleges challenges us to a critical reexamination of the nature of English Language teaching and learning and the support needed for literacy skills mastery.

In many educational situations, the significance of language and identity, and language loyalty and ideology, are overlooked because achievement is often measured according to one's ability to conform to the standard, dominant language model. The population that is particularly overlooked in most educational contexts, especially in college-level language learning and literacy situations, are the speakers of a Creole variety.

Academic English is not the home-community variety for many students of the Commonwealth Caribbean and Francophone Caribbean background. This student population is now considered to be English as Second Dialect (ESD) learners. Until linguists, especially creolists, discussed Creoles as structurally defined language varieties, they were considered adulterations of their lexifiers and low or inferior from a socio-cultural perspective. More recently a consensus has

emerged among linguists that recognition of the autonomy of Creole language varieties as distinct systems from the lexically official languages is a basis for reform of educational policies and literacy practices.

This project, funded by a grant from the CUNY Faculty Development Grant Program, comprises two components. One component will be a symposium to be held at the York College campus, where linguists from the United States and the Caribbean, researchers and educators working with Creole dominant student populations will offer perspectives on language and identity, power and loyalty as important factors in understanding and explaining Creole language situations as well as effective language and literacy learning practices. The other component is a follow-up seminar to further explore the implementation of instructional approaches to enhance language and literacy skills development especially in the General Education courses.



York College

“Not everything that can be counted counts, and not everything that counts can be counted.”

Albert Einstein

Visit us Online:

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Office of the Provost
website:**

**[http://york.cuny.edu/
academic-affairs](http://york.cuny.edu/academic-affairs)**

York Faculty at Cross Cultural Research Meeting in New Orleans

Five faculty members from York College Department of Social Sciences traveled to New Orleans in February to present papers at the 37th Annual Meeting of the Society for Cross-Cultural Research (SCCR). SCCR is a multidisciplinary international organization dedicated to cross-cultural research. SCCR members are professionals, educators and students from the fields of Psychology, Anthropology, Sociology, Education, Family Studies, Social Work, Human Development, Psychiatry, Communications, Ethnic Studies, and Business.



(Left to right): Drs. LaPorte, Divale, Acker, Moldovan, and Letteney

Postdiluvian New Orleans was hospitable and occasionally joyful, but the Katrina tragedy still looms large over the Big Easy. Conference participants traveled devastated area in sadness and amazement. The change in culture wrought by Katrina and her aftermath was profound and palpable.

York College social scientists presented results of their recent individual and collaborative social research studies:

Dr. Gila Acker presented her study examining the relationships between mental health

workers' socio-demographic variables and burnout, role stress, and intent to quit the job. A sample of 404 workers completed a questionnaire that included socio-demographic questions and measures of burnout, role stress and intent to quit. Results demonstrated that White workers had higher levels of burnout and intent to quit than Non-Whites. Latino workers reported lower levels of burnout and role stress than Whites and Blacks. Higher levels of education were associated with higher levels of burnout and role stress.

Dr. Vicki Ashton discussed her work "Cultural Effects on the Approval of Corporal Punishment, Perception of Seriousness and Reporting of Child Maltreatment." Her study of a sample of 808 New York City social workers, found that ethnicity affected approval of corporal punishment – Black Americans and Black Caribbeans had the highest scores for approval of corporal punishment, Whites the lowest. However, ethnicity had no effect on the perception of seriousness or likelihood of reporting maltreatment to Child Protective Services. Dr. Ashton's findings suggest that professional values override the personal in the execution of job-related responsibilities.

Dr. William Divale presented two papers stemming from his research in Moldova. His first paper reporting on a collaborative project with Dr. Vadim Aftene and other colleagues at the State Medical University of Moldova was entitled "The PANSS and the PARQ: Cross-validation of the Russian Positive and Negative Syndrome Scale for Schizophrenia and Parental Acceptance/Rejection." A sample of 80 outpatients diagnosed with schizophrenia were given the PANSS scale and the PARQ. The PARQ subscales correlated with the PANSS subscale symptom complexes that were learned, but not the somatic symptom complexes.

Dr. Divale also presented “Burnout and stress among psychiatric personnel in mental hospitals in Moldova.” Measurements of burnout and different types of stress were taken from 324 psychiatric and general medical personnel. Burnout has reached dangerous clinical proportions and shows a difference between psychiatric and general medicine.



Dr. Vicky Ashton

Dr. Susan Letteney presented her study on disclosure rates and reasons in urban HIV positive parents. This paper reported on differences as well as similarities among 101 African-American, Hispanic, and White HIV positive mothers and fathers concerning disclosure rates, transmission risk group, social support, reasons for disclosure, psychological health, and HIV-related symptoms.



St. Louis Cathedral, French Quarter



Homeless in New Orleans sheltering under an overpass

Finally, Dr. Vadim Moldovan presented his study “Roles, rules and rituals: An ethnographic study of a community of the chronically mentally ill (CMI).” This ethnographic study of a community of psychiatric patients represents the latest stage in development of the theory of the universal subculture of the CMI. The author has spent two weeks on a psychiatric ward in Moldova interacting with the patients and studying attributes of subculture in their behavior and milieu.



The Department of History & Philosophy presents:

Six dramatic illustrations of teaching

How to talk to people who do not want to talk to you, six dramatic presentations, with discussion after each, about classroom conversation, with applications for the subway, saloons, and other venues.



**Thursday, April 10th, Noon to 2:00 PM
Room 4M05**

Cast:

Dr. Marcia Keizs (President), as Athena
Dr. Howard Ruttenberg (Prof. of Philosophy), as Professor Cogno Scente
Kyle Whyte (Adjunct Lecturer in Philosophy)
Alberto Bravo and Eyerusalem Belatchew (philosophy majors)
Imran Shahzad (pre-Physician Assistant)

Natural Science Seminars at York College

Spring Semester 2008

Sponsored by
the Departments of Biology, Chemistry, and Earth & Physical Sciences of York College/CUNY, and the Minority Access to Research Careers program

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**4/24 Undergraduate Research Presentations**

**5/1 Dr. Adam Profit, Assistant Professor of Chemistry, York College and the Graduate Center/CUNY**  
Title TBA

**5/8 Undergraduate Research Presentations**

All seminars will be on Thursday at 12 noon, in 4M07 unless otherwise announced. Please contact Dr. Emmanuel Chang at (718) 262-3778 for more information.

***ALL ARE WELCOME. REFRESHMENTS WILL BE SERVED.***



The York College Honors Program presents:

## *Designing Interdisciplinary Courses in Honors*

Tuesday, April 15th, 2008  
12:30 PM – 2:00 PM  
Faculty Dining Room



This workshop will deal with the unique dynamics of teaching in Honors with special attention to the challenges and benefits of designing and teaching interdisciplinary courses. The Honors interdisciplinary approach of examining a single theme from multiple disciplinary perspectives—will be described and illustrated. Faculty in attendance will be encouraged to begin to develop ideas for their own interdisciplinary courses. This interdisciplinary approach has the ability to powerfully energize both students and faculty.

Leading the workshop will be Dr. Joan Digby, Professor of English at Long Island University, C.W. Post Campus. Dr. Digby is a certified trainer for the National Collegiate Honors Council. She served as the president of the NCHC in 2000 and serves on the editorial board of Journal of the National Collegiate Honors Council.

This workshop is open to all faculty – especially those who have not taught for the Honors Program before. This workshop is open to only 18 faculty members! Please contact Dr. William Ashton ([washton@york.cuny.edu](mailto:washton@york.cuny.edu)) by April 10 to reserve a space.

## Department of Teacher Education: PARAPROFESSIONAL INFORMATIONAL FORUM

### Discussion Topics include:

- New Application Process & Summer Stipend
- The paraprofessional career ladder
- Planning for coursework leading to a degree
- Benefits

YORK COLLEGE, ACADEMIC CORE BUILDING  
ROOM # 3D01

Thursday, April 17, 2008  
4:00 – 6:00 PM



### Main Speakers:

- Vanessa Sullivan, Coordinator of Career Training Program, NYC  
Department of Education
- Ann Rosen, UFT Special Representative, Certification and Licensing

Please contact Regina Misir at 718-262-2530 or email at [rmisir@york.cuny.edu](mailto:rmisir@york.cuny.edu) or drop in Room 1D12 for additional information OR to register for the forum

*Light refreshments will be provided*

## CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

### Spring 2008 Forums and Workshops

April 11      **Speaker Forum:** *Alternatives to Blaming the Students: Applying the Scholarship of Teaching and Learning to Make Real Differences in Achievement, Equity, and Retention in Any College*

10:30 am-Noon      Faculty Dining Room, 2D01

Guest Speaker: Craig Nelson, Past President, International Society for the Scholarship of Teaching and Learning & Professor Emeritus of Biology, Indiana University-Bloomington

May 1      **Thursdays at the Center:** *The Impact of Faculty Research on Student Learning*

Noon-2:00 pm      CETL Office, 4EA1

Presenters: Ivelaw Lloyd Griffith, Provost and Senior Vice-President for Academic Affairs, and Tim Paglione, Earth and Physical Sciences



(Left to right): Willie Gaines, Shirley James, Dr. Fabiola Fernandez Salek, Isabelle Pierre and Dr. Elizabeth Meddeb during York College's Interdisciplinary Student Panel where students discussed how studying women's history, lives, and literature has changed their own lives.

*“The best teachers assume that learning has little meaning unless it produces a sustained and substantial influence on the way people think, act, and feel.”*

Ken Bain (*What the Best College Teachers Do*, p.17).

# Caribbean and African Creoles as Structurally Defined Language Varieties: Role and Function in Teaching and Learning

*An Interdisciplinary Conference*

**Saturday, May 10, 2008**

**8:00 AM – 4:30 PM**

**Faculty Dining Room**

## Keynote Address

*“Politics and Ideology in Discourses on Language: Cases from the Caribbean”*

Dr. Hubert Devonish (University of the West Indies, Mona)

## CONFERENCE TOPICS

- **Style and Structure of Creole Languages and African American Vernacular: Identity and Education (10:30am-11:35am)**
- **Raising Silent Voices in Classrooms: Schooling of Haitian and West African students (11:40am-12:30pm)**
- **Researching Language Change: Case of the Berbice Dutch (1:35pm-2:00pm)**
- **Interpretations and Misinterpretations: Perspectives and Practices in Language Variations in Elementary and College Classrooms in NYC (2:10pm-3:00pm)**

### Presenters include (among others):

Dr. Eleanor Armour-Thomas, Dr. Hubert Devonish, Dr J.A. George Irish, Dr. Christa de Kleine, Dr. Pedro Noguera, Dr. Ian Robertson, Dr. Adelaide Sanford, Dr. Arthur Spears.

**For more information contact Dr. Coleen Clay at [cclay@york.cuny.edu](mailto:cclay@york.cuny.edu)**

*With funding from: CUNY Faculty Development Grant and York College*

# Jazz at York

On February 25, 2008 Prof. Martin Atangana performed as a Jazz Guitarist at the York College Jazz Forum Series. The concert took place at the York College Performing Arts Center. Martin Atangana, who has worked in the past with professional artists such as Paul Simon, Jean Luc Ponty, Manu Dibango, and Ronald Shannon Jackson, was accompanied by the York College Faculty Trio with Tom Zlabinger on bass, George Gray on drums, and Yoichi Uzeki on piano.

Dr. Atangana played music from his CDs *Oyenga Fam* and *Mot Songo* which he recorded with his band “African Blue Note.” He made a demonstration of various African rhythms—including Juju from Nigeria, Bikutsi from Cameroon, Soukous from Congo, and High Life from Ghana—and explained them. He also talked about himself, his career, and took questions from the audience.



**YORKCOLLEGE**CUNY



York's Tom Zlabinger working the bass



Dr. Atangana (center) during a concert with his band *African Blue Note*





## York Administrator Selected for Doctorate at University of Pennsylvania

Earl G. Simons, Assistant to the Vice President for Institutional Advancement at York College/CUNY, has been selected for the Executive Doctorate in the Higher Education Management program at the University of Pennsylvania.

The Executive Doctorate is for executives and senior leaders in higher education and related organizations. The integrated, interdisciplinary curriculum focuses on advanced topics in higher education, and a structured sequence of course-work in applied educational research methods and engages students in the investigation of critical problems of practice on college campuses today. The program's systematic approach to both the curriculum and dissertation makes it possible for participants to complete their work and earn their degrees in two years, without career interruption.



Mr. Simons received his Masters of Public Administration (M.P.A.) degree from New York University's Robert F. Wagner Graduate School of Public Service; and received his Bachelor of Arts Degree from Shaw University in Raleigh, North Carolina. On March 5, 2008, Mr. Simons also earned the credential of Certificate in Fund Raising Management (CFRM) from the Center on Philanthropy at Indiana University (The Fund Raising School).

Earl is a resident of Cambria Heights, Queens and active in community and civic organizations. As a complement to his professional and academic goals, Earl is currently working towards earning a Black Belt in Mixed Martial Arts (MMA).



**Luncheon and awards ceremony for the CLIP/ESL essay contest participants held on March 17, 2008**



# York Impressions



1st prize winner of the the CLIP/ ESL essay contest Diane Restrepo (left) with Dr. Fabiola Fernandez Salek



(Left to right): Marta Alfonsina Aponte, Dr. Sonia Rivera-Valdes, Dr. Margarita Drago and Dr. Fernandez Salek, during a book presentation by Marta Aponte Alsina on March 13, 2008





**Jazz Forum #23 with saxophonist Sue Terry on March 17, 2008**



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**The deadline for submissions to the May issue of Academic Affairs Update is April 18, 2008.**

*All items should be submitted via email to:*  
***AcademicUpdate@york.cuny.edu***