CUNY’s Energy Institute and the Global Race for the Super Battery

Page 22
BREAKING BOUNDARIES IN SCIENCE RESEARCH

Polymer and material science

Venomous toxins for drug development

Superconductivity

Theoretical chemical physics

Brain cancer infiltration

Fluorescence spectroscopy of complex biomolecules

Spinal cord injury repair

Spiraling clockwise from upper right: Dr. Myriam Sarachik, Distinguished Professor of Physics, City College; Dr. Neepa Maitra, Associate Professor of Physics, Hunter College; Dr. Marie Filbin, Distinguished Professor of Biology, Director of the Specialized Neuroscience Research Program, Hunter College; Dr. Lesley Davenport, Professor of Chemistry, Brooklyn College, and CUNY Graduate Center; Dr. Vicki Flaris, Assistant Professor of Chemistry, Bronx Community College; Dr. Mandé Holford, Assistant Professor of Chemistry, York College and CUNY Graduate Center; Dr. Maribel Vazquez, Associate Professor of Biomedical Engineering, City College

Breaking boundaries in science at The City University of New York — Distinguished women scientists at all CUNY colleges are making history all year round by conducting pioneering research in fields that are critical to our nation’s future. Through CUNY’s “Decade of Science,” they are teaching and working with outstanding students in laboratories and classrooms in cutting-edge areas of applied and basic science. Vice Chancellor for Research Gillian Small and Vice Chancellor for Facilities Planning, Management and Construction Iris Weinshall are working together on the programming and construction of the new CUNY Advanced Science Research Center at City College. World-class faculty. Breaking Boundaries. Making History. All year round at CUNY.

For more information about CUNY women in science visit www.cuny.edu/decadeofscience

Matthew Goldstein
Chancellor
salute to scholars

A PUBLICATION OF THE CITY UNIVERSITY OF NEW YORK

contents | spring 2010

2 First Word
3 New Website
4 School Ties Stories from Around the Colleges
8 Public Health Fighting Childhood Obesity
10 Lessons in Leadership Leonard Tow
12 Literary Journeys CUNY’s MFA Writing Programs
18 Field Study At The Cove
22 Tomorrow’s Energy The Race for a Better Battery
27 Profile Jennifer McCoy
28 New on Campus Karen L. Gould
30 Head of the Class Mark Schuller
32 Great Graduates Arlie Petters, Danny Burstein
34 History Lesson AIA Guide
36 Page Turners Gary Giddens
38 Books At-A-Glance Recent Books Written by Faculty
39 Mentor Ted Henken
40 Top of the Class Sherine Crawford
41 CUNY Crossword
42 Photo Finish Vet Clinic
44 Campus Tour York College
Community College Role Expanding

IN MARCH, I had the pleasure of speaking to educators at a Center for Educational Innovation-Public Education Association luncheon about the extraordinary role that community colleges play in educating new generations of skilled workers. In fact, almost 20 percent of Americans who earned doctorates in 2008 attended a community college at some point. In classrooms across CUNY’s six community-college campuses, innovative work is under way by faculty committed to pedagogical innovation and long-term student success.

Many community-college faculty are also introducing students to the rigors and joys of academic discovery. Given our recent enrollment increases, and with more and more students transferring to our four-year colleges, our community colleges’ role in enabling students to understand and appreciate the importance of advanced research has expanded as well.

For example, Queensborough Community College’s Department of Physics was recently awarded a three-year National Science Foundation Research Experience for Undergraduates (REU) grant, “A Community College REU Site for Physics Applications in Astronomy and Biology,” by Professors Tak Cheung and David Lieberman. It is the first REU physics program grant to a community college and the first REU program for research to be performed on a community-college campus. This summer, students and high school teachers will have the opportunity to take part in research projects in physics, bio-physics or astronomy and perform independent research.

At Kingsborough Community College, students can assist Harold C. Connolly Jr., professor of earth and planetary sciences, in his NASA-funded research on the origins of the solar system. Students attend conferences, participate in summer internships and take advantage of the CUNY-American Museum of Natural History Research Experience for Undergraduates program funded by the National Science Foundation. An organizer of this summer’s annual meeting of the Meteoritical Society in New York City, Connolly is planning for student roles at the conference.

At Bronx Community College, Vicki Flaris, assistant professor of chemistry, joined the faculty after working in the materials science industry for over 15 years and serving as president of the Society of Plastics Engineers. Drawing on her contacts and her own research, she has initiated opportunities for student inquiry at Bronx Community College, including participation in campus research projects, industry site visits and the creation of international exchange programs and student chapters of professional societies.

Not surprisingly, our students are eager for new challenges. The first-ever CUNY Nobel Science Challenge in February drew more than 100 essays from students describing the science behind one of the 2009 Nobel Prizes. The grand-prize winner, selected by a group of distinguished researchers, was sophomore Kimberly Thompson, a Borough of Manhattan Community College student majoring in science who wrote about the 2009 Nobel Prize in Economics.

I applaud the dedicated work of our scholars and the enthusiasm and diligence of our students across CUNY’s senior and community colleges. Creating knowledge and developing pioneering young researchers requires individual ingenuity and the full engagement of an integrated University.

Matthew Goldstein
CHANCELLOR

ON THE COVER: At the CUNY Energy Institute, scientists from around the University are working to develop a generation of 21st Century super batteries — powerful packages of electrochemical energy that could help reduce the nation’s dependence on foreign oil. Under the leadership of renowned chemical engineer Sanjoy Banerjee, the new institute is a pumped-up version of one started at City College in the early 1970s. Nearly 40 years later, the United States imports twice as much oil and the CUNY Energy Institute is abuzz with ambition. Its mission is to create a variety of high-capacity energy storage systems that could power everything from hybrid cars to entire buildings — and finally make renewable energy such as solar and wind power significant sources of the nation’s energy supply. To weaken the nation from foreign oil, says Banerjee, “No viable alternatives can be ignored.”
New Online Gateway Reflects a More Vibrant University

EASIER TO NAVIGATE and filled with rich content, more audio and video. Launched in mid-February, the new CUNY.edu website is a powerful media tool designed to provide fast, efficient links to a host of useful services for students, faculty, staff, alumni and increasingly, the world. More than one million visitors a month rely on the University’s premier information source, searching more than five million page views.

The transformed CUNY.edu is a gateway to the CUNY portal, where you can log in to carry out your University business, including applying for admission, registering for classes or accessing Blackboard. With one click from the home page, you can check the CUNY catalog for available courses; find office telephone numbers for faculty and staff at every campus; sign up for e-mail alerts; and apply for jobs across the University.

Above the site’s main navigation bar are the “role-based pages,” where you’ll find information, updates and links customized to specific audiences — future students, current students, faculty/staff and alumni. Click “Current Students,” for example, and you’ll see student news, events and links to online apps like eSIMS course registration, financial aid information and student services from child care to counseling. Or click “Faculty/Staff” and you can check out CUNY’s Citizenship and Immigration Project or look for the latest changes in University benefits and policies.

There are lots of fresh images throughout the site — starting with the home page “billboard,” a multimedia showcase of slides and videos, featuring top news, special events, campaigns and achievements around the University. Click on “CUNY Channel,” and there is a constant stream of new videos being produced on campuses across the University. There are also easy links to the websites of the colleges and professional schools as well as resources like library journals and databases.

Looking for something in particular? The improved Google search function is customized for CUNY data, returning more relevant results, including suggested links. The “About” section offers a bigger, broader source of general information about CUNY. And the “Find It” section features the most popular topics searched by users.

Designed by the University Relations Web Services Team, the new site was developed with wide involvement from the CUNY community, says Senior Vice Chancellor for University Relations Jay Hershenson. “We have made it a priority to reach out across the University to incorporate the community’s needs,” he says. “and we welcome continuing public comment.”

The Office of University Relations began redesigning CUNY.edu more than a year ago, first gathering opinions and ideas to develop a deeper understanding of users’ experiences. Data, comments and suggestions were assembled through a user-satisfaction survey, and through dozens of meetings with students, faculty, staff and friends of the University.

These intensive outreach efforts, directed by University Web Services Manager Daniel Shure, have produced a fifth-generation website that extends CUNY’s reputation for service and innovative design, inspired by ideas generated from across the University.

http://www.cuny.edu/index.html
Mapping Center Adds Accuracy to Census

It's hard enough for the U.S. Census Bureau to count every resident in America and Puerto Rico every 10 years, but that task gets even more challenging when it comes to historically hard-to-count neighborhoods. CUNY is trying to help.

The University’s Mapping Service at the Center for Urban Research at The Graduate Center launched the Census 2010 Hard-To-Count Interactive Map (www.CensusHardToCountMaps.org). The interactive website helps community groups and local governments to better target difficult to count areas. “Everyone should have a vested interest in making sure everyone is counted, because there’s so much at stake,” says Steven Romalewski, director of the mapping service.

“There are billions of federal dollars that are spent based on the census data, local resources allotted based on census data, businesses making decisions based on the data, so if the census is inaccurate, you won’t get the resources that you deserve.”

The mapping center isn’t the only help CUNY is providing. “Be Counted” assistance centers, where students and city residents could get census forms in multiple languages were opened at several of the colleges in the spring.

“CUNY has been working closely with federal census officials for the past year and a half by hosting training sessions on many campuses and helping students apply for census employment,” says Chancellor Matthew Goldstein.

At the mapping service, the map displays detailed demographic and housing characteristics, which allow census advocates to target their activities to address language barriers, educational attainment, high poverty rates, large numbers of renters and other issues. Site users can view hard-to-count census tracts within states, counties, metro areas, cities, tribal lands, congressional districts and ZIP Codes.

Romalewski says it took six months to develop the interactive application, analyze data provided by the Census Bureau’s tract-level panning database and work with local groups around the country to understand their needs. Google provided technical advice (the site contains Google Maps) and access to server resources.

“The website makes it possible to do door-to-door outreach,” says Howard Shih of the Asian American Federation of New York, a coalition of over 40 organizations, 30 of which are active in the census. “The key advantage of this site is that it’s user-friendly and it can be used by the general public.”

The site was funded with a grant from the Long Island-based Hagedorn Foundation and is supported by the Funders Census Initiative, a coalition of foundations and philanthropic groups interested in a fair and accurate census.

Groups like the Leadership Conference Education Fund, a national civil-rights organization that is leading a national campaign in support of the 2010 census, the National Congress of American Indians, The Southern Coalition for Social Justice and various immigrant community organizations have used the site, says Romalewski.

Some college students yearn to spend a semester abroad, but for Crystal Ferguson, a junior at John Jay College of Criminal Justice, Washington, D.C. was a better fit.

That’s because she’s interning at the White House’s Office of Presidential Correspondence. “It’s a wonderful feeling to know that I am a part of history,” says Ferguson of interning during the first term of Barack Obama, the country’s first African-American president. “Being part of this administration motivates me to keep pressing forward in succeeding with the goals I have set for myself.”

Her main duty is to help make sure correspondence to the president is answered. She hasn’t met Obama, but she did catch a glimpse of him when he arrived at the White House recently on Marine One, the presidential helicopter.

The internship is sure to help her grow, she says. “So many doors have been opened. From the time I arrived, I’ve been growing and developing constantly,” she says. “I will never forget where I came from, but I know where I’m going and I won’t stop until I get there.”

New Film Shows

In 1966, during the worst years of apartheid, New York Sen. Robert F. Kennedy took a surprise five-day trip to South Africa to speak out for equal rights and justice. This often overlooked trip is the subject of the documentary “RFK In the Land of Apartheid: A Ripple of Hope” by Hunter College professors Larry Shore and Tami Gold.

The filmmakers found that many younger people do not know what apartheid is. “My brother described him [Lutuli] as one of the inspiring figures I came from, but I know where I’m going and I won’t stop until I get there.”
Shore, a native of Johannesburg, was a teenager at the time of Kennedy’s visit. He immigrated to the United States in 1973, but like many people from South Africa, the visit never left him. “This was something in his memory that he shared with me and other people,” says Gold.

When Shore searched the archives and saw there was very little in the United States about the meeting, he went to South Africa. What he brought back was never before seen raw film footage.

The filmmakers found that many younger people do not know what apartheid is. “I think the best way to explain apartheid is to compare it to this country,” Shore says. “It was once described as Jim Crow on steroids.”

But it was different than Jim Crow, says Gold “because [in South Africa] you had a white minority.”

The film was screened at the John F. Kennedy Presidential Library Museum in Boston in January and has received the support of the Kennedy family. Kathleen Kennedy Townsend, Robert Kennedy’s oldest child, and Albertina Lutuli, Lutuli’s daughter and member of the South African parliament, and Margaret Marshall, chief justice of the Massachusetts Supreme Court and Robert Kennedy’s student host in South Africa, attended the screening and were part of a panel discussion.

RFK’s Anti-Apartheid Stand

Hunter professors’ film about Robert Kennedy’s 1966 South Africa trip includes footage of him with Chief Albert Lutuli, above, and greeting crowds, left.
FOR JOHN E. MCDONOUGH, helping write the health care overhaul bill triggered a rollercoaster of emotions. “There were many discouraging moments, though I and other staffers were mostly positive most of the time,” says McDonough, who until January was a senior adviser to the U.S. Senate Committee on Health, Education, Labor and Pensions. For the spring semester, McDonough is the inaugural Joan H. Tisch Distinguished Fellow in Public Health at Hunter College.

“Most of us were there because we believed it could happen and because we believed the key Senate and House leaders were determined to make it happen,” he says.

President Barack Obama signed the Patient Protection and Affordable Care Act, the most sweeping social legislation in decades, on March 23 after a year-long battle. When the bill passed, McDonough says, everyone who supported it thought of Sen. Edward M. Kennedy, who had made passing the legislation his life’s work. He died of cancer last summer.

“Just before the final vote, the Senate had a moment of silence in his memory,” says McDonough, a leading architect of the Massachusetts health insurance overhaul, whom Kennedy asked to help write the national health-care bill. “Even without him, his spirit has been an animating force throughout.”

McDonough, who is writing a book on the national health reform law and process, says the bill “establishes a new, and we hope, enduring framework to tackle the immense challenges and obstacles ahead … [and it’s] the beginning of a new chapter in U.S. health policy history — where we finally have been able to turn a vital corner and get things right.”

Most of us were there because we believed it could happen and because we believed the key Senate and House leaders were determined to make it happen.

— John E. McDonough

CUNY AT THE OSCARS
Professor Consulted on Winning Dolphins Documentary

The City University of New York was well represented at the Oscars this year. “China’s Unnatural Disaster: The Tears of Sichuan Province,” co-produced by two professors, was nominated for best documentary short.

And the crew of the winning documentary feature, “The Cove,” received technical assistance from a Hunter College cognitive psychology professor.

Ming Xia, political science professor at The College of Staten Island, and Peter Kwong, professor of Asian American studies, urban affairs and planning at Hunter College, collaborated on the 38-minute HBO documentary with producers/directors Jon Alpert and Matthew O’Neill. The film was about the parents of children who perished in the 2008 earthquake that killed about 87,000 people in China. Xia, a native of Sichuan Province who speaks the local dialect, served as a guide and translator.

“I was excited to see the film getting nominated for an Oscar because of the two talented directors and because the film highlights the parents of the children who died in the quake,” says Xia who attended the March 7 Oscars and two pre-Oscar parties hosted by HBO and the International Documentary Association.

“I hope it will help make the parents’ grievances known and help people pay attention,” says Xia. “The Chinese government doesn’t care about the parents, but they do care about their public image in the global community.”

The crew of “The Cove,” which is about the slaughter of dolphins in Japan, worked with Diana Reiss, professor of cognitive psychology at Hunter College and The Graduate Center. In the early stages of research for the film, Reiss taught the film crew about the behavior and intelligence of dolphins.

“The Cove is going to be released in Japan in the near future,” says Reiss. “With that, we hope that when the Japanese people learn what’s going on that they’ll put more pressure on the government to stop.”

(TO SEE DOLPHINS, TURN TO PAGE 18)
Professors Write Nation’s First Plan For Teaching Kids About 9/11

Next year will be the 10th anniversary of the 9/11 terrorist attacks. While the tragic day has been deeply engraved in the minds of many Americans, students in middle and high school are too young to have strong memories of it.

Last year, World Trade Center United Family Group, the largest of the 9/11 community organizations, unveiled the September 11th Education Program, a national interdisciplinary curriculum designed to teach those students about the attacks. The 9/11 curriculum, the first comprehensive educational plan of its kind in the nation, was written by Jack Zevin and Michael Krasner, professors at the Taft Institute for Government at Queens College.

“The city hasn’t honored the victims the way it should, so the families liked the idea of a curriculum memorializing the attacks,” says Zevin, who was contacted by the group.

“The curriculum is much more vibrant than a statue, and it needs to be taught because the event is slipping away from our memory.”

The curriculum consists of seven lessons, covering topics that range from the post 9/11 recovery process to mapping terrorist activity with Google Earth. It is accompanied by two DVDs. It’s based on archival footage and more than 80 interviews with survivors, family members of victims and government leaders.

Michael Hutchison, a social studies teacher at a high school in Vincennes, Ind., who was chosen to help roll out the curriculum last September, taught a lesson on “Creating Timelines and Using Personal Narratives.”

“The kids learned a great deal from the curriculum and were greatly engaged by the lesson,” says Hutchison, who plans to teach more lessons this year. “I’m sure it will be an important part of the social studies curriculum for some time to come.”

Nearly 1,300 teachers have downloaded the free portion of the curriculum from www.teaching9-11.org, and over 100 teachers have bought the entire curriculum through the Social Studies School Service, which publishes and distributes the materials.

Zevin says, teaching about 9/11 from a textbook doesn’t do it justice. “Reducing something that’s complicated and dramatic to three paragraphs takes the blood out of it,” says Zevin, who used a Holocaust curriculum as a model for the 9/11 project. “It’s difficult to bring something alive in one page.”

A new program designed to teach students in America’s middle and high schools about the 9/11 attacks was designed by two Queens College professors.

Queens College Helping China Address Autism

QUEENS COLLEGE is helping a Beijing child center cope with China’s autistic population. The college began partnering with the Wucailu Rehabilitation & Research Center late last year to help improve special-education services for autistic children and their families.

Peishi Wang, assistant professor in special education, and her colleagues will help the center evaluate its programs and conduct online staff training for personnel from the center’s three sites in Beijing. Queens College students will do internships in China and Chinese teachers will study at the college.

“By doing that, we can inform our practice,” says Wang, who grew up in the city of Shenyang and conducted research for her dissertation in China. “We can take our students to China so they can think globally. It’s universally beneficial.”

Wang will travel to China in June with Craig Michaels, coordinator of special-education graduate programs, to assess the center’s specific needs. The private center, founded by doctors in 2004, is headed by Menglin Sun, a philanthropist who met Wang at an international conference on applied behavior analysis in Beijing in 2005.

Of a population of 1.3 billion, there are about 83 million people with disabilities in China, according to a government study in 2006. Wang says it’s not clear how many have autism because few doctors are trained to diagnose it.

Children with disabilities have been denied entry to Chinese public schools. As a result medical personnel and parents have established private special-education programs.

The Wucailu center also works closely with parents because in China parents are viewed as the primary service providers for their autistic children.

“Parents need the skills to understand their child’s behavior, so they don’t blame themselves or think that they were punished,” says Wang. “Some believe that children grow out of autism. You don’t get better by doing nothing, so there’s a great need for parent-teacher training.”
A Tale Of Two Super-Sized Cities

Public health experts at CUNY and its London counterpart jointly offer ways to halt the growing childhood obesity epidemic.

By Tatyana Gulko

In the fight against childhood obesity, zoning and tax incentives may be new weapons. So might universal free school lunch and even tap water.

These are some of the recommendations made by public health experts from London and New York City. Students and professors from The City University of New York and London Metropolitan University recently collaborated in a study that looked at each city’s response to the childhood obesity epidemic, which has more than doubled in the last 25 years.

The final report, a “Tale of Two ObesCities: Comparing Responses to Childhood Obesity in London and New York City,” presents a comprehensive municipal strategy for battling obesity and health-related inequalities, which are becoming heavily concentrated among children in low-income neighborhoods.

Unlike other studies on obesity, which have identified the causes and possible solutions that individuals can take to reverse the trend, this one calls on cities to take part in the effort.

“We think cities are particularly well equipped to take on obesity because of their close connection to families and communities,” says Nicholas Freudenberg, distinguished professor at Hunter College and director of CUNY’s Doctor of Public Health Program, who co-authored the study. The other authors are Kim Libman, a public health and environmental psychology student at CUNY, and Professor Eileen O’Keefe, Director of London Metropolitan University’s health programs. Freudenberg has been working with communities in New York City for nearly 30 years to identify and solve health issues, including substance abuse and diabetes.

“We were looking at what is the cumulative impact of all
the things that these two cities are doing and what are the strengths and gaps of those responses,” he says.

One of the bigger problems, they found, is the lack of a coordinated effort in both cities. Neither city, for example, paid attention to improving food in both schools and communities, leaving kids who don’t buy school lunch with unhealthy options for eating outside of school. The study identifies zoning as a possible solution, pointing to efforts in Los Angeles, where a zoning change barred the establishment of fast-food places near schools. “You need to get the maximum impact from all these different strands,” Freudenberg says.

City-wide programs like New York City’s FRESH (Food Retail Expansion to Support Health) which offers tax benefits and zoning incentives for grocery store development to increase the availability of healthy foods, are also encouraged.

The study also recommends making tap water readily available to schoolchildren. There are not a lot of incentives to keep water fountains in schools, says Freudenberg. “Just by that relatively easy step, which we can do in both cities, we can reduce the amount of soda kids are drinking, which seems to contribute a lot to obesity.”

Recommendations such as providing free school lunches for all students will require a much heavier political lift. The two-track system in New York City that provides lunch only to those who financially qualify puts a stigma on school food, says Freudenberg.

“It seems like a welfare service instead of an entitlement,” he says.

Although it would be expensive, you can really establish better lifetime eating habits by making healthy, tasty and free food available in each school.

“We see this report as a tool for activists and advocates in both cities,” he says.

London and New York City are exchanging and implementing some of these ideas. Public health advocates in London, he says, are watching New York’s efforts at calorie labeling on chain-restaurant food.

Similarly, New York has begun to follow in London’s footsteps by expanding opportunities for physical activities by creating parks and bicycle lanes.

Michelle Obama’s nationwide campaign to combat obesity, launched in February, is a big step forward, says Freudenberg. “We are hoping that our municipal efforts can strengthen national, local and family efforts,” he says. “What we really found is that this is a global problem.” He has traveled to the cities of Cape Town, South Africa and Lisbon, Portugal to form a larger research collaborative and hopes to team up with five to eight more cities around the world.

HE BELONGED to the Longfellows Club, a group of 6-foot or taller male Brooklyn College students. She hung out with the female Hi Hites, a club of tall young women, although she wasn’t tall enough to be a member. They met in the basement lunchroom in Boylan Hall. It was 1949 when Claire Schneider (class of 1952) and Leonard Tow (1950) had their first date at the Park Circle Roller Skating Rink. They’ve never looked back, but they’re giving back with generous gifts to Brooklyn College and the CUNY Graduate School of Journalism.

“I came from dirt-poor poverty, and I saw lots of needs around me that were going unfulfilled,” says Tow. His parents, Russian immigrants, and he lived in a single room behind their small store in Bensonhurst. During the Great Depression, they often waited for their first sale to buy breakfast. “Claire came from a family barely able to scratch out a living on two small salaries,” he says. “Together we got lucky in business and built a substantial nest egg. We decided the best use of our money was to give it away.”

Tow got a master’s and a doctorate at Columbia University, conducted research in the British colony of Southern Rhodesia (now Zimbabwe) and taught economics at Hunter and Brooklyn Colleges and economic geography at Columbia University’s Graduate School of Business.

But after earning his doctorate, he confronted the reality of having three children on a single salary. “I couldn’t find a job that fed my family in the teaching world,” he says. He found work with Anthony Marshall, Brooke Astor’s son, in his African Research and Development Co.

Tow and two colleagues then went out on their own. “We did a lot of wild things. We owned some Broadway theaters and produced some Broadway shows, and did some work in Europe, Africa and India.” In the mid-1960s he was a management consultant at what is now Deloitte & Touche. One of his clients was TelePrompTer Corp., which hired him to grow its tiny cable TV subsidiary. Cable was in its infancy, and over seven or eight years, he built it from 50,000 subscribers to more than one million, making it the nation’s largest cable TV company at the time.

After a proxy fight, TelePrompTer was taken over by Jack Kent Cooke, a philanthropist whose fellowships have helped exceptional students at CUNY and other universities. “I worked for Jack for about a year and a half, building the company’s cable TV inventory larger and larger,” Tow says. “And then I decided in 1973 to try and do it for myself.”

With $22,000 in equity capital and a $5 million line of credit, Tow started Century Communications Corp. in partnership with Century Insurance. He bought anemic cable companies and made them profitable. Century prided itself on a family atmosphere, where any worker could talk with management. Claire Tow helped set the tone as senior vice president of human resources.

In 1988, Century Communications began acquiring cellular telephone licenses and building a cellular company that grew into Centennial Cellular. In 1989, he joined the board of Citizens Utilities, which offered telephone, gas, electric, water and wastewater services; he became its chair, CEO and in 1991 CFO and later merged Citizens’ cellular operations into Centennial’s.

In 1999, when Century was the nation’s fifth largest cable company, Tow sold it and Centennial Cellular. In 2004, he sold his position in Citizens Utilities. At age 76, he devoted himself to the Tow Foundation, which he and his wife had founded in 1988.

Its many grants include the pediatric oncology pavilion at Memorial Sloan-Kettering Cancer Center; the Center for Motor Neuron Biology and Disease at Columbia University Medical Center (Claire Tow has Lou Gehrig’s Disease); juvenile justice; the arts, including Caramoor and Lincoln Center, where a theater named for Claire Tow will rise atop the Vivian Beaumont Theater.

Among its higher-education activities, the Tow Foundation, run by his daughter, Emily Tow Jackson, funds internships, scholarships and grants for students and faculty at Brooklyn College.
Sometimes big philanthropy comes in small packages. Take the gift of Ameena Hakim, who became a registered nurse in August and, out of her first paycheck of somewhat more than $200, sent a donation to Queensborough Community College.

“I’m here because of Queensborough,” she says. “The professors were wonderful. They encouraged me to do everything.”

In some ways, Hakim is a classic CUNY student — she emigrated from Guyana at 15, married at 18, earned a GED, started at Queensborough after her first child began pre-kindergarten and then had two other children while continuing her studies. In 2005, she took an exam in the morning, was taken to the hospital by her husband, gave birth — and was back in class the next week.

With the college’s help she found her first, temporary, job giving flu shots as the H1N1 virus spread through the city. Then an agency alerted her to an opening at United Cerebral Palsy of New York City. She became the residential program nurse for people with physical and/or developmental disabilities at two of its group homes.

“It’s a lot of responsibility,” she says. But three months into the job, she seemed to be doing well.

One day last winter, she got a call at home. Unexpectedly, auditors had stopped by.

“I ran out in my pajamas, but our work was flawless. We didn’t receive any citations. My supervisor said, ‘Do you have any friends who work like you?’ Well I do — from Queensborough.”

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College President Eduardo J. Martí got to know Hakim when she was president of the student nurses’ association.

“There’s a mantra at the college that fundraising is not about the money. It’s about how you make Queensborough a priority,” he says. “Our nursing program has a national reputation and is very well respected. This lady clearly demonstrates that Queensborough is a priority for her.”

The Tow Foundation offered Brooklyn College a $10 million challenge grant for a new performing arts center, with the intent of attracting top theorists, practicing artists, students and faculty for collaborative work in state-of-the-art facilities. In response, the college raised an additional $15 million from public and private sources.

“The ongoing commitment and remarkable generosity of Leonard and Claire Tow will leave an enduring legacy at Brooklyn College,” says President Karen L. Gould. “Their vision for a performing arts center will soon result in a beautiful facility that will have a profound effect on the quality and vibrancy of the performing arts on our campus and for the surrounding community.”

A chance conversation with CUNY Chancellor Matthew Goldstein led to a $3-million challenge grant to the CUNY Graduate School of Journalism, to be matched one-for-one. Tow had mentioned a possible grant to help Columbia’s journalism school find ways to allow serious journalism to remain profitable in the digital age.

“Matt asked if I’d consider the new CUNY School of Journalism, which I didn’t know about,” Tow says. Goldstein took him to meet Dean Stephen B. Shepard.

“I liked what I saw, so we set up a challenge to Columbia and City University to present their ideas,” Tow says. Columbia wanted to revamp its curriculum. CUNY favored entrepreneurial journalism. “We decided to fund them both.”

Shepard says Tow has visited the school many times. “The grant is for a new Center for Journalistic Innovation. We’re looking at new business models, like our hyperlocal news project in Fort Greene [Brooklyn]. And we have seven graduates who are incubating new products, so it’s very exciting.”

“It’s been a good ride,” says Tow. “I’m still having a good time.”

Leonard Tow rose from poverty to business tycoon and now devotes himself to his family’s foundation.

R.N. Grad Is Proud — And Loyal

Sometimes big philanthropy comes in small packages. Take the gift of Ameena Hakim, who became a registered nurse in August and, out of her first paycheck of somewhat more than $200, sent a donation to Queensborough Community College.

“I’m here because of Queensborough,” she says. “The professors were wonderful. They encouraged me to do everything.”

In some ways, Hakim is a classic CUNY student — she emigrated from Guyana at 15, married at 18, earned a GED, started at Queensborough after her first child began pre-kindergarten and then had two other children while continuing her studies. In 2005, she took an exam in the morning, was taken to the hospital by her husband, gave birth — and was back in class the next week.

With the college’s help she found her first, temporary, job giving flu shots as the H1N1 virus spread through the city. Then an agency alerted her to an opening at United Cerebral Palsy of New York City. She became the residential program nurse for people with physical and/or developmental disabilities at two of its group homes.

“It’s a lot of responsibility,” she says. But three months into the job, she seemed to be doing well.

One day last winter, she got a call at home. Unexpectedly, auditors had stopped by.

“I ran out in my pajamas, but our work was flawless. We didn’t receive any citations. My supervisor said, ‘Do you have any friends who work like you?’ Well I do — from Queensborough.”

College President Eduardo J. Martí got to know Hakim when she was president of the student nurses’ association.

“There’s a mantra at the college that fundraising is not about the money. It’s about how you make Queensborough a priority,” he says. "Our nursing program has a national reputation and is very well respected. This lady clearly demonstrates that Queensborough is a priority for her.”

The Tow Foundation offered Brooklyn College a $10 million challenge grant for a new performing arts center, with the intent of attracting top theorists, practicing artists, students and faculty for collaborative work in state-of-the-art facilities. In response, the college raised an additional $15 million from public and private sources.

“The ongoing commitment and remarkable generosity of Leonard and Claire Tow will leave an enduring legacy at Brooklyn College,” says President Karen L. Gould. “Their vision for a performing arts center will soon result in a beautiful facility that will have a profound effect on the quality and vibrancy of the performing arts on our campus and for the surrounding community.”

A chance conversation with CUNY Chancellor Matthew Goldstein led to a $3-million challenge grant to the CUNY Graduate School of Journalism, to be matched one-for-one. Tow had mentioned a possible grant to help Columbia’s journalism school find ways to allow serious journalism to remain profitable in the digital age.

“Matt asked if I’d consider the new CUNY School of Journalism, which I didn’t know about,” Tow says. Goldstein took him to meet Dean Stephen B. Shepard.

“I liked what I saw, so we set up a challenge to Columbia and City University to present their ideas,” Tow says. Columbia wanted to revamp its curriculum. CUNY favored entrepreneurial journalism. “We decided to fund them both.”

Shepard says Tow has visited the school many times. “The grant is for a new Center for Journalistic Innovation. We’re looking at new business models, like our hyperlocal news project in Fort Greene [Brooklyn]. And we have seven graduates who are incubating new products, so it’s very exciting.”

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The Association of Writers & Writing Programs (AWP), an international organization, reports there are 184 MFA writing programs in the United States, up from 109 in 2004. Significantly, in an era of budget cutbacks that also affect universities, these programs are by their nature small and intimate. Writing workshops are the staple of MFA programs; here, student work is critiqued by a professor and classmates, and they operate in tandem with classes on craft, where students read and discuss literature to deepen their understanding of a genre from a writer’s point of view.

The reasons for the increases in MFA programs and students are myriad. With the Internet, there certainly are more opportunities for writers to present their work, paid or unpaid. Considering the economic climate, some students may be returning to a first passion: the arts. In doing so, writing can add quality of life beyond the daily grind.

Although the positions they take after completing the degree may not necessarily be directly related to creative writing or to higher education, sharp writing skills are an essential dimension to any career. Matt Burriesci, AWP acting executive director, says that most MFA graduates do not go on to teach at universities and colleges. “They edit, they are in publishing, they are in K-12 education, public service, community...”

Students Discover Surprises — And Provide Them

IMIKO HAHN, an award-winning poet and University distinguished professor, can find lyricism even in the Science section of The New York Times. That soft-spoken mischievousness is also what makes her teaching so enticing.

During a recent craft class at Queens College she distributed a handout of several pages, each page bearing a different version of the same poem. She told the nine MFA students that she had deleted the poet’s concluding stanzas from the first version and then gradually added them back on subsequent pages — until the last version ended as the poet had written it. “But no looking ahead,” she warned, smiling.

“This is a class in poetic closure,” she had explained to her students earlier. “But you can’t understand how a poem closes until you understand how it begins.” And reading and understanding poems is also the route to writing them, she believes.

And so, page by page, with Hahn leading the way, the students perused those versions of “For Denis At Ten” by Marie Ponsot, another renowned writer — and a former English faculty member at the college, who gave a reading there in March. Hahn’s students read about a city boy exploring the countryside and saw how his open-ended expectations regarding new surroundings unfolded — and indeed, surprised them as the poem moved towards closure:

“Nothing reminds him of something, He sees what is there to see.”

Continued on page 14
“She [Ponsot] certainly pulled a fast one on me,” says student Deborah Fried-Rubin, a former attorney and the mother of three children in college, high school and middle school. “Ponsot, knowing she is leading us to look for more, brings us to see how the boy is doing none of that. She defeated our expectations and took us somewhere surprising.”

Surprises that ultimately make sense are among the stronger attributes of good writing, whether they work in tandem with closure or earlier in a work. At CUNY, students like Fried-Rubin appreciate the surprises they discover in classes taught by writers like Hahn. In turn, the students surprise their professors and their readers — and themselves — with their work.

Phil Klay, a Hunter fiction student and retired Marine who served in Iraq, is attending school on the GI bill. He has been writing for as long as he can remember. And reading as well. Klay memorized T.S. Eliot’s “The Waste Land,” during training in Quantico, Va. He laminated pages of the poem and carried them in his pocket while toting a machine gun. Now, he is writing a novel about Marines leaving the corps, which may include characters people don’t usually read about in the newspapers — namely a military meteorologist and “the guy whose job is to collect bodies of U.S. servicemen from battlefields.”

Ann Saidman graduated from the City MFA program in February and culminated her achievement at the March Turnstyle Reading arranged by the MFA affiliation group. Saidman is a school librarian in Brooklyn — and a former hockey mom — who has written biographies for children about Oprah Winfrey and Stephen King. But what she read to those gathered in the Segal Theatre was not a bedtime story but a striking piece of magical realism about a con artist who sells “meat trees” and has a deadly encounter with an irate customer who carries tiny leopards in her coat pockets. The audience was spellbound, as was the son Saidman once took to all those hockey games and practices. When she finished, he stood and cheered. The look on her face said it all. That she was happy to be a writer. Happy to know that she had worked hard and will continue to do so, and that she wrote a story appreciated by people who mattered.
service, government jobs,” he says. “Or they write novels.”

Or poems. Or plays. Or nonfiction. Or memoirs. Or works in translation.

Tyler Rivenbank came here from the south two years ago and is now having professional staged readings of his plays even before he turns in his thesis; Yoshi Tomonaga, from Japan, came to study American literature and is now working on a manuscript of short-shorts as well as translating experimental Japanese prose poems.

At CUNY, students write in all these genres, and each MFA program’s menu of course offerings and faculty accounts for the variety of students it attracts.

At Brooklyn, which in 2009 was ranked 15th among the top 50 MFA programs in the United States by Poets & Writers Magazine, fiction (ranked 13th overall by the magazine), poetry and playwriting are taught. The playwriting program was started almost 30 years ago by Jack Gelber, an iconic dramatist of his generation. Continuing the tradition, recent graduates are changing the face of theater, according to Mac Wellman, a professor who has won three Obies, including one for lifetime achievement. He has also published three novels and is working on a fourth written in the voice of a “good girl” who is “deeply envious” of her troublemaking sister.

Other Hunter MFA professors — as well as their colleagues throughout the University — also emphasize how much their students inspire them.

“When I get a student who’s really hungry for it, who’s hungry the way I was hungry, it really invigorates me,” says Tom Sleigh, Hunter’s senior poet and the program’s director. “It makes me feel that I am still a young writer, that I will always be a young writer.”

He believes professors should be looking for students who are “resolutely interested in doing their work.” In other words, students who want to write for the sake of it not because it will bring them fame and fortune, which elude most writers anyway. And Sleigh believes he has found writers like that in the Hunter program.

Continued from page 12

For Teacher/Writers, A Joyful Balancing Act

Continued on page 16

PLAYRIGHT Mac Wellman is proud of his students.

I always dreamed of coming back to pursue my interest in poetry.

— MFA student Deborah Fried-Rubin

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City College sends some of its MFA students to a distinctive publishing certificate program.
Many members of the faculty of the University’s MFA programs balance teaching with writing.

Hunter’s Colum McCann, who won the National Book Award for his novel *Let the Great World Spin*, adds: “I see what preoccupies them [the students]. I see how the language is changing. I see how they use cell phones, fractured narrative, technology. I see what the next generation of writers is doing. It extends my own command of writing. It keeps you fresh.”

At Brooklyn College, playwright Mac Wellman cannot contain his joy when speaking about recent graduates whose plays are being produced. They are perhaps the current-day incarnations of Jack Gelber, one of the iconic dramatists of his generation who started the playwriting program at Brooklyn almost 30 years ago. Now, included among Wellman’s former students is Annie Baker, whose play “Circle Transformation Mirror” was presented at Playwrights Horizons in Manhattan. Another graduate, Young Jean Lee, runs her own theater company from Brooklyn and has toured internationally. About his students’ work, Wellman says, “It’s cutting-edge. It’s not mainstream, but it is affecting the mainstream in a big way.”

The kinship CUNY’s writing professors feel with their students was evident at the Turnstyle Readings, where they shared the same stage.

“It’s really nice to have a gathering of the CUNY tribes,” says Emily Raboteau, who teaches at City. Instead of only reading from her new work of nonfiction — *Searching for Zion*, forthcoming from Grove Press — she warmed up the audience with funny titles from country and western songs, including what she calls “my personal favorite: ‘You’re the Reason Our Kids Are Ugly.’” With laughter in the air, she launched into a section of her new book, which she researched in Jamaica. It was a searing but far from humorless account of an encounter with Rastafarians, part of a story she says was propelled by her own interest in Bob Marley and told from her point of view as a biracial American.

Many other members of the faculty of the University’s MFA programs balance teaching with writing and, indeed, a collective reading of their recently completed works — as well as those in progress — would be nothing short of a glorious marathon.

Novelist Joshua Henkin, who teaches at Brooklyn, is working on a novel that takes place over 32 hours with scenes in Park Slope, where he lives, and in the Berkshires and revolves around the theme of grief.

Queens College’s Kimiko Hahn, the guiding light behind the MFA Affiliation Group, is also the recipient of the 2008 PEN/ Voelcker Award. Her new collection of poems — *Toxic Flora* (W.W. Norton) — includes many inspired by articles from The New York Times science section.

This is the beginning of a poem about a concept that confounds many writers — space.

**Space**

I don’t understand space — the emptiness, the distance measured in light. 
Take the protostar: I can’t grasp how clouds of dust and gas can collapse then suck up more stuff and expand to over twenty times the size of our sun. 
In all this heat and shadow

About teaching, Hahn says, “We are very, very hands-on.”

As for his teaching philosophy, Carey says: “We don’t have a lot of people to look after, and we look after them very well. And although ‘polite’ is not helpful, ‘respect’ is always helpful…. We have a balancing act of complete honesty and candid support. In other words we’ll catch you if you fall.”

**CUNY FACULTY** are gifted writers as well as talented teachers. Their work consistently garners the most prestigious national and international awards. Here is a partial list of faculty who have received major honors in the past year.

**SALAR ABDOH**

CCNY

National Endowment for the Arts Literature Fellowship 2010

**MEENA ALEXANDER**

Hunter/GC

Distinguished Achievement Award from South Asian Literary Association 2009

**ESTHER ALLEN**

Baruch College

Cullman Center Fellowship

New York Public Library 2009-2010

**JEFFERY RENARD ALLEN**

Queens

Ernest J. Gaines Award for Literary Excellence 2010

**PETER CAREY**

Hunter

Australian Legends of the Written Word 2010

**TINA CHANG**

Hunter

Brooklyn Poet Laureate 2010

**COLUM MCCANN**

Hunter

National Book Award 2009

**HELEN PHILLIPS**

Brooklyn

Rona Jaffe Foundation Writers’ Award 2009

**EMILY RABOTEAU**

City College

Bechtel Prize 2009

**MICHAEL THOMAS**

Hunter

IMPAC Dublin Literary Award 2009
Continued from page 14

program, which provides a taste of the real world they may be fortunate enough to enter. Director Linsey Abrams says that “though we have out-of-state students, we have a constant stream of New York City denizens who recommend us to one another by word of mouth.” Also at City, Pam Laskin conducts a yearly class in children’s writing that she says is always filled. She says that more writers want to work in this genre because it has changed to reflect the maturity of children today. In pointing out that Maurice Sendak’s classic children’s book Where the Wild Things Are caused controversy when published in 1963 because some thought it too scary for children, she says, “Children are more thoughtful and aware than they were even a few decades ago. And there is a new genre that Maurice Sendak’s classic children’s book Where the Wild Things Are caused controversy when published in 1963 because some thought it too scary for children, she says, “Children are more thoughtful and aware than they were even a few decades ago. And there is a new genre that recognizes this. There is more openness. People want to talk about things, and children’s literature has to reflect a changing attitude about life.”

The influx of applications at Hunter is not surprising. Carey, author of the novels Oscar and Lucinda and True History of the Kelly Gang, is one of only two writers to win the Man Booker Prize twice, Britain’s most prestigious writing award for fiction. McCann won last year’s National Book Award for his novel Let the Great World Spin. Like many in the University’s MFA programs, they also have reputations as writers who love to teach. Hunter, which offers programs in fiction, poetry and memoir, was named the best MFA program in New York by the Village Voice in 2007, with a faculty the publication deemed “diva-free.”

Carey notes that Hunter is competing for the best students with the best writing schools in the country, including the Iowa Writers’ Workshop, The University of Texas at Austin, the University of California, Irvine and the University of Michigan At Queens College, which is in what may be the most culturally diverse county in the country, the translation program is under way. Among the faculty is poet and translator Roger Sedarat, author of the collection, Dear Regime: Letters to the Islamic Republic. Before there was a Queens MFA program, Sedarat received a MA in English/creative writing from the college and then earned a doctorate in English from Tufts University. His presence seems to be in keeping with the school’s diverse population. Diversity is a topic often mentioned at Brooklyn and City as well, a natural discussion that speaks to the character of the neighborhoods in which the colleges are located.

Queens is also the hub where a major effort is made to introduce and, in a sense, unite the university’s MFA programs. This is due to Kimiko Hahn, a professor who in considering the program’s similarities and different offerings decided to create an MFA affiliation group. She was prompted in part when the AWP held a conference in New York and felt it would be important for the CUNY programs to participate as an entity. It was also with this in mind that the Turnstyle readings began. The affiliation group also makes sure that news of importance to writers travels in an organized fashion from campus to campus. For example, as a result of the affiliation group, students in all the programs know they have reserved seats for an upcoming Seamus Heaney reading. About the affiliation group, Hahn, who like Carey is a distinguished professor, says: “It really plays to our students because we all have amazing writers and professors, but we don’t necessarily know who’s somewhere else.”

Carey notes that Hunter is competing for the best students with the best writing schools in the country, including the Iowa Writers’ Workshop.
Peter Carey, two-time Booker Prize winner and executive director of the Hunter MFA program, was given another honor this year: His face is on a stamp back home in Australia. Actually it’s on two: One with a recent photograph of him now in his 60s and another depicting him when he was younger.

Carey is one of six authors on the latest round of stamps of “legends” that Australian postal officials print “to honour individuals who have made a lifetime contribution to the development of our national identity and character.”

“To be an Australian stamp is really quite moving,” Carey, who lives in New York, was quoted as saying at a ceremony in Melbourne. “There’s a big part of me that really wants to be part of Australian culture.”

The Writers’ Institute. Where Talented New Writers Meet Today’s Top Editors.

The CUNY Writers’ Institute, headquartered at The Graduate Center in Manhattan, is a one-year, $11,000 certificate program for students who want to penetrate mainstream publishing venues and are ready to meet and learn from the best New York City editors.

In this program, it’s those editors, not professors or other writers, who are the teachers. Hence the institute’s moniker: “The Un-MFA Writing Program.” Students take four intense workshops, two a semester — usually held in the evenings.

André Aciman, the program’s director and a CUNY distinguished professor, emphasizes that “new writers” doesn’t necessarily mean young, and typically he doesn’t look for students right out of college. He prefers to admit those who may have been out in the real world for a while and who may already be working. He does, he says, have a number of students in their late 20s and early 30s.

A typical student might be a psychiatrist who has many stories to tell but has only written for medical journals and would like to write a novel or a piece of creative nonfiction about his or her experiences. Nathan Thrall, who now edits at The New York Review of Books, is a graduate as is another individual who was a writer but wanted more support in writing within her area of expertise: adoption. For more information see http://writersinstitute.gc.cuny.edu/

“It’s for people who are trying to get a feel for what The New York Times or The New Yorker or The Wall Street Journal is looking for,” says Aciman, who is also a nonfiction author, novelist and chair of The Graduate Center’s doctoral program in Comparative Literature. This is his ideal student: “You have experience. You know a lot. But you also know you have to tweak your style so as to reach the maximum number of readers.”

The list of faculty and guest speakers reads like a who’s who of New York literary life. Teachers, for example, include Deborah Treisman, fiction editor of The New Yorker, Jonathan Landman, culture editor of The New York Times and John Freeman, editor of Granta. Speakers have included Philip Gourevitch, former editor of the Paris Review and longtime New Yorker staff writer, and more recently, David Denby, New Yorker staff writer and film critic.

“I’ve got the greatest editors in the U.S.,” Aciman says. “And in class, they do what they do all day. They read and edit. The word I like is ‘surgical.’ If something needs to be cut they cut it, and try not to argue, please.”
SINCE THE 1940s, fishermen have gathered at the Japanese village of Taiji to kill dolphins for meat or capture them to sell to aquariums in Japan, China, Turkey and Dubai.

Diana Reiss, professor of cognitive psychology at Hunter College and at the biopsychology and behavioral neuroscience graduate program at The Graduate Center, has been trying to persuade the Japanese government to stop these “drive hunts.”

She hopes that “The Cove,” which won an Oscar this year for best documentary feature, will help put an end to the inhumane practice. “This was a deep dark secret that the Japanese were hiding from the rest of the world,” says Reiss, who helped educate the filmmakers about dolphins during the preliminary research phase of “The Cove.”

“It had a huge impact globally. People want to stop this drive.”

Continued on Page 20
This view of the infamous Cove in Taiji, Japan, where dolphins are herded and inhumanely slaughtered, shows some dolphins that were collected in drive hunts but were selected to be sold to non-U.S. aquariums—a practice that further supports the hunts and the brutal killing of the rest of the dolphins herded.
Head of marine mammal research at the National Aquarium in Baltimore, Reiss has been working with dolphins in aquariums for more than three decades, focusing on their cognition and communication as well as comparative animal cognition and evolution of intelligence.

She was the founder and director of the Marine Mammal Research Program at the Osborn Laboratories of Marine Sciences at the New York Aquarium of the Wildlife Conservation Society and Marine World Africa USA in California.

Her research team was the first to demonstrate that bottlenose dolphins and elephants are able to recognize themselves in the mirror, a sign of self-awareness once thought to be a hallmark only of humanity.

Reiss is conducting further comparative investigations of mirror self-recognition in dolphins of different ages to see how it correlates with other stages of their social and cognitive development.

She has used these findings to advocate for animal welfare and for an end to the killing of dolphins and small whales in the drive hunts in Japan.

“We know these animals are intelligent, they’re sentient, and we know that they can experience great pain and suffering,” she says. “These are harvests that are the most inhumane treatment of animals. So, as a scientist, I feel that it’s my responsibility to be speaking out and working in this arena.”
At the New York Aquarium, top, Hunter College professor Diana Reiss communes with Presley, the first dolphin to pass the mark test and show the ability for mirror self-recognition. Left, Presley views himself, perhaps with pride. At right, two dolphins look toward a camera, watching while being watched.
To researchers at the CUNY Energy Institute, the quest to control these inevitable filaments of crud is what stands between, say, an ordinary zinc battery and one that might someday electrify an entire building or replace a power station with a wind farm.

Zinc is a cheap and widely available metallic element, and for more than a century it has proved an excellent store of electricity when used as a battery’s anode, one of its two electrodes. The problem is that after repeated cycles of charging and discharging, zinc has an unfortunate habit of spawning branch-like formations — dendrites — that grow haphazardly, but inexorably, toward the battery’s other electrode. Eventually, a dendrite touches that electrode. There is a sudden spike in current. Which causes a short. And a dead battery. Electrochemical engineers describe this phenomenon and its consequences as “catastrophic dendrite formation.”

If only the dendrites could be tamed so that the zinc is deposited evenly on the anode during repeated charging and discharging. Chemical engineers have tried to do that for decades, but they have yet to figure out exactly what processes cause the zinc to do what it does.

If they could, the world might be a different place. Cracking the code of zinc dendrites — solving this one problem — could lead to the first battery capable of economically storing enough electrical energy to be part of what energy futurists call a “smart grid.” They envision a network that would allow consumers to control the cost and efficiency of their electricity usage and generate some of it locally from the sun and wind, putting it back into the grid when they have an excess.

As scientists at the CUNY Energy Institute see it, this battery of the future would be about the size of a Dumpster. Utilities could scatter them around cities, deferring the need for new power plants and substations. Or perhaps they could be produced in a variety of sizes so that every house could have its own energy storage, allowing homeowners to buy their electricity when rates are low and store it for when they need it. Or homeowners could generate their electricity from wind or solar sources and have an efficient place to store it for times when the wind isn’t blowing or the sun isn’t shining.

The zinc battery is one of several technologies, along with aluminum batteries and high performance capacitors, that researchers at the CUNY Energy Institute are working to develop. They are part of what, under President Barack Obama, has become a nation-
al quest to develop a class of 21st Century super batteries. Forget the Energizer Bunny and the DieHard. The race is on to produce electrochemical packages capable of storing so much energy that they would change the way everything from cars to entire cities is powered.

CUNY Energy Institute Director Sanjoy Banerjee has strived to find new, better and less expensive ways to gather and store energy since CUNY lured him away from the University of California, Santa Barbara, in 2008. Banerjee created the new Energy Institute and has been steadily building it into an ambitious research organization. Coincidentally, what happened in the two years since Banerjee’s arrival was that battery-centered technology became all the rage, a major focal point of the national energy agenda. A month after taking office last year, the Obama administration announced a plan to attack the U.S. dependence on carbon-based energy sources and the ailing economy in one stroke. The Department of Energy made $2.4 billion of the federal stimulus package available to fund research aimed at developing the next generation of batteries. Thus, battery technology became the target of America’s decades-old struggle to wean itself from foreign oil.

It’s an interesting convergence of circumstances for Banerjee. With the approval of CUNY’s Board of Trustees, the CUNY Energy Institute is a reconstituted and reinvigorated version of the Clean Fuels Institute, a research center that had operated at City College since the early 1970s. Started by Arthur M. Squires, a renowned chemical engineer who had been a member of the Manhattan Project, the Clean Fuels Institute had a focused target: coal and how to make it a cleaner energy source.

Nearly 40 years later, the Energy Institute has a far broader mission, as well as a wider reach across the CUNY universe. Like its predecessor, the new institute makes its home at City College’s Grove School of Engineering, but it also draws researchers from other CUNY campuses. Thus far, Banerjee has recruited chemists and other scientists from Hunter, Brooklyn and Queens Colleges and the College of Staten Island.

Meanwhile, he has brought in researchers such as Dan Steingart, a young materials scientist who is working on various battery projects and, along with two other new hires — Stephen O’Brien and Masahiro Kawaji — serves as the institute’s core faculty. Like several of the institute’s scientists, Steingart, an assistant professor of chemical engineering, is working on ways of adapting electrochemical energy storage to cutting-edge uses. Among his goals is to develop a paper battery that could be used, for instance, to power a hospital bracelet which could contain a patient’s medical chart.

O’Brien, a chemist recruited from Columbia, is working with Steingart and Banerjee on the next generation of very high performance capacitors, devices that complement batteries by storing less energy while discharging ultra-fast.

Kawaji, meanwhile, came to CUNY from the the University of Toronto, where he developed his expertise in the ways and means of energy flow. Kawaji’s earlier work improved the design of power plants and the safety of nuclear reactors, and he was a principal investigator in experiments conducted aboard the space shuttle and the international space station. Banerjee worked with Kawaji years ago at the University of California, Berkeley, and recruited him to the Energy Institute to devise new methods of storing thermal energy. “This is another key problem if energy from sunlight is to be used efficiently for heating and evaporative cooling,” says Banerjee.

Born in India, Banerjee is a forceful but charming man appropriately possessed of a thousand-watt smile. He is the rare chemical engineer with both an impeccable academic pedigree and a natural flare for engaging with government and industry leaders and other stakeholders — an essential part of the hunt for research funding, especially in tough economic times.

Some of that outreach actually means reaching inside. “We’ve got people working on aspects of these programs from all over CUNY,” he says. And that’s only going to expand: “We’re going to open up, take half a million dollars and open it to competition. Anybody in the CUNY system who has a bright idea — a really bright idea — is going to get some seed funding. And we’ll encourage them to collaborate and raise more money.”

Most of the federal stimulus money is aimed at batteries that would accelerate the nation’s transition to plug-in hybrid-electrical vehicles. With the help of a recently announced state grant, which also funds the high-performance capacitor work, the institute’s team is working on one such battery. It’s a potentially revolutionary version of technology that uses nickel and zinc.

“The problem with batteries for plug-in hybrid electric vehicles is that they are frequently discharged and recharged, which degrades battery life” says Banerjee. By developing a method of controlling the flow and composition of the battery fluid, institute researchers have started to tame the dendrites and already observed much longer battery life — 400 per cent higher than any other nickel-zinc batteries. That’s even better than more expensive lithium ion batteries, which typically last two or three times longer than nickel-zinc.

But while the nickel-zinc battery project is showing results that could have a major impact on the growth of hybrid electric vehicles, and the smart grid, it is only one of many energy-storage technologies, with a wide variety of potential applications, that the CUNY researchers are working on. Indeed, the institute is less consumed by the drive to power the Prius generation than by its ambition to use such technologies to make entire cities more energy-efficient — whether with renewable energy sources such as solar and wind, or natural gas, or nuclear power, or even coal and, yes, oil.

As Banerjee never tires of pointing out, he conceives the Energy Institute as “energy agnostic” — a research organization that is ready, willing and able to explore just about any technology that makes sense and might help the United States achieve energy independence. By definition, this means rejecting the herd mentality that has been known to overcome major scientific quests.

“The flavor of the month comes and goes,” Banerjee says. He
recalls the energy world’s infatuation with hydrogen fuel cells, a technology all but proclaimed the solution to the nation’s energy problems a few years ago. The idea hasn’t quite panned out: The technology is still in the mix, but it’s been moved to the back burner.

“When President Nixon declared the war on oil imports, one-third of our oil was imported — now we import two-thirds,” Banerjee notes. “If the goal of American energy policy is to reduce or even eliminate our dependence on foreign oil, then no viable alternatives can be ignored. We cannot be consumed by any one technology. We can’t put all our belief and devotion into any one approach as if it were religion.”

Still, if Banerjee takes an approach that seeks not one Holy Grail but many, the holiest of them would be a battery capable of transforming renewable energy from high-minded concept into game-changing solution.

Solar and wind power are the enduring symbols of cutting-edge eco-friendliness — the embodiment of the green movement — but they still supply less than 4 percent of the nation’s energy. The primary reason is that nobody’s yet figured out a way around the inevitable paradox of relying on natural resources: They’re natural and, by definition, intermittent. It’s not always sunny or windy outside, and the energy generated when there is sun or wind can’t be saved for when there isn’t. It has to be used right away. That’s why renewables have never gone mainstream.

“Storage is the Achilles heel of any sort of renewable energy program,” Banerjee says. “So if it’s ever going to supply more than three or four percent of the national energy requirements, we need ways to collect and store electricity and make it transportable, the way oil and gas are easily collected and stored. That’s what we’re trying to do: Generate electricity whenever you can and use it whenever and wherever you want. And that means economical and long-life batteries.”

To that ambitious end, Banerjee has been steadily building his research staff, recruiting chemical engineers with complementary areas of expertise and focusing on approaches that are a bit off the beaten path. In the Energy Institute’s lab stands a battery the size of a trunk; it stores energy gathered from a solar panel on the roof of Steinman Hall. “It’s more complex than a standard battery,” says Steingart. “It has a lot of plumbing, as we flow the battery fluid to control dendrites, so we can change things as it’s running, fix it like open-heart surgery.” So far, the researchers have been able to cycle the battery 1,500 times without loss or performance.

Battery performance is one thing. Cost is quite another. In Banerjee’s view, it’s virtually pointless to develop a long-lasting battery that’s so expensive that it wouldn’t be widely adopted. “It’s one of the most important factors in any new technology,” he
ENERGY TOMORROW

says. “You can’t use the technology you have for your laptop. We need to look in radically new directions.”

Those new directions point directly down: to metals such as zinc and aluminum that are abundant and easily extracted from the Earth’s crust. Such materials have long proven effective at producing current in batteries, and they do it cheaply. What they haven’t done yet is to maintain their performance over daily charge and discharge cycles over many years — because of dendrite formation.

These are research projects of enormous ambition, given that ultimate success would mean developing a large-scale battery that would vastly change the energy picture in two fundamental ways. Besides storing electricity generated by intermittent solar and wind power, such a battery could be used to even out the load of a city’s power grid, thus reducing the need for construction of new power plants and substations.

Why zinc and not, say, lithium, another material used in batteries? For one thing, lithium would be flammable and possibly explosive in a battery as large as the one the researchers are trying to develop. Zinc, on the other hand, is chemically ideal for the purpose, as well as abundant and cheap — it’s less than one-twentieth the cost of lithium.

Of course, there is that problem of those dastardly dendrites, which occur in all high-performance, inexpensive batteries. Institute researcher Joshua Galloway is trying to understand how pumping conductive fluid through the battery and tailoring the charging cycle helps. This seems to reduce the formation of dendrites, though the reasons are not well understood.

Another metal being explored is aluminum. Like zinc, its physical and chemical properties make it ideal for energy storage, and it’s cheap and plentiful — the most abundant metal in the Earth’s crust, with 20 million tons of reserves in the United States alone. It’s 100 percent recyclable to boot.

Practical application — commercialization — is always on Banerjee’s mind. Coming to New York after 28 years in California, he has been struck by the difference in the academic cultures of the two states when it comes to bringing scientific discoveries to the marketplace. It’s a question with implications that go beyond energy and environment, to issues even more pressing these days: the economy and employment.

Strikingly, there are 20 major technology research centers among New York State’s public and private universities, and they spend nearly $4 billion a year. That’s second only to California’s $6.5 billion. But precious little of New York’s investment yields the kind of economic return reaped by California: Just 4 percent of the country’s venture capital is invested in New York, while a whopping 47 percent goes to California companies. Massachusetts, meanwhile, spends less than New York on research but incubates many more new start-up tech companies.

Although new to New York, Banerjee has quickly become influential in the state’s efforts to bridge the gap. Last spring, he was appointed to a state task force created by Gov. David A. Paterson to explore the issue. The 15-member panel held public hearings, including one at City College’s Steinman Hall, three floors below the Energy Institute, and Banerjee emerged as a leading advocate for some of its most audacious proposals.

He argued that a big part of the problem is that New York’s academic culture is too stodgy for the times; that universities should promote entrepreneurship by their leading faculty researchers with ideas such as campus-based venture funds and liberal leave policies that would allow professors to take a year or two off to start a company without affecting their tenure.

“New York is living in a world of 30, 40 years ago,” Banerjee says. “Universities have to do a lot more to enable collaborations. This is something that California has learned that New York has not. These partnerships are a way of life there.”

Banerjee made the case: The task force’s final report included those recommendations. It also called for some other policies he championed — most notably that the state give breaks on capital gains taxes to founders and early investors in cutting-edge companies that eventually succeed.

Banerjee certainly practices what he preaches. Meetings and phone conversations with engineers outside his academic world — whether they are employed by large industrial companies or are entrepreneurs with ideas he finds interesting — are always on his calendar. He thinks in eventualities, of not just what the discoveries in the lab might be, but how they could be applied in a practical and perhaps profound way.

And since coming to CUNY, those applications have become more specific. Banerjee is a self-described “urbanist” who doesn’t drive (although he does have a 1974 Porsche Carrera, which he used to race in California). And when it comes to batteries for hybrid vehicles, he is thinking bigger than a Prius. Lately he’s been having conversations with a company in Queens that converts buses to hybrid engine technology.

Banerjee recently invited a senior management group from Consolidated Edison to have a look at the Energy Institute’s work and talk about how the utility might use it one day. “What we’re looking at is battery technology which could eventually scale up to 10-megawatt size with four to eight-hour storage,” he told them. “That, combined with our high-performance capacitor, which also scales. This is what we might be able to do for Con Ed. This would put something within your facilities that would be integrated into your distribution. One of these battery-capacitor combinations could perhaps defer the need for construction of a new substation by two or three years.”

This got the Con Edison engineers’ attention: Relatively inexpensive batteries instead of new substations.

“Current technology does not exist where you can actually get it at the right price and put it in the middle of Manhattan,” Banerjee noted, stating the obvious but raising an intriguing possibility.

One of the Con Edison vice presidents thought Banerjee was actually understating the possibilities. “If you can do 10 megawatts, you can delay a lot of construction,” he agreed. “But that’s just one use.” Con Ed’s peak demand periods amount to just 20 hours a year, he explained. “So that’s [more than] 8,000 hours a year when we have 2,000-megawatt gas turbines sitting in New York City doing nothing. You move them out and put in your battery-capacitor system? That’s a real game-changer.”
**ARTIST JENNIFER McCoy**

**BROOKLYN COLLEGE**

## Art With Attitude

**WHILE SOME** traditional artists use paint brushes, Jennifer McCoy works with modern technology to create installation art. McCoy, MFA program director in the art department at Brooklyn College, works with her husband, Kevin, on a variety of projects. Once, they took all the film frames from the 1970s “Starsky & Hutch” television series and put them into categories — every shot that showed a leather jacket, for example, or the color blue.

Their work has been shown worldwide, including at The Metropolitan Museum of Art. Recently, from her Brooklyn studio, McCoy talked about the ideas behind her art, teaching at CUNY and the new emerging art scene.

**What exactly is installation art?**

Usually you define installation as something that’s creating an environment for the viewer so they are aware of their own bodies in the space, and they are aware of everything in the space. I think installation can be a catch-all for things that aren’t traditional, but I do think that for an installation artist, you are interested in controlling the experience of the viewer.

**You were a film major in college. What drew you to installation art?**

Working with the projected image seemed like a great way to put together the things I was interested in. Just being a filmmaker didn’t quite seem enough. I wanted to work with art because it seemed like a very open space for creativity, and I like work that changes over time, so our projects could be performance or sound or film or video, or they can be sculptures that move or change.

**Who takes on what role when you work with your husband?**

In the more cinematic projects, we definitely take on different roles. For a while I’ll be the producer, and the day of the shoot, he might be the director in a kind of film-industry way. For the sculptural projects, although I do a lot of the art direction and the physical model-making, and he does a lot of the technological systems, we really have to come together to make the final project. Sometimes other specialized assistants are also needed.

**Do you ever get on each others’ nerves?**

The times that we can come into the studio together are pretty great. We used to be there all the time and drive each other crazy, but since we have a family now and two different jobs, it’s actually kind of a special treat to finally get in there and talk to each other with nobody interrupting us.

**Can you talk about one of the larger projects you worked on?**

We did a video recently where we hired 50 actors to replace us. It was a PSC-CUNY grant that was funded. In that project, the question was, “What defines us?” When you are in different situations, how do you change what you look like, what you wear and how you act? We had actors take on our role as professors and our roles as artists. We had a screening of it in March in Houston.

**What’s your opinion on installation art versus traditional art?**

All of it is moving in the same direction. The most important thing today is that you are working with the idea first and foremost and not necessarily any one technique. I think a painting can be conceptual as well as something that works with the tools of our times.

**What’s hot right now in the art scene?**

I think what’s really hot right now is artists who work with communities to make interesting projects happen. A lot of my grad students are not so interested in the gallery world. They are more interested in projects that involve people and local resources rather than just creating a simple object.

**What do you like most about your students at Brooklyn College?**

The diversity. If you ask a simple question like, “create an autobiographical sketch,” you always get such interesting responses. They work really hard. They don’t just put a lot of work and effort into their work and school, but into their lives.

**Did you recommend any specific exhibits for your students to visit this semester?**

The Tim Burton exhibition at MoMA was definitely on the list because I’m teaching the stop-motion class. Eyebeam is also a really good resource for art and technology projects. I would also recommend the Marina Abromovic exhibition at the Guggenheim.

**How has the art scene changed since you’ve been involved?**

Art and technology have come a long way. It used to be this experimental, marginal zone of the art world. Now pretty much every artist uses video and technology in some way, certainly to promote and distribute their work if not make the work itself.
A Woman Of Action — And Reason

THERE’S A NEW PRESIDENT at Brooklyn College: Karen L. Gould is the ninth president and first woman to lead the college in its 80-year history. An expert on French-Canadian literature, Gould previously served as the provost and senior vice president for academic affairs at California State University, Long Beach, where she oversaw 31,000 undergraduates and 7,000 graduate students in eight academic colleges. At Brooklyn, she’s managing a much smaller, but equally diverse group of more than 13,000 undergraduate and 3,700 graduate students. Gould, who grew up in San Francisco, earned her bachelor’s degree from Occidental College and her doctorate in Romance languages from the University of Oregon.

What are your impressions of Brooklyn College students and faculty?
Our students are engaged, thoughtful and serious. I have had the wonderful opportunity to meet with Brooklyn College alumni and see the results of our strong tradition of academic excellence and affordability. We have a distinguished faculty, many of whom are recognized nationally and internationally, and we need to continue to promote the accomplishments of our professors and make sure the public understands how much they are accomplishing across many disciplines.

You have said you want to reach a broader audience to get the word out about the school. How do you plan to build the Brooklyn College brand?
We are seeking some advice from a marketing consultant and we’re also doing a number of surveys with our students, faculty and alumni to more clearly understand their perceptions of what the institution is and what it offers. We will have a summary of all of this as we determine how best to improve upon our brand and effectively communicate where we’re headed.

The college will be launching a five-year strategic plan in the fall. What are some of its key initiatives, and how are you preparing for it?
Currently, we have a presidential task force on retention and graduation success which will be preparing a May report. We are also engaged in a facilities master planning process during which we are looking at the grounds and buildings of our institution with architects and planners, so that we can fully comprehend how best to organize future growth and academic needs in order to position our departments to serve our students and faculty most effectively. We also have two sustainability task forces underway, and we will be planning soon the creation of the new school of business and considering plans for schools in the sciences, creative arts, and humanities and social sciences.

What are the challenges facing the college during these tough economic times?
We know that New York State is struggling with its budgetary situation, which requires fiscal constraint and very careful strategic planning. We have to be very careful about the pathways that we select for investment and make sure that we are investing in those areas that truly respond to student need and student opportunity.

How are you planning to accommodate the growing enrollment?
Our first-choice freshmen applications are up 40 percent over last year. I think that our new West Quad Center is helping, with added emphasis on one-stop shopping for student services and wonderful athletic services. We will have, for the first time in Brooklyn College history, a student residence hall next fall with 240 beds. Our transfer applications for this coming year are also up 120 percent. This application spike shows how many students...
are recognizing that a baccalaureate degree is absolutely essential. We will do everything we can to help our students reach their goals and graduate from Brooklyn College in a timely fashion.

**Is it exciting to be in New York City?**
Absolutely! It truly has become our home. My husband and I love it, and we find it very dynamic. Like Los Angeles, it has many ethnic groups, great cultural diversity and a lot of activities, which we thoroughly enjoy.

**What are some of your favorite things to do in the city?**
Shopping in Park Slope, running in Prospect Park, walking anywhere in Manhattan . . . walking our dog in our neighborhood, and enjoying many terrific Brooklyn restaurants and cultural events.
MARK SCHULLER knows a lot about Haiti. From 2003 to 2005, when the country was in the midst of another economic and political crisis, he lived there while he conducted dissertation fieldwork for his doctorate in anthropology.

Since then, he has visited Haiti every year. He learned to speak Creole fluently and teaches during the summer at the State University of Haiti in the native language.

When he’s away, Schuller misses the food, music, culture and the many friends he has made there over the years.

So when the earthquake struck Haiti on Jan. 12, leaving some 200,000 dead and one million homeless, Schuller was on one of the first flights to the devastated island. But even though he knew the problems the country struggled with before the earthquake, he wasn’t prepared for what he found.

“The damage was beyond human comprehension,” says Schuller, a York College assistant professor of African-American studies and anthropology. “I saw with my own eyes the destruction, but I also saw Haitian people surviving because they put aside their differences.”

Schuller arrived in Port-au-Prince as part of a grass-roots medical team that coordinated with Partners in Health. Working directly with Hospice St. Joseph, a clinic in the Christ Roi neighborhood that was badly damaged in the quake, the group distributed aid and provided medical assistance to 1,000 people.

Schuller was a guide and a contact person during his six-day stay.

An expert on globalization, development and nongovernmental organizations who blogs about Haiti for The Huffington Post, Schuller has been captivated with Haiti for nearly two decades. It began when he was a student at the University of Minnesota, where he was a co-facilitator for the Amnesty International chapter during the 1991-1994 coup against Haitian President Jean-Bertrand Aristide. His group petitioned junta leader Raoul Cedras and the paramilitary Front for the Advancement and Progress of Haiti to stop the violence. Schuller says that that’s when he resolved to be an organizer and a “white anti-racist.”

After college, he landed a job as a community organizer for the St. Paul Tenants Union in Minnesota, but he was laid off 27 months later. So he decided to go to graduate school and study the impact of funding on nongovernmental organizations. Haiti, where the organizations have long been providing some stability, was a logical choice.

“I always had Haiti in my background and [I felt] it was my moral obligation as a U.S. citizen to [learn more about it],” says Schuller. “Maybe in the beginning it was a little bit of white guilt. We’re the two oldest countries in the Americas, Haiti is poor, the U.S. is rich.”

Schuller spent months in Haiti with a range of nongovernmental organizations conducting research for his dissertation. But working in Haiti hasn’t been safe or easy. He’s often viewed with suspicion because he says he fits the profile of a Christian missionary and he’s constantly reminded he’s blanc, a white person or a foreigner.

When Aristide was forced out in 2004, Schuller’s colleagues feared for his safety and advised him to keep a low profile. Still, he continued to observe and document the dramatic rise in the price of staple goods and the wave of violence and kidnappings that claimed some 8,000 lives. His reports were read on a community radio, and they’ve gained him a lot of trust and respect among the locals.

After completing his Ph.D. at the University of California, Santa Barbara in 2007, Schullertought at Vassar College and at SUNY...
New Paltz. In 2008, he joined York, which has a large Haitian student population and offers a minor in Haitian Creole.

On a visit to Haiti in 2009, he decided to do a film about female subjugation and worker exploitation. He co-produced and co-directed “Poto Mitan: Haitian Women, Pillars of the Global Economy,” a documentary aimed at students and activists. He says it was his way of giving back to the community that had accepted and trusted him. Narrated by Haitian-American novelist Edwidge Danticat and told through the lives of five female workers, the documentary provides an in-depth look at how neo-liberal policies have affected Haiti.

The film also became a powerful grass-roots fundraising tool — proceeds from the sale of DVDs go to organizations in Haiti — and it offers hope to those affected by the latest disaster, says Schuller.

“Haitian women are not just victims. Ultimately, it’s a message that we will get through this, because Haitian people are survivors, they’re the heroes of the story.”

Schuller’s planning to go to Haiti this summer, but in the meantime, he’s trying to get help from New York.

He has been collaborating with students from York’s Social Work Club on a comprehensive database of organizations delivering aid to Haiti. He has also been working with the United Nations’ Office for the Special Envoy to Haiti on improving relief coordination. Schuller wants the UN, the Red Cross and other large agencies to include small grassroots organizations in aid distribution.

“We cannot afford to fail,” he says. “If we do fail, what I’m worried about is riots. The need is always going to be bigger, and there’s always going to be people impatient or not trusting that they can wait for the food to come to them. Coordination will be literally the difference between life and death.”
ARLIE PETTERS was asleep on the tile floor outside biologist James Wyche’s Hunter College office at 8:15 one Saturday morning in 1982.

“I tried very carefully to open the door and step over, and he just sprang up and startled me,” Wyche recalls. “Very groggily, he asked, ‘Are you doctor Wyche?’ And I said, ‘Yes, sir, I am.’ He said, ‘I’d like to enroll in your program’ — the Minority Access to Research Careers program, funded by the National Institutes of Health, which Wyche co-administered. Petters had learned about Wyche on the then-primitive Internet. Catching an accent, Wyche asked where he came from.

“Belize,” Petters told him.”I don’t have a place to live due to some family problems. My girlfriend’s parents allowed me to stay by them for now and I was wondering if you could help me out.”

Petters, whose dream was to become a scientist, was considering leaving New York for Belize, where he would have likely ended up working on his grandfather’s small citrus farm. He was looking for an opportunity to pursue his dream. He recalled telling Wyche that he wanted to study mathematics and astrophysics in Hunter’s accelerated B.A./M.A. program. “I told him I had very good grades and wouldn’t let him down.”

Wyche, this year named provost and chief academic officer of Howard University, arranged for the fellowship, a stipend and lodging in the Brookdale nursing dorm, which Hunter had just acquired. “He seemed bright enough,” Wyche says with humor.

That was Petters’ gateway to a mathematical physics career that has led to an endowed chair at Duke University, with a triple appointment in the math and physics departments and, for quantitative finance, in the Fuqua School of Business. He arrived at Duke in 1998 after teaching mathematics at MIT and Princeton and became a full professor in 2003.

Hunter and CUNY Graduate Center professor Richard Churchill, who taught him analysis, called Petters “one of the most curious students I ever had. He was reading journal articles about Clifford algebras as an undergrad — even grad students don’t start doing that until their second or third year — and he didn’t let anything stop him.”

Colleague Daniel Chess worked with him on three independent studies in differential geometry after Petters exhausted regular mathematical coursework. “I taught him how to construct a mathematical structure, he absorbed that information and could work in [algebraic] K theory and other advanced mathematical concepts,” says Chess. “He was very strong.”

When Petters became interested in relativity, physics professor Edward Tryon tutored him one summer. Physicist Steven Greenbaum and Robert A. Marino, now president of the American University of Rome, were mentors. Petters also studied with City College mathematics and physics professors, including Isaac Chavel and Michio Kaku, who led him through supergravity, which postulated 11 dimensions and evolved into string theory.

“The professors at Hunter provided a nurturing environment that stretched across the intellectual boundaries of mathematics and mathematical physics, he has devoted himself to improving educational opportunities for youngsters in Belize.”
and physics, which wasn’t common then,” says Petters. “That was the seed of the interdisciplinary bug I never shook off.” Today, he notes, students “are born thinking that things are interdisciplinary by nature.”

He graduated from Hunter in 1986 and earned a doctorate in mathematical physics from MIT in 1991. He initially gained attention with his doctoral thesis, which proposed the first mathematical theory for gravitational lensing, in which gravity from massive objects warps space-time.

Einstein’s 1915 general theory of relativity predicted how gravity would bend light far more accurately than Newtonian physics had allowed. Sir Arthur Eddington confirmed Einstein’s theory during a 1919 solar eclipse, when stars appeared out of position due to gravitational lensing.

In 1979, astronomers detected the first lensing outside the solar system, as Einstein had also predicted, and in 1986 astrophysicists showed that if two stars are lensed, you will see three or five images. The question Petters answered in his dissertation was: If you have any finite number of stars, how many images would you see?

During a train ride from the Institute for Advanced Study in Princeton to MIT, Petters recast the counting problem in terms of topology, the study of geometric figures whose properties remain unchanged even when distorted.

“I was able to show that you could construct a certain surface where the number of peaks and valleys and things called saddles in that terrain allowed you to calculate all of the variants. I made the bridge between abstract math and this topological problem that came out of Einstein’s work. If you’re not in an interdisciplinary world, you’d never think of that.”

Although Petters’ research remains in astrophysics and mathematical physics, he has devoted himself to improving educational opportunities for youngsters in Belize. Not only did he involve Duke MBA students in promoting social entrepreneurship in science and technology there, but he also established the Petters Research Institute in his hometown of Dangriga. It trains young people in mathematics, science and technology and helps develop green technologies to boost the country’s economy.

“Every town is fascinated by the cosmos from my childhood in Belize,” he says. “As a kid growing up in a rural environment, you experience nature a lot more than an urban child, and you see millions of stars at night. The vastness of physical reality raises questions. How did it get there? How do stars stay in place? When you are interested in the basic elements of astrophysics and cosmology, the natural next step is to have a solid math background. So mathematics and physics have always been a part of the journey.”

His work in his home country has brought him special recognition. In 2008, Queen Elizabeth II named Petters to membership in the Most Excellent Order of the British Empire for his research and work with Belize students. And in Dangriga, there is a street named in his honor.

How CUNY Set the Stage For a Broadway Career

By Beethoven Bong

It’s 5 p.m. at the Lincoln Center Theater in Manhattan, three hours before the curtain rises for another sold-out performance of Rodgers & Hammerstein’s “South Pacific.” Danny Burstein, the Tony nominated actor who plays Luther Billis, is in his dressing room surrounded by “South Pacific” mementos: a playbook from the original 1949 production, a limited edition plate from the movie and an album from the original cast.

The glamour of a hit Broadway play is a long way from the campus of Queens College, but that’s where Burstein’s thoughts often are. “City University is in my blood,” says Burstein, who graduated in 1986. “My dad teaches philosophy at Queens College. My mother went to Queens College and got her master’s at Brooklyn. Both my brothers went to Queens College.”

And Burstein isn’t the only accomplished actor to have studied there: Jerry Seinfeld, Adrien Brody, John Favreau and Ray Romano have been undergraduates at Queens College. Burstein even taught acting there for a semester. “I had a lonely time,” he says, “but trying to juggle teaching and acting professionally just didn’t work.”

Since then, he has carved out an enviable life as a New York actor, landing roles in film, television and on Broadway. He’s been nominated for a Tony twice—for his performance as Aldolpho in “The Drowsy Chaperone” (2006) and two years ago as Billis.

Born in Mount Kisco, Burstein lived in the Bronx until the family relocated to Flushing, where his father, Harvey, got a job as a lecturer at Queens College in the SEEK Program. The middle child of three, Burstein graduated from the High School of Performing Arts and after getting his BA, earned an MFA in acting at the University of California, San Diego. He’s married to actress Rebecca Luker and has two sons.

In college, Burstein studied with professor Edward M. Greenberg, who turned out to be a turning point in his life. Greenberg had been the executive producer of the nation’s largest outdoor theater, The Muny in St. Louis. He helped Burstein get his Equity Card and acting jobs in Muny musicals during the summer.

Burstein is proud of his degree from Queens and tries to make sure it’s listed in his professional biography. “It’s a place where you can go and study with some of the best teachers in the world at an affordable price,” says Burstein. “I’d be honored if my children went there.”
Arguably the two most significant moments in Norval White’s storied career occurred just months apart, in 1968. That was the debut year of the AIA Guide to New York City, still a singular volume four decades later. It was also the year White became the founding chairman of City College’s School of Architecture and Environmental Studies, now the Bernard and Anne Spitzer School of Architecture.

“One of the great figures of New York architecture,” The New York Times called White a year ago, in a story about the coming fifth edition of the AIA Guide to New York City — a collaboration with the equally iconic Norval White, the founder of City College’s architecture school and co-creator of the guide. White and colleague Elliot Willensky originally published the AIA Guide for fellow architects — 416 pages of photographs and snappy commentary for those attending the American Institute of Architects’ national convention in New York in 1967. A trade version was published a year later and subsequent revised editions appeared in 1978, 1988 and 2000, by which time the guide had grown to 1,056 pages.

White produced the 2000 edition solo after Willensky’s death in 1990. But when the time came for a fifth edition, an update made necessary in good part because of the many changes in the city’s architecture in the years since 9/11, White needed a partner. He was past 80 and living in France. Stephanie Smith, a friend and former colleague at City College’s Bernard and Anne Spitzer School of Architecture, recommended Leadon, a young assistant professor who happened to be a talented writer looking for a book project. Leadon leaped at the chance.

“When I came here, all the older, tenured faculty had been his students. So to be the young, untenured assistant professor and work with Norval — it was a dream come true. Norval was such a legend.”}

There was a mystique about him.”

With White living in Europe, the AIA project became a long-
distance collaboration. The two met face-to-face only three times. Leadon visited White and his wife, Camilla, at their villa in France twice; White came to New York for four weeks in January 2009. “Mostly we worked on Skype,” Leadon says. “We’d meet that way every couple of days. He would show me the new maps he was working on, and we’d discuss what to include in the guide.”

On this, there was quite a bit to discuss. “There were a lot of new condominiums in the city in the last ten years, and he felt we should include them all because that’s what’s happening in New York and that’s what people expect to see in the new edition. But I thought we didn’t want the guide to be all about glass condos in Chelsea.”

Leadon gently advocated for more attention to the architecture of lesser-known neighborhoods in the outer boroughs and a return to the breezier tone of the original edition. But he resolved to balance his own sensibilities against his strong impulse to defer to his elder. It was really White’s guide, Leadon thought; indeed, he ultimately chose an author credit that is nothing if not deferential: “Norval White & Elliot Willensky with Fran Leadon.”

Still, deferring wasn’t always easy. “I would ask him what his criteria were, and he couldn’t really describe it. He just had an intuitive idea of what [new] buildings to include. I’d say, ‘How about this one?’ and he’d say, ‘No, no, not good enough.’ I’d show him another, and he’d say, ‘No, no, not bad enough.’ The guide has always had striking examples of either really good buildings or really bad buildings. To damn with faint praise was his method, and I kind of got into that.”

One thing White insisted was that every building in previous editions be visited before it was included in the new one — to verify that it was still there. (Likewise, a church if it had become a nightclub.) To help accomplish his daunting mission before another decade passed, Leadon enlisted about two dozen of his students, each of whom would get a list of 20 or so buildings a week to photograph, catalog and write about. “I worked these poor kids into the ground,” Leadon says.

The result is a new edition of the guide that is kind of a throwback to White and Willensky’s original, which had a more personal, diary-like tone than the later editions. “When they were younger, you could tell it was written from the street, walking around together, listing coffee shops that they stopped in. It was very fresh. I brought that back, putting in descriptions of movie theaters, places to get good cheap Italian food.”

Although Leadon considered the guide the true domain of White and Willensky, he wound up taking on unexpected authority. In December, barely a week after they finished the first draft of the fifth edition, White died of a heart attack. “After that, I really had to make a lot of decisions,” Leadon says. He spent the next few months refining not only the tone but also the content: the delicate mix of the new, the old — and the missing.

“I tried to balance all the new buildings since 2000 with discussions of what they replaced,” Leadon says, “the bodegas and community gardens that were lost to make way for the modernist building boom.”

Still, though Leadon took three-quarters of the new edition’s photographs and wrote much of the guide’s text, he is quick to credit White and Willensky as the original authors, whose words still echo throughout the book. “I’m fine with being credited as ‘with Fran Leadon’ for this edition,” he says. “At first, people buying the new guide won’t know who I am but I think they’ll get to know me as they read it.”
ARY GIDDINS grew up on the south shore of Long Island during the 1950s and early 60s listening to classical music and popular artists like Little Richard, Jackie Wilson and Chuck Berry. But at 15, Giddins visited New Orleans and found jazz.

“The music was exhilarating, and it was also socially exhilarating because it was during the civil rights era,” says Giddins, visiting lecturer at The CUNY Graduate Center. “Here was this magical room at the Royal Orleans Hotel, where this black band, Emanuel Sayles and his Silver Leaf Ragtimers, was playing, and the audience was completely integrated.” Jazz, he says, “represented a kind of cultural and social enlightenment, and I thought ‘this is a world I want to be a part of.”

Returning to New York, Giddins began listening to jazz seriously. Then he heard Louis Armstrong for the first time. “That just changed my life because up to that point I think my favorite piece of music was Bach’s B Minor Mass, and Armstrong’s 1928 recordings were the first thing I ever heard that moved me as deeply as Bach did.”

Giddins, who knew he wanted to be a writer by the age of eight, earned an English degree at Grinnell College in Iowa. Trained to be a literary critic, he had no idea he would end up writing about jazz for a career. “The two eventually met up, and I became very excited about writing about jazz.”

The Village Voice would become his outlet for jazz writing, highlighted by his 30-year column Weather Bird, which ended in December 2003. During and after his run at the Voice, Giddins wrote ten books and won several awards. His Visions of Jazz won the 1999 National Book Critics Circle Award, which was the first time a work on jazz had won a major American literary prize.

Giddins’ latest book, Jazz, co-written with Scott DeVeaux and released in October, presents a history of jazz and a comprehensive musical appreciation guide.

“I don’t know any other book on jazz quite like it,” says Giddins. “We picked 78 tracks, and we analyzed them second by second, but we didn’t use musicological language for the most part because we wanted anybody to understand it.”

Jazz, originally published in a textbook edition meant for jazz courses at the undergraduate level, took six years to write. It presents jazz in the broader context of American life and culture. “We were sick and tired of these jazz histories that treat jazz as though it’s in some sort of vacuum and has no relationship to the rest of the world,” says Giddins. “We wanted to show that jazz was influenced by the Depression, World War II, the Vietnam War, the civil rights era. Everything that goes on influences art and jazz is no exception to that.”

Giddins is taking a detour from his music writing in his eleventh book, Warning Shadows: Home Alone With Classic Cinema.

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But despite his knowledge of jazz, Giddins confesses he’s not musically inclined.

“I tried to play several instruments, but I have no talent whatsoever,” he says. “My only real gift was for playing the record player.”
FOUR YEARS AGO, Marjorie Rosen, associate professor of journalism at Lehman College, went out on a limb. After stumbling upon a New York Times story about Etz Chaim, a small synagogue sprouting in the Bible Belt town of Bentonville, Ark.—home of the first Wal-Mart—they took a trip there. It would be the first synagogue in 50 years in a town known to be homogeneously white Protestant.

When she got there, the diversity was even more unexpected. There were Jews, Hindus, Muslims, Hispanics and more Marshall Islanders than in The Marshall Islands. Mega-corporations like Wal-Mart and Tyson Foods, she discovered, were the catalysts for the growing change.

This is the subject of her latest book, *Boom Town: How Wal-Mart Transformed an All-American Town Into an International Community*, released in October. Accounts of people from immigrant communities serve as paradigms for the daily struggles faced by different ethnic, religious and racial groups trying to adapt to life in a new country.

“I had a sense that there were small towns and suburbs across America that were going through similar things,” says Rosen. “This is the future of America.”

One of the surprising stories she tells is that of a Muslim philanthropist from the West Bank who was helping a Jewish community facing discrimination build a synagogue. “It was a major display of multiculturalism,” Rosen says.

But not every story had a happy ending. Some people, like Bentonville’s Mayor Steve Womack, resisted change. He supported a program, that gives local law enforcement officials some federal authority to detain illegal immigrants. “It drove a wedge between communities and made Latinos distrustful,” Rosen says.

Rosen believes these issues resonate back home in the diverse population of Lehman College. “People from other countries and cultures have to learn to live with each other,” she says. “There are all sorts of permutations of complicated situations that have to be dealt with in the Bronx, in Arkansas, and all throughout America.”
—Tatyana Gulko
Here is a collection of new books written by CUNY authors:

**Naked City: The Death and Life of Authentic Urban Places**
Brooklyn College and Graduate Center professor of sociology Sharon Zukin
Oxford University Press, USA
As cities have gentrified, educated urbanites have come to prize what they regard as authentic urban life: aging buildings, art galleries, small boutiques, etc. These signify a place’s authenticity, in contrast to the bland standardization of the suburbs and exurbs. But as Zukin shows in Naked City, the rapid and pervasive demand for authenticity — evident in escalating real estate prices, expensive stores, and closely monitored urban streetscapes — has helped drive out the very people who first lent a neighborhood its authentic aura: immigrants, the working class and artists.

**Eight White Nights**
Graduate Center professor of comparative literature André Aciman
Farrar, Straus and Giroux
The novel is an unforgettable journey through that enchanted terrain where passion and fear and the sheer craving to ask for love and to show love can forever alter who we are. A man in his late 20s goes to a large Christmas party in Manhattan where a woman introduces herself with three words: “I am Clara.” Over the following seven days, they meet every evening at the same cinema. As Aciman explores their emotions with uncompromising accuracy and sensuous prose, they move both closer together and farther apart, culminating on New Year’s Eve in a final scene charged with magic and the promise of renewal.

**Pivotal Decade: How the United States Traded Factories for Finance in the Seventies**
City College and Graduate Center professor of history Judith Stein
Yale University Press
Stein argues that to understand our economic crisis we need to look back to the 1970s and the end of the age of the factory — the era of postwar liberalism, created by the New Deal. When high oil prices and economic competition from Japan and Germany battered the American economy, new policies — both international and domestic — became necessary. But war was waged against inflation, rather than against unemployment, and the government promoted a balanced budget instead of growth. This, says Stein, marked the beginning of the age of finance and subsequent deregulation, free trade, low taxation, and weak unions that has fostered inequality and now the worst recession in 60 years. To restore prosperity today, America needs a new model: more factories and fewer financial houses.

**Final Acts: Death, Dying, and the Choices We Make**
Edited by professor emerita of English Nan Bauer-Maglin (BMCC) and professor of English Donna Perry (William Paterson University)
Rutgers University Press
Today most people die gradually, from incremental illnesses, rather than from the heart attacks or fast-moving diseases that killed earlier generations. Given this new reality, the essays in Final Acts explore how we can make informed and caring end-of-life choices for ourselves and for those we love — and what can happen without such planning. Contributors include patients, caretakers, physicians, journalists, lawyers, social workers, educators, hospital administrators, academics, psychologists, and a poet, and among them are ethicists, religious believers and nonbelievers.

**Signing in Puerto Rican: A Hearing Son and His Deaf Family**
Center for Puerto Rican Studies at Hunter College researcher Andrés Torres
Gallaudet University Press
The only child of deaf Puerto Rican migrants, Torres grew up in New York City in a large, extended family that included several deaf aunts and uncles. In the book he opens a window into the little known culture of deaf Latinos chasing the American dream. Like many children of deaf adults (codas), Torres loved his parents deeply but also longed to be free from being their interpreter to the hearing world. The gatherings of his family reverberated with “deaf talk,” in Sign, Spanish, and English. What might have struck outsiders as a strange chaos of gestures and mixed spoken languages was normal for his family.

**Quentin Tarantino: Life at the Extremes**
New York City College of Technology professor of English Aaron Barlow
Prager
Barlow explores the uses of violence in the films Tarantino has written, directed, and produced. Arguing that extreme violence is central to Tarantino’s art, the book helps readers understand its purpose in his films — as metaphor, as movement, and as motivation. For Tarantino, violence serves the purposes of film. In each of his movies, he explores the boundaries of taste and audience reaction, using violence and shock to bring questions of responsibility and expectation to the forefront of discussions on cinema.

**Muralism Without Walls: Rivera, Orozco, and Siqueiros in the United States, 1927-1940**
City College and Graduate Center associate professor of art history Anna Indeych-Lopez
Pittsburgh University Press
The art of muralists Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros emerged after the violence of the Mexican Revolution. Beginning in the 1920s, promoters sought to bring the work of these artists to the U.S. public, who had acquired a newfound taste for Mexican culture. The book examines the introduction of Mexican muralism to the U.S. and seeks to account for the specific strategies and networks by which the muralists engaged and resisted the broader fascination with “south-of-the-border” culture.

**Black Masculinity and Sexual Politics**
John Jay College and Graduate Center professor of sociology and criminal justice Anthony J. Lemelle Jr.
Routledge
The book focuses on how African-American males experience masculinity politics, and how U.S. sexism and racial ranking influences relationships between black and white males, as well as relationships with black and white women. By considering the African-American male experience as a form of sexism, Lemelle proposes that the only way for the social order to successfully accommodate African-American males is to fundamentally eliminate all sexism, particularly as it relates to the organization of families.
Providing Bridges to Somewhere

By Neill S. Rosenfeld

When Gustavo DaFonseca deployed to Iraq, Baruch Associate Prof Ted Henken sent him classic works of sociology by Emil Durkheim and Max Weber to keep him on track toward his degree.

“He encouraged me to continue my undergraduate studies,” says Agosto (Baruch College, 2007), “and he kept in close contact with my experiences.” Henken is sure to do that again as Agosto once more has interrupted his education — he’s working on a master’s at Baruch’s School of Public Service — to head for Afghanistan with his Army Reserve unit.

Anastasia (Stacey) Korolkova met Henken in 2007 during one of his service learning projects to rebuild homes in hurricane-ravaged New Orleans. Henken later guided this immigrant from Ukraine through a senior thesis about immigration from Mexico.

“He helped me see that when you narrow in, you can do a better job than if you are pursuing several different aspects of a topic,” says Korolkova (Macaulay Honors College at Baruch College, 2009). At CASA, a youth center in San Miguel de Allende, Mexico, she interviewed youngsters about their dreams of El Norte; in New York, she investigated what happened when the dreams of illegal immigrants collided with reality. She won Macaulay’s award for best senior thesis.

“A lot of times the oldest brother was sending money back home so younger brothers and sisters could go to college,” she says. Working in the United States has become a right of passage, not as a golden opportunity, but as “the thing to do because there are jobs here.” Nevertheless, “the people I spoke with expressed a clear desire to go back home.”

Now a New York City Urban Fellow conducting research at the Human Resources Administration, the city’s welfare agency, Korolkova is testing the theory that people’s informal networks help them find work by providing bridges to different social circles.

Henken calls working with his students at Baruch and at the Macaulay Honors College “the part of my job I like the best.” He is chair of Baruch’s Black and Hispanic Studies Department and is also appointed to anthropology and sociology, giving him a broad canvas to paint. His specialty involves researching blogs and new technologies in Cuba. His Cuba-related blog is El Yuma at http://elyuma.blogspot.com.

Agosto, like Korolkova, took Henken’s class in “Migration and the Americas.” His parents came from Brazil and Puerto Rico, and Henken urged him to explore his roots. He also advised Agosto’s honors thesis, conducted under a CUNY Pipeline Program, which encourages graduate study.

After reviewing the literature about “internalized immobility,” Agosto looked around his neighborhood of Spanish Harlem for the effect of labels, stereotypes and social stigma on adolescent development. “There’s a lack of visible role models, which contributes to a sense of hopelessness, or internalized immobility, which I connected with low high school graduation rates, among other factors,” he said.

Now, he says, “I’m focused on government and nonprofit administration.” But his studies are on hold during his second deployment.

“I’ll keep studying” in Afghanistan, he says, knowing that Henken will offer support.

“He’s played a big role in my life as a professor, mentor and confidant through some of the most challenging points of my life.”
TOP OF THE CLASS
MEDGAR EVERS COLLEGE

Milestones on the Road to Medical School
By Cathy Rainone

Sherine Crawford’s dream of becoming a doctor began years ago as she watched her younger sister struggle with a congenital heart defect.

“Shauna couldn’t play and run around like other children,” says Crawford, who came to the U.S. from Jamaica nine years ago. “She couldn’t do any strenuous activities. And I couldn’t do anything to help her.”

Although Crawford’s mother brought her sister to America for better health care, Shauna died in 2001. But the memories of her sister stayed with her as Crawford pushed hard to pursue her dream.

In June, she will reach a milestone when she graduates from Medgar Evers College with a bachelor’s degree in biology. She will take the Medical College Admission Test in the summer. Crawford hopes to become a pediatrician.

“I love children,” says Crawford, who has two daughters, ages four and nine.

Crawford’s success, like that of many students at The City University of New York, did not happen along a predictable path. She was a young mother when she enrolled in Medgar Evers in 2002. She ran out of money and quit after one semester. For the next five years, she worked odd jobs, mainly tutoring math, baby sitting and cashiering at a supermarket. Along the way, she got married and had her second daughter.

By 2007, she finally saved up enough to go back to college. “Medgar Evers is like a home away from home,” she says. “You don’t need an appointment to see your professors and they know you by name. It’s a friendly environment.”

Biology professors Edward Catapane and Margaret Carroll recruited her to assist with their research. Under their watchful eye, Crawford studied the toxic effects of manganese on mitochondrial respiration in Crassostrea virginica, a species of oyster. The research helped Crawford to “gain an understanding of the mechanism of the action of manganese in causing manganism, a condition similar to Parkinson’s disease,” she says.

“We are all so very proud of Sherine and her many accomplishments. She is one of the most talented and motivated students I have ever met. Her research involved a technically difficult project that she mastered very quickly.” — Biology Professor Margaret Carroll

Crawford has received many awards, including the 2009 Pfizer Undergraduate Student Travel Award presented by the Society of Toxicology. Only five students win each year, and Crawford is only the second from Medgar Evers.

“To do the work and actually win the award means a lot to me,” Crawford says. “My mentors suggested that being a researcher is an option in case medical school doesn’t work out.”

Crawford also received the Travel Award from the Annual Biomedical Research Conference for Minority Students, the Society of Integrative and Comparative Biology and the National Shellfish Association. She’s the recipient of the Minority Access Inc.’s National Student Role Model Award and the Gehring Honorable Mention Award for 2010.

Crawford, who has a 3.8 GPA, is also active on campus. She’s a member of the Science Association and the Science Student Enrichment Program. She tutors biology and chemistry, and she’s the captain of the college’s tennis team.

But none of this would be possible if she didn’t have the support of her mother, Ivel, and sister Christine, a freshman at Medgar Evers. “They’re part of my success,” says Crawford. “They’re my mentors, and they’re proud of my accomplishments. They encourage me to look ahead and aspire to do more.”
Addresses

Namesakes

Starred clues are people for whom CUNY colleges/schools were named.

By Miriam Smith

Across
1. *Mississippi-born black civil rights activist
11. Time from midnight to noon
13. Words of dismay
14. ___ culpa
15. Titanium symbol
16. *Statesman and businessman, alumnus of the school that's named after him
19. Bury
22. Symbol for Einsteinium
23. Profound memory loss
25. *Puerto Rican educator, writer, and patriot Eugenio
30. Kramden laugh syllable
31. * (With 31 Down)
33. And so on: Abbr.
34. When tripled, Santa's call
35. River to the Ubangi
37. Norway's patron saint
39. *Irish immigrant and social reformer
41. Elev.
44. Winnebago
46. Baseball stat
47. Can. province
48. Marries
50. Sold directly to customer
53. Roman 116
56. "How Dye ___"
58. With 49 Down, fuss
59. *Successful businesswoman and philanthropist
63. Kind of trip
64. Espied
65. Most fresh
66. Unfair?
71. Cmml. Doar's agency
73. "I'll take that as ___"
75. State bet. UT and KS
76. Instructor aide
77. *American composer
81. Black-and-white treat
83. Little hoppers
84. Abbreviated doc
85. Ceiling
87. Pkg. deliverer
88. Traffic stopper
90. *Owner of the building, which houses BMCC, who donated it in 1993
93. Tap idly with fingers
94. Town in Austria
96. Sprout
98. Greek earth goddess: Var. ___ 500
102. New Haven student
103. NYC, SE borough cinema and theater arts center
104. Capt.'s prediction
105. Studio mic

Down
1. Thongs
2. Ogler
3. Disc memory device
4. Birthplace of Columbus
5. Verse of the Koran
6. Fix firmly
7. Rent
8. Canal locale
9. (with 33 Across) "Yadda, yadda, yadda"
10. Fit to be tried
11. Courtyards
12. *Mathematician who was founding president of the Graduate School, now has a library named after her
17. Bonnie
18. It may be tipped
19. Map feature
20. Woman who escorts to seats
24. Peak
25. R&B hip-hop singer
26. Second note
27. Flu symptom
28. Words of understanding
29. TriBeCa neighbor
31. *First chief justice of the US Supreme Court, native of NYC and gov. of NY State (With 31 Across)
32. Kind of sax
36. Wallace who wrote "Ben-Hur"
38. Big do
40. Seating sect.
41. Long skirts
42. City ___ of NY
45. Flower holder
49. See 58 Across
51. *See 69 Down
52. People of Burkina Faso
54. Churchill's sign
55. Utopian
57. Time for typical flash strobe
60. Blue books
61. Writer Quindlen
62. ___ and behold
66. Court
67. Big first for a baby
68. New Mexico art community
69. *Former NYC mayor (With 51 Down)
70. ___-tzu
72. High point
74. Grimm beginning
75. Polanski
78. Has too much, briefly
80. Hannah or Hall
82. Bolt
86. Time from noon to midnight
88. Foils
91. ___-di-dah
92. "Goodnight" girl of song
93. Tap idly with fingers
94. Town in Austria
96. Sprout
98. Greek earth goddess: Var. ___ 500
102. New Haven student
103. NYC, SE borough cinema and theater arts center
104. Capt.'s prediction
105. Studio mic
SURE THEY’RE CUTE, but the cats and dogs in LaGuardia Community College’s veterinary technology program are there for serious business. The animal patients help students as they learn to spay and neuter, give physical exams and take X-rays. It’s the only fully accredited veterinary technology program in the city. It’s extremely competitive: Only 48 of 120 students are accepted into the second, clinical phase of the curriculum, according to director Dr. Robin Sturtz.

According to the U.S Department of Labor, veterinary technology is one of the top “recession-proof” professions. “We have jobs for every one of our students when they graduate, and most of them get more than one offer,” says Sturtz. One student, Angela Tagarello, worked for 20 years in the garment industry until she lost her job in 2008. A longtime volunteer at the American Society for the Prevention of Cruelty to Animals, she enrolled at LaGuardia the same year. “I’d heard nothing but phenomenal things about the program so it was an easy decision to make,” she says.
YORK COLLEGE is a small four-year college that offers a broad range of opportunities. Known for its strong liberal arts curriculum, the college has 44 programs of study, including accounting, chemistry, movement science and history; pre-professional programs, including pre-med, pre-law and pre-engineering and certificate programs in a variety of fields. Last year, York launched three programs: pharmaceutical sciences, journalism and nursing program, which boasts a high-tech virtual hospital. The pharmaceutical sciences program collaborates with the U.S. Food and Drug Administration’s North East Regional office, housed on campus since 1999. A CUNY School of Pharmacy is in the planning stages.

Capitalizing on its proximity to Kennedy and LaGuardia airports, York is the only CUNY college to have an Aviation Institute and a B.S. in aviation management.

Near a bustling commercial strip in Jamaica, Queens, York is easily accessible by Long Island Rail Road, Jamaica Air Train, the E, J, and Z trains and the Q4, Q5, Q25/34, Q30, Q31, Q42, Q44, Q54, Q65, Q83, Q84, Q85, Q110, Q111, Q112, Q113, and N4 bus lines.

The college opened its doors in 1967 in rented space at the Oakland Jewish Center in Bayside, Queens. It continued to operate in rented spaces until 1986 when it held its first classes in the Academic Core Building on its present 47.5-acre site.

The Academic Core, the largest building on campus, is the center of student life. Students study in its modern, well-equipped library and community use; a bookstore and galleries dedicated to a history of the Tuskegee Airmen and the role of southeast Queens in the community as a home for jazz greats.

York has 7,100 students; 75 percent of them were born outside the U.S. and speak more than 60 languages.

Quick Facts About York
- Established in 1966 • 47.5 acres
- Original name: Alpha College, renamed York College after World War I hero, Sgt. Alvin York
- Students representing over 50 countries and speaking over 60 languages
- 7,100 students, 75 percent born outside the U.S.
- 44 programs of study
- Over 200 full-time faculty and over 250 part-time faculty
- 1,000 parking spaces

Art at York

Sculpture:
* Torso (1985) by Elizabeth Catlett
* Opus II (1986) by Marta Chilindron
* Build-Grow (1986) by Richard Hunt
* The Copper Airplane by James L. Johnson

Installation:
* Neon for York (1986) by Stephen Antonakos
* Arc (1986) metals and concrete by Houston Conwill
* Solar Canopy (1986) by Sam Gilliam
* Ark (1985) by Martin Puryear
* Mentor’s Mark (2007) - latex on asphalt by Steed Taylor

Other Art:
* Recollection Pond (1975) by Romare Bearden
* Shoshone Spirit Marsh (1993) by Ernest Garthwaite
* Phoenix by Doris Price
* Brozozdowce Ill (1973) by Frank Stella
CUNY’s 2010 All-Star Team Takes the Field!

“CUNY students continue to win the nation’s most prestigious awards, ‘coached’ by our world-class faculty.”
— Matthew Goldstein, Chancellor

View the full team roster at www.cuny.edu/allstars

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