Costume Archiving for the 21st Century with Computer and Video

Student: Jennifer Arnold  
Mentor: Prof. Kelly Anderson, Film and Media, Hunter

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

Student: Shawn Bacot  
Mentor: Prof. Andrew Tomasello, Fine and Performing Arts, Baruch

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

Student: Michelle Sahli  
Mentor: Prof. Patrick Brock, Earth and Environmental Sciences, Queens

Queens College  
CHEM 240  Environmental Chemistry
Queens College  
GEOI 210  Water Resources and Conservation
Queens College  
GEOI 270  Geochemistry of Global Environments
Queens College  
POLS 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)
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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