

CUNY BACCALAUREATE DEGREE PROGRAM for Unique and Interdisciplinary Studies

MENTORGRAM

An occasional communication with colleagues serving as mentors to CUNY Baccalaureate students.

December 2007

AREAS of CONCENTRATION: NEW EXAMPLES

[Please refer to the Area of Concentration Checklist on the reverse side.]

Costume Archiving for the 21st Century with Computer and Video

<i>Student: Jennifer Arnold</i>	<i>Mentor: Prof. Kelly Anderson, Film and Media, Hunter</i>
Hunter College	THEA 402 Independent Research
Brooklyn College	HIST 69.1 Introduction to Archival Management
Hunter College	MEDI 281 Portable Video Production
Hunter College	MEDI 290 Developing Video Documentary
Hunter College	MEDI 311 Documentary Video Production
Hunter College	MEDI 498 Internship (Museum of the City of New York)
Hunter College	MEDI 312 Advanced Documentary Digital Editing
SUNY FIT	HIST 344 History of Western Costume
Hunter College	MEDI 283 Electronic Newsgathering
Hunter College	MEDI 399 Critical Perspectives

Urban Music and Multimedia

<i>Student: Shawn Bacot</i>	<i>Mentor: Prof. Andrew Tomasello, Fine and Performing Arts, Baruch</i>
Baruch College	MUS 5000 Independent Study Music 1 (Music Production Techniques)
Baruch College	MKT 4555 Internet Marketing
Baruch College	BLST 3013 Mass Media and Black Americans
Baruch College	MUS 5051 Internship in Music Management (DefJam Records)
Baruch College	ART 3050 Intermediate Graphic Communication
City College	ART 295 2D Imaging
City College	ART 395 Design for the World Wide Web
City College	ART 395 Multimedia 1
Baruch College	MUS 3018 Music in the City

Environmental Issues

<i>Student: Michelle Sahli</i>	<i>Mentor: Prof. Patrick Brock, Earth and Environmental Sciences, Queens</i>
Queens College	CHEM 240 Environmental Chemistry
Queens College	GEOL 210 Water Resources and Conservation
Queens College	GEOL 270 Geochemistry of Global Environments
Queens College	POLSC 287 Law, Politics and the Environment
Queens College	ECON 228 Economics of the Environment
Queens College	ENSCI 373 Environmental Problem Solving
Hunter College	PGEO 363 Environmental Hazards
Hunter College	BIOL 304 Environmental Biology
Queens College	BIOL 201 Microbiology
Queens College	BIOL 230 Introduction to Biometrics
Queens College	BIOL 682 Environmental Biology
Queens College	ENSCI 393 Internship (TBA)

PLEASE COMPLETE THE CUNY BA PROGRAM FACULTY MENTOR SURVEY
<http://chnm.gmu.edu/tools/surveys/4118/>

*The third annual **Thomas W. Smith Graduate Scholarship** was awarded to **David Hamilton Golland**, a former CUNY BA-Smith Fellow currently enrolled in the CUNY Graduate Center. Here is an excerpt from David's acceptance speech.*

Seven years. Seven. Must be my lucky number. Twenty-one years ago--a multiple of seven--I started on my high school soccer team--as #7. And it's been seven years since I was a Smith Fellow, in the year 2000. In seven years, I've taken my Smith Fellowship and earned my BA, taken an MA at the University of Virginia, and am now only a year or so away from a PhD here at the CUNY Graduate Center. Seven years ago I started seeing another student very frequently; today we're married...

I should speak in brief about the topic of my research, which recently took me to musty libraries all over the country, but currently keeps me sequestered most days in front of the computer. I am writing a history of equal employment opportunity in the construction industry during the 1960s. As the Civil Rights movement picked up steam, with freedom rides, church bombings, lunch-counter sit-ins, and the showdown at the schoolhouse door, African-American workers were being railroaded out of a chance for a better future by segregated union locals, whites-only hiring policies, and Jim Crow apprenticeship programs, in Northern cities at least as much as in the South. What made the situation even more intolerable was the high visibility of federally-funded construction projects in the urban renewal areas, where blacks lived but whites worked. My research is on the attempts of Civil Rights organizations, as well as organized labor, to address the issue, and the public-policy response of the Johnson and Nixon administrations. Now that my archival research is completed, I intend to use this fellowship to travel for interviews with people who were part of this important aspect of our nation's history.

Where will you be in seven years? Some of you might be, like me, on the verge of a PhD. Some of you will be doctors, some lawyers, and some will already be successful entrepreneurs. One of you will be standing here speaking to new Smith Fellows. But I know for sure that every one of you will be doing something important. I say this with confidence, because you are Smith Fellows and CUNY Baccalaureate students. You know, the Honors College may get all the press, with its fancy laptops and subway-car advertisements, but CUNY BA students are what this university is really all about--strivers trying to get something more, with the creativity and passion that has already earned you the admiration and respect of your peers and professors. You are the real reason for CUNY's existence. I am honored to stand with you tonight and to once again thank Thomas W. Smith and the CUNY Baccalaureate Program for everything they do. Thank you very much.

Area of Concentration (AOC) Checklist

Below are the major points to consider when working with your Mentee and reviewing area forms.

1. _____ Single area: a minimum of 8 courses/24 credits is required.
Dual area: a minimum of 6 courses/18 credits in each area is required.
Both course and credit minimums must be met. Mentors can require more. When listing more than 8 (or 6) courses, there is a place on the form for the mentor to indicate whether the student must complete *all* courses or just the minimum. Courses must be on the intermediate or advanced level (generally having at least one prerequisite in the same discipline).
2. _____ The title of the AOC is appropriate and accurately reflects the chosen courses.
3. _____ The courses make up a coherent plan of study that increases in complexity over time.
4. _____ The courses will prepare the student for graduate study.
5. _____ Each course is from a department at a senior college that offers a BA or BS in the related field. Graduate courses can be included.
6. _____ If using prior-to-CUNY BA courses, at least 50% of the AOC will be completed as a CUNY BA/BS student. Also, no more than 50% of the courses can be used from outside CUNY.
7. _____ For all AOCs in Psychology, Experimental Psychology must be included.
8. _____ All courses are being taken for letter grades (not Pass/Fail or Credit/No Credit, unless a particular course is only offered P/F or CR/NC).
9. _____ Two mentors are needed for interdisciplinary areas and for dual areas.
10. _____ Two independent studies/internships can be used. If there is an academic reason to include more, this should be justified to the Program Academic Director. The student must provide the mentor and the Program Academic Director with a 1-2 paragraph description at the conclusion of each.

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