Dear Alumni,

I have greatly enjoyed my first year at Brooklyn College, and I am proud to serve this venerable institution as its 10th president.

When I arrived, I devoted my time to listening to the community and working to understand what makes Brooklyn College such a special place. I have heard the excitement and enthusiasm of our students to learn; our faculty’s dedication to enriching our outstanding programs; our staff members’ great pride in their work to support the mission of the College; and the continued generosity of our alumni who want to invest in our students’ success. Everyone I spoke to was eager to share how deeply they cared for Brooklyn College.

The opportunity to attend a university is a magnificent gift, as those who graduated from Brooklyn College understand. Higher education provides students with a chance to test new ideas, grapple with divergent points of view, and learn to solve problems. It provides students with an opportunity to reflect, to be creative in new ways, and to evolve intellectually. Brooklyn College opens the doors to the broader world.

In this issue of B Magazine, we explore engagement with the wider world through the history of social activism on the Brooklyn College campus. Since the founding of the College in 1930, each generation of students, staff, and faculty has debated the challenging political issues of their day—demonstrating on the quad, making their views known, and exercising their democratic rights of free speech. Agree or disagree with campus rabble-rousers at any time, this kind of involvement always makes for a passionate community, unafraid to contend with complexity. As this issue of the magazine attests, Brooklyn College continues to build on its rich history to produce student award-winners, faculty research excellence, and the next generation of community leaders.

I hope you enjoy this issue of the magazine.

Warm regards,
Michelle
In The Media

BROOKLYN COLLEGE IN THE NEWS

Brooklyn College frequently finds itself in the news for the achievements, opinions, and expertise of its faculty and alumni. The following is a selection of noteworthy headlines. To read the full stories behind these and others highlighting the college, visit BC in the Media at brooklyn.cuny.edu/web/news/bcmedia.php.

Brooklyn College’s Feirstein Graduate School of Cinema Focuses on the Industry’s Diversity

—The New York Times

BC’s Chelsea Batista ’16 Accepted to 11 Medical Schools

—WPIX-7V

Professor Stephen Chester Says 62-Million-Year-Old Skeleton Provides New Window into Primate Origins

—Fox News

Kate Ossana Simonian ’14 M.F.A. Receives Writing Nelson Agren Literary Award for Short Story

—Chicago Tribune

Professor Anna Law, Herb Kurz Chair in Constitutional Rights, Explains the Constitutional Separation of Powers

—PBS

Professor Archie Rand’s “Sixty Paintings from the Bible” Opens at Pittsburgh’s American Jewish Museum

—Pittsburgh Post-Gazette

Professor Tony Wilson Explains Pregnancy in Male Seahorses

—PRI.org

Professor Cherrier Leads State-funded Project to Stop Toxic Algae Bloom in Prospect Park Lake

—WABC-TV

Anthony Igazurri ’15 Joins the Associated Press’ Philadelphia Bureau

—U.S. News & World Report

Pulitzer Prize-winner Annie Baker ’09 M.F.A. Makes Case for Pervasiveness of Storytelling in “The Antipodes”

—The New York Times

Professor Ben Lerner Pens Encomium to Poet John Ashbery, Former Distinguished Professor at the M.F.A. Program.

—The New Yorker

Aphasia Support Group at Brooklyn College Gives Patients Their Voice Back

—News 12

WE’VE HAD A GREAT YEAR IN SOCIAL MEDIA, taking full advantage of Facebook Live, Instagram Stories, and the Internet’s endless supply of GIFs. While we’re obviously thrilled whenever a post “goes viral,” we’re equally excited when a prospective student tweets about an inspiring BC Navigator on their campus tour, a faculty member announces a new book on Facebook, or a student captures the last light across the West Quad in a time-lapse over on Instagram.

JOIN US!

To see what #BCFAMILY are up to, explore #HIDDENBC, catch up on #BCSUMMER, or just keep up-to-date on all things #BROOKLYNCOLLEGE, follow us!

FACEBOOK: @BROOKLYNCOLLEGE
TWITTER: @BRLYNCOLLEGE411
INSTAGRAM: @BRLYNCOLLEGE411
LINKEDIN: BROOKLYN COLLEGE
Change Agents

Brooklyn College has a tradition of fostering transformative activism and an engaged citizenry. That tradition is evident in the work of some of the young alumni, many of whom were assisted along the way by the college’s MAGNER CAREER CENTER. More than 90 percent of students who used the center report that its services helped prepare them for their job after graduation. By helping them to gain access to well-placed alumni, and sharpening their résumé and interview skills, among other tasks, and trying to network with and learn from many women leaders there. The former Scholars Program student received a Magner Stipend Award during the summer of 2015. She says witnessing gender-based inequalities within Brooklyn’s Bangladeshi Muslim community inspired her to become a community organizer.

“My work is my survival,” says Hanif. “I am blessed to be able to connect with people, form deep relationships, and receive trust from strangers who share their stories with sincerity and openness, and welcome me into their lives. Everyone I’ve met has survived something, and this drives me and gives me hope.”

SHAHANA K. HANIF ’15 is the co-director, community organizer, and liaison for Name Shorgohtok Bangladeshi Women Organizing for Social Change. She recently spent more than half a year in Dhaka, Bangladesh, where the former women’s and gender studies major sharpened her Bangla language fluency and worked with several women-centered organizations, writing grants, among other tasks, and trying to network with and learn from many women leaders there.

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JESSICA JONES ’12 is a registered dietician and certified diabetes educator at a primary care clinic in Oakland, California. She received résumé and career guidance from the Magner Career Center and went on to become the proud co-founder of Food Heaven Made Easy, a new social and new media brand based on healthy vegetarian living. Jones and her partner, Wendy Lopez, host a cooking show on YouTube; they feature nutritional tips and recipes on their website and social channels. In recent years, they have started hosting healthy eating retreats overseas and launched a Food Heaven Academy for people who want to take a weekly course. Their most recent venture is a cookbook, 28-Day Plant-Powered Health Reboot (Page Street Publishing, 2017).

“When I talk to Barnes & Noble and see your book advertised on the shelves is absolutely mind-blowing. We put our blood, sweat, and onion-induced tears into it,” says Jones. “Our goal is to basically take over the world, one healthy meal at a time.”

JULIO PEREA ’07 sought help with his résumé from the Magner Career Center during his senior year, when he was applying for jobs. He now helps young adults find alternative means to gain high school diploma in his position as a program director at the nonprofit Good Shepherd Services. “I feel like I have made the most impactful helping students overcome their barriers to finish high school,” he says. Through the Magner Career Center, Peña now also mentors two Brooklyn College students.

In addition, he volunteers as a chair on Brooklyn’s Neighborhood Advisory Board No. 7 in Sunset Park, as well as serving on many other local community boards. “The greatest impact starts in our communities,” he says. “I love being involved because it allows me to be part of really meaningful conversations about how I think my community can improve.”

—Vanish Simmons

Alumni Mentor Students, Creating a Lasting Legacy

Bright Lights

For over a decade, the Brooklyn College Magner Career Center—founded by Marge Magner ’63—has played a pivotal role in forging relationships between successful alumni and high-achieving students, resulting in our students securing career opportunities at some of the most prestigious companies in the world. These experiences inspire the lifelong connections that uphold the college’s traditions of engagement, generosity, and service. Here is a snapshot of some of whom the dedication to their alma mater provided a path to success for the generations of students who have followed in their footsteps.

ANTHONY CASTELLANO ’04, partner and director of the board at KMFG LLP, and member of the Brooklyn College Foundation Board of Trustees, mentored Craig Henry ’13 (who is now employed full-time at KMFG), Benny Rodrigues ’11 (an accountant at the New York State Insurance Fund), and Jonathan Vicente ’14 (who secured an internship at KMFG for winter 2015) for the past few years. Castellano was responsible for increasing KMFG’s recruiting efforts on campus. As a result, more than 20 students have landed internships and full-time positions at the firm. Castellano also returns to campus periodically to meet with student groups selected by the Magner Career Center and the Student Leadership Council in the Murray Koppelman School of Business to discuss careers in finance and share the benefit of his experience. To read more about Castellano’s efforts, visit http://bit.ly/2a79hr.

LORRAINE LAIGHOLD ’64, senior vice president at Lexmington Group at Union Bank of Switzerland (UBS)—as well as a certified financial planner, member of the Brooklyn College Foundation Board of Trustees, and founder of the Brooklyn College Lorraine Laighold Summer Leadership Academy—established an internship pipeline between the college and UBS. Student Luis Cassidy ’16 is the most recent student to secure an internship at UBS. To read more about Laighold’s work, visit http://bit.ly/2d2iocs.

ELLIS TANNENBAUM ’73, a retired partner at Ernst & Young LLP (EY) and retired managing director at Morgan Stanley, continues to serve as a mentor to many Brooklyn College students. He is responsible for introducing and increasing EY recruiting efforts on campus. As a result, more than 20 students have landed internships and full-time positions at EY.

AARON ALPERT ROBB ’77, chief human resources and global diversity officer at Discovery Communications, mentors Brooklyn College students and has participated in numerous career panels to share her experience and offer career guidance. Robb helped arrange a visit to Discovery Communications and the participation of a recruiter on a panel. Renuka Bartholomew ’77 secured an internship at Discovery. After graduation, Bartholomew was offered a full-time position at Discovery as the new commercial operations coordinator for the TLC Network.

TORANCE STRICK ’98 serves on the board of directors for the Brooklyn College Alumni Association and is a director at New York City’s Department of Housing Preservation and Development. Strick worked diligently with the Magner Career Center’s Pre-Law Career Program and collaborated on numerous events with the center to promote and support the partnership he created between the college and his alma mater, Indiana University Maurer School of Law. The partnership is an education pipeline for Brooklyn College students that provides them with guaranteed scholarship and mentoring opportunities. As a result of his efforts, two Brooklyn College students are studying at the Indiana School of Law, a top-10 public law school, in fall 2017 on scholarship: valedictorian Kevin Lahmont Jones ’17 and Ben Adams ’17.

DOINNE ANDINO ’11, former Magner Career Center stipend winner and corporate controller for the global hospitality company One Group, helped Omar Uyya ’14 secure a full-time position, and Danielle Burke ’17 secure a paid internship, at her company this past year.

—Robert Jones Jr.
Puerto Rican and Latino Studies Professor Uncovers Links Between Mass Incarceration and Socioeconomic Injustice

REYNALDO ORTIZ-MINAYA, an assistant professor in the Department of Puerto Rican and Latino Studies, began his undergraduate studies with hopes of becoming a doctor—“the prescribed path to success and material worth,” as he saw it. But when one of his professors introduced him to E. F. Shumacher’s Small Is Beautiful: Economics as if People Mattered (Blond and Briggs, 1973), it sent him on a different path.

Ortiz-Minaya’s scholarship has also taken him to countries such as Cuba, Russia, France, Pakistan, and Hungary, where he has drawn parallels in the systematic ways in which social structures disadvantage people of color in the United States and in populations across the globe. “One of the most important aspects of my research, for me, is seeing the connections that exist among people facing similar struggles. My work forces me to think about the patterns and how to take solutions from one place and suggest them in other places where they can work,” he says.

In 2016, Ortiz-Minaya earned a fellowship from the Fulbright Commission Program as a specialist looking at rising levels of social inequality and its relationship to a spike in mass incarceration in the Middle East.

In the last year, he has taken three trips to Pakistan—where prisons are some 200 percent over capacity—to work with grassroots organizations.

“I was blown away by the particular challenges of their justice system and its infrastructure,” says Ortiz-Minaya. “For example, in Pakistan, if a woman goes to jail, any children she has under five years old go with her. That’s not only heartbreaking but also raises so many questions.”

His numerous other work includes research on the Roma people in the Balkans, and a digital project for which he is collaborating with the National Endowment for the Humanities to virtually reconstruct slave barracks and prison cells found in the United States and the Caribbean. He has a forthcoming book from Brill Publishers, From Plantation to Prison: Visual Economies of Slave Resistance, Criminal Justice, and Penal Exile in the Spanish Caribbean, 1820–1880.

While his work constantly takes him across the globe, he says he is glad to have found a home at Brooklyn College. “The students are definitely, for me, the beauty of Brooklyn College,” he says. “The realness they bring and we can help them work on their pieces,” says Alper.

Students Through Sonic Arts

MAX ALPER ’14 credits his parents first for a career that has brought him to serve Brooklyn’s large Haitian community.

“I was in primary school when I experienced my first hurricane in my hometown of Torbeck in the south of Haiti,” says Saint Paul, the founding director of the CUNY Haitian Studies Institute (CUNY-HSI). “I was so afraid that I clutched my backpack full of books. When my father asked why I was carrying them around with me, I told him that if I well I would like to die with all my books. This is the kind of relationship I had with books and scholarship, even then.”

Saint Paul family moved to the capital city of Port-au-Prince so that he could continue his education at one of the schools there. “Even though my parents were not literate, they really cared about the education of their children,” says Saint Paul.

An internationally noted scholar, Saint Paul believes that success comes through a long process of learning, and his own academic career bears this out. He earned a B.A. in social work from the State University of Haiti, Port-au-Prince, then served for 12 years as head of the library and as a member of the faculty of human sciences there. He went on to gain an M.A. in Latin American studies from Javeriana Pontificia University in Bogotá, Colombia. Saint Paul holds a Ph.D. in sociology from El Colegio de México, and was the first Haitian to do so. He has been a visiting scholar at the Carter G.Woodson Institute for African-American and African Studies, at the University of Virginia, and a visiting fellow at Sciences Po at the Centre d’études et recherches internationals (CERI) in Paris. Most recently, he was a professor of sociology and politics at the University of Guanajuato, in Mexico.

“I am always looking for new challenges,” says Saint Paul. “So I left my comfort zone in Mexico to learn more.” This landed him at the institute, bringing with him a broad-ranging scholarship that encompasses such topics as state and social policy- and law-making, as well as bolstering commerce in the Haitian community.

CUNY Haitian Studies Institute Founding Director Expands Research on Haiti and its Diaspora

JEAN EDDY SAINT PAUL, PH.D. credits his parents first for a career that has brought him to serve Brooklyn’s large Haitian community.

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Saint Paul’s plans do not stop at the borders of New York State. He would like to create a summer study abroad program with the State University of Haiti in Port-au-Prince, in part to dispel the image of the country as a place of poverty and disasters. “People don’t really know about the beautiful side—the cuisine, music, art, literature, people. Getting to know the real Haiti could even help to shape foreign policy in a new way.”

—Audrey Peterson

CUNY Haitian Studies Institute (CUNY-HSI) Founded by Saint Paul in 2016

Launched in summer 2016 and led by noted scholar and author Jean Eddy Saint Paul, Ph.D., the CUNY Haitian Studies Institute (CUNY-HSI) at Brooklyn College is looking toward establishing itself as a top international research center, supporting scholars, conducting policy analysis, fostering collaboration between CUNY and colleges and universities in Haiti, and conducting community outreach, among other goals. Brooklyn College is a natural home for the institute with a large Haitian-American community just outside its campus—more than 60,000 people of Haitian descent live in the borough.

Since the institute’s debut, Saint Paul has organized several events through it, including “Voices from Haiti: Artists as Activists,” a panel discussion created in collaboration with the Brooklyn Center for the Performing Arts, and “A Retrospective of Recent U.S. Foreign Policy in Haiti,” a panel discussion featuring Professor Claude Joseph, Fordham University; Vanessa Leon, CEO of urban planning firm Pronchia Consulting; and Ambassador Kenneth Merten, acting principal deputy assistant secretary of state and Haiti special coordinator. —A.P.
Leading by Listening

Michelle J. Anderson’s vision for Brooklyn College has consensus building at its core.

by Keisha-Gaye Anderson

“I’ve always been a teacher,” Michelle J. Anderson says. As a child, she taught her two younger sisters whatever she learned. Later, neighbors hired her to tutor their children. She worked her way through college at the University of California, Santa Cruz, by teaching writing in an affirmative action program.

She is especially enthusiastic when she talks about teaching. “I love being in the classroom. It’s a space of possibility and hope, ideas and hard work;” she says. “There’s magic there.” Anderson’s passion for education would eventually lead her into college administration. “I decided I could do more to help students and other teachers have great learning experiences by helping institutions of higher education be excellent. Plus, public education is in my bones.”

The daughter of an Air Force pilot and an artist, Anderson was born in Valdosta, Georgia. Growing up, she attended public schools in North Dakota, Nebraska, Louisiana, Virginia, and California, where she says the institutions were “as good as or better” than the private school she also attended in Montgomery, Alabama. “When the time came, I could not afford to attend a private college, so I went to UC Santa Cruz. I got so much out of my education there,” she says. “My heart is in public education. It’s accessible to all, it’s a great equalizer in a society rife with inequality and discrimination.

“A commitment to justice evolved early in my life,” Anderson says. “My family moved a lot, and I remember my father talking about the racism that we would see, particularly when we returned to the Deep South. Both my mother and father were strongly antiracist and they took it seriously. So a formative
part of my identity was to know that it is my responsibility to speak out against injustice.”

There is a framed picture of Frederick Douglass in Anderson’s office. “Douglass means a lot to me,” she says. “He was an incredible orator, a passionate opponent of slavery, and an advocate for universal suffrage, including women’s suffrage. He worked for justice not just for himself, but also for others.”

Anderson’s drive to make positive change in the world sent her into the field of law. She attended Yale Law School, where she was a Notes Editor on the Yale Law Journal. She began her legal career as a clerk on the United States Court of Appeals for the Ninth Circuit for Judge William Norris, a jurist known for some of the earliest opinions in favor of gay rights. After a stint practicing criminal defense and disability discrimination cases in the clinical program at Georgetown University Law Center, she moved on to teaching, as well as research and scholarship. Anderson says, “a part of my heart will always be in teaching, as well as research and scholarship.”

Anderson argues that robust enforcement of Title IX in addressing campus sexual assault is a part of the fabric of the place. Whether she’s talking with students on the Quad, touting the college’s accolades on her Twitter feed (@BCPresAnderson), or inviting students, faculty, and staff to send her ideas for improving the college, Anderson’s leadership style has inclusion and consensus building at its core.

“I’m thrilled to be at a place where there is a tremendous commitment to intellectual excellence and student achievement,” Anderson says. Her philosophy in leading the college, which now serves more than 17,000 students in one of the fastest-growing cities in the country, is simple: “Leave something better than you found it. My father gave me that work ethic.” She laughs. “My daughter calls me a workaholic. Though that’s not technically accurate, I do think it speaks to taking pride in my work.”

While now in higher education administration, Anderson says, “a part of my heart will always be in teaching, as well as research and scholarship. Anderson is a leading scholar in the law of rape and sexual assault. “It seemed a place that was ripe for consideration and revision. Once you start thinking about sexual abuse carefully, you realize how common it is, and how there is tremendous silence, and the silence itself gives rise to false narratives about how sexuality is or should be, and those narratives tend to be dominant in our society.” She continues, “I also think that silence is something that we impose upon ourselves and one another; it’s both personal and political in how we manage and suppress dialogue. The things that are most important about sexuality are often not discussed at all, and the silence about them is itself an indication that something deserves attention.”

In her first year at Brooklyn College, Anderson has introduced a number of programs to encourage dialogue across the campus community about a range of topics. When she first arrived, she initiated a four-month Listening Tour, where various campus constituencies met directly with her individually, in small groups, or in town-hall-style settings to discuss the identity and culture of the campus, as well as challenges the institution faces. “As a leader, really listening and understanding the different response to campus sexual assault should remain a priority at the United States Department of Education. “We must strongly protect due process” for those accused of sexual assault, she wrote, but we must also continue to insist that colleges and universities respond to allegations of sexual assault “promptly and equitably.”

When reflecting on why she focuses on sexual abuse, Anderson says, “Sexuality is an area where there is tremendous silence, and the silence itself gives rise to false narratives about how sexuality is or should be, and those narratives tend to be dominant in our society.”

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Anderson is invested in making Brooklyn College a place where the community comes together to assert its shared values, and a place where vigorous discourse and free speech are understood as key academic values. "There is an accusation that students today cannot handle views they disagree with," she says. "Both the left and right can bandy about the rhetoric of ‘safe spaces,’ trigger warnings,’ and ‘snowflakes.’ It’s an exaggeration, but there is a nub of truth to the way that social media ‘trigger warnings,’ and ‘snowflakes.’ It’s an exaggeration, and right can bandy about the rhetoric of ‘safe spaces,’ and Zionism and Palestinian nationalism throughout history. It is one way to think about trying to encourage more sophisticated and nuanced understanding of complexity."

Looking ahead, Anderson is energized by the potential of Brooklyn College students and by the college’s expanding role as an economic engine of opportunity throughout the borough and in the wider world. She feels confident in the quality of the college’s academic programs and the expertise of its faculty and staff in preparing students to thrive professionally after they graduate.

This year, Anderson is leading the college in a strategic planning process, setting an ambitious course for its future. "We need to develop an agenda that will strengthen our academic programs, make the college more distinctive, better support our students’ success, and enhance the value of a degree from Brooklyn College," Anderson’s commitment to evolving the college’s mission is palpable. “Brooklyn College has such an admirable history and such a bright future, if we have such an admirable history and such a bright future, if we support the campus. There is so much good work to do to help make it everything it can be.”

Sponsored by the Department of History, the Office of the President, the Ethel R. Wolf Institute for Humanities, the Department of African Studies, and the Women’s and Gender Studies Program, the all-day John Hope Franklin celebration on February 28 commemorated the renowned historian, who in 1956, while on staff at Brooklyn College, became the first African American to chair a history department at a primarily white academic institution—a feat that earned him both a notice on the front page and a feature in The New York Times. "Franklin believed that you can use scholarship to make a better society," said Professor and Department of History Chair Gunja SenGupta in the opening remarks. "When you understand that structures of oppression did not fall from the sky, but are man-made and developed historically, you can turn history into a strategy for change. . . ."

The event was made possible through the generous support of Kimberly Phillips-Boehm—Brooklyn College a place where democratic values of open dialogue are confirmed rather than challenged our worldviews, perhaps even to the challenge of a world that would make complicated life easier. It’s normally taught,” said Myers, a professor of world history at UCLA who has written extensively about modern Jewish intellectual and cultural history. “We thought it was both historically necessary, and it’s normally taught,” said Myers, a professor of world history at UCLA who has written extensively about modern Jewish intellectual and cultural history. “We thought it was both historically necessary, and really almost a moral act, to combine the history of Zionism and Palestinian nationalism, based on the premise that one can’t really understand the history of one without the other.”

Said O’Farrill, “There is a long history of Jewish–Arab dialogue. What we decided to do a few years ago when we started talking is something really very different, which is to look at the narratives and how they developed historically, now and in the past, and against each other, and also pay a lot of attention to stepping outside of ourselves andnuisance and the critical distance necessary to understand the history of Israel and Palestine.

“We really wanted to teach the history of Palestine and Zionism in a very different way than it’s normally taught,” said Myers, a professor of world history at UCLA who has written extensively about modern Jewish intellectual and cultural history. “We thought it was both historically necessary, and really almost a moral act, to combine the history of Zionism and Palestinian nationalism, based on the premise that one can’t really understand the history of one without the other.”

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We need to develop an agenda that will strengthen our academic programs, make the college more distinctive, better support our students’ success, and enhance the value of a degree from Brooklyn College.”

Anderson believes, “This is an exciting time to be in higher education and to be thinking about the place of a public university in the larger political discourse, the First Amendment, and how colleges can facilitate the values of free speech, despite the fact that we deeply disagree about issues of tremendous political and social importance. I think the We Stand Against Hate program is one response to the challenge of a world that would make complicated

Academic freedom not only prevents the suppression of dissident views, it also forces us to confront those whose beliefs are antithetical to our own. The opportunity to have one’s beliefs challenged, to reflect, and to consider change is the very purpose of a university. Free speech, debate, and the open exchange of ideas are the oxygen of our existence on this campus. We must engage," said President Anderson in a letter to the campus last November. She added, “I encourage one of us to reach out beyond our comfort zone and encounter someone who is different in some way. Exchange greetings of peace and spend some time talking and trying to understand the world from their perspective. . . . Let us not just reject hate; let us approach one another with openness and compassion.” Below, a roundup of events.

Created by students, faculty, and staff, the WE STAND AGAINST HATE: ENHANCING UNDERSTANDING AND COMPASSION initiative at Brooklyn College was launched in spring 2017 with a series of lectures, panel discussions, workshops, concerts, art exhibitions, and other special events across campus. The initiative’s aim is to elevate the discourse around challenging political issues and foster inclusiveness on campus. The suppression of dissident voices, it also forces us to confront those whose beliefs are antithetical to our own. The opportunity to have one’s beliefs challenged, to reflect, and to consider change is the very purpose of a university. Free speech, debate, and the open exchange of ideas are the oxygen of our existence on this campus. We must engage," said President Anderson in a letter to the campus last November. She added, “I encourage one of us to reach out beyond our comfort zone and encounter someone who is different in some way. Exchange greetings of peace and spend some time talking and trying to understand the world from their perspective. . . . Let us not just reject hate; let us approach one another with openness and compassion.” Below, a roundup of events.

On April 28 a group of alumni who went on to prominent legal careers returned to the campus for a panel discussion on how to participate in the pressing civil rights movement of today. The panel’s speakers included the Honorable Sharon Bourne-Clarke ’88, a Brooklyn civil court judge; Daniel L. Greenberg ’60, a former distinguished visitor at NYU School of Law who served for 10 years as the president and attorney-in-chief for the Legal Aid Society in New York City; Norman H. Siegel ’65, a leading civil rights attorney and civil liberties lawyer; and Wendy Amenquay Work (City College), the founder of Inclusion Strategy, a consultancy with clients including Fortune 500 companies, governmental agencies, academic institutions, and nonprofit organizations in the United States and abroad.

“Want to encourage all you that have a role and that you have the opportunity and an obligation to make sure you do what’s within your power to do to address these issues,” said Bourne-Clarke. “Choose a courageous act.”

On May 17, Conservatory of Music Professor Arturo O’Farrill ’76 staged his tribute to educator, philosopher, and social activist Cornel West, which was inspired by the current spirit of political unrest and resistance. The Cornel West Concerto draws from the rich trove of traditional African-American jazz, blues, and the chanted sermon. The concert, which was held on campus in Whitney Theater, featured West as special guest conductor, the Brooklyn College Big Band, and the Conservatory Singers. O’Farrill was musical director.

“You just can’t be angry at the world,” said West to the audience. “You have to take action . . . Go out there and start a movement . . . It’s smart to contribute to create a better world.”

Audrey Peterson

For videos and articles of selected events, visit www.brooklyn.cuny.edu and type "We Stand Against Hate" in the search window.

Overall, Anderson believes, "This is an exciting time to be in higher education and to be thinking about the place of a public university in the larger political discourse, the First Amendment, and how colleges can facilitate the values of free speech, despite the fact that we deeply disagree about issues of tremendous political and social importance. I think the We Stand Against Hate program is one response to the challenge of a world that would make complicated
It was April 1936 and students from Brooklyn College, which had been founded just six years earlier, gathered for an antiwar rally at Borough Hall in Brooklyn. The students, most of whom were born in the waning days of World War I, had spent their teen years watching the devastating effects of the Great Depression take root after the stock market crash of October 1929. The world was ripe with rebellion, unrest, and takeovers. Peasant strikes in France, coups in Argentina, Brazil, Chile, Peru, Uruguay, Estonia, Greece, Latvia, and the Kingdom of Iraq, and the rise of Mao Zedong as leader of the Communist Party of China highlighted the worldwide struggle for power. In Spain, future dictator General Francisco Franco was just starting a war against the sitting government, and Adolf Hitler, chancellor of Germany, was busy persecuting Jewish people and other “non-Aryans” through hundreds of anti-Semitic laws, all of which was reported in the American press.

From Its Start in 1930, When Students Entered Brooklyn College, Many Became the Vanguard of an Activism That Battled Fascism, Spoke Truth to Power, and by the 1960s, VOCIFEROUSLY Demanded Civil Rights For the Marginalized and Disenfranchised.

“After All, We Were Radicals

Students gather to protest Adolf Hitler and Nazi Germany’s growing aggression in the late 1930s.

By Audrey Peterson
The 1930s made a lot of people radicals. Bankers were not in favor. Unemployment was hanging over people's heads. My folks remembered the Hoovervilles in Central Park, and they imbued me—although I think it was more my friends later on. But that was a time that made radicals out of people who would otherwise be conservatives or, you know, not care about politics.

—Mike Lutzker '53

Violence had gone to war. Project, an initiative sponsored by both state and federal York and New Jersey through the Brooklyn College Farm Labor

Some 200 students spent their summers at farms in New

meteorology.

explosives, ballistics, cryptography, navigation, radio, and

some of the students felt that their "essential war work" was cheap labor for the "capitalist" farm owner, they understood that any real protest should be muted during the war.

Brooklyn College students harvest vegetables on one of the New York farms participating in the Brooklyn College Farm Labor Project, around 1942. Although some of the students believed that their "essential war work" was cheap labor for the "capitalist" farm owner, they understood that any real protest should be muted during the war.

YT

in pay.

think it lasted one day," with the students getting a slight increase

market price of beans was," said Marjorie Brockman '46. "We were

bushels we picked, what he was paying us for them, what the

the market price of beans was," said Marjorie Brockman '46. "We were

very economically oriented. I know the strike was successful. I think it lasted one day," with the students getting a slight increase in pay.

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the end of World War II saw many returning veterans enroll in college with the help of the GI Bill, which offered educational assistance to service members. "Being on the Brooklyn campus in 1947 was extraordinary," said Mike Lutzker '53. "There were hundreds—more like thousands—of ex-GIs on campus, older than the rest of us, either married or planning to get married, some with pregnant wives. They were very serious students. They had been abroad in the Pacific or Europe and had a lot of experience. I think about the ones who liberated the concentration camps or the death camps and what an impression that must have made on them."

The end of the war did not mean the end of hostilities among nations. Relations cooled and then froze between the United States and its once-ally the Soviet Union as they clashed over territory in the occupation of Germany and other countries during the postwar restructuring and rebuilding of Europe. The Cold War that resulted drew a hard line separating the Communist Soviet Union from the United States and "Free" Western nations. At home, sentiment grew and solidified a Red Scare that had its roots in the Bolshevik Revolution of 1917 and American fears that radicals and socialists would attempt the same in the United States. Brooklyn College had been under scrutiny by the federal government’s House Un-American

in the dining room, there were tables—

there was a Communist table, and there was

a chess table, and there was a left-liberal table.

There was probably a drama club bunch.

There was a Zionist table. There was a very

strong contingent of kids who were going to

Israel, relocating. And there was no place for

people who just wanted to have lunch.

—Ann Lane '52

Activist Committee since the summer of 1938. The New York Herald Tribune reported that a member of the committee called Brooklyn College a "hotbed of Communism."

The reality was that although there were some students and faculty who were Communists and communist sympathizers, they were in the minority and the campus community did not believe in censoring or punishing them for exercising their right to free speech. But in 1950 the Red Scare was reignited when Joseph McCarthy, a Republican senator from Wisconsin, claimed to have a list of more than 200 names of State Department employees who were alleged members of the Communist Party. McCarthy’s campaign to extinguish communism from the United States moved quickly.

Brooklyn College did not escape the panic, as six members of its faculty were called to testify before a government subcommittee, notable among them an associate professor of German named Harry Slochower. A former communist, he refused to answer certain incriminating questions by invoking the Fifth Amendment. Slochower was dismissed from the college, but reinstated with back pay when his case made its way to the Supreme Court, which ruled that the City of New York had no right to fire someone for pleading the Fifth. Sixteen days after Slochower returned to Brooklyn College, President Gideon suspended him for a second time with the charge that the professor had perjured himself while under oath when testifying about his communist activities and that this was
One of the wonderful things about Brooklyn College was that I didn’t feel that there were any serious issues about feminism, or to put it another way, one could be a very assertive woman and it was fine. There were plenty of women student leaders in all these organizations and on Vanguard, and none of them was a shrinking violet. I was also very impressed, moved, and happy because it was my first real experience with ethnic diversity, and to me that was like another world opening up—to meet African-American students, then known as Negro students. I didn’t know any people who were Negro until I came to college, and that mattered a lot.

—Rhoda Karpatkin ’51

and the police erupted on the Brooklyn College campus yesterday during a demonstration to protest the appearance of two Navy recruiting officers, “Slochower reported The New York Times, said that he had “never made a false statement under oath.” Slochower retired after the case, rather than face a committee appointed by the New York Board of Higher Education. Three decades later, in 1980, the CUNY Board of Trustees moved to recognize the “moral injustices” he and the other professors had suffered.

“A pushing, dragging, punching, club-swinging clash between students and the police erupted on the Brooklyn College campus yesterday during a demonstration to protest the appearance of two Navy recruiting officers,” said an article in the October 19, 1967 issue of The New York Times. The civil rights and anti-Vietnam War movements were in full effect, and it seemed that students were protesting everything in the late 1960s: Military recruitment on campus; the shortening of library hours; the denial of tenure for favorite faculty members; grading practices and curriculum; cafeteria regulations and food quality; the scarcity of on-campus parking for students; and the right to demonstrate and strike were just some of the grievances.

It was a volatile time. Americans had seen a mounting toll of assassinations, including those of civil rights activist Medgar Evers and President John F. Kennedy in 1963, and black Muslim leader Malcolm X in 1965. Just months after the campus melee, Martin Luther King Jr. and Robert F. Kennedy, who was campaigning to become the Democratic nominee for President, would also be murdered.

Colleges and universities nationwide were alive with student and faculty activism both on and off campus. Protests, debates, and rallies were nearly a daily occurrence, with Brooklyn College hosting the anarchist co-founder of the Youth International Party (Yippies) as well as singer-songwriter Phil Ochs, whose music became a part of the soundtrack of social revolution. Black and Puerto Rican students rode the wave of victory in Washington with the signing into law of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. With the rise of the Black Power movement, and of organizations led by Latinos and other minority groups, students of color at Brooklyn College agitated to include black and Latino studies in the college curriculum, and to increase the number of minority faculty and students. The student group Black League of Afro-American Collegians (BLAC) included those in a list of 18 demands that they created along with the Puerto Rican Alliance. Their efforts bore fruit: In 1967, the college established a department of Puerto Rican and Latino studies, and two years later founded the Afro-American Institute, which was renamed the Africana Studies Department in 1974.

Were we scared? Probably we thought it would be wonderful if they did something dramatic to us. By the ‘60s I knew going to jail was not a good thing to do, was not a happy experience, but at that point I was 19 years old...

Communists were going to jail. Grown-ups were going to jail. People were getting fired. Our teachers were getting fired. They were getting fired at City College. We knew there was a real right-wing attack in the country.

—Ann Lane ’52

Below: Students discuss strategy outside the offices of The Vanguard, the college’s student newspaper, following President Harry Gideonse’s suspension of the paper for publishing a story about the school’s internal politics after he had warned it not to.

Bottom: A Brooklyn College student grapples with police at a demonstration against Navy recruiters on campus in October 1967.

Top: Brooklyn College students take part in a National Student Strike, one of many that occurred on campuses across the United States in April 1968.

Above: Brooklyn College student activists await their turn to speak at a campus meeting around 1970.

Left: The walls of an office on campus are plastered with signs of the time, including an anti-Vietnam War poster, a Black Power fist, a demand for freedom for counterculture activist Angela Davis, and a portrait of Mao Zedong.
THE CONSCIOUSNESS RAISERS

In 1971, History Professor Renate Bridenthal (below) and Tucker Pamella Farley, (opposite) professor of women's studies and American literature, were two of the progressive faculty members at the vanguard of a vibrant movement that sought to establish a Women's Studies Program and a women's center at Brooklyn College. Since then both the center and the program have helped students, particularly young women, to successfully navigate the undergraduate and graduate experience, develop and celebrate their talents, and broaden their exposure to important issues impacting women worldwide. The following are excerpts from interviews with Bridenthal and Farley conducted for the CUNY Digital Archive by Andrea Ades Vásquez and Yana Calou on April 21 and May 15, 2016.

Here Renate Bridenthal, who joined the Brooklyn College faculty as a lecturer in 1967, talks about the dawning of her own consciousness as a feminist and the genesis of the Women's Studies program.

BRIDENTHAL: It was a time of movement. There was movement about everything. There was movement about civil rights. There was movement about the war, and there was a women's movement, and the history department in particular, I soon noticed, was very conservative. . . . I got in trouble very quickly over the anti-war stuff, very quickly.

CALOU: Can I just ask a quick follow-up question around the ways in which you feel like you came to a feminist consciousness, so much so that you would be one of the founding members of the organization that then turns into the program in the center?

BRIDENTHAL: I joined up [with the New York Radical Feminists]. They were running consciousness-raising groups . . . I was raised by [my] mother . . . in very, basically, feminist ways: Don't depend on a man to support you. Make something of yourself. . . . I just seemed to be succeeding at it and didn't worry about opposition. . . . Radical Feminists had a very good consciousness-raising group. I actually used some of that material later when I taught women's studies. They had an outline of what you should do at your meetings . . .

So [the Radical Feminists] brought us together in the neighborhood. Nobody knew anybody else, which is a good thing because you talk more freely to strangers whom you will never see again, like on airplanes. There was a topic for every week, like childhood, adolescence, siblings, growing up, dating, jobs . . . chronologically through your life. You went around the room. Everybody told their story, and then the idea was you pull out all of these individual stories what is general, what is social. Then you see the social aspect of sexism. . . .

Bridenthal created a flyer for anyone interested in getting together for a meeting at Brooklyn College, made copies on a mimeograph machine, and stuffed them into mailboxes.

Some 100 people showed up to the first meeting.

VASQUEZ: So were you surprised at the turnout . . . ?

BRIDENTHAL: [It was] thrilled! Thrilled that so many people were interested. . . . We called ourselves the Brooklyn College Women's Organization. That's all we had to start with . . . Then the task forces emerged.

VASQUEZ: Do you want to talk a little bit about the program? . . . Who were the different people involved? . . . What were some of the interpersonal relationships in making this progress in the center, in building the center?

BRIDENTHAL: I would say that, in the first few years, we were pretty much on one page on most things. Tucker Farley was actually very important and helpful. We worked together a lot on the curriculum. Freddie Wachsherger was present. She was in the Art Department, Anthropology. She helped design the first brochure that we had, and it was beautiful.

Pat Lander in Anthropology came in pretty early. . . . Pat Lander . . . who were the different people involved? . . . Who were the different people involved? . . . What were some of the interpersonal relationships in making this progress in the center, in building the center?

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The college gave us a little space . . . But for a while we had our own college assistant, and we had two small rooms and a small reception area.

CALOU: Would you be able to talk a little bit about the student response and enrollment, and the ways—I saw a lot about the ways in which the course, the faculty, designing the courses, were wanting input from students for things like reading lists and course materials and what they wanted, and how that affected, maybe, student enrollment and responses that you got from rewarding or otherwise from students who took some of the first Women's Studies courses in the program.

BRIDENTHAL: I do remember the classes being very lively. We really wanted to hear from [the students], hear from their experiences; in a sense to recreate. Oh, yes, we got in trouble for this, too. I told them about—in one of my classes I got hauled before this dean of students for even showing them how to make a consciousness-raising group because that was considered interfering with their psychological—somehow imposition, and told not to do it again . . . But students were very lively and wanting to—they were very much themselves in this atmosphere of wanting to learn, and they told a lot of personal stories, and there were some very heartwarming results . . .

VASQUEZ: And when were you teaching gender and sexuality or anything about reproductive rights in that period? . . . I guess I'm interested in what students and your colleagues were discussing, opening up, and discussing at that time when those were some of the big issues in the women's movement . . . about the role of lesbians in the women's movement and . . . sexuality and health issues, women's health issues . . .

BRIDENTHAL: It seems to me that almost everything was open, all kinds of relationships: personal, work-related, student-related harassment, professor harassment, things like that . . . were discussed, and people were encouraged to relate their individual lives to the material so that there wasn't this top-down approach, here's what you have to know about this, and here's what you have to know about that. They were very interactive classes, more than most, because the kids who came—that was a self-selected group. They would pick [a class] because, for some reason, they wanted to be more involved or learn more. They were among the liveliest classes.

CALOU: I know that you spoke a little bit about men on the faculty, but also, any feminist identified male students that you remember; or just the experience of teaching some of the first 10 years of classes and male students' response to Women's Studies classes when they enrolled.

BRIDENTHAL: The few [men] who came were really genuinely trying to understand. They didn't talk a whole lot, because they felt like they shouldn’t, but they did some. I remember—you remember some things very distinctly. There was a slightly older man, and I also taught evening sessions. I loved evening session, because they're already grownups, and really interested. There was a man who was— I don't know, maybe in his forties or something. He was very into it because, he explained halfway through, he had a young daughter and he wanted to know how to do right by her. It was very moving. So that's one that sort of stands out in my mind.

The were the best years of my life. I've never felt so energized and empowered as working with people . . . Most of the friends I have today were veterans of that time in both these places. It was just great to feel so empowered . . . How did we do that? . . . break up into taskforces, and write notes to each other and letters, and letters to the president which were so daring; shocking. So just, they were the best years of my life, among the best years of my life. It's been a great life, but—yes.
Professor Tucker Farley speaks here about the atmosphere on campus when she first arrived and how she and fellow colleagues came to found the Women’s Center.

FARLEY: It was a time when you could really be buddies with the students. When I first started meetings for the Women’s Studies Program we had students, faculty, and staff all together: No hierarchy. And it was very exciting, those early days.

Anybody who wanted to come could and. Once we first started teaching as a program . . . I’ll tell you the story of how we got this, but we got an office and a staff person who was very active with us, and I included her on everything, Pat Quercia. She had worked on Wall Street as a secretary before she came to Brooklyn College, and she had her heels rapped with a ruler for wearing slingback shoes. And then she was appointed as the first secretary before she came to Brooklyn College, and she had come here from Wall Street as a secretary before she came to Brooklyn College, and she had her heels rapped with a ruler for wearing slingback shoes. She was very happy to enroll in a more congenial atmosphere in the Women’s Studies office. . . .

The first course that I offered in women’s studies, they didn’t bother to put limits on it so I could check the registration. And after the first hour, enrollment got to be over 100 people. So it was definitely wanted. And people in those early classes would bring their mothers, and their sisters. It was an amazing time because of course there were no materials and my experience in making it up as I went along was very useful in not having books and texts. . . .

Well people got so excited they brought their families to take the class, too. It was great.” [laughter]

VASQUEZ: [laughter] That’s great. They saw it was a real opportunity? That’s interesting.

FARLEY: Yeah it was, it was wonderful.

VASQUEZ: And so you didn’t feel a lot of resistance from the administration, you had this pretty diverse group of students attracted to the classes and obviously women’s studies. Tell us about how the structure started forming, the first meetings about forming the women’s organization I think came first and then?

FARLEY: I remember working with students as I developed curriculum that I thought would be appropriate to put before the faculty council and the curriculum planning committee. . . . When I started teaching in the English Department at Brooklyn College there was one woman in the curriculum in American literature. . . . The one woman in British literature was Jane Austen, and the one in English was Emily Dickinson, so we had two women. My friend Paul Lauter in Modern Language Arts was working on developing [an anthology to be published by Heath], which would include a lot of women, a lot of people of color, and working-class writers. And so I would bring in a variety of writers who I thought should be included.

And then the other task as I saw it, I remember working with the students to tell them how I was thinking, what did they think about that, they loved it. I thought that the way that the earlier textbooks had divided things into periods was problematic. For example in English they would have people like Dryser in American literature be the person who was writing the new naturalist kind of literature. But before that there were all these wonderful women writers who weren’t even in the books. So I would bring my other books along and say, “Here, look at these other women . . . yes we should include, oh let me read that!”

So we had a kind of collaboration that I thought was wonderful because I felt they were interested in what I was doing, and I was interested in how they were feeling. To me we worked together and it was very important to include the students. In one course for example very early on one of the women read a journal entry about how she had been beaten. She was so sorry she was late to class but she had been beaten but she had come anyway. And another woman said well that had happened to her. And pretty soon every woman in the class except one confessed that she had been beaten for going to this college class. And I used that to decide well we should have a hotline at the women’s center when we get . . .

So part of the work of teaching the women in the classes in the community help me to see what might be useful to do in the women’s center, in designing the women’s center and helping to envision how it might function. It was the first women’s center at a university, just as the women’s studies program was the first program to give credit toward graduation in a co-major, or major in the world really. It was the first one.

Farley relates how the Brooklyn College Women’s Center Came Into Being.

FARLEY: [The center] hadn’t been founded yet but it was already reaching out. We were trying to get those women involved and they did become involved. They became very active even before the center happened. And there were students who helped interview the people when we finally did get permission [have] the center. But before that we had to get that permission.

So we planned to go to the president, [John] Kneller, and say that we had done all this work and all this research and we had the program and we needed a women’s center. So we made an appointment. And we had made sure that there was a huge crowd in the halls, huge crowd in the main building outside his office. And I went in and I said, “I’m here for the appointment,” and the secretary said, “Well, you can’t have the appointment.” They [had] cancelled the appointment. And I said, “Well, you know, I don’t think that will work . . . There are a number of us here and we are counting on this time and place for being able to talk with the administration about our plans. We’ve made it in advance, it was confirmed, and we’re here.”

FARLEY: And so [President Kneller] came out of his office and he said, “Well, I haven’t read it.” I said, “Oh good, I’ll help you read it.” And I walked with him to his office. And we sat there together and I turned the page, page by page, by page, and I explained what was on each page to him. It was a toned-down version, I have to say, but it was a good one. And he said that he would be good for the college to have this kind of literature, especially because we had so many women returning to the school, and it would be a good way to serve it. But he said, “You have to pay for it.” He said, “I’ll give you a year, and if you can’t come up with the funds to pay for the women’s center then you don’t get to have your center. You can have one year in which to do it.” I said, “Okay.”

VASQUEZ: But he didn’t give you’re the financial support?

FARLEY: He gave it to us for a year.

VASQUEZ: But you had to be self-sufficient after a year?

FARLEY: That’s all I needed. Yeah and I attribute that victory to the women who were out there. There were reporters from the local paper, and lots of different representatives of his constituency . . . He wanted to point with pride to the women’s studies program, and this would allow him to point with pride to serving this new population etc. So he was smart about that.

The women’s center people sat down and wrote a proposal for a grant for FIPSY, Funds for the Improvement of Post-Secondary Education. And we said we wanted to serve these returning women and here’s how we wanted to do it. We wanted to have a hotline, we want to have counseling, and we want to have this and we want to have that. And we went to Washington and we got the grant. So we came back with a $350,000 grant for three years. It was a very good grant.

VASQUEZ: Wow, big grant back then.

FARLEY: Well it was historic: Another first for Brooklyn College.

After a 35-year career at Brooklyn College and the City University of New York, Tucker Pamela Farley was made professor emerita. She has remained an activist instrumental in creating women’s studies in the university and promoting social justice causes.

For the full transcript of Farley’s interview, visit http://cdha.cuny.edu/items/show/4992

Today Renate Bridenthal is professor of history, emeritus, at Brooklyn College. She has served as a national co-chair of the Coordinating Committee of Women in the Historical Profession and is co-author of Becoming Visible: Women in European History (Houghton Mifflin) and author of When Biology Became Destiny: Women in Weimar and Nazi Germany. (Monthly Review Press) She is on the board of Science and Society, a journal of Marxist thought and analysis.

For the full transcript of Bridenthal’s interview, visit http://cdha.cuny.edu/items/show/3112.
By Jamilah Simmons

On a Friday night in late October 2012, Kenneth A. Gould, a sociology professor, was at the Gowanus Canal with a group of students from his Introduction to Urban Sustainability class. They were working on a pod walk, an initiative by faculty members from several of the college’s departments that sent students out into local neighborhoods to create guided-tour podcasts.

One of the questions Gould’s students pondered as they gazed up the area’s sloping streets was what would happen to the rapidly gentrifying Gowanus neighborhood if a storm surge were to ravage the canal, which remained a toxic inlet despite recent efforts to clean it up. The following Monday, nature gave them their answer when Hurricane Sandy hit the eastern coast of the United States, sending the waterway’s stew of sewage, industrial waste, and oil onto the local streets and into homes and businesses.

Despite the destruction caused by the storm, interest in development within the enclave remained strong, housing and rental prices spiked, and the artists and professionals who had been riding the wave of a broader real estate renaissance in Brooklyn remained undeterred as they flocked to an area that was once literally an environmental dump.

“We wrote all of that up for the pod walk,” recalls Gould. “Here they were, using the cleanup of the Gowanus to gentrify the neighborhood, and at the same time they were moving people into this really vulnerable place.”

That type of real-time scenario—which tangles public policy and environmental concerns, economic development and social justice—provides pertinent preparation for students in the college’s five-year-old program in urban sustainability, an interdisciplinary mix of the Earth and Environmental Sciences, Economics, and Sociology departments.

The program aims to examine the dynamics between social and natural systems as well as the trade-offs among environmental, social, and economic sustainability, making Brooklyn—a borough rich in social and political history, economic and cultural diversity, and ripe with waterfronts and other would-be desirable green space—a very fertile training ground for its several dozen students.

“Our setting gives our students the opportunity to observe firsthand the issues affecting our cities and to devise creative and hands-on solutions that foster environmental protection, social equity, and economic vitality,” says Brett Branco, a professor in the Earth and Environmental Sciences department who also serves as director of the Urban Sustainability Program.

A trendsetter, it was the second undergraduate program in urban sustainability to be launched in the country and remains one of the few that emphasizes a social justice pillar, a baked-into-the-curriculum premise that in order for green initiatives to be sustainable, they must take into account and blunt any adverse impact on economically and socially vulnerable populations. In addition, the initiative must include steps to assure more equal distribution of environmental amenities.

Faculty members—often with the help of student research assistants—explore topics ranging from how participatory democracy initiatives worldwide have contributed to greater community consensus on environmental issues, to citizen science programs and concerns that greening often leads to gentrification.

Branco says that the program has attracted a passionate group of students who have had a multitude of experiences, such as studying abroad in Barcelona, interning at a bee farm in Jamaica, working at the Brooklyn Botanic Garden, and helping build an urban farm in Bushwick.

The students, in turn, praise the program’s pragmatism and progressiveness.

“I love this program because of its emphasis on understanding the interconnectedness of it all,” says Barry Rothstein, an urban sustainability major with a concentration in earth and environmental sciences. “Environmental consequences also have social consequences. The program gives you the macro view.”

Rich in social and political history, waterfronts and green spaces, the borough of Brooklyn is the perfect setting for students in the Urban Sustainability Program, which brings a progressive outlook and a holistic, interdisciplinary approach to training the green movement’s next global leaders.
“Our setting gives students the chance to observe firsthand the issues affecting our cities.” —Brett Branco

Each year, a spring capstone course brings in an external client with a real-world problem for students to work on. Previous clients have included the New Jersey Audubon Society, which asked the students to provide data collection and analysis as part of their process of prioritizing projects by environmental and social impact, and the college’s own Sustainability Council, which had the students come up with recommendations for improving recycling on campus.

The program has the added benefit of being offered at a college that works with two major regional environmental organizations, the NYC Urban Soils Institute and the Science and Resilience Institute at Jamaica Bay. The former, a hub for soil scientists from across the area, in partnership with major local and federal environmental agencies, performs soil testing and other technical services for city agencies. It also serves as a data depository, offers education and outreach to the community, and conducts research that puts it at the forefront of sustainable resource management and conservation in New York City. The first of its kind in the country, it’s a model that many soil scientists and environmentalists hope can be replicated in other cities. One student from the college’s sustainability program went on to work as a graduate assistant for the national organization.

One student from the college’s sustainability program went on to work as a graduate assistant for the National Park Service, the City of New York, and a consortium of top-tier research institutions. Park Service, the City of New York, and a consortium of top-tier research institutions. Park Service, the City of New York, and a consortium of top-tier research institutions. Park Service, the City of New York, and a consortium of top-tier research institutions.

Program went on to work as a graduate assistant for the National Park Service, the City of New York, and a consortium of top-tier research institutions.

The Science and Resilience Institute at Jamaica Bay is a Brooklyn College–led joint initiative among the National Parks, the City of New York, and a consortium of top-tier research institutions. An urban sustainability student has interned at the institute, which hosts visiting scientists, provides lab facilities for students and researchers, organizes community outreach programs, and holds events to present research findings, including those related to the restoration of Jamaica Bay and the advancement of coastal resiliency in New York City and beyond.

In 2010, the Bureau of Labor Statistics projected 22 percent growth in environment-related jobs over the next decade. In 2011, the green jobs market grew four times faster than all other industries combined, and American investment in the clean energy industry increased by 42 percent over the previous year. This growth is only expected to escalate, with careers thriving in green business management, environmental public policy and advocacy, and city environmental coordination.

The program also plucks faculty from the biology and philosophy departments to teach ecology and environmental ethics. “We have faculty members in our program and in related departments who are actively engaged in some of the great environmental conundrums of our time,” says Branco. “We have great partnerships with a lot of environmental and community organizations, a growing portfolio of courses and programming, and some really cool opportunities for our students.”

Despite these concerns, Gould and Lewis, who also are both on the faculty of the CUNY Graduate Center’s Sociology and Earth and Environmental Sciences departments, argue that all is not lost. They point to Sunset Park as an example of a neighborhood that has so far successfully resisted gentrification of its waterfront. The key there? Strong community organizations that have, as the professors recommend for other communities resisting green gentrification, built alliances, cultivated solidarity, focused on working-class jobs in the neighborhood, and forged important relationships with local elected officials. “The actions of citizens can really make a difference in terms of policy,” says Lewis. “Changes can be made in ways that more evenly distribute environmental amenities and raise the quality of life for everyone.”

—J. S.
Brooklyn College–led Science and Resilience Institute at Jamaica Bay—a key player in the local resilience community, particularly in the Jamaica Bay watershed, which was hit hard by Sandy—is a crucial partner on the project, helping to coordinate activities and design curriculum. Additionally, the college is partnering with a collaborative mix of schools, scientific organizations, and community groups, including the National Wildlife Federation’s NYC Eco-Schools, New York Sea Grant, and the Brooklyn Marine Education Alliance. School groups develop ideas for resilience projects for their schools and neighborhoods, and present them to the New York City Mayor’s Office of Recovery and Resiliency and city Department of Education officials. Another step in bringing STEM education to high school students in Brooklyn and Queens is providing these students with a platform to be involved in NYC schools’ response to climate change, says Brooklyn College Provost William Tramontano.

A recent upgrade to LED lights in Whitehead Hall provided a 33 percent energy savings for the college. Through a variety of lighting and heating upgrades, the college is saving around $1 million annually on energy charges—a savings that, because of state funding rules, comes back to the campus.

An informal campaign was launched by the Sustainability Council to increase awareness of recycling initiatives, creating guidelines for college offices, and increasing signage around recycling posts. The council has also been meeting with campus stakeholders and asking them to take a pledge to recycle.

“Hydration stations” across campus allow students to refill their water bottles, helping to reduce the amount of plastic waste.
Triple negative breast cancer (TNBC) is one of the most aggressive types of cancer—difficult to detect and combat. But Professor Maria Contel, an organometallic chemist at the School of Natural and Behavioral Sciences who has been testing metal compounds to combat cancer for the better part of the last decade, was recently granted a patent for a ruthenium-based compound that will help detect and combat. But Professor Maria Contel, an organometallic chemist at the School of Natural and Behavioral Sciences who has been testing metal compounds to combat cancer for the better part of the last decade, was recently granted a patent for a ruthenium-based compound that will help detect and combat.

Professor Maria Contel Scores Second Patent for Anti-Cancer Compound

Contel’s ruthenium-based derivative could help patients with triple negative breast cancer.

In 2012, the last year for which statistics are available, of the 1.68 million cases of breast cancer that were reported, more than half a million of those resulted in death. TNBC, which disproportionately affects younger women in the African-American and Latino communities, has one of the poorer prognoses and worse survival rates. About 12 to 20 percent of breast cancer cases are TNBC. Recurrence is also high. Given TNBC’s morbidity, treatment may require what’s known as neoadjuvant therapy, which consists of radiation and chemotherapy to reduce the tumor before it can be surgically removed.

“Because it is a subtype of cancer that does not express estrogen, progesterone or human epidermal growth factor 2 (HER2) receptors, it is difficult to treat via targeted therapies,” says Contel. “My new compound is nearly 50 times more effective and less toxic to non-cancerous cells and human tissue than platinum-based derivatives.”

At roughly $710 per gram, Contel’s compound is more inexpensive than cisplatin or carboplatin, two of the most common platinum-based derivatives used in chemotherapy. When the National Cancer Institute tested it on the standard 60-cell line panel of cancer cells, it was effective in 49 of the cases.

“We are very hopeful about applying other versions to other types of cancer,” Contel says. She has applied for grants from the National Institutes of Health and the U.S. Department of Defense to do more advanced preclinical work in collaboration with Dr. Karen Hubbard, chair of the Biology Department at City College. Contel has also been working with Dr. Swayam Prabha, a pharmacologist at the CUNY Graduate Center.

Breast cancer affects 12.5 percent of women worldwide, according to a study done for the National Institutes of Health.

Seymour Kaplan ’76 used to get flashbacks: Glimpses of camp, small explosions, little old ladies crying. He would start screaming Hebrew prayers. “It’s hard to explain to people,” the 93-year-old World War II veteran says from the living room of the Sheepshead Bay home he has lived in since 1958. “It makes me cry just talking about it.”

The visions that haunted him where of Dachau, the first of the Nazi concentration camps in Germany and the one Where Kaplan—then a 19-year-old machine gunner with the 692 Tank Destroyer Battalion attached to the 42nd Infantry Division in Europe—was sent as a Yiddish translator.

Discouraged by his family, he didn’t talk about his experiences there for 50 years. But last semester, he spoke with junior and Macaulay Honors student Elizabeth Jelfmova for an assignment for her history class. Her work was part of the Brooklyn College Listening Project, a college-wide, interdisciplinary oral history project that aims to create publicly accessible audio archives of the every day lives of Brooklyn residents.

“The Listening Project takes it as our goal to hear the unheard, to share the unshared, and in so doing, preserve and respect the experiences and memories of our Brooklyn community,” explains Philip Napoli, an associate professor in the Department of History. He is also a military doctor and says that the class and her experiences speaking with Kaplan helped solidify her career plans. “He was so easy to talk to,” she says. “I felt like I got to know him. And I was inspired by his service.”

She and Kaplan spoke for more than three hours. Jelfmova brought the bagels and lox and Kaplan shared stories and memorabilia that blew her mind: A Nazi soldier’s knife and the teacup that Kaplan took from Adolf Hitler’s personal residence, among other things.

“Mr. Kaplan is among the last living witnesses to the crimes of the Nazi regime, and remains open to testifying about the crimes of the Nazi regime, and remains open to testifying about the crimes of the Nazi regime,” says Napoli. “He inspired me to engage with my family’s history project.”

One of the last living witnesses to the crimes of Nazi Germany, Kaplan recounts his experiences at Dachau for the college-wide oral history project.

Brooklyn Listening Project Highlights

The Brooklyn Listening Project Highlights

WWII Veteran Seymour Kaplan ’76

Jefmova wants to be a military doctor and says that the class and her experiences speaking with Kaplan helped solidify her career plans. “He was so easy to talk to,” she says. “I felt like I got to know him. And I was inspired by his service.”

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One of the last living witnesses to the crimes of the Nazi regime, Kaplan recounts his experiences at Dachau for the college-wide oral history project.
A Brooklyn native born to parents of Ashkenazi and Sephardic Jewish descent, Engel came to Brooklyn College after graduating from Baruch College in 2011 with a degree in industrial organizational psychology. He believes he discovered his purpose here at the college, not only in the classroom, but also in his role as the career outreach liaison at the Magner Career Center, where he first learned about internship opportunities at NASA.

Engel is not Brooklyn College’s only NASA connection. At its 2011 Commencement Ceremony, the college presented Joel Levine ’14 with the Distinguished Alumni Award. Levine is the senior research scientist in NASA’s Langley Research Center Science Directorate and serves as chief scientist and principal investigator for the proposed ARES (Aerial Regional-scale Environmental Surveyor) Mars Airplane—a robotic, rocket-propelled aerial vehicle that NASA plans to use in a search of life on Mars.

“arly in my life, I was fascinated by how the universe works and I wanted to be a part of the team that figures out how to get human beings into outer space. I still have some trouble processing the fact that I really worked for NASA,” says Engel. “It’s overwhelming!”

“I was influenced by this outstanding institution and its very dedicated and excellent faculty,” Levine said at the ceremony. “I first saw the planet Mars from on top of Ingersoll Hall. Little did I know that I would spend the next four decades involved in our nation’s program to explore the red planet.”

Like Levine, Engel wants to be the kind of change agent that inspires and opens doors for a myriad of possibilities, whether that is as a career counselor or a recruiter for a company like Facebook or Google.

“I want to help other Brooklyn College students have the same experiences that I’ve had at NASA, which my employment with the Magner Career Center helps make possible,” says Engel. “I want to be a leader in whatever I do. Working at NASA has helped me improve on my strengths and realize my ability to make a positive impact on students’ lives.”

—Robert Jones Jr.
U.S. SENATOR BERNIE SANDERS (I-VT) helped
Brooklyn College celebrate its 92nd Commencement
Exercises on Tuesday, May 30, 2017, delivering a
rousing keynote address and accepting an honorary
Doctor of Humane Letters for his groundbreaking
career in politics. For the first time in the college's
history, the ceremony was held at Barclays Center in
Downtown Brooklyn.

Sanders is perhaps best known for his campaign
for the Democratic Party’s 2016 U.S. presidential
nomination. After graduating from high school in
1959, Sanders enrolled at Brooklyn College.

“What you might not know is that the senator’s
grassroots activism began right here at Brooklyn
College—literally activism about the grass roots,”
said President Michelle J. Anderson while introducing
Sanders. “In May of 1960, the young Bernie Sanders
penned a letter to the student newspaper,
The Kingsman, in which he declared, ‘My purpose in
writing is to protest the action of a school guard in
ordering students off the campus grass.’ He explained:
‘As a student at Brooklyn College, I appreciate the
natural beauty of our campus in the midst of a large
and crowded city. Therefore, I can well understand
the administration’s feelings that the grass would be
better if left untrampled. Although that reasoning is
valid, I am not quite certain that the sight of students
stretched out and reading on the grass might not add
a type of beauty to the school that is more important
than pretty grass.”

“My childhood in Brooklyn was shaped by two
profound realities,” said Senator Sanders to the
crowd of over 17,000 cheering students, faculty, staff,
alumni, and friends of the college. The first reality
of his youth, he said, was growing up poor. “I have
never forgotten that there are millions of people
throughout this country who struggle to put food
on the table, pay the electric bill, try to save for their
kids’ education or for retirement—people who face
painful and stress-filled decisions every single day.

“The second reality . . . was that my father left
Poland at the age of 17 not only from a community
which was very poor, but from a country where
anti-Semitism, pogroms, and attacks on Jews were
not uncommon. While my father immigrated to
the United States, and escaped Hitler and the
Holocaust, many in his family did not. From that
experience, what was indelibly stamped on me
was the understanding that we must never allow
demagogues to divide us . . . Black, white, Latino,
Asian American, Native American, Christian, Jew,
Muslim, and every religion, straight or gay, male
or female, we must stand together. This country
belongs to all of us.”

—Robert Jones Jr.

CUNY Executive Vice Chancellor and University
Provost Vita Rabinowitz (left) installed Michelle J.
Anderson as president of Brooklyn College.

Among the many uniquely decorated mortarboards was this
one topped by a classic board game.

Confetti in Brooklyn
College’s traditional
colors of burgundy and
gold showered the new
graduates at the end of
the ceremony.

“Your education
is a tool for
empowerment,
for love, and
for justice.”

—Letitia James, public
advocate for the
City of New York

CLASS OF ’17 STATS
Number of languages spoken: 61 • Countries of birth: 101 • Number of baccalaureate degrees: 2,957 •
Number of master’s degrees: 1,147 • Number of veterans: 38 • Number of students who identify as disabled: 43 • Total number of graduates: 4,104

The school mascot,
Buster the Bulldog,
was on hand to
ensure everyone had
a fantastic time at
the commencement
ceremony. Follow
Buster on Instagram
and Twitter @bcbusterbulldog.

[Brooklyn College] is
one of the
greatest
institutions of
higher
learning in the
country.”

—Senator
Charles Schumer
"You are called to be stewards of what you’ve been given. You are called upon to be active alumni."
—Jeffrey S. Sigler ’92, ’95 M.S., Immediate Past President of the Brooklyn College Alumni Association

Brooklyn College Foundation trustees (left to right) Donald Kramer ’58, Bernie Garl ’62, and Don Buchwald ’59 celebrate the new 2017 graduates.

Forensic anthropologist and Distinguished Alumnus Award recipient Fredy Peccevelli ’96: "I appreciate this honor from Brooklyn College—especially since I missed my own commencement ceremony back in 1996."

Sister graduates Joyce (left) and Marie Borra share a carefree moment outside Barclays Center.

"Be who you say you are and stand up for what’s right, even when it’s hard."
—New York City Council Member Jumaane Williams ’01, ’05 M.A. at the 2017 Brooklyn College Commencement Exercises

City Council Member Jumaane Williams Remains at the Front Lines in the Battle for Human Rights

Jumaane D. Williams ’01, ’05 M.A. has accomplished a great deal during the seven years he has served as city council member for Brooklyn’s 45th District.

"I've always been interested in social justice," says Williams, who enrolled at Brooklyn College as a theater major, then switched to film before finally choosing political science, minoring in film production. "Growing up, my superheroes were X-Men, Spider-Man, Martin Luther King Jr., and Malcolm X. Even if I had gone into the arts, I would have still found some way to pursue just causes."

He co-authored the Fair Chance Act, prohibiting public and private employers from asking applicants about their criminal histories until after an offer of employment is made. He is probably most closely associated with the Community Safety Act, a bill that implemented an inspector general to oversee the activities of the New York Police Department during its interactions with citizens and created an enforceable ban on bias-based policing. But what Williams is most proud of is his work directed at gun violence and the issues surrounding how this violence is addressed.

Williams honed his political consciousness on the Brooklyn College campus, becoming active in the student government and following in the college’s long tradition of engagement.

"It was such fertile ground for my growth. I credit the faculty for creating an environment in which we had the space to explore. I got to participate in the political activity happening on campus and put what I was learning in class into practice. I don't think I could have received that kind of education anywhere else," says Williams.

Williams at the 2017 Brooklyn College Commencement Exercises
From July 2016 to June 2017, Brooklyn College faculty garnered some $8.5 million in grants and awards for new and ongoing research. Here is a selection of those funded projects and recent faculty publications and accomplishments.

Puerto Rican and Latino Studies Chair ALAN A. AJA published Miami’s Forgotten Cubans: Rise, Racialization, and the Miami-Afro-Cuban Experience (Palgrave McMillan).

The United States Department of Health and Human Services and the National Institutes of Health awarded $353,250 to Professor MARIA CONTELL of the Department of Chemistry. Professor ConteI will continue her groundbreaking research in metal-based chemotherapeutics, specifically targeting triple negative breast cancer with a new ruthenium-based compound that has less toxicity than platinum-based compounds, and has the advantage of having a lower toxicity.

XINYIN JIANG, assistant professor in the Department of Health and Nutrition Sciences, was awarded $157,000 for research on the effects of choline on fetal growth and lipid accretion in gestational diabetes.

Professor LOUISE HAINLINE of the Department of Psychology was awarded $392,500 by the National Institutes of Health for the biological study of alpha-hydroxypiperidones, organic compounds that have broad therapeutic potential for various diseases, including HIV, malaria, heart disease, bipolar disorder, and bacterial infections.

The New York City Department of Youth and Community Development has awarded $276,039 to ERICA NWA as an assistant professor in the Department of Psychology, for after-school COMPASS programs.

English Professor HELEN PHILIPS published Some Possible Solutions: Storms (Nightboat Books).


HELEN PHILIPS, English Professor, published a collection of epichoric history.

Pair of Brooklyn Soccer Stars Take Home Conference Player of the Year Awards

VALENTYN KHAIRD and JASMINE FERMIN, top players on the Bulldogs’ men’s and women’s soccer squads, were each named their sport’s Player of the Year in the City University of New York Athletic Conference (CUNYAC).

The awards were the first for each, and were accomplished in different fashions. Kharko, a senior forward on the men’s team, led the league with 11 goals. Fermin, a senior defender on the women’s team, did not register a goal during the season, but she dominated play with her defensive prowess, helping the Bulldogs seize an undefeated conference season and a regular season title.

“Jasmine is a coach’s dream,” says her coach, Patrick Horne. “In addition to her technical and tactical skills, she has what you can’t coach—speed and a lot of heart.” The four-year senior ended her career as an all-conference performer in all four seasons, and a two-time CUNYAC Champion.

Kharko, who transferred from Kingsborough Community College, scored 21 goals in his two seasons.

"Val has extraordinary talent," head coach Joseph Andre says. "He is able to score even with every opponent recognizing he is our main offensive threat."

Fermin was the women’s team’s first-ever conference player of the year, while the last time the men won the award was in 2016, when Dmitry Prokofyev was given the honor.

—Alex Lang
Brooklyn College point guard KAREN MAK not only leads the Brooklyn College women’s basketball team on the court, but as a kinesiology major, she also leads the team in grade point average, maintaining a 3.87 GPA. The third-year player has helped her team achieve three CUNYAC Championship Game appearances, two ECAC Metro/Upstate Championships, and a combined 65–22 record. In her sophomore year, Mak was named Most Valuable Player of the 2016 ECAC Metro/Upstate Championship after scoring 17 points, grabbing 10 boards, and dishing out four assists in the win.

“When I first started playing basketball I was told by many that if I didn’t perform well in school and keep my grades up, there would be no basketball,” says Mak. “Since then, I’ve made sure to stay on top of my work. I think basketball and studies go hand in hand—you’re always learning something. An important thing I’ve learned both as a student and as an athlete is to pay attention. I focus the best that I can so that I don’t miss any information being given to me in the classroom and on the court.”

—Tim Slakas

The Brooklyn College Athletics Hall of Fame honored a new class of inductees on July 26, 2017. This group of alumni are, from left: Women’s Basketball’s Tiffany Ellzy ’94, Men’s Tennis’s Pavan Khurana ’02, and former Men’s Volleyball player, assistant coach, and head coach Andrew Woolward ’02.

“This is an exciting time for Brooklyn College Athletics, our alumni, and our student-athletes,” said Director of Athletics Bruce Filosa. “When we think of halls of fame, we think of people who were the best at what they did. It’s inspiring to hear . . . how [these athletes] transferred what they learned on the court to everyday life. This Hall of Fame class represents all of our previous inductees well.”

Women’s Soccer
Player of the Year: Jasmina Fermin anchored a back line that kept nine of the Bulldogs’ 19 opponents of the season scoreless, shutting out five of six CUNYAC schools.
First Team All-Star: Glenn Flynn was a defender who was part of a back line that helped the Bulldogs to seven shutout victories in the season, including four of six shutout wins in CUNYAC.
First Team All-Star: Jordan Kerwin (12 points, 5 goals, 2 game-winning goals, and two assists)
First Team All-Star: Victoria Ramirez (16 points, 8 goals, 4 game-winning goals)
Men’s Soccer
Player of the Year: Valentyn Kharko (25 points, 11 goals, 2 game-winning goals, 3 assists, 2 hat tricks)
First Team All-Star: Jean-Luc Saint-Fleur (6 points, 2 goals, and 2 assists)

Women’s Volleyball
Second Team All-Star: Sarina Rozek (85 kills, 65 service aces, and 323 digs)
Sportsmanship Award Winner: Brianna Montana

Women’s Tennis
Sportsmanship Team: Lisa Meshikablow

Men’s Cross-Country
Rookie of the Year: Muhamid Isa (17/84 at CUNYAC Championships)

Winter 2016–17
Women’s Swimming and Diving
All-Star: Valerie Vasiliu (Two Silver Medals at 2017 CUNYAC Championships)
Sportsmanship Team: Fabiola Elezi

Men’s Tennis
Second Team: Michael Demortave
Scholar-Athlete of the Year Honorable Mention
Jordan Kerwin: Women’s Soccer
S sayla Flores: Women’s Soccer
Chris McI I lhatton: Men’s Basketball
Marco Thimm-Kaiser: Men’s Soccer

The Brooklyn College Cheerleading Team competed in the Universal Cheerleaders Association (UCA) National College Championships at the ESPN Wide World of Sports in Disney World this past January.
1. Magner Career Center Mentoring Luncheon: Connie Tang ’91, CEO of Princess House, a multi-million dollar direct selling company, shares with students at the center’s mentoring luncheon last spring.

2. Campus Activism: Students create a graffiti-covered wall from cardboard boxes as part of a “No Ban, No Wall” action in support of immigrant communities.

3. Photojournalist Nina Berman guest lectures to students in History Professor Philip Napoli’s “United States at War in the 20th and 21st Centuries.”

4. A Reading and Conversation with Sandra Cisneros: The award-winning poet and author visits the campus as part of the Latina Life Stories series curated by Vanessa Perez Rosario.

5. Disability and Performance Symposium: Glee Project actor Ali Stroker performs at the Disability and Performance Symposium at Brooklyn College. The day-long symposium gathered artists, scholars, and activists to explore the inclusion of artists with disabilities in performance and disability studies.

6. The Tow Foundation Awards Luncheon: Leonard Tow ’50, center, and daughter Emily Tow Jackson, executive director and president of The Tow Foundation, with President Michelle J. Anderson and the 2016–2018 Tow Professors. The awardees were recognized at a luncheon held last April.

7. The 25th Annual Book Party: Professors Gail Gurland, Susan Longtin, and Cyndi Stein-Rubin ’78, ’82 M.S hold their recent publications. The three were among the Brooklyn College faculty and staff authors honored last May at the Brooklyn College Library’s 25th annual book party.

8. International Engagement: President Michelle J. Anderson and Vice Chancellor Tariq Mansoor of Aligarh Muslim University (AMU) sign a Statement of Shared Interest for the establishment of an Early Childhood Intervention Education Training Program at AMU. The statement was signed on July 19.

9. MD Sass Institute Awards: Junior Kelly Alvarez receives a certification of achievement from Professor Hyuna Park, Kurz Endowed Chair in Finance and Risk Management, and Martin Sass ‘63, founder and CEO of leading investment management firm M.D. Sass. Alvarez is first prize winner of the Brooklyn College MD Sass Investment Institute Security Analysis Award.

10. Brooklyn College Implements Gender-Inclusive and Gender-Neutral Restrooms: Adjunct English Professor David P. McKay ’93 watches as senior and LGBTA President Sami Binder installs the first gender-inclusive restroom sign at Brooklyn College.

11. Fall 2017 Incoming Class Welcomed with Campus-wide Fair: Bulldogs for Israel is one of the dozens of clubs represented at the 2017 Involvement Fair (formerly the Brooklyn College Club Fair).

12. International Engagement: President Michelle J. Anderson accepts a gift from Dongguk University President Tae Sik Han during a meeting this past summer to inaugurate a semester-long student exchange program between the two institutions.

Dear Alumni,

We have had the tremendous benefit of receiving our education at Brooklyn College, an institution with a long-standing tradition of fostering intellectual freedom, robust activism, civic engagement, and an equity that extends to every corner of the globe. It is from this foundation that many of the college’s alumni were empowered to be a force for change in the world.

Nowhere is this more evident than in notable alumni like Shirley Chisholm ’46, the first African-American woman elected to the U.S. Congress and the first woman to run for the Democratic Party’s presidential nomination, Alan M. Dershowitz ’59, renowned lawyer, prominent constitutional law scholar, and a leading defender of civil liberties; and Lisette Nieves ’92, educator, social entrepreneur, public sector leader, and the college’s very first Rhodes Scholar.

Thousands of Brooklyn College alumni have served as change agents worldwide, and continue to do so through politics, business, education, and the arts and sciences. What makes our alumni so great is our understanding of the college’s role in our success and our commitment to paying that forward. The Brooklyn College Alumni Association’s entire purpose is to strengthen the connection between alumni and our alma mater—and with students and faculty—to fulfill the promise of that connection.

My tenure as president has come to an end and I’m pleased to announce fellow alumni Ella Friedman Weiss ’62 as our new president. Ella has served here at Brooklyn College as assistant vice president for alumni and community relations; executive director of the Office of Alumni Affairs; and director of Community Relations and Advancement Development for the Brooklyn Center for the Performing Arts at Brooklyn College (BCPC). Most recently, she served 15 years as president of Brooklyn Arts Council (BAC). The Brooklyn College Alumni Association is in more than capable hands with Ella. She has my back for four years as first vice president and is a fierce supporter of the BCAA!

There has never been a better time to be alumni of Brooklyn College. We are part of a vast family that is over 100,000 strong. Together, we can pool our resources, time, and skills and extend the benefits of our successes to current and future generations of students, ensuring their access to the benefit of receiving our education at Brooklyn College, an institution with a long-standing tradition of fostering intellectual freedom, robust activism, civic engagement, and an equity that extends to every corner of the globe. It is from this foundation that many of the college’s alumni were empowered to be a force for change in the world.

All the best,

Sarah Gotbaum,
Class Correspondent
Brooklyn College Alumni Association

Jeffrey S. Sigler ’92, ’95 M.S.
Immediate Past President, Brooklyn College Alumni Association

Eula Weiss Holbroeh
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Sarah Gotbaum, who has advocated for women’s issues for over 60 years, was the recipient of the 2017 Nell Potter Path of Achievement Award in Montgomery County, Maryland. The award, named in memory of the county executive, was established in 1998 by fellow executive Douglas M. Donovan to honor county residents ages 60 and older whose lifelong efforts through work and volunteerism have had a positive impact on the local community.

William D. Inacian
Class Correspondent
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Photographer Marvin E. Newman has had a monograph of his work published by Taschen Books. The limited-edition volume City of Lights: The Undiscovered New York. Photographer Marvin E. Newman (2007) includes photographs from five decades of Newman’s work, beginning in the 1940s. George Pfleger was presented with the 2017 Harry Fielding Reed Medal by the Seismological Society of America for his “transformative work on megathrust earthquakes in subduction zones, places where tectonic plates meet, with one riding over the top of the other.” The medal is the highest honor that the society awards.

Mariner Unger Gordon
Class Correspondent
70 East 9th Street, Apt. 9P
New York, NY 10003-3512

Audrey Michael Carlos, the first female graduate of Worcester Polytechnic Institute in Massachusetts—with a master of science degree in physics in 1957—was awarded an honorary doctorate from the institute in 2017 commencement exercises in May.

Shelia Talmud Raymond
Class Correspondent
3 Lakemose Lane
Bay Shore, NY 11706-6845

Morton Babin, president emeritus of the Communications Workers of America union, along with his wife, Florence, had a senior residence named for them in Washington, D.C. The Morton and Florence Babin Towers project was sponsored by the Elderly Housing Development and Operations Corporation, which develops and manages safe, secure, and affordable housing for senior citizens across the United States.

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The Alumni Association of John Jay College honored Professor Emeritus James Gorman with a Distinguished Faculty Award at the association’s annual reunion.

George Hober recently published a book about a little-known World War II incident—the sinking of a U.S. merchant ship by a German U-boat six months before Pearl Harbor: The leak, Outrageous and Inexplicable: The Sinking of the SS Robin Moor, May 1942, was published by the American Merchant Marine Museum in Kings Point, New York, in connection with a year-long exhibit about the sinking.

Ike Bar Kozol, M.D., has retired from active utilization practice. He now volunteers at multiple clinics, works on a medical school admissions committee, and has been appointed to the Virginia State Board of Medicine.

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Class Notes

If you have news you’d like to share with your fellow alumni but don’t see your class correspondent, please contact us at classnotes@brooklyn.cuny.edu.
Alfred Mashak, published "Turnover of P in Different Types of Nuclei in Rabbit Liver" in the medical journal Cancer Research in 1950. Their study highlighted ways to identify particular types of tumorous cells.

In 1950. Their extra‐baccalaureate contributions to contemporary Jewish liturgical music.

Lorraine Raye‐lowe displayed a blistering satire about race in America with her novel "The Sellout," which won the Man Booker Prize for his novel "The Sellout,"

Lorraine Raye‐lowe was appointed president of Al Hendrickson Toyoya in Coconut Creek, Florida. She joined the auto retailer as assistant controller and over the next two decades held positions as executive vice president and chief financial officer.

Novelist Bilil Reine published her first collection, "The South Carolina Chiropractic College Distinguished Alumnus Award from the South Carolina Chiropractic College (SCC) in 2017.

Lorraine Raye‐lowe displayed a blistering satire about race in America with her novel "The Sellout," which won the Man Booker Prize for his novel "The Sellout,"

Lorraine Raye‐lowe published her first collection, "The South Carolina Chiropractic College Distinguished Alumnus Award from the South Carolina Chiropractic College (SCC) in 2017.

Paul S. Beatty, recipient of the 2016 Brooklyn College Distinguished Alumnus Award, won the Man Booker Prize for his novel "The Sellout," a blistering satire about race in America. This marked the first time an American writer has won the U.K.-based award.

Anthony Maniscalco published his new nonfiction collection, "An Unlikely Union: The Love‐Hate Story of New York’s Irish and Italians," announced that he would be honored at the 2017 Brooklyn College Distinguished Alumnus Awards Banquet in Myrtle Beach.

The Vonnegut Encyclopedia (Delacorte Press, 2016), expanded and updated to include the works of Kurt Vonnegut through his death in 2007.

Richard G. Salmon received the 2015 Client Distinction Award from the Martindale‐Halbur Company. He is celebrating his 30th anniversary of practicing law, having lived to the bar in New York and New Jersey in 1966 and the Florida bar in 1988.

Susan A. Katz received an honorary Doctor of Fine Arts from Brooklyn College, and it was a place where she facilitated conversations between Holocaust survivors and young adults.

Johnson‐Peck was the youngest of four children and the first person in her family to attend college.
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MARVIN KAPLAN '47, a well-known character actor, died after his death in 2005). The foundation has funded scholarships and episodes of shows, including It's a Mad, Mad, Mad, Mad World (1963), and Other Bakery's Cukor described it, made his character a perfect comic foil to Kaplan's “dull, flat voice,” as director George Cukor wrote nonfiction for magazines and journals. (1993). She also was notable for a number of other acclaimed novels, including First Novel in 1983. It was turned into a miniseries by Oprah Winfrey’s Endowment for the Arts, the Guggenheim Foundation, and the University and received prestigious fellowships from the National Endowment for the Arts, the American Bookbinders Museum, and the Brooklyn College Library in Africana studies and Caribbean studies. Brooklyn College Library received the 2002 Distinguished Achievement Award from the Brooklyn College Alumni Association.

**BERNARD GREENBERG '44** passed away in his Chicago home on May 2, 2016. Greenberg, who was an immigrant from Russia, led the sewer patrol in Manhattan for 30 years. Under him, the patrol became known as the father of modern law enforcement. Greenberg was renowned for his meticulous law enforcement, at a crime scene. He testified that windows and doors were opened to determine if any clues about a murder, such as fingerprints, were left behind. In one case, in at least one instance, when windows and doors were opened the patrol found 10 to 15 fingerprints in a single room. Greenberg was an expert in fingerprinting and provided expert opinions in scores of murder cases. After graduating as a member of the Class of 1944, he moved to Shikshk in Lithuania, where nearly all 3,100 Jewish residents were killed during World War II. One of thefew survivors, he then moved to the United States with his husband, David, in 1954. The 15-year project took her around the world in search of photographs and other memorabilia that would document and celebrate the victims’ lives, rather than their deaths.

**Jammie Simmons**
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Michelle J. Anderson
President, Brooklyn College

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In spring of 1968 widespread turmoil erupted in the wake of the assassination of civil rights leader Martin Luther King Jr. Riots broke out in more than 100 U.S. cities, with many of the business districts burned to the ground. That year, opposition to the Vietnam War and the draft that sent many young men to fight in the conflict hit an all-time high. Students across the nation participated in campus protests— for civil rights and against the war. Brooklyn College students joined CUNY and other schools throughout New York City in actions such as National Student Strike Day, which took place on April 26, 1968.

Although civil rights legislation would expand to protect people with disabilities and senior citizens in the workplace, and a fair housing act would protect minorities against discrimination when buying a home, the conflict in Vietnam would grind on for another five years. With the signing of the Treaty of Paris, ending U.S. involvement in Southeast Asia, the last American troops left Vietnam on March 29, 1973.

— Audrey Peterson

Have you ever participated in activism on campus at Brooklyn College? If so, what was your cause, and did it lead to a successful outcome? We’d love to hear about it. Share with us at magazine@brooklyn.cuny.edu or Office of Communications and Marketing, Brooklyn College, 2900 Bedford Avenue, Brooklyn, NY 11210.
Women's Studies office located in Boylan Hall in 1982. In the foreground are women's studies lecturer Claudette Charbonneau (left) and program co-coordinator Professor Pat Lander of the departments of Women's Studies and American Literature. In the back office are administrator Pat Quercia (right) and program co-coordinator Professor Renate Bridenthal from the Department of History. Read more about the establishment of the Brooklyn College Women's Center and Women's Studies program on page 20.

Courtesy of Pat Lander