

**Eugenio Maria de Hostos Community College  
The City University of New York**

**Social Sciences Unit  
Behavioral and Social Sciences Department**

**Academic Program Review  
March 2013**

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## **I. THE ACADEMIC PROGRAM**

### **1. Overview of the Social Sciences Unit**

The Social Sciences Unit is one of the three units that make up the Behavioral and Social Sciences Department at Hostos Community College. Currently, we do not offer a program or major but we play an important role in the Liberal Arts and Science programs by providing foundational courses in history, economics, and political science. The Unit is one of the oldest in the college and has historically been a vital part of both the department and the school.

Our courses are an essential component of the liberal arts curriculum, contributing to the intellectual development and civic empowerment of all Hostos students. Through our offerings, students are introduced to the disciplines of history, political science, and economics. They acquire knowledge and understanding of the modern world, its origins, and its diversity; they examine and discuss cultural, social, political and economic issues; and develop literacy and research skills.

While our courses focus on different subject matters, an interdisciplinary emphasis is common to all. We share an interest in human society and research methodology based on scientific and quantitative reasoning, critical evaluation, and logical thinking. We strive to promote general education core competencies and multicultural understanding, and we integrate different materials into our curriculum through the selection of our textbooks, audio-visuals, and supplementary readings.

All our courses also emphasize the diversity of modern societies and the experiences of ordinary people, with particular attention to class, race, ethnicity, and gender. The history curriculum, for example, includes readings from and about indigenous populations, European colonizers, Africans, and immigrants. In American Government immigrants' voting and civil rights are included in discussions of campaign and elections. In Macroeconomics, income distribution is examined both in terms of race and social class.

We see our disciplines as contested terrains struggling with their own disagreements and alternative visions as do most other self-conscious disciplines. Theoretical differences in political science and economics are encouraged, and are matched by theoretical differences within philosophy involving the epistemological issue of how to decide among alternative visions. The same goes for history especially when it comes to issues such as warfare, the role of the state, and religion.

We strongly believe in academic freedom: our instructors choose their own textbooks; we have no standardized exams or syllabi. We are also committed to high standards and discourage multiple choice and true/false tests. All our courses have college level assignments and textbooks. Every course has writing components, with essay exams and research papers designed to make students think critically about the course material. We work closely with the Hostos Academic Learning Center to make sure that competent tutors are available in each field, and we also have the assistance of writing fellows for our writing intensive sections.

Currently the Social Sciences Unit includes four full time professors, one Substitute Assistant professor, and nine adjuncts, including a retired Emeritus Professor. We are beginning the search for a historian on a full-time tenure bearing line, with an emphasis on African American history, and hope to also have a new professor for economics in the near future.

## **2. Mission, goals and objectives**

Hostos Community College was established in 1968 “to offer access to higher education leading to intellectual growth and socio-economic mobility through the development of linguistic, mathematical, technological, and critical thinking proficiencies needed for lifelong learning and for success in a variety of programs including careers, liberal arts, transfer, and those professional programs leading to licensure.” The courses offered in the Social Sciences Unit respond to the College’s basic mission, providing the foundation and theoretical bases for general education and subsequent specialized studies to non-traditional students, immigrants, students of color, and women.

In the broadest sense, the goals of our Unit are:

1. Introducing students to the social sciences;
2. Providing a foundational knowledge of the economic, political, and institutional structures that have shaped, and continue to shape, the modern world;
3. Preparing students for transfer to four-year colleges;
4. Helping students to become more useful and more effective members of their own communities and societies, in addition to being effective in their own lives.

Much in line with the Hostos General Education program, we believe that, at its best, teaching should stimulate active learning, intellectual and moral growth, as well as lifelong analytical and critical skills. We want students to master the course material and to also become independent and conscientious thinkers capable of formulating arguments, making judgments, and communicating clearly and effectively. Our goal is to educate and prepare them for further academic study, encouraging them to also be active and responsible citizens, to critically evaluate current and past events, and to explore far-reaching questions in politics, society, culture and economics.

Students can take social sciences courses with the assurance that they are acquiring an education in basic liberal arts courses, transferable to other colleges, and which serve as foundations for professional studies such as social work, teaching and law. They help orient Hostos students who are recent immigrants to the country’s historical, social and economic realities, and, more generally, they help students acquire the civic knowledge required to become citizens.

## **3. Student Learning Outcomes (SLOs)**

As stated in the section above, the primary objective of the Social Sciences Unit is to introduce students to the disciplines and methods of study of the social sciences, providing them with a basic knowledge of key historical events, economic developments, and political affairs while also exposing them to rigorous research, academic writing and critical methods of investigation

that will better prepare them for four-year colleges and beyond. In addition to specific content-based objectives, our courses:

- utilize a variety of interdisciplinary sources, such as audio-visuals, artifacts, graphs, charts, maps, newspapers, and online material;
- evaluate course material and relevant current events and topics from different points of view;
- promote reading, writing, communication, and critical thinking skills;
- emphasize academic research, proper use of grammar and syntax, discipline-related vocabulary, and proper citations;
- encourage scientific reasoning, critical analysis, and logical arguments;
- foster global citizenship competencies by encouraging civic responsibility, active participation in politics, and respect for human differences in ethnic and cultural perspectives;
- cultivate awareness and promote appreciation of social sciences and liberal arts.

Hence, in addition to gaining knowledge of specific content based material, students who take courses in the Social Sciences at Hostos will:

- read and interpret course related information and relevant current topics from a variety of sources and perspectives;
- learn to evaluate evidence critically, delineate conclusions and produce logical arguments;
- strengthen oral, written, and critical thinking skills;
- conduct academic research learning to differentiate between primary and secondary sources, fact and opinion; documented evidence and rhetorical evidence;
- use appropriate subject related vocabulary and citations style;
- better understand the world they live in and appreciate and respect cultural diversity;
- recognize the importance of active participation in the local and global community.

#### 4. Sample course matrixes

<b>HIS 211: US History from Reconstruction to the Present</b>		
<b>Objectives</b>	<b>Student Learning Outcomes SLOs</b>	<b>Assessment</b>
Main concepts, skills and/or principles course will promote  <u>This course will:</u>	Material and skills students are expected to learn  <u>Student should be able to:</u>	Strategies, activities, and assignments used to achieve the course objectives

<p>Provide general knowledge of U.S. history, society and culture;</p> <p>promote students' understanding and appreciation of the experiences and contributions of different groups in shaping America with a particular emphasis on the confluence of race, gender and class;</p> <p>utilize a variety of historical and interdisciplinary sources, including a textbook, primary documents, audio-visuals, artifacts, and online articles;</p> <p>foster critical and analytical skills;</p> <p>enhance writing and verbal skills.</p>	<p>Demonstrate knowledge and understanding of key events, people, and concepts related to American history from Reconstruction to the present time;</p> <p>Read /discuss/evaluate primary and secondary sources;</p> <p>Draw comparisons between the past and present;</p> <p>Develop arguments and use evidence from appropriate sources to support their conclusions;</p> <p>Communicate clearly and effectively through writing and language;</p> <p>Gather appropriate sources for research based projects, citing their sources appropriately using MLA or Chicago Manual of Style.</p>	<p>A. <u>Summative</u>  Class discussions, Blackboard assignments, and in class activities such as responses to a specific question, definitions of concepts, summaries of readings, and group paragraphs;</p> <p>Three short exams, including multiple-choice questions, short-answer questions and identification questions;</p> <p>Final and midterm exams based exclusively on writing;</p> <p>Group presentation on a particular topic of the course.</p> <p>B. <u>Formative ie:</u>  Students are expected to demonstrate their knowledge of class material through the exams;</p> <p>The homework and the comprehensive essay question are designed to help students review and think critically about the topics they are studying, as well as improve their writing skills;</p> <p>The oral presentation enhances students' ability to communicate clearly and effectively, and, at the same time, stimulates collaborative and active learning;</p> <p>Class discussions stimulate brainstorming and critical thinking.</p>
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**ECO 102:Macroeconomics**

<b>Objectives</b>	<b>Student Learning Outcomes SLOs</b>	<b>Assessment</b>
<p>Main concepts, skills and/or principles course will promote</p> <p align="center"><u>This course will:</u></p>	<p>Content and skills students are expected to learn</p> <p align="center"><u>Student should be able to:</u></p>	<p>Strategies, activities, and assignments used to achieve the course objectives</p>
<p>Study in detail the major components of the economy such as the household, business and government, and the interactions between them;</p> <p>introduce students to the theories, concepts, models, and methods of study of economics, with a special emphasis on how the market works;</p> <p>promote appreciation of the study of economics and its role in society;</p> <p>utilize a variety of sources, including a textbook, excerpts of books by famous economists, newspapers such as the Wall Street Journal and the NYTimes, and statistical data;</p> <p>foster critical and analytical skills;</p> <p>enhance quantitative and scientific reasoning;</p>	<p>Be familiar with economic theories such as classical, neoclassical, Keynesian, and Marxian;</p> <p>understand and explain the difference between inputs and outputs;</p> <p>understand and discuss the key forces that move market prices, such as supply and demand, government policies, taxes, inflation, recession;</p> <p>explain how total production (GDP) is measured, and whether it is a good measure of economic well-being;</p> <p>understand the factors that determine a country's productivity and promote economic growth;</p> <p>understand and discuss the role of the consumer in capitalist economies;</p> <p>distinguish between the various functions of money;</p> <p>define monetary policy and discuss its goals;</p> <p>use effectively statistical data and graphs to support their positions;</p>	<p>A. <u>Summative</u></p> <p>Lectures, films, homework assignments, and in class activities such as group discussions, exercises and short quizzes;</p> <p>Two exams, including multiple-choice questions, short-answer questions and identification questions;</p> <p>Final and midterm exam based exclusively on essay questions.</p> <p>B. <u>Formative ie:</u></p> <p>Students are expected to demonstrate their knowledge of class material through the exams.</p> <p>The homework and the comprehensive essay question are designed to help students review and think critically about the topics they are studying, as well as improve their writing skills.</p> <p>Class discussions and solving problems in groups stimulate brainstorming, active and collaborative learning and critical thinking.</p>

	<p>read /discuss/evaluate different types of sources;</p> <p>develop arguments and use quantitative evidence from appropriate sources to support; conclusions;</p> <p>communicate clearly and effectively through writing and language;</p> <p>cite sources appropriately.</p>	
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<b>POL 101: American Government</b>		
<b>Objectives</b>	<b>Student Learning Outcomes</b>	<b>Assessment</b>
<p>Main concepts, skills and/or principles course will promote</p> <p><u>This course will:</u></p>	<p>Skills and knowledge students are expected to demonstrate</p> <p><u>Students should be able to:</u></p>	<p>Strategies, activities, and assignments used to achieve the course objectives</p>
<p>Identify and discuss the major institutions of local, state, and national government, their powers, and interrelationships;</p> <p>explore the relationship between power and politics, particularly the role of the elites and money in shaping politics;</p> <p>utilize a variety of interdisciplinary sources including a textbook, articles, films and the internet to examine and analyze government institutions, political organizations, social and ethnic groups, and individuals who have helped shape American politics;</p>	<p>Identify and describe the basic structure of the American government;</p> <p>understand the historical origins of the American Government and particularly the role of American Revolution in establishing a modern state with a written constitution;</p> <p>demonstrate knowledge of the US Constitution and the Amendments;</p> <p>comprehend the meaning and practice of federalism;</p> <p>identify and differentiate among the legislative, judicial, and executive branches of government and the relationship between congress, the president, and the courts;</p> <p>investigate the relationship between</p>	<p>A. <u>Summative</u></p> <p>Lectures, class discussions, films, and guest speakers</p> <p>Three take home exams and a final exam based on short essay questions</p> <p>B. <u>Formative ie:</u></p> <p>Students are expected to read the required texts and demonstrate their knowledge of class material through the exams and class discussions.</p> <p>The essay questions are designed to help students review and think critically about the topics they are studying, as well as improve their writing skills.</p>



<p>promote understanding and appreciation of the role of politics in society;</p> <p>encourage students to actively participate in the political process and be informed and engaged citizens;</p> <p>encourage students to think critically about the origins and practices of the national government, as well as current political event;</p> <p>foster critical and analytical skills;</p> <p>strengthen core competencies, such as writing and verbal skills;</p> <p>promote research skills and academic writing.</p>	<p>economics and politics in terms of power;</p> <p>understand the role of money in United States politics;</p> <p>read/summarize/discuss the main points of the readings and films used for the class;</p> <p>evaluate evidence and arguments critically and analytically;</p> <p>produce written papers in proper, college-level English, with particular emphasis on research, grammar, organization and content;</p> <p>communicate clearly and effectively through writing and language;</p> <p>cite appropriately using APA style.</p>	<p>Students have the opportunity to revise their essays, and tutors are available to help the students with both their writing and their thinking. Students are also required to take a course-specific library workshop to learn how to find appropriate sources and cite properly.</p> <p>Class discussions stimulate brainstorming and critical thinking.</p>
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### 5. Brief course descriptions for all courses offered within the last three academic years<sup>1</sup>

While other courses such as “Introduction to Political Economy” or “Ancient, Medieval, & Early Modern European History” are also available, current offerings in the Social Sciences are limited to the following courses:

- **HIS 201 World History to 1500**
- **HIS 202 Modern World History**
- **HIS 210 United States History: Through the Civil War**
- **HIS 211 United States History: Reconstruction to the Present**
- **ECO 101 Microeconomic**
- **ECO 102 Macroeconomic**
- **POL 101: American Government**
- **POL 107 Political Systems of Latin America**

Currently, all history courses fulfill the three-credit history requirement for the A.A. and A.S. degrees in Liberal Arts and Sciences at Hostos. POL 101 is recommended for all Public Administration students and the two Economics courses are required for students majoring in

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<sup>1</sup> For the course syllabi see the appendix.

Business. All courses with the exception of our Economics offerings are available as regular sections or WI (Writing Intensive) sections, both during the day and evening sessions. All history courses, with the exception of HIS 201, are also offered as hybrid sections, where at least 50% of the class work is done online. POL 107 has also been approved as an honor class, and was taught as such during the Spring 2012 semester.

As evidenced by the syllabi included in the Appendix, our courses are carefully conceived and augmented by a variety of supplementary sources, designed to actively engage students with the subject material and to stimulate critical and writing skills. As noted by Prof. Mary Nolan in her report of the Unit's last Academic Review Plan (April 1999), the Social Sciences faculty "put great emphasis on writing," offering "a model of how writing across the curriculum can be done." The Unit remains particularly committed to implementing this goal. To date, three faculty members of the Unit, Prof. Bencivenni, Prof. Ialongo and Prof. Bosworth are active members of the WI task force, which approves new WI courses, and participate regularly to professional development workshops and lectures on WI pedagogy. Out of the sections offered last academic year 22 were writing intensive classes (about 35% of the all courses offered) and regular classes also make large use of writing (both formal and informal) to promote student learning. In addition to the implementation of WI classes, members of the Social Sciences Unit have also worked closely with staff from the Office of Instructional Technology to create new hybrid courses, introduce rich media in their classes, and make use of the newly created college's "smart" classrooms.

### **HIS 201 World History to 1500**

*3 credits, 3 hours Pre-requisite: ENG 110*

This course provides students with a global perspective on human history, from the emergence and migration of human populations, to the contact and connections of peoples of the world in the 15<sup>th</sup> century. Topics include the development of agriculture and cities, religions and political ideologies, and complex social systems; the impact of commerce; and the re-ordering of the world through religious and economic expansion. Students will examine Africa, Asia, Europe, and the Americas from a comparative perspective and will explore the writing and representation of history in different cultures and over time.

### **HIS 202 Modern World History**

*3 credits, 3 hours Pre-requisite: ENG 110*

This course provides students with a global perspective on the history of the modern world from the 15<sup>th</sup> century to the present. Students will study pivotal developments as the commercial revolution, European expansionism, capitalist industrialization, imperialism and colonialism, global depression and war, and twentieth century revolutions, and the struggle for social justice and democracy. Students will examine, from a global perspective, the changing economic, political, social, and cultural characteristics of the modern world in Africa, Asia, Europe, and the Americas.

### **HIS 210 United States History: Through the Civil War**

*3 credits, 3 hours Pre-requisite: ENG 110*

Major currents in United States history from colonial times to the end of the Civil War are examined in this course. Emphasis is placed on the development of slavery and the abolition

movement, the origins and character of the American Revolution, and the experiences of Native Americans, immigrants, and women.

**HIS 211 United States History: Reconstruction to the present**

*3 credits, 3 hours Pre-requisite: ENG 110*

This course examines major issues in United States history from the Reconstruction era (1860-67) to the present. Emphasis will be placed on the role of women, labor, immigrants, and racial and ethnic minorities in key developments such as urbanization, the Great Depression, and the Civil Rights Movement.

**ECO 101 Microeconomics 3 credits, 3 hours**

In this course students learn how individual and other decision-makers, such as consumers, resource owners, business firms, and public institutions, maximize gains and/or minimize losses. The determination of prices, output through supply and demand in different market organizations will be examined

**ECO 102 Macroeconomics 3 credits, 3 hours**

In this course students study the major components of the economy, such as the household, business, and government. The course deals with the aggregate (total) level of national income and the general price index. Private and government investment expenditures as well as imports and exports of goods and services are examined in depth.

**POL 101 American Government 3 credits, 3 hours**

This course identifies the major institutions of local, state, and national government, their powers, and interrelationships. Emphasis is placed on this country's legal principles as established in the United States Constitution. American Government is designed to enable students to participate effectively in the political process.

**POL 107 Political Systems of Latin America 3 credits, 3 hours**

This course analyzes and compares the history and the political and economic structures prevalent in Latin America. Case Studies include Mexico, Guatemala, Nicaragua, Cuba, Argentina and Brazil.

**II. OUTCOME ASSESSMENT ACTIVITIES AND PROGRAM EVALUATION**

**1. Course and program assessment activities**

We believe that the best measure to assess students learning is through the traditional grading methods along with careful review of both students feedback and peer teaching observations. But in compliance with the Office of Academic Affairs' request that all departments actively engage in outcomes assessment, representatives of the Unit have been in contact with members of the Hostos Assessment Committee and with Dr. Richard Gampert of the Office of Institutional Research to craft effective assessment protocols. The Unit has identified POL 107, Political Systems of Latin America, as its pilot course in determining said protocols. In the three-step process of course assessment—identifying student learning outcomes [SLOs], collecting and analyzing data, and then using the data—the Unit has determined the SLOs for the course and

the assessment criteria and schedule for collecting the data. POL 107 is currently running in the Spring 2013 semester, and we are in the process of collecting data. After analysis of said data we will be able to move on to the final step to determine if our original goals for the course had been met. Thereafter we will be able to use our experience with POL 107 in order to broaden assessment of all courses throughout the Unit.

Part of the goal of assessment is to see how the SLOs of our classes match up with Unit/Department goals, and with the General Education requirements of the College. As many of our classes are Honors, Writing Intensive, and/or Hybrid classes, this step has already been incorporated into many of our syllabi. As such, when we broaden assessment throughout the Unit, we will already have many of the SLOs determined and made sure they met Unit, Department and College goals. Thereafter, it will only be a matter of collecting and analyzing the data and then using the findings to revise the courses if need be.

Meanwhile, apart from administrative assessment, students evaluate each course and instructors are observed by peers each term. Teaching and student evaluations suggest that courses in the Social Sciences Unit are, for the most part, highly satisfactory. The demand for our courses is very high, judging from the number of students enrolled and the average size of regular, hybrid, writing intensive, and honors sections. This means we are serving the needs and expectations of the majority of the students.<sup>2</sup> Many students have communicated to us, both informally and formally, that our courses are helpful in developing language and writing skills, preparing them for senior colleges and for jobs, and have motivated them towards involvement in civic activities. The Unit Coordinator reviews students and teaching evaluations along with grade analyses each year and problems with particular instructors, if any, are discussed at the Unit meetings.

## 2. Enrollment and grade patterns<sup>3</sup>

<b>Fall 2009:</b>	Course	# of students	% complete	% passing
	ECO 101	188	75.5	75.4
	ECO 102	81	81.5	90.9
	ECO discipline	269	77.3	80.3
	HIS 201	68	83.8	73.7
	HIS 202	114	76.3	59.8
	HIS 210	108	75.0	85.2
	HIS 211	165	84.2	77.7
	HIS discipline	455	80.0	74.5
	POL 101	254	60.2	75.2
	POL 107	25	44.0	90.9
	POL discipline	279	58.8	76.2

<sup>2</sup> For further details see “Course Feedback Summary Reports” in the appendix.

<sup>3</sup> For further details see the “Grade Analysis Reports” in the appendix.

<b>Spring 2010:</b>	course	# of students	% complete	% passing
	ECO 101	235	80.4	64.6
	ECO 102	81	80.2	73.8
	ECO discipline	316	80.4	66.9
	HIS 201	91	82.4	74.7
	HIS 202	115	66.1	65.8
	HIS 210	141	80.1	74.3
	HIS 211	120	65.0	87.2
	HIS discipline	467	73.2	75.4
	POL 101	194	77.3	70.7
	POL 107	25	84.0	95.2
	POL discipline	219	78.1	73.7

<b>Fall 2010:</b>	course	# of students	% complete	% passing
	ECO 101	183	77.0	75.9
	ECO 102	78	85.9	82.1
	ECO discipline	261	79.7	77.9
	HIS 201	93	77.4	88.9
	HIS 202	104	76.9	51.3
	HIS 210	182	75.6	63.8
	HIS 211	179	82.5	78.1
	HIS discipline	558	78.4	70.5
	POL 101	197	73.1	91.7
	POL 107	23	56.5	76.9
	POL discipline	220	71.4	90.4

<b>Spring 2011:</b>	course	# of students	% complete	% passing
	ECO 101	228	86.8	69.2
	ECO 102	79	91.1	79.2
	ECO discipline	307	87.9	71.9
	HIS 201	108	80.6	62.1
	HIS 202	102	72.5	50.0
	HIS 210	178	84.0	66.0
	HIS 211	182	86.3	82.2
	HIS discipline	567	82.0	68.2
	POL 101	143	85.3	62.3
	POL 107	26	61.5	75.0
	POL discipline	169	81.7	63.8

<b>Fall 2011:</b>	course	# of students	% complete	% passing
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ECO 101	233	74.7	69.5
ECO 102	75	89.3	73.1
ECO discipline	308	78.2	70.5
HIS 201	143	87.4	76.0
HIS 202	84	75.0	58.7
HIS 210	165	71.5	67.8
HIS 211	160	78.1	73.6
HIS discipline	582	78.1	70.5
POL 101	204	76.0	83.2
POL 107	22	59.1	76.9
POL discipline	236	74.3	82.7

<b>Spring 2012:</b> course	# of students	% complete	% passing
ECO 101	233	73.4	68.4
ECO 102	81	85.2	84.1
ECO discipline	314	76.4	72.9
HIS 201	105	80.0	86.9
HIS 202	117	71.8	66.7
HIS 210	155	69.7	51.9
HIS 211	147	79.6	69.2
HIS discipline	524	75.0	67.7
POL 101	219	72.1	82.3
POL 107H (honors)	14	64.3	100
POL discipline	233	71.7	83.2

### 3. Issues relating to high course failure or withdrawal rates

There is a consistently acceptable pattern for all our courses in terms of failure or withdrawal rates. What must be taken into consideration is that the rates may be affected by whether the sections are writing intensive, whether they are for ESL students, or whether they are honors sections. We certainly would not lower our standards to keep more students from withdrawing or receiving failing grades. Besides, withdrawal or failure may occur because of external factors, such as students' inability to master the material, lack of time to study due to work and/or family pressure, or because of personal issues relating to poverty, depression, mental illness, or poor health.

As noted in the College's 2012 Institutional Self-Study Report : "Hostos students face serious economic and educational challenges to their pursuit of higher education. The large majority (over 70%) have household incomes below \$30,000 and are eligible for financial aid. Nearly all students require remediation or developmental education .... Given these tremendous hurdles, nearly 40% of Hostos students drop out after their first year." (iii)

Teaching at Hostos comes with many challenges, indeed. Our heavy teaching load (4/5) coupled with the poor competencies and the economic and social constraints of our students make it difficult to fulfill academic excellence. To complicate things further, student enrollment has almost doubled in the last ten years with sections averaging 40 students in the regular classes and 25-28 in the Writing Intensive classes.

This, among other problems, has created an interesting paradox: On the one hand, we are getting an increasing number of exceptional students, extremely bright and motivated who get straight As and successfully move on to other CUNY colleges and even Ivy-League schools. On the other hand, we are also seeing more and more deficient students, lacking even the most basic learning skills, who are desperately seeking a way out of their current lives, but fail because of their inability to do college work.

Unfortunately, there are no magical solutions to students' underperformance, especially if there are no real institutional and structural changes. It is hard, for example, to figure out how to help students with serious lack of basic skills when they lack time or they are being forced to take 4-5 classes to qualify for financial aid. And it is hard for us to help these struggling students teaching 4 or 5 classes per semester while also fulfilling other institutional responsibilities.

We do, however, revise our courses on a regular basis, to see which assignments work best as well as the best methods of instruction, and try different pedagogical strategies. We have been also sensitive to the needs of ESL students: we normally reserve one section of History for intensive ESL students, and generally we review our curriculum every semester. We have been also using more technology in the classroom, either Blackboard in our regular classes or Blackboard more heavily in our Hybrid classes, in the hope to target more students across an array of learning styles. Finally, we have also initiated both at the departmental and unit level a formal end of the semester round up of what has worked for us individually and what has not and that collectively we then decide on what changes can be made. For instance, the history teachers informally decided two years ago to recommend the adoption of Eric Foner's textbook for all US courses, since it seemed to work better for our student population.

### **III. FACULTY**

#### **1. General overview**

Currently the Social Sciences Unit includes four full time professors, one Substitute Assistant Professor, and nine adjuncts. Of the four full-time faculty members, one is a full Professor (Peter Roman), one is an Associate Professor (Marcella Bencivenni), one is a Lecturer (Synos Mangazva), and one is an untenured Assistant Professor (Ernest Ialongo). Among the adjuncts is Dr. Gerald Meyer, a retired Emeritus Professor of History who has been active in Unit and Hostos since 1972.

Over the years, our faculty has distinguished itself not only for outstanding teaching but also groundbreaking scholarship. As detailed in our short bios and appended Curriculum Vitae, we

regularly publish in our fields of expertise, present at scholarly conferences, and have been and continue to be the recipients of prestigious awards and grants.

Two of our faculty, Peter Roman and Synos Mangazva, and one of our adjuncts, Gerald Meyer, are founding members of the Hostos faculty and have played leadership roles in the college throughout their careers. New faculty members also contribute significantly to the life of the college, as members of departmental, college-wide and university Committees. At the departmental level, we all participate actively in the monthly meetings of both our unit and our department. We regularly conduct teaching observations of our peers (typically two or three each per semester) and we assist with early advisement and late registration.

We are also very committed to providing student guidance. We have acted as mentors to many students over the years at Hostos, helping them with registration, writing reference letters for them, and offering academic and personal advice. We have had the pleasure to sponsor and mentor several honors students and remain in close contact with many of them.

At the college level, we have been particularly active in activities related to improving teaching. Three of our faculty—Prof. Bencivenni, Prof. Ialongo and Prof. Bosworth, one of our long-standing adjuncts—are members of the Writing Across the Curriculum program, established at CUNY in 1999 to encourage and strengthen the teaching of writing across disciplines. They participate in WAC professional development workshops to discuss new WAC strategies; they regularly complete faculty feedback designed to evaluate the impact and effectiveness of the WAC initiative; and are also serve in the Writing Intensive Task Force Committee which reviews and approves new WI classes.

We also participate regularly into, and present at, various professional development initiatives, including the COBI retreats, PDI week, the Hybrid Institute initiative, and the CTL on Tour. Four of our professors, Prof. Bencivenni, Prof. Ialongo, Prof. Bosworth, and Prof. Burrell have acquired certificates to teach hybrid courses.

We have also been involved in several college initiatives to increase student political awareness. Prof. Bencivenni and Prof. Roman, for example, were the main organizers and presenters of the Hostos Constitution Day, in 2005, 2006 and 2007. Our faculty have also participated in the National Teach-In Day Initiative on Global Warming sponsored by the Natural Sciences Department; served as judges for the Annual Hostos Dramatic Reading Contest led by Prof. Maya Sharma from the English Department; and contributed to the Women and Gender Film Series and the Book of the Semester Program.

Our full-time faculty serve in several committees. Professor Bencivenni served for many years in the Honors Committee and has been active in the Writing Across the Curriculum program at Hostos since 2004. She has also served as Hostos representative for Pathways, the controversial university wide curriculum initiative established by the Chancellor to facilitate student transfer across CUNY colleges, and she served as the main liaison of the unit to revise our current courses to fit the Pathways Curriculum. She is also currently part of a task force to design new orientation courses for freshmen.



Professor Ialongo is Vice Chair of the Senate and Secretary of the Hostos Chapter of the PSC/CUNY union. Additionally, he is a member of multiple committees, including the E-Portfolio Implementation Committee, Writing Across the Curriculum Committee, Global Academic Programs, and, until recently, the Civility Committee and the Liberal Arts Task Force.

Professor Roman is the Coordinator of the Unit, and as such he also serves in the department Curriculum Committee and Personnel and Budget Committee. He was a representative of the Senate until 2009 when Prof. Ialongo replaced him, and he has regularly organized lectures on campus by distinguished Latin American scholars.

The Unit’s oldest faculty member, Prof. Mangzava has been a member of almost all committees of the college, particularly the Finance Committee and the Committee on Committees. He has been a member of the Academic Advisory Committee and an advisor of the Social Sciences Club and the Black Students Organization.

Although “officially” a retired professor, Prof. Meyer continues to play a very active role in the life of the Department and college and currently serves as the faculty advisor for the Student Government Organization and the Gay and Lesbian Club.

**2. Table: Faculty Summary**

	Full-time	Part-Time Tenured	
<i>Number of Faculty in the Unit</i>	5	9	3
Men	4	8	
Women	1	1	
Minorities	2	0	
<i>Credentials (highest degree):</i>			
Bachelor’s Degree	0	0	
Master’s Degree	1	5	
Doctorate	4	4	
<i>Length of service:</i>			
0 – 3 years	1	3	
4 – 7 years	1	4	
8 – 11 years	1	0	
12 – 15 years	0	0	
16 – 24 years	0	1	
25+ years	2	1	

**3. Faculty profiles and accomplishments**

**a. Full-Time Faculty:**

- **Marcella Bencivenni, Associate Professor (B.A, M.A., Ph.D)**

A native of Italy, Dr. Marcella Bencivenni joined Hostos Community College in 2004. She teaches American history and world history courses in regular format, Writing Intensive, and hybrid. Her research interests range from U.S. cultural and intellectual history to political radicalism, immigration, and Italian American studies. The recipient of several PSC-CUNY Research Awards and the 2009-2010 CUNY Collaborative Research Grant, she is the author of *Italian Immigrant Radical Culture: The Idealism of the Sovversivi in the United States, 1890-1940* (New York: New York University Press, 2011) and co-editor (with Ron Hayduk) of *Radical Perspectives on Immigration*, a special issue of the journal *Socialism and Democracy* (November 2008), of which she is an editorial member. She has also published book chapters, articles and book reviews and presented papers at national and international conferences. She is currently working on a new book on the Triangle fire of 1911.

Further information is available on her website: [www.marcellabencivenni.com](http://www.marcellabencivenni.com)

- **Kris Burrell, Substitute Assistant Professor** (B.A., Ph.D)

Dr. Kristopher Burrell began teaching in the Social Sciences Unit as an adjunct lecturer in 2010, and became a Substitute Assistant Professor in the Spring 2013. He is teaching both the U.S. History and World History sequences. Dr. Burrell received his doctorate in United States History from the Graduate Center of the City University of New York in 2011. His research focuses on the role of ideology in the northern civil rights movement, by looking at the speeches, writings, and activities of New York City's black intellectuals. Dr. Burrell has recently published an article titled, "Where From Here? Ideological Perspectives on the Future of the Civil Rights Movement, 1964-1966," in the *Western Journal of Black Studies* (Spring 2012). He has also presented his work as part of the Gotham Center History Forums Series. The forum was titled, "Aspects of the African American Experience in New York City," and his paper was titled, "For the Soul of America: Black Intellectuals, the Civil Rights Movement, and the Crisis of American Liberalism in the Mid-1960s" (February 2013). Dr. Burrell has also been accepted to present a paper at the British Association of American Studies conference at the University of Exeter in April of 2013.

- **Ernest Ialongo, Assistant Professor** (B.A., M.A., Ph.D.)

An Assistant Professor of History, Dr. Ernest Ialongo came to Hostos in 2009. He teaches the world history and U.S. history sequences, in both regular formats and as WI and hybrid sections. His research focuses on the intersections of politics and culture in modern Europe, with a specialization in Liberal and Fascist Italy. He is the co-editor of *New Directions in Italian and Italian American History: Selected Essays from the Conference in Honor of Philip Cannistraro* (New York: John D. Calandra Italian American Institute, 2013), and the author of the forthcoming "Filippo Tommaso Marinetti: The Futurist as Fascist, 1929-1936" in *The Journal of Modern Italian Studies*. He has presented his work at a variety of national and international conferences, and is currently preparing his manuscript for publication, entitled: *Filippo Tommaso Marinetti: The Artist and his Politics*.

Full professional details are available at: <http://hostos.digication.com/ialongo>

- **Synos Mangazva, Lecturer** (B.A., M.A.)

Prof. Mangazva became a full-time instructor at Hostos in the fall of 1974 and went on to develop and teach the following courses until financial resources caused some of them to be discontinued: Political Economy, Political Economy of Africa, Economics of Money and

Banking, American Government, Micro/ Macro Economics and Economics of Human Resources. He has been a member of almost all committees of the college, particularly the Finance Committee and the Committee on Committees. He has been a member of the Academic Advisory Committee and an advisor of the Social Sciences Club and the Black Students Organization. He has, in recent years, spent much time with students on how to use and interpret economic information using graphs. His area of research has been in the economics of underdevelopment in the inner cities of developed countries and the stagnation and underdevelopment of African countries. He has written unpublished articles on a variety of economic issues, such as: "The Effects of Unemployment Insurance Policies," "Labor Unions and Efficiency Wages," "The natural rate of unemployment," "The Zimbabwe Dilemma," which were presented and discussed in academic conferences.

- **Peter Roman, Professor** (B.A., M.A., Ph.D)

Dr. Peter Roman is Professor of Political Science and Coordinator of the Social Sciences Unit. He teaches American Government and Political Systems of Latin America. He is also a member of the Political Science Program at the CUNY Graduate Center and of the board of editors of *Socialism and Democracy*. His research focuses on Cuban government. He has published *People's Power: Cuba's Experience with Representative Government* (Rowman and Littlefield, 2003), "The Lawmaking process in Cuba" in the journal *Socialism and Democracy* (July 2005), "Electing Cuba's National Assembly Deputies" in *European Review of Latin American and Caribbean Studies* (July 2007), and, more recently, he co-edited *Cuban Perspectives on Cuban Socialism*, a special issue of *Socialism and Democracy* (March 2010). He has also contributed book reviews and articles on Cuba in the *International Encyclopedia of Revolution and Protest* (Wiley-Blackwell Publishing, 2009), *Socialism and Democracy*, and the *Journal of Latin American and Caribbean Anthropology*. His current research is on the case of the Cuban 5, for which he was granted a fellowship leave for the 2010-2011 academic year, organized panels for the 2010 and 2011 Left Forums, and was granted a PSC-CUNY Research Award for 2011-2012.

**b. Adjuncts**

- **Stefan Bosworth, Adjunct Assistant Professor** (B.A., M.A, Ph.D.)

Dr. Stefan Bosworth has been an adjunct Assistant Professor in the Social Sciences Unit since 1997. He earned his B.A. and M.A. in Political Science from Sonoma State University, California, and his Ph.D. in Sociology from The Graduate Center, CUNY. He has done extensive research in the field of immigration, particularly on the effects of immigration on Dominican and Puerto Rican women over the last twenty years, and has received two P.F.C. developmental grants. The most recent grant was to fund a paper on a comparison of the Dominican and Puerto Rican female immigration experience over three generations. The paper was presented at the Nation Association of Latino Scholars Conference in Baton Rouge, Louisiana. He has co-presented several other research papers on the generational effects of immigration on Dominican and Puerto Rican women, and intends for his research in this area to continue to be an ongoing focus of his work.

- **Gerald Meyer, Emeritus Professor** (B.A., M.A., Ph.D.)

Dr. Meyer is a retired Professor of History at Hostos Community College (CUNY) and a Visiting Professor at Queens College. Professor Meyer, the author of *Vito Marcantonio: Radical Politician, 1902-1954* (SUNY Press), has also written almost forty articles and reviews, and is as well the editor of two anthologies. Professor Meyer has been awarded a number of fellowships, including a Rockefeller Fellowship from the Center of Puerto Rican Studies at Hunter College. He also serves on the editorial board of *Science & Society*, the *Italian American Review*, the Executive Committee of the Institute of Dominican Studies (CUNY), the Academic Advisory Council of the Italian American Institute (CUNY), and the Board of the East Harlem Historical Organization. Gerald Meyer has been very active in the life of Hostos since he arrived in 1972. He has worked on voter registration, AIDS education, and is currently the faculty advisor for the Student Government Organization and the Gay and Lesbian Club.

## V. STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS

### Strengths

The major strengths of the Social Sciences Unit are its exceptional faculty, its rigorous academic standards, and its open, democratic structure.

The Social Sciences faculty are effective teachers and pedagogical innovators. In addition to developing WI courses, Prof. Bencivenni and Prof. Ialongo, now regularly teach hybrid courses and other faculty in the department, including Prof. Burrell and Prof. Bosworth, have participated into hybrid initiatives sponsored by the Office of Technology to develop hybrid courses and more generally integrate technology in the classroom. Prof. Roman has developed WI classes and an honors class, and he makes large use of high-impact student activities such as inviting guest speakers in his classrooms and organizing visits to the United Nations. Prof. Mangzava has developed all existing economics courses described in the catalog.

Despite a very heavy teaching load, the Social Sciences faculty are also actively involved in their fields of study at multiple levels. They have an impressive track record of publications, grant awards, conference presentations, and invited lectures. Faculty have recently authored three books—Roman's *People's Power* (Rowman and Littlefield, 2003), Meyer's *Vito Marcantonio* (SUNY Press, 1989) and Bencivenni's *Italian Immigrant Radical Culture* (NYU Press, 2012)—and co-edited four volumes: Meyer's *The Lost World of Italian American Radicalism* (2005), Bencivenni's *Radical Perspectives on Immigration*, (2008), Roman's *Cuban Perspectives on Cuban Socialism* (2010), and Ialongo's *New Directions in Italian and Italian American History: Selected Essays from the Conference in Honor of Philip Cannistraro* (2013). Their numerous articles and book reviews have appeared in various peer-reviewed journals in their fields including: the *Western Journal of Black Studies*, *European Review of Latin American and Caribbean Studies*, *Journal of Latin American and Caribbean Anthropology*, *The Journal of Modern Italian Studies*, *The Italian American Review*, *Socialism and Democracy*, *Science and Society*, *Monthly Review* and the *Journal of American Ethnic History*. The Unit's professional growth and commitment to scholarship are also evidenced by a steady participation into scholarly conferences and academic symposiums, as well as several research awards.

The Social Sciences Unit upholds high academic standards and learning goals. While we understand the challenges and difficulties that our students face in and outside of the classroom, we believe that as faculty we need to prepare them for the rigors of the academic and professional world. We need to be sensitive to their needs and individual problems, but we also need to make sure that by the time they graduate from Hostos they are fully equipped to succeed in the career and academic fields of their choice.

Our classes require extensive reading and writing. Students write weekly, have informal and formal writing assignments, and the opportunity to revise their work. Language enhancement is encouraged and promoted by requiring essay form exams and problem-solving centered exams. A major goal of all our courses is to foster critical thinking, and help students distinguish between correlation and causation in all the social problems they encounter.

Multicultural diversity is emphasized throughout our classes; the tolerance of differences is encouraged in every discussion. We use many methods and approaches to promote optimal learning. We try to promote the mastery of the material by improving communication skills, and using tutorial services and the library in an effective way. We have students take library workshops, we show films and audiovisuals, and we use the internet as alternative sources of information and to maximize student access to as many resources as possible. To maintain good retention, our faculty members have been active in the Liberal Arts Academic Advisory Core whose activities have been proven to increase retention.

Finally, the Social Sciences Unit provides an optimal model of institutional operation. We work together as a unit, splitting responsibilities according to our strengths and interests, meeting regularly to discuss and exchange ideas. Decisions are taken collectively, and issues are discussed openly and democratically.

#### **Weaknesses:**

- Although our unit currently includes two African American professors, our faculty does not accurately reflect the diversity of our student body. Although 68.3% of Hostos students are female we only have two women professors (one full-time, and one adjunct). Given also the predominance of Hispanic students (57%) and the college's commitment to bilingual education (English/Spanish) we would also benefit from having at least one Hispanic professor.
- The Unit relies disproportionately on part-time labor to fulfill its teaching load. More than half of the classes we offer each semester are taught by adjuncts. Our Unit numbers only four full-time faculty (the same number since the last APR in 1999), and, for this semester, one substitute professor. This is a particular serious shortage given that we serve a very high number of students. According to data from the last academic year, we have a headcount of close to 2,200 students in our classes out of a total enrollment of 6,499. The lack of adequate full-time instructors has significant implications for both students and faculty. Students are deprived of the right to have faculty available to advise and mentor them. Faculty in the Unit must bear a much greater burden with student advisement, teaching observations, and other administrative responsibilities. A large number of adjuncts also mean more burden for the Unit Coordinator who has to hire, train, and evaluate them, as well as more work for our

secretary who must provide assistance with keys, hiring procedures, and other bureaucratic matters.

## **Opportunities**

The Social Science Unit has a number of opportunities as the college grows and diversifies, including:

- Increasing course offerings, such as reintroducing HIS 250: Ancient, Medieval, & Early Modern European History, and HIS 251: Modern European History;
- Creating new courses, for instance on the history of immigration in America or a history of New York City;
- Creating honors courses for HIS 201, 202, 210, 211, our standard offerings;
- Increasing the number of Hybrid sections we already offer;
- Increasing the number of Writing Intensive sections we offer;
- Establishing a Social Sciences concentration within the Liberal Arts Curriculum and creating cross departmental course concentrations, such as a Latin American Studies concentration, building on the resources of the Social Science Unit and the Latin American and Caribbean Studies Unit of the Humanities Department;
- Hiring new full-time faculty to deepen our course offerings and increase faculty diversity.

## **Threats:**

- The Social Science Unit foresees a number of “threats” to its ability to continue offering the level of education and student support that it currently does, including:
  - The future retirement of Prof. Roman and Prof. Mangzava who teach the majority of our Political Science and Economics courses and who have offered crucial leadership and guidance in the Unit over the past 30 years;
  - Administrative duties, such as implementing assessment protocols, conducting an Academic Program Review, complying with the relevant aspect of the college’s Strategic Plan; revising courses to satisfy the Pathways curriculum—all at the same time while teaching full loads—which impact our ability to focus on our teaching, scholarship and service to the college. And time consuming administrative responsibilities also undermine opportunities for extra-curricular interactions of the kind the Behavioral and Social Sciences Department and the College seek to promote (such as Brown Bags talks, COBI grants, interdisciplinary collaborations, etc);
  - Large class size makes it increasingly challenging to fully address student needs and give students the attention they deserve in order to retain them in the class and mitigate drop-out rates;
  - Growth in student enrollment has also led to a spiraling use of part-time labor to fulfill teaching load. While our adjuncts are more than qualified to teach our classes, their adjunct status prevents them from fully participating in the life of the unit, the department, and the college. More importantly their limited time means less time for students and less opportunities to interact with other members of the unit;
  - Federal, state and citywide budget cuts have made it more difficult for faculty to receive reassigned time for research, curricular development or administrative tasks, discouraging them from pursuing these goals;

- The introduction of Pathways, the controversial proposed revision of General Education at CUNY, will more likely negatively impact the place and offering of Social Science courses within a new Hostos curriculum, which is still in the process of being mapped out:
  - ◆ For instance, since under the Pathways curriculum History is not part of the main core, history at Hostos may risk to disappear from the Hostos Liberal Arts Core curriculum, and simply become one of the many courses students can take which fulfill either the World Cultures or U.S. Experience Pathways Flexible Common Core, along with a host of other courses which do not provide the skills or content that a History course would;
  - ◆ Political Science and Economics courses will similarly lose their position as part of the requirements within the Hostos Liberal Arts Clusters, and will be placed into their respective Pathways Flexible Common Core categories (World Cultures, U.S. Experience, or Individual and Society), again, with a host of other courses which do not offer the skills or content of Political Science and Economics courses;
  - ◆ Additionally, although Pathways deals with the first 30 credits of an Associate's Degree, the second 30 credits needed to complete such a degree at Hostos have not been mapped out as of yet, and the Social Science Unit is not aware of the fate of their courses in the curriculum of the second 30 credits

## **VI. FUTURE DIRECTIONS**

The Social Sciences Unit hopes to expand in the near future in order to provide our students with a deeper knowledge base from which to draw on. We would like to hire more instructors that could bring new specialties to the Unit. For instance, we are currently looking to hire a specialist in African-American history, and in the future we would want to bring in scholars that could provide specialized knowledge of distinctive geographical regions. The Unit currently does not have an instructor in Africa, the Muslim World, and/or East Asia. Additionally, the Unit plans to increase visibility and self-promotion, as well as revive existing courses from catalog, and develop new courses, such as a course in modern Europe, immigration in America, a history of social movements, modern women's history, and a course on the intersection of art and politics in the modern age.

The Unit will continue being as academically productive as it has been in the past, but now that many of the projects of the Unit's members are coming to fruition we plan on sharing such achievements with the broader College community as the years go by. We hope that in doing so we could encourage more inter-departmental collaboration in the developing and refining of our courses.

## **VII. RECOMMENDATIONS**

The Social Science Unit has a number of recommendations, including

- Increasing the number of course offerings in the Unit;
- Having more full-time instead of adjunct faculty to teach our courses, which would strengthen our unit and also benefit students;
- Reducing class sizes and strengthening support services for struggling students, such as tutoring;
- Actively planning out what faculty we require for the future and setting in place a viable transition plan;
- Begin engaging with the Humanities Department to form a Latin American concentration;
- Introduce Math 020 as a prerequisite for both Eco 101 and Eco 102. Math, like economics, is based on logic. Ideas developed in math often have practical applications. Math plays an important part in the development of modern technology-the tools, materials, techniques and sources of power that make our lives and work easier. Math is an essential part of nearly all scientific study. It helps scientists to design experiments and analyze data. Scientist use math formulas to express their findings precisely, and to make predictions based on their findings. The study of economic depends greatly on statistic and other kinds of math. Economists make models of economic systems and these models are sets of formulas used to predict how a change in one part of the economy might affect other parts. Thus, a good grasp of math skills makes the acquisition of economic concepts and systems much easier. These kind of changes will help us move class schedules in an orderly fashion, making sure that all our students have requisite skills. There must be also a constant link between tutors and instructors for whose courses they provide services.
- More efficiently delegating the completion of administrative duties, though the Unit recommends that the number of such duties be reassessed and properly compensated so as to lessen the burden of already strained full-time faculty, particularly junior faculty;
- Having faculty play a greater role in curriculum and academic planning, and, particularly, continuing to engage in broader curricular discussions to determine how Pathways will affect the Unit;
- Greater transparency about budget and planning decision on a College-wide level, and more efforts to ensure equitable distribution of funds and correct salary imbalance across departments.



# **APPENDICES**

## **Curriculum Vitae**

## **Syllabi**

## **Student Outcome Assessment**

## MARCELLA BENCIVENNI

E-mail: Mbencivenni@hostos.cuny.edu – tel. 718-518-6573

[www.marcellabencivenni.com](http://www.marcellabencivenni.com)

### **EDUCATION**

- Ph.D. in U.S. History and European History, The Graduate Center of The City University of New York, 2003.
- M.A. in U.S. History, New York University, 1997.
- *Laurea* (B.A.), *Summa Cum Laude*, in Foreign Languages and Literatures, University of Calabria, Italy, 1994.

### **AREAS OF SPECIALIZATION**

U.S. immigration history; U.S. radical and labor history; cultural and literary radicalism; Italian and Italian American history.

### **CURRENT RESEARCH**

- “The Triangle Fire of 1911 in Italian American Memory.”
- “Pathways to Multiracial Alliances: The Case of African Americans and Immigrants in New York City,” collaborative project with Ron Hayduk.

### **TEACHING APPOINTMENTS**

- Associate Professor, Hostos Community College/The City University of New York (CUNY), 2012-present.
- Assistant Professor, Hostos Community College/The City University of New York (CUNY), 2004-2012
- Substitute Assistant Professor, Bronx Community College/CUNY, 2003-2004.
- Adjunct Lecturer, John Jay College & Hunter College/CUNY, 2002-2003.
- Writing Teaching Fellow, John Jay College/CUNY, 2001-2002.
- Guest Professor, John Calandra Italian American Institute/Queens College, CUNY, 2000-2002.

### **PUBLICATIONS**

#### **Books:**

- *Italian Immigrant Radical Culture: The Idealism of the Sovversivi in the United States, 1890-1940*. New York: New York University Press, 2011.
- *Radical Perspectives on Immigration*, co-edited with Ron Hayduk, special issue of *Socialism and Democracy* 48, 22.3 (November 2008).

#### **Peer-reviewed articles and book chapters:**

- “Radical Cultural Production and Consumption in Early Twentieth Century Italian America.” Simone Cinotto, ed., *All Things Italian: Consumer Culture in Italian American History* (forthcoming). New York: Fordham University Press, 2013).
- “Les forms d’expression des immigrées italiennes d’extrême gauche aux Etats-Unis, 1890-1930.” Philippe Rygiel, ed., *Politique et administration du genre en migration*. Paris: Publibook, 1911. 189-208.

- “Arturo Giovannitti: dirigente politico e sindacale.” *Il bardo della libertà. Arturo Giovannitti (1884-1959)*. Ed. Norberto Lombardi. Isernia, Italy: Cosmo Iannone Editore, 2011. 87-101.
- “Constitutional Issues Today.” *Academic Listening Encounters: American Studies Teacher's Manual*. Ed. Kim Sanabria and Carlos Sanabria. Cambridge: Cambridge University Press, 2007. 82-85.
- “The New World Order and the Possibility of Change: A Critical Analysis of Hardt and Negri’s *Multitude*.” *Socialism and Democracy* 40, 20.1 (March 2006): 23-43.
- “Letteratura e arte radicale dei calabresi a New York.” *Calabresi sovversivi nel mondo: L’esodo, l’impegno politico, le lotte degli emigrati in terra straniera, 1880-1940*. Ed. Amelia Papparazzo. Soveria Mannelli, Italy: Rubbettino Editore, 2004. 81-105.
- “A Magazine of Art and Struggle: The Experience of *Il Fuoco*, 1914-1915.” *Italian American Review* 8.1 (Spring/Summer 2001): 57-84.
- “Tra bohème e rivoluzione: John Reed e la memoria americana.” *Miscellanea di Studi Storici* IX (1992-1994). Soveria Mannelli, Italy: Rubbettino Editore, 1996. 331-344.

### **Book Reviews**

- “*Eyes on Labor: News Photography and America’s Working Class* by Carol Quirke.” (forthcoming). *Socialism and Democracy*. July 2013.
- “*Sacco and Vanzetti* by Peter Miller.” *Italian American Review* 1.1 (Winter 2011): 106-109.
- “*Beyond Cannery Row: Sicilian Women, Immigration, and Community in Monterey, California, 1915-99* by Carol Lynn McKibben.” *Labour/Le Travail* 60 (Fall 2007): 304-307.
- “*WOBBLIES! A Graphic History of the Industrial Workers of the World*, edited by Paul Buhle and Nicole Schulman.” *Science & Society* 71.3 (July 2007): 382-385.
- “Lost and Found: The Italian-American Radical Experience.” Review Essay of *The Lost World of Italian American Radicalism* edited by Philip V. Cannistraro and Gerald Meyer. *Monthly Review* 57.8 (January 2006): 56-62.
- “*Problemi di storiografia dell’emigrazione italiana* by Matteo Sanfilippo,” *Journal of American Ethnic History* 25.2-3 (Winter/Spring 2006): 329-330.

### **CONFERENCE PAPERS, PRESENTATIONS OR EXHIBITS**

- “The ‘Lost Worlds’ of Ethnic Radicalism in a Transnational Perspective,” presenter at the Labor and Working Class Association annual conference, New York, June 6 2013.
- “Italian Immigrant radical Culture,” book talk. CUNY Graduate Center, History Department, March 6, 2013.
- “Celebrating Faculty Achievements,” Book talk on Italian immigration and radicalism, Hostos Community College, May 1, 2012.
- “Migration and Radicalism,” invited lecture for the Center of Italian Studies, Stony Brook, April 19, 2012
- “Transnational Radical Cultures: Italy and the United States,” paper presented at the Seminar Series in Italian Modern Studies, Columbia University, New York, March 9, 2012.
- “Re-examining Italian-American Radical History through the Lens of Culture,” paper presented at “New Directions in Italian and Italian-American History: An International Conference in Honor of Dr. Philip V. Cannistraro,” John D. Calandra Italian-American Institute, New York, November 5, 2011.

- “New Directions in Italian American History: A Presentation of Three Books,” panel organizer and presenter at the Italian American Historical Association 44<sup>th</sup> annual conference, Tampa, Florida, October, 22, 2011.
- “Italian Immigrant Radical Culture,” Book presentation and discussion, John D. Calandra Italian-American Institute, New York, October, 13, 2011.
- Book Forum: Italian Immigrant Radical Culture.” Brecht Forum, New York, September 16, 2011.
- Guest speaker for the photo exhibit opening of “Italians, Chinese and Other Old and New Immigrants to Staten Island, NY,” Wagner College, New York, April 11, 2011.
- “The Triangle Fire in Italian American History and Memory,” paper presented at the Exhibit Opening and Symposium on “The Triangle Fire 100 Years Later,” New York University Tamiment Library, New York, March 23, 2011.
- Panelist at round-table on “Arturo Giovannitti, labor activist, union organizer, poet, on the 110th anniversary of his arrival in the United States,” John D. Calandra Institute, New York, 2011.
- "Re-Writing Italian American History through the Lens of Culture," paper presented at the Forum on Italian American Criticism, Stony Brook University, Manhattan Campus, New York, October 29, 2010.
- Commentator for the panel “Ethnoracial Encounters in Italian America,” American Italian Historical Association 41<sup>st</sup> annual conference, New Haven, CT, November 6, 2008.
- Commentator for the panel “(Un)Making Race and Nation: Working-Class Radical Identities in the Progressive Era,” Organization of American Scholars annual conference, New York, March 27-31, 2008.
- “Italian American Radicalism Through the Lens of Culture,” paper presented at the Symposium: “New Italian American History,” John Calandra Italian American Institute, New York, NY, September 2, 2007.
- “Revolutionary Hero or Romantic Playboy? John Reed in American Memory,” paper presented at the Organization of American Scholars annual conference, Minneapolis, MN, March 29-April 2, 2007.

## **GRANTS**

- PSC/CUNY Research Award, The City University of New York, 2010-2011
- CUNY College Collaborative Incentive Research Grant, The City University of New York, 2009-2010.
- PSC/CUNY Research Award, The City University of New York, 2007-2008
- PSC/CUNY Research Award, The City University of New York, 2006-2007
- COBI Award, Hostos Community College, 2006-2007
- PSC/CUNY Research Award, The City University of New York, 2005-2006
- Davis-Putter Scholarship, Davis Putter Scholarship Fund, Belleville, NJ, 2001-2003
- E.P. Thompson Fellowship, The Graduate Center, CUNY, 2001-2002
- Graduate Writing Fellowship, The Graduate Center, CUNY, 2000-2002.
- Graduate Teaching Fellowship, The Graduate Center, CUNY, 1999-2000.
- University Tuition Fellowship, The Graduate Center, CUNY, 1998-1999.
- NIAF Scholarship, National Italian American Foundation, Washington D.C., 1998.
- University Tuition Stipend, New York University, 1995-1996.

- Fellowship for Research and Specialization, University of Calabria, Cosenza, Italy, 1995-1996.

## **SERVICE TO THE INSTITUTION**

### **Department:**

- Social Sciences Unit Coordinator, Hostos Community College, 2010-2011, and Spring 2007.
- Search Committee, history tenure track position, Social Sciences Unit, 2007-2009.

### **College:**

- Member of the Honors Program and Committee, 2006-2012.
- Member of the Writing Across the Curriculum Task Force, 2005-present.
- Benediction delivery, 38<sup>th</sup> Annual Commencement, Hostos Community College, June 4, 2009.
- Participant in the National Teach-In Day Initiative on Global Warming and Climate Changes, Hostos Community College, February, 9, 2009.
- Judge for the 10<sup>th</sup> Annual Hostos Dramatic Reading Contest, April 3, 2008.
- Participant in the National Teach-In Day Initiative on Global Warming and Climate Changes, Hostos Community College, January 28, 2008.
- Member of the Advisory Committee for the Title V Enriching Academies initiative, 2005-2006.
- Hostos Mentoring Program, 2004-2007.

### **University:**

- Hostos representative for “US Experience and Diversity”, CUNY “Pathway” initiative, 2012.
- Member of the CUNY-wide Italian American Studies Advisory Council, 2010-present.
- Reviewer for history panel proposals of the CUNY Community College Collaborative Incentive Research Grant, May 2007.

### **Presentations:**

- “Publication Research: In the classroom and beyond,” presentation given for the CTL on Tour, Hostos Community College, November 14, 2011.
- “See yourself in print: Faculty Investigation Leading to Publication,” presentation given at the Professional Development Institute Week: “A day at the Professional Development Spa!” Hostos Community College, May 31, 2011.
- Organizer and presenter for the U.S. Constitution Day, Hostos Community College, September 17, 2007.
- Presenter at the COBI “Kick off” day, Hostos Community College, September 19, 2007.
- Presenter at the Global Warming Panel discussion organized by the Natural Sciences Department, Hostos Community College, December 7, 2006.
- Organizer and presenter for the U.S. Constitution Day, Hostos Community College, September 18, 2006
- Author’s of the Month, Hostos Community College, March 21, 2006.
- Presenter of the book *Scholarship Reconsidered* by Ernest Boyer, Hostos Community College, Professional Development Institute Week, June 1, 2005.

## **PROFESSIONAL DEVELOPMENT AND REPUTATION**

- Hybrid Institute Initiative, Department of Educational Technology, Hostos Community College, Fall 2011, Spring 2012
- Writing Across the Curriculum faculty workshop, Hostos Community College, June 3, 2011.
- COBI Retreat, Faculty Development Seminar Retreat, Bear Mountain, New York, April 12-14, 2007.
- COBI-Faculty Development Retreat, Bear Mountain, New York, March 9-11, 2006.
- Writing Across the Curriculum faculty workshops, June 3, 2005
- Junior Faculty Orientation Series, Hostos Community College, 2004-2008

## **MEMBERSHIP IN PROFESSIONAL SOCIETIES**

- American Historical Association
- American Italian Historical Association
- Organization of American Historians
- Member of the editorial board of *Socialism and Democracy*, 2005-present.
- Columbia University Seminar in Modern Italian Studies
- John D. Calandra Italian American Institute

**Ernest Ialongo**  
Behavioral & Social Sciences Department  
Hostos Community College,  
The City University of New York  
500 Grand Concourse, B-317  
Bronx, NY 10451  
718-319-7933  
eialongo@hostos.cuny.edu  
hostos.digication.com/ialongo

## **Education**

- PhD: Graduate School of the City University of New York [CUNY]  
PhD Program in History, 2009  
Dissertation Title: *Filippo Tommaso Marinetti: The Artist and His Politics*  
Major: Late Modern European History; Minor: American History  
Advisors: Philip Cannistraro (2002-2005) and Marta Petrusiewicz (2005-2009)
- MA: York University, Toronto, Canada  
Masters of Arts in History, 1996  
Thesis Title: *Italy, Britain and Eritrea: The Diplomacy of Imperialism, 1879-1882*
- BA: York University, Toronto, Canada  
Bachelor of Arts in History, Specialized Honors, 1992

## **Current Projects**

- 2012-2015: *Chair, Columbia University Seminar in Modern Italian Studies*  
-I organize a series of speakers (and respondents) who present their work to seminar members. The schedule for the current year can be found at:  
<http://universityseminars.columbia.edu/seminars/studies-in-modern-italy/>
- 2013: “Filippo Tommaso Marinetti: The Futurist as Fascist”  
-I’m currently finishing the revisions to this manuscript based on my dissertation. The project has already received initially positive feedback. The editor of the University of Toronto Press’s “Toronto Italian Studies” series has encouraged me to submit the final manuscript, and the book proposal is under consideration with Penn State University Press’s “Refiguring Modernism” series.
- 2013: “Reconsidering Futurism” for the *Journal of Modern Italian Studies* [JMIS]  
-This is a series of articles, one of which I wrote (“Filippo Tommaso Marinetti: The Futurist as Fascist, 1929-1936”), which I edited with Dr. Walter Adamson and was submitted to the JMIS in January 2013. The original proposal for this series of articles received very positive reviews.

## ***Teaching History***

- 2009- *Assistant Professor of History*  
Behavioral and Social Sciences Department  
Hostos Community College, CUNY
- 2008-2009: *Instructor, History*  
Behavioral and Social Sciences Department  
Hostos Community College, CUNY
- 2007-2008: *Instructor, History*  
Department of History, Political Science, and Geography  
Nassau Community College, State University of New York [SUNY]
- 2005-2007: *Instructor, History*  
Department of History, John Jay College of Criminal Justice, CUNY
- 2003-2005: *Graduate Teaching Fellow*  
Department of History, Bronx Community College, CUNY
- 2001-2002: *Writing Fellow*  
Department of History, John Jay College of Criminal Justice, CUNY
- 2000-2001: *Graduate Teaching Fellow*  
Department of History, Baruch College, CUNY
- 1999-2000: *Adjunct Professor*  
Department of History, Queens College, CUNY

## **Classes**

Western History, I and II; World History, I and II; United States History, I and II. All classes are Web-Enhanced via Blackboard, have been taught in regular and “Smart” classrooms, and have been offered as either standard or Writing Intensive sections. World History II and United States History I and II classes have also been taught as Hybrids (half online).

## **Publications**

### **Book**

Ialongo, Ernest and Adams, William, editors. *New Directions in Italian and Italian American History: Selected Essays from the Conference in Honor of Dr. Philip V. Cannistraro*. New York: John D. Calandra Italian American Institute, 2013.



## Articles

Ialongo, Ernest. "Marinetti and the Cult of the Duce." In *New Directions in Italian and Italian American History: Selected Essays from the Conference in Honor of Dr. Philip V. Cannistraro*. Edited by Ernest Ialongo and William Adams. New York: John D. Calandra Italian American Institute, 2013.

\_\_\_\_\_. "Filippo Tommaso Marinetti: The Artist and his Politics." In *Futurismo: Impact and Legacy*. Edited by Giuseppe Gazzola. New York: Forum Italicum Publishing, 2011.

\_\_\_\_\_. "Questioning Clichés: Gender Analysis in History." *Touchstone* (2010).

\_\_\_\_\_. "Italian History." *The History Highway 2000: A Guide to Internet Resources*. 2nd ed. Edited by Dennis A. Trinkle and Scott A. Merriman. Armonk, NY: M.E. Sharpe, 2000.

## Book Reviews

Ialongo, Ernest. "Garibaldi: Citizen of the World." Review of *Garibaldi: Citizen of the World*, by Alfonso Scirocco. *Italian Culture* 29, #2 (September, 2011), 144-146.

\_\_\_\_\_. "L'intellettuale antisemita." Review of *L'intellettuale antisemita*, edited by Roberto Chiarini. *Modern Italy* 16, #1 (February, 2011), 88-91.

\_\_\_\_\_. "Censorship and Literature in Fascist Italy." Review of *Censorship and Literature in Fascist Italy*, by Guido Bonsaver. *Modern Italy* 15, #1 (February, 2010): 93-95.

\_\_\_\_\_. "Debating Divorce in Italy: Marriage and the Making of Modern Italians, 1860-1914." Review of *Debating Divorce in Italy: Marriage and the Making of Modern Italians, 1860-1914*, by Mark Seymour. *H-Italy*, <http://www.h-net.org/reviews/showrev.cgi?path=253991204657954> (posted February 3, 2008).

\_\_\_\_\_. "Le "militi dell'idea", Storia delle organizzazioni femminili del Partito Nazionale Fascista" Review of *Le "militi dell'idea", Storia delle organizzazioni femminili del Partito Nazionale Fascista*, by Helga Dittrich-Johansen. *CONGRIPS: The Journal of The Congress Group of Italian Politics and Society* 57 (Spring, 2003).

## Scholarly Presentations

Ialongo, Ernest. "Marinetti on the Road: A Futurist Stumping for Fascism, 1925-1929." Paper presented at The Ambassadorship of Literature, Glucksman Ireland House, New York University, New York City, February 9, 2013.

\_\_\_\_\_. "Futurism and Fascism: An Anatomy of Cultural Accountability." Guest lecture for Fictionalizing History: Fascism in Literature and Film, Department of Italian, Columbia University, New York City, September 26, 2012.

\_\_\_\_\_. "The Calculated Compromise: F.T. Marinetti and Fascism in the Twenties." Paper presented at New Directions in Italian and Italian American History: An International Conference in Honor of Dr. Philip V. Cannistraro, John D. Calandra Italian American Institute, Queens College, CUNY, New York City, November 5, 2011.

\_\_\_\_\_. "The Calculated Compromise: F.T. Marinetti and Fascism in the Twenties." Paper presented at the annual conference of the Modernist Studies Association, Buffalo, NY, October 7, 2011.

\_\_\_\_\_. "Filippo Tommaso Marinetti: A Reinterpretation." Paper presented at the annual international meeting of the American Historical Association, Boston, January 6-9, 2011.

\_\_\_\_\_. "Marinetti and the Cult of the Duce." Paper presented at The Personality Cults of Modern Dictators, The Institute of Germanic and Romance Studies, The University of London, School of Advanced Study, UK, October 22, 2010.

\_\_\_\_\_. "Filippo Tommaso Marinetti: Re-Interpreting an Icon." Paper presented at the Center for Italian Studies, Stony Brook University, SUNY, Stony Brook, NY, April 29, 2010.

\_\_\_\_\_. "Filippo Tommaso Marinetti: The Futurist as Fascist." Paper presented at the Columbia University Seminar in Modern Italian Studies, New York City, April 9, 2010.

\_\_\_\_\_. "Marinetti's Bombshell: 'War, the World's Only Hygiene.'" Paper presented at Shock and Awe: The Troubling Legacy of the Futurist Cult of War, Kaye Playhouse, Hunter College, New York City, November 11, 2009.

\_\_\_\_\_. "Filippo Tommaso Marinetti: The Artist and His Politics." Paper presented at Futurismo: Impact and Legacy, Florence, Italy, October 16-17, 2009.

\_\_\_\_\_. "Filippo Tommaso Marinetti: The Artist and His Politics." Paper presented at Back to the Futurists: Avant-gardes, 1909-2009, London, UK, July 2-4, 2009.

### **Teaching Presentations**

Ialongo, Ernest. "Genocide in Cambodia: Origins and Development." Paper presented at the Book of the Semester Project, Hostos Community College, CUNY, New York City, November 14, 2012.

\_\_\_\_\_. "Expanding the Curriculum: Learning Styles and Gender in the History Classroom." Paper presented at International Learning Styles, Hostos Community College, CUNY, New York City, July 10, 2012.

\_\_\_\_\_. "Teaching Gender Analysis in the Community College." Paper presented at Tri-State Best Practices: Innovation and Creativity in the Community College Classroom, Bergen Community College at the Meadowlands, NJ, February 18, 2012.

\_\_\_\_\_. "Academic Freedom: What You Need to Know." Presentation for the Center for Teaching and Learning, Hostos Community College, CUNY, New York City, May 31, 2011.

\_\_\_\_\_. *Sarah's Key*, by Tatiana de Rosnay. Panel Discussant, Book of the Semester Project, Hostos Community College, CUNY, New York City, April 28, 2011.

\_\_\_\_\_. "This Voice in my Heart: The Historical Context." Paper presented at the Book of the Semester Project, Hostos Community College, CUNY, New York City, May 4, 2010.

\_\_\_\_\_. "Questioning Clichés: Gender Analysis in History." Paper presented at RITE Conversations, Hostos Community College, CUNY, New York City, March 15, 2010.

### **Events Organized/Chaired**

Ialongo, Ernest. "Modernist Rituals of Display, Exhibition, and Consumption." Panel chair for the conference Modernist Manhattan, New York Institute of Technology, New York City, March 2, 2012.

\_\_\_\_\_. "New Directions in Italian and Italian American History: An International Conference in Honor of Dr. Philip V. Cannistraro." Conference organizer, John D. Calandra Italian American Institute, Queens College, CUNY, New York City, November 5, 2011.

\_\_\_\_\_. "The Inconvenient Politics of Modern European Artists." Panel organizer for the annual conference of the Modernist Studies Association, Buffalo, NY, October 7, 2011.

\_\_\_\_\_. "Academic Freedom: What You Need to Know." Panel organized and chaired for the Center for Teaching and Learning, Hostos Community College, CUNY, New York City, May 31, 2011.

\_\_\_\_\_. "Reconsidering Futurism." Panel organized for the annual international meeting of the American Historical Association, Boston, January 6-9, 2011.  
<http://aha.confex.com/aha/2011/webprogram/Session5039.html>

### **Awards/Honors**

2012-2013: *PSC-CUNY Research Grant*-Professional Staff Congress, CUNY

2011: *William Stewart Travel Award Grant*-CUNY Academy for the Humanities

2009-2010: *PSC-CUNY Research Grant*-Professional Staff Congress, CUNY

- 2003-2005: *Graduate Teaching Fellowship*-Department of History, Bronx Community College, CUNY
- 2002-2003: *Mellon Humanities Fellowship*-The Mellon Foundation and The Center for the Humanities, at The Graduate School of the City University of New York
- Getty Library Research Grant*-The Getty Research Foundation, Los Angeles
- 2001-2002: CUNY Writing Fellowship-*The Graduate School of the City University of New York*
- 2000-2001: Graduate Teaching Fellowship-*PhD Program in History, at The Graduate School of the City University of New York*
- Student Scholarship*-The John D. Calandra Italian American Institute
- 1999-2000: *University Student Senate Merit Award*-City University of New York
- Tuition Award*-PhD Program in History, at The Graduate School of the City University of New York
- Teaching Fellowship*-PhD Program in History, at The Graduate School of the City University of New York
- Student Scholarship*-The John D. Calandra Italian American Institute
- 1998-1999: *Tuition Award*-PhD Program in History, at The Graduate School of the City University of New York
- Student Scholarship*-The John D. Calandra Italian American Institute
- 1997-1998: *Student Scholarship*-The John D. Calandra Italian American Institute

**Service at Hostos Community College, CUNY**

- Faculty Senate: Fall 2009-Present (Elected to Executive Committee, Fall 2011)
- Writing Intensive Task Force: Fall 2009-Present
- PSC CUNY, Hostos Chapter: Fall 2009-Present (Elected to Executive Committee, Spring 2011)

Liberal Arts Advisement Core: Fall 2009-Present  
Student Mentoring: Fall 2009-Present  
College Wide Advisement/Registration: Fall 2009-Present  
Behavioral and Social Sciences Dept.  
Writers' Group: Fall 2009-Present  
Adjunct Observations for Behavioral and  
Social Sciences Dept.: Fall 2009-Present  
Liberal Arts Task Force: Fall 2009-Spring 2010  
Middle States Review: Spring 2010-Spring 2011  
E-Portfolio Implementation Committee: Summer 2010-Present  
Campus Civility Committee: Fall 2010-Present  
Online Facilitator Investigation Group: Fall 2010-Present  
Book of the Semester Project: Spring 2010-Present  
Women and Gender Studies Committee: Summer 2011-Present

### **Affiliations**

American Historical Association  
American Association for Italian Studies  
Association for the Study of Modern Italy  
Columbia University Seminar in Modern Italian Studies  
John D. Calandra Italian American Institute  
Society for Italian Historical Studies

**Synos Mangazva**  
Lecturer  
Behavioral/Social Science Department  
Hostos Community College of the City University of New York  
[Smangazva@hostos.cuny.edu](mailto:Smangazva@hostos.cuny.edu)  
718 518 6574

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### **Education**

M.A. New Social Research, 1971, Economics  
B.A., University of Pennsylvania, 1967, Economics

### **Professional Experience**

Hostos Community College of the CUNY, 1974-Present  
Lecturer in Economics

- Introduction to Social Sciences
  
- Political Economy
- Political Economy of Africa
- Economics of Money and Banking
- American Government
- Microeconomics
- Macroeconomics

### **Teaching**

Fall, 1973-Spring 1976 Instructor in Urban Studies Department, Queens College, CUNY  
E11 Ethnic Groups in cities. Each semester a different ethnic group (Irish, African American, and Hispanic) was analyzed with emphasis upon its changing internal institutional structure and culture through time. Its adjustments to and conflicts with other ethnic groups were considered.

Spring, 1973-1974 Worked as adjunct instructor in the Social Sciences Department, Hostos Community College. I Taught SSC 4601- Introduction to Social Sciences.

1974-present First as Instructor and then as Lecturer. I continued to teach Introduction to Social Sciences.

### **Course Development**

Introduced, developed and taught the following courses at Hostos Community College.

- Political Economy
  
- Political Economy of Africa
- Economics of money and banking
- Microeconomics
- Macroeconomics
- Economics of Human Resources (pending budgetary approval)

### **Professional Activities**

American Economic Associations, Member (1971-Present)  
Southern African Student Associations, Advisor (1971-Present)  
Black Student Organization, Advisor (1971-Present)

### **University and Public Service**

### **Continuing Education**

Attended several conferences often serving as a representative of Zimbabwe with observer's status at the United Nations.

Conference at Norfolk State College 1990  
Conference at Denver Community College 1980  
Conference at Atlanta Community College 1979  
Conference at Baltimore Community College 1979

### **Committees**

Finance Committee – 1978-2005  
Disciplinary Committee- 1979-2004  
Committee on Committees- 1990-2002 and served as vice chair of the committee.  
College curriculum Committee- 1991-2003

- Assisted with the search committee for the placement of the college's new Provost from York College to Hostos Community College in the 1990's.

Unit Coordinator

- Served as Unit Coordinator in the early 1980's.

Faculty Review Committee work

- Completed faculty annual class observations in the Social Science unit since 1975 to the present.

### **Student Advising**

- Served as member of the Student Advisement Core from early 1970's to the present.

### **Student mentoring**

- Work with small student groups. Oversee the student's research papers and their group class presentations. Provide one on one advisement and group tutoring in the use of graphs in economics.

### **Articles**

“Zimbabwe's Dilemma: The government's land reform program characterized by chaos and violence and the serious damage it has made to Commercial farming; the sector that is the traditional source of foreign exchange and the main employer, turning the country into a net importer of food products” (2001)

“The effects of unemployment Insurance policies, the role of labor unions, and efficiency wages on frictional and structural unemployment.” (2001)

“The Radical Economic Principles of the Great Recession and the role of government economic policies”. (2008)

“The role of the government in the free enterprise societies”. (2009)

### **Conferences Participation**

Western Economic Association International 87<sup>th</sup> Annual Conference. Jun 29-July 3, 2012  
Hilton Hotel, Union Square. San Francisco,

- Workshop: Institutions: Consequences and Performance.

“British, American, and social mobility, the intergenerational occupational change among migrants and non-migrants in the late 19<sup>th</sup> century.”

- Topics on Labor Economics’ “Costly Labor Adjustments effects of China’s employment regulation.”
- “Political Economy of the 99%: today and tomorrow.” August 10-August 13, 2012.  
Epworth Center, High Falls, New York.
- Money, finance, and the present economic crisis, a discussion among presenters in all related workshops. Sunday, August 12, 2012.
- The Manning Marable Memorial Conference, April 26-29, 2012, Columbia University, NY.  
Theme: A new vision of Black Freedom Scholars, Students, Activists and Community residents discussed the creation of a more just world, new ideas to fight structural racism, capitalism and local/global socioeconomics crises, social analysis and grassroots activism radical struggles of workers, women, poor, people of color, gays/lesbian, immigrants and prisoners.

NAAAS, 2012 National Association of African American Studies and Affiliates. Feb 18, 2012, Baton Rouge, Louisiana.

- Papers covered many areas: literature, demographics, history, politics, economics, education, healthcare, fine arts, religion, social sciences and business.

### **Memberships on Professional Organization**

The American Economic Association and Journal of Economic Literature.

Southern African Research Organization.

The Union for Radical Political Economics.

The Monthly Review Associate

### **Honors**

The Hostos Community College Twenty Five Years of Service Award, November 14, 2002.



**Dr. Peter Roman**  
**Hostos Community College/City University of New York**  
**proman@hostos.cuny.edu**  
**718 518 6575**

**Current Position:**

Professor

Behavioral-Social Sciences Department, Hostos Community College/City University of New York, 1971-present

Unit Coordinator, Behavioral-Social Sciences Department, Hostos Community College/City University of New York

**Education:**

University Of California Berkeley 1958-1962 BA Political Science

Princeton University 1962-1964 Ph.D. Politics

**Awards and Honors:**

1. July 2011 "Politics trump Justice: the Case of the Cuban Five" PSC CUNY Research Award
2. 2010-2011 Fellowship Leave, Hostos Community College/CUNY
3. July 2009 "Legislation and Political Participation in Cuba: The Bill to Overhaul Social Security" PSC CUNY Research Award
4. July 2008 "Citizen Participation in Cuba" PSC CUNY Research Award
5. July 2006 "Alternative Forms of Political Participation in Latin America" PSC CUNY Research Award
6. July 2005 "Parliamentary Practice Under Socialism: The Cuban Example" PSC CUNY Research Award
7. July 2004 "Parliamentary Practice Under Socialism: The Cuban Example" PSC CUNY Research Award
8. July 2003 "The Cuban National Assembly" PSC CUNY Research Award
9. July 2002 "The Cuban National Assembly" PSC CUNY Research Award
10. July 2001 "The Cuban National Assembly: An Assessment" PSC CUNY Research Award
11. July 2000 "The Cuban National Assembly: An Assessment" PSC CUNY Research Award
12. July 1998 "Local and National Changes in Cuba's Political Institutions" PSC CUNY Research Award

**Publications:**

1. Review of Par Kumaraswami (ed.), *Rethinking the Cuban revolution Nationally and Regionally: Politics, Culture and Identity* (Wiley, 2012), *New West Indian Guide* 88, 1 & 2, 2014.
2. Review of Martin Carnoy, *Cuba's Education Advantage* (Stanford, Stanford University Press, 2007), *Socialism and Democracy* 55, Vol. 25, No. 2, July 2011
3. "The Case of the Cuban Five: An Update", Panel, Left Forum, Pace University, New York, 2011.
4. Co-Editor, "Cuban Perspectives on Cuban Socialism," *Socialism and Democracy*, 52, Vol. 24, No. 1, March 2010.

5. "Dissecting the 'conspiracy to commit murder' charge in the case of the Cuban Five," Panel, Left Forum, Pace University, New York, 2010.
6. Review of Alexander I. Gray and Antoni Kapcia (editors), *The Changing Dynamic of Cuban Civil Society* (Gainesville: University Press of Florida, 2008), *Journal of Latin American & Caribbean Anthropology*, Fall 2009.
7. "Cuba, transition to socialism and government," and "Cuban revolutionary government," in Immanuel Ness (ed.), *International Encyclopedia of Revolution and Protest: 1500 to Present*, Wiley-Blackwell Publishing, March 2009.
8. "Response to a Misinformed 'Left' Critique of Cuba," *Socialism and Democracy* 44. Vol. 21, No. 2, July 2007.
9. "Electing Cuba's National Assembly Deputies: Proposals, Selections, Nominations, and Campaigns," *European Review of Latin American and Caribbean Studies*, No. 82, April 2007.
10. "The Lawmaking Process in Cuba: Debating the Bill on Agricultural Cooperatives," *Socialism and Democracy* 38, Vol. 19, No. 2, July 2005, 19 pages.
11. "The Cuban National Assembly and Political Representation," In Max Azicri and Elsie Deal (eds.), *Cuban Socialism in a New Century* (Gainesville: University Press of Florida, 2004),
12. *People's Power: Cuba's Experience with Representative Government*, updated edition (Boulder: Rowman and Littlefield, 2003), 292 pages
13. Co-Editor, *Cuba in the 1990s: Economy, Politics and Society*, *Socialism and Democracy*, Issue 29, Vol. 15, No. 1, Spring-Summer 2001, 174 pages.

### **Presentations at Conferences**

1. Panelist, discussion of *Cuba Since the Revolution of 1959* by Samuel Farber, Left Forum, Pace University, March, 2012.
2. Panelist and panel organizer, "Cuba Update," Left Forum, Pace University, March 2011.
3. Panelist and panel organizer, "Terrorism against Cuba and the Case of the Cuban Five," Left Forum, Pace University, March 2010.
4. "Electing Cuba's National Assembly Deputies: Proposals, Selections, Nominations, and Campaigns," paper given at the Latin American Studies Association Annual Meeting, San Juan, Puerto Rico, March, 2006.

### **Professional Activities**

1. Editorial Board, *Socialism and Democracy*
2. Associate, Columbia University Seminar on Latin America
3. Faculty Fellow, The Cuba Project, the Bildner Center for Western Hemispheric Affairs, Graduate Center/CUNY
4. Unit Coordinator, Behavioral-Social Sciences Department, Hostos Community College/CUNY

**Kristopher Bryan Burrell, PhD.**

365 Fifth Avenue  
New York, NY 10016  
(917) 701-2116  
Kburrell@gc.cuny.edu

***Education***

PhD., United States History, City University of New York Graduate Center, New York, New York, September 14, 2011

Dissertation: Crossroads: New York's Black Intellectuals and the Role of Ideology in the Civil Rights Movement, 1954-1965

B.A., History and Black Studies with *Cum Laude*, Claremont McKenna College, Claremont, California, 1999

**Research Interests**

African American History  
Twentieth Century United States History

***Publications***

“Where From Here? Ideological Perspectives on the Future of the Civil Rights Movement, 1964-1966.” *Western Journal of Black Studies*. Vol. 36, No. 2 (Spring 2012), pp. 137-148.

“Segregated Schools: Educational Apartheid in Post-Civil Rights America and Unfinished Business: Closing the Racial Achievement Gap in Our Schools.” *Radical Teacher Magazine* 77 (Spring 2007): 36-38.

“Harlem.” *Encyclopedia of American Urban History*. Vol. 1: 322-324. Thousand Oaks, Ca.: Sage Publications, 2007.

“Would *Brown* Make It to New York City? The First Phase of the Battle for School Integration, 1954-1957.” The Benjamin Hooks Institute Working Papers Series. October 2003.  
URL: [www.memphis.edu/benhooks/publications.php](http://www.memphis.edu/benhooks/publications.php).

“African American Philanthropy Literature Review.” Contributor. Donor Research Project. Center on Philanthropy and Civil Society, City University of New York Graduate Center. Fall 2003.

[http://www.philanthropy.org/programs/literature\\_reviews/african\\_american\\_lit\\_review.pdf](http://www.philanthropy.org/programs/literature_reviews/african_american_lit_review.pdf).

“Bob Lewis’ Encounter with the ‘Great Death:’ Port Jervis’ Entrance into the ‘United States of Lyncherdom.” Minisink Valley Historical Society, 2003.

“Emancipation, Elevation, and Education: Black Educational Institutions in New York City during the 1830s.” The Benjamin Hooks Institute Working Papers Series. October 2002. URL: [www.memphis.edu/benhooks/publications.php](http://www.memphis.edu/benhooks/publications.php).

### ***Fellowships, Scholarships, and Honors Received***

National Society of Colonial Dames Fellow  
May 2009-April 2010

CUNY Graduate Writing Fellowship  
May 2006-August 2008

CUNY Graduate Teaching Fellowship  
September 2004-August 2006

“Memphis State Eight” Paper Prize, Third Place. Fifth Annual Graduate Student Conference in African American History at the University of Memphis.  
September 2003

William Randolph Hearst Assistantship for the Study of Philanthropy  
April 2001

University Student Senate of the City University of New York Merit Scholarship  
October 2000

CUNY MAGNET (Minority Access Graduate Network) Fellowship  
September 1999-May 2003

### ***Presentations and Speeches***

“For the Soul of America: Black Intellectuals, the Civil Rights Movement, and the Crisis in American Liberalism in the Mid-1960s.” Gotham Center for New York City History Forum, “Aspects of the African-American Experience in New York City,” CUNY Graduate Center, New York, New York, February 6, 2013.

“John Hope Franklin Speaks with CUNY Youth.” Participant in Panel Discussion with Dr. John Hope Franklin at the City University of New York Black Male Initiative Conference, John Jay College, New York, New York, April 2006.

“Would *Brown* make it to New York City? The First Phase of the Battle for Public School Integration, 1954-1957.” Paper presented at the Fifth Annual Graduate Student Conference in African American History, University of Memphis, Memphis, Tennessee, September 2003.

“Emancipation, Elevation, and Education: Black Education in New York City during the 1830s.” Paper presented at the Fourth Annual Graduate Student Conference in African American History, University of Memphis, Memphis, Tennessee, October 2002.

### ***Employment***

Substitute Assistant Professor, Behavioral and Social Sciences Department—Hostos Community College, New York  
January 2013-Present

Adjunct Assistant Professor, Behavioral and Social Sciences Department—Hostos Community College, New York  
September 2009-December 2012

Tutor, Academic Learning Center—Hostos Community College, New York  
February-May 2012

Adjunct Assistant Professor, History Department—City College of New York, New York  
January-May 2012

Adjunct Instructor, History Department—Baruch College, New York  
June-July 2011, 2012

Adjunct Instructor, History Department—Hunter College, New York  
June-July 2003-2011

Teaching Assistant, Urban Studies Department—Barnard College, New York  
January-May 2009, 2010

Adjunct Instructor, History Department—Baruch College, New York  
September-December 2008

Graduate Writing Fellow, CUNY Writing Across the Curriculum Program—Borough of Manhattan Community College, New York  
September 2006-August 2008

Adjunct Instructor, History Department—Hunter College, New York  
September 2003-August 2006

### ***Courses Taught***

United States History through the Civil War  
United States History from Reconstruction to the Present  
African American History—Reconstruction to the Present  
United States Society—Development of the US and Its People  
World History to 1500  
Modern World History

### ***Committees and Professional Development***

Writing Across the Curriculum Program—Behavioral and Social Sciences Department—Hostos  
Community College  
February 2013-Present  
Panelist—“Expanding the Employment Horizons of History Ph.D.’s”—American Historical  
Association  
January 5, 2013

Executive Committee—History Department—CUNY Graduate Center  
September 2006-May 2007

Faculty Membership Committee—History Department—CUNY Graduate Center  
September 2004-June 2005

Graduate Council—History Department—CUNY Graduate Center  
November 2002-June 2004

Admissions Committee—History Department—CUNY Graduate Center  
September 2000-May 2006

### ***Member Organizations***

American Historical Association

**Stefan Bosworth, Ph.D.**  
418 West 146th Street  
(h) \* (646) 271-1241 (c)  
New York, NY 10031  
Drbosworth@Hotmail.com

(718) 518-6781 (w) (212) 862-3973

**E-mail:**

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**OBJECTIVES:** To obtain a position that will allow me to do research on the diverse backgrounds of our students. To design, implement, and teach sociology in ways that will excite and stimulate students. And to develop a better understanding of them as students therefore provide a more effective education for them.

**EDUCATION:**  
1987 **The Graduate Center, The City University of New York**  
Doctor of Philosophy in Sociology

**EXPERIENCE:**  
1/10 to Present **Adjunct Professor in the Department of Social and Behavior Science**  
**Hostos Community College, The City University of New York**

class=Section2>

- Taught Introduction to Social Science
- Taught Introduction to Sociology
- Taught American Government
- Taught United States History

1/09 to 1/10 **Assistant Director of the New Student Advisement and Retention**  
**Services**

**Hostos Community College, The City University of New York**

- Advise new Students
- Advise transfer students
- Advise students on academic probation
- Help to supervise a staff of full time and part assistants  
Work on tap audit

01/08 to 12/08 **Adjunct Professor in the Department of Social and Behavior Science**  
**Hostos Community College, The City University of New York**

class=Section3>

- Taught Introduction to Social Science
- Taught Introduction to Sociology
- Taught American Government

- Taught United States History

01/04 to 12/07  
**Behavior Sciences**

**Substitute Assistant Professor in the Department of Social and**

**Hostos Community College, The City University of New York**

- Teach Criminal Justice
- Teach United States History 1877 to the Present
- Teach American Government
- Teach Bureaucracy
- Counsel students in their field of career interest
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01/97 to 01/04

**Coordinator of Pre-Health Advisement, Yeshiva University**

- Counseled students interested in a health related career
- Worked with deans and faculty to develop Innovative programs to support student success in the health sciences
- Acted as liaison between Yeshiva University and Health Science programs (particularly medical, dental and optometry programs)

class=Section4>

09/97 to 01/04

**Adjunct Professor in the Department of Social and Behavior Science**

**Hostos Community College, The City University of New York**

class=Section5>

- Taught Introduction to Social Science
- Taught Introduction to Sociology
- Taught American Government
- Taught United States History

09/96 to 1998  
**Studies, Empire**

**Adjunct Professor in the Harry Van Arsdale Center For Labor**

**State College, The State University of New York**

- Taught introductory and advanced sociology courses
- College English

09/90 to 06/95  
 02/01 to 2003

**Adjunct Professor in the Department of Social Science, Borough of**

**Manhattan Community College, The City University of New York**

- Taught introductory and advanced sociology courses

09/93 to 07/95

**Assistant Professor, Sophie Davis School of Biomedical Education,  
 The City University of New York**

- Taught in the behavior science department on the social basis of the family
- Taught students in chemistry and bio-chemistry how to succeed in those courses
- Counseled students who experienced difficulties in the program



09/90 to 07/92

**Director of the Student Learning Center  
Lehman College, The City University of New York**

- Created and directed the Student Learning Center
- Developed funding sources for the Learning Center
- Interacted with faculty to develop methods of teaching to improve retention rates particularly among minority students
- Co-developed and taught in pre-freshman summer programs
- Developed and implemented the teaching of learning and study skills workshops
- Redesigned and directed the Freshman Orientation Course
- Hired, directed and trained peer tutors

08/89 to 07/90

**Lecturer/Science Supervisor; University of California, San Diego**

- Taught courses in educational methodology educational sociology and science education
- Supervised science interns in the secondary schools
- Acted as a liaison between the Teacher Education Program and the secondary school districts where the program placed student interns
- Mentored graduate students in education

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:**

- American Sociological Association

**PRESENTATIONS:**

2/13

Co- presented a on A Comparison of the Immigration Experience of Three Generations of Dominican and Puerto Rican Women at the National Association of Latino Scholars, in Baton Rouge, Louisiana

08/07

Presented paper “Religion: The Effects of Immigration Among Three Generations of Dominican and Puerto Rican Women” with Professor Rosie Soy, Annual Conference American Sociological Association; New York, NY

02/07

Immigration on

Presented paper “The Importance of Family and the Effects of Its Structure Among Three Generations of Dominican Women NAAAS; Baton Rouge, LA

- 08/01 Presented paper “The Effects of Immigration on Work Among Three Generations of Dominican and Puerto Rican Women” with Professor Rosie Soy, Annual Conference American Sociological Association; Anaheim, CA
- 08/00 Presented paper “The Effects of Immigration on Three Generations of Dominican and Puerto Rican Women” with Professor Rosie Soy, Annual Conference American Sociological Association; Washington. D.C.
- 08/99 Presented paper “The Effects of Immigration on Family Structure Among Three Generations of Dominican and Puerto Rican Women” with Professor Rosie Soy, Annual Conference American Sociological Association; Chicago, IL
- 08/98 Presented paper “The Effect of Immigration on the Courtship and Marriage Among Three Generations of Dominican and Puerto Rican Women” with Professor Rosie Soy, Annual Conference American Sociological Association; San Francisco, CA
- 09/96 With Professor Rosie Soy, Presented paper “Dreams Goals and Hopes - Struggle for a Better Tomorrow” - A discussion of the Effects of Immigration on Three Generations of Dominican and Puerto Rican Women,” Puerto Rican Studies Association; San Juan, PR
- 04/92 With Dr. Wes Brown and Dr. Karen Quinn “Towards a Knowledge Base of Learning Assistance” College Reading and Learning Association; San Francisco, CA
- 11/91 “A Discussion of Methodologies for Increasing Retention Rates Among Minority Students in the Sciences” Midwest College Learning Center Association; Madison, WI
- 03/90 “The Development of Study Groups to Increase the Retention Rates of Under Represented Students in the Sciences” National Association of Developmental Educators; Boston, MA

## **GRANTS**

1989

Vice Chancellors Office for Academic Affairs

OASIS Program, University of California; San Diego, CA

1988  
(FIPSE) Co-Authored Fund for the Improvement of Post secondary Education

Science Division, City College of New York; New York, NY

1987 Co-Authored State of Albany Grant

Science Division, City College of New York; New York, NY

1986 Co-Authored City University of New York Grant

Science Division, City College of New York; New York, NY

### **PUBLICATIONS:**

1986 & 1994 With Dr. Marion Brisk. Learning Skills for the Science Student, H&H Publishers Clearwater, FL Second Publication West Publishers: Boston, MA

1986 “Teaching of Problem Solving Skills,” Journal of College Reading and Learning, Vol. XIX

1990 & 1993 With Dr. Marion Brisk. Learning Skills Supplement for General Chemistry Textbook West Publishers: Boston, MA

1991 With Dr. Ronald Drucker and Dr. Edgar Schnebel. How to Prepare for the ACT (Science Section). Prentice Hall: New York

1992, 1993, & 2000 With Dr. Marion Brisk, Dr. Ron Drucker, Dr. Denise Garland, Dr. Edgar Schnebel, Professor Rosie Soy, The MCAT Practice Exam Book, Prentice Hall: Englewood Cliffs, NJ

1992, 1993, 1996 With Dr. Ronald Drucker, Dr. Denise Garland, Dr. Edgar Schnebel and Professor Rosie Soy,  
& 2000 How to Prepare for the MCAT, Prentice Hall: Englewood Cliffs, NJ

2000, 2002 & 2004 With Professor Rosie Soy, How to Prepare for the Verbal Reasoning Section of the MCAT Prentice Hall: Englewood Cliffs, NJ

2000 Book review of a social study of Cuba’s local political system called Cuba, By Peter Roman, in the journal North American Congress on Latin America. March/April

2002 & 2003            With Dr Ronald Drucker, Dr. Denise Garland, Dr. Edgar Schnebel and  
                                 Professor Rosie Soy, MCAT Success, Thompson Peterson:  
                                 Lawrenceville, NJ

2007                      With Dr Ronald Drucker, AP\*/Honors Chemistry Problem-Solving  
Companion, Peoples                      Publishing: Saddlebrook, NJ

2008                      With Professor Rosie Soy, ‘The Effects of Immigration on Three  
Generations of                      Dominican Women.’ in collection of Paper Series. Dominican Studies  
Institute:                      New York