TRANSFORMING
THE FACE OF EDUCATION

The renovation of Huntington Hall will create a space for collaboration and community engagement.
Spector/Warren Fellowship: 
TEACHING and LEARNING 
THE LESSONS OF THE HOLOCAUST
DEAR FRIENDS,

In this issue you'll find an article about the construction at Huntington Hall that began this summer. And this is not simply a modernization of a beautiful, high ceilinged well windowed building. It is a return to the historic roots of the building, with a sweeping entry to the original center of the structure. The planned construction will bring a new presence for Education on campus.

Orientation. As people walk up the main entrance to campus on University Avenue, they will see a dramatic glass wall at the center of Huntington Hall. For the first time in 30 years, the entrance to the School will be dramatic and obvious. As people enter the building, they will immediately know they are in the center of the Education building.

Access. The entrance will welcome all through a totally accessible broad entrance, lined with places for students and others to sit and converse or to gather at annual functions such as family weekend, Orange Central, and commencement.

Meeting ground. The entrance leads to a main hall, the Sharon H. Jacquet Commons. It is to be named for a University Trustee and one of our distinguished alums who has helped make this project possible.

Belonging. More than anything, we imagine that the new, dramatic entrance, a space that will glow at night, will act as a beacon for education.

Vision. From inside of the Sharon H. Jacquet Commons, students, faculty, staff and visitors will be able to look out on the juncture of University Avenue and Marshall Street, a location of nearly every spontaneous celebration that the campus experiences.

I look forward in a year to welcoming you to this exciting new space!

Sincerely,

DOUGLAS BIKLEN, DEAN
GLOBAL PERSPECTIVES

4 Timothy Eatman
   Scholar-in-Residence in South Africa

   Attended a conference and conducted research in Kenya

6 Yassin Sarr
   Founded an education program for girls in Gambia

7 Peter Gerhlach
   Traveled to Bahrain and Qatar on a teaching fellowship

STUDENT FOCUS

8 So Happy in Life Right Now
   Teaching assistant Micah Fialka-Feldman

10 Bridge to the City Program
   Student teaching in NYC schools

12 Spector/Warren Fellowship
   Teaching and learning the lessons of the Holocaust

15 BCCC Wins Orange Circle Award
   Student organization honored for advocacy work

PAST PRESENT FUTURE

16 The Changing Face of Huntington Hall
   Long-awaited renovations will serve future generations of educators
40-Year Anniversary
The CHP celebrates four decades of work with a two-day conference and reunion

Mourning the Loss of Alumni and Faculty
Henry A. Bersani, Jr. G’73, G’82, John W. Briggs, Cheryl L. Spear G’03, Wolf Wolfensberger

Getting to Know New Faculty
Kevin Heffernan, Stephen Kuusisto, Mario Rios Perez, and Qiu Wang

New to the Bookshelf

Teaching Leadership
Joseph P. Cangemi G’64

Supporting the Future
A Message from Victoria Kohl
School of Education faculty and students benefit from direct interaction with the people and education systems of other cultures. Here are snapshots of some of their international research and service projects.

MY OPPORTUNITY TO SERVE AS AN EXTERNAL EXPERT FOR THE UNIVERSITY OF THE FREE State (UFS) and engage with some of its traditional civic engagement practices was both illuminating and challenging. It quickly became clear to me that UFS is faced with many of the same issues involving civic engagement and public good works as American universities. Rather than traveling to South Africa and explaining the practices most used in American higher education, I was able to learn from UFS, comparing its civic engagement strategies to other universities around the world, as well as open an intercultural dialogue between professionals and community members.

I was invited by Rector Jonathan Jansen of UFS to interview top university officials, in addition to meetings with committee representatives, administrators, faculty, staff, students, and community members. I learned the different ways the UFS community thinks about service work and how it relates to the dynamic socio-political environment of the community. Anxieties abound regarding how community engagement fits into higher education as an integral part of society and campus culture. At the end of my trip, I gave a lecture titled “Public Scholarship and the Democratisation of Knowledge in the Engaged University,” allowing me to share my personal experiences and emphasize the importance of art as a dimension of knowledge, including a traditional dance performance by my daughter, Jasmin.

Although UFS seems to be a world away from America, it has an educational atmosphere similar to that of the United States, and it struggles with many of the same higher education issues. Just as Americans are focused on getting the most from civic engagement practices and emphasizing community involvement as a key component to higher education, the members of the UFS community are also experimenting and learning how to best fit civic works into education. Not only did I leave UFS with rubrics for planning and assessing engaged scholarship and new ideas about the value of engaged scholarship, but I also left with a better understanding of how the human spirit can affect higher education and the effectiveness of civic engagement practices. Respecting the life of the spirit in all humans can help emphasize the positive effects community works can have for oneself and one’s community. American universities as well as UFS still have a long way to go in civic engagement, but this is no doubt an important era in which we can catalyze our expansion of understandings of knowledge creation.
LAST SUMMER WE WERE FORTUNATE TO TRAVEL TO KENYA, where we attended the 2nd International Conference on Education (ICE) at Kenyatta University, along with some other colleagues from the Syracuse University School of Education. While there, in addition to attending and presenting at the conference, we were able to meet potential participants for our qualitative study, titled “Professional identity, practice, and development of Kenyan teacher-counselors,” and begin the interview process. Our research revealed some interesting and unexpected themes, and we are excited to continue interviewing candidates via telephone. We were fortunate to get a variety of stakeholders to consent and participate (teachers, teacher-counselors, teacher-counselor educators, principal/head master, community counselor, psychiatrist, family).

Our research utilized an inductive and applied ethnographic design to better understand the perspectives and experiences of educational stakeholders in Kenya, specifically as related to the professional work of teacher-counselors.

Emergent findings include observations related to recognized gaps in training, as well as systemic challenges impeding access to resources and services. Additionally, participants observed several specific areas in which future instruction and supervision could be offered.

Our hope is to be able to use the findings to inform our development of a professional development training that we could deliver at Kenyatta University, in conjunction with the 3rd International Conference on Education in July 2013.

While the opportunity to meet with study participants and begin interviewing was essential to this research study, of equal importance to us as a research team was the chance to experience elements of life in Kenya. This trip—this tremendous opportunity afforded to us with support from the Joan N. Burstyn Award for Collaborative Research in Education—was nothing short of life changing. From driving along bumpy unpaved roads to passing through the pristine neighborhoods of international diplomats, from meeting impassioned educators and educational activists to greeting children selling bracelets roadside to support their families, and from experiencing the rich tribal traditions in rural areas to seeing the congestion and commerce of Nairobi, Kenya struck us as place of incredible beauty and strength as well as struggle and need.

The momentum of the educational reform movement in Kenya and the trust in education as a tool for change was clear through the energy felt at the conference. This profound belief in the power of educational systems to transform lives gave new meaning to the potential value of our current study. Connected to that, the opportunity to work together as a collaborative team of faculty, doctoral student, and alumnus gave us all a deeply shared appreciation for the value of bringing together experiences and interests to work as one.
YASSIN SARR

Program of Study: Doctoral student in Teaching & Curriculum

Focus: Founded Starfish International to provide educational opportunities to young girls in her native country of Gambia.

GROWING UP IN THE GAMBIA, WEST AFRICA, my parents valued my education. Neither my brother nor I had to worry about school fees. Even if I knew money was tight, I knew I would not be turned away from school. I consider my education one of my highest achievements in life, and I wanted to be able to give that opportunity to other young Gambian girls. That’s how the Starfish International Program was born.

My husband, David, and I created Starfish International as a nonprofit organization to advance multicultural education and community building for young Gambian girls. Friends and donors have been our angels since the beginning, and their continuous help is making our dream slowly become a reality. Our pilot year had four teachers traveling to our site in The Gambia, guiding 100 girls for ten weeks in the summer, teaching English classes, building a reading room, and conducting vocational counseling.

Ultimately I hope to build a complete academy, running smoothly by 2013. I hope the girls will find this journey through the Starfish International Program as personal as my journey has been creating it. I have four main goals for our students: help them clarify and set their personal life goals, inspire them to see their place in the world, help them build self-confidence and self-reliance, and teach them to be their own best advocates. All of these things I believe will help the Starfish girls become independent, educated women who have the confidence to positively contribute to society in their own special ways.

When I try to describe our work in The Gambia I think, “How does one pick out remarkable events from a series of miracles?” The biggest thrill, for me, is watching the girls grow to personify the Starfish qualities of Knowledge, Independence, Service, Nobility, and Courtesy. The girls come to us, mostly unsure about their place in the world and grow to be confident young women who can articulate their goals and map out concrete ways of manifesting their purpose and contributions. I am also moved by the tremendous support men provide for this girls’ program. I have always believed that men should be equally passionate about the realization of gender equality, but seeing it in action is something inspiring beyond words. From the mason who worked all night and all day to see to it that the library was completed and opened on time to the numerous fathers who came to ask for scholarships for their daughters, I always leave The Gambia feeling hopeful about progress toward gender equality.

Through Starfish International, I have an even stronger faith in the goodness of humanity. To be able to announce to all 100 girls and their parents that their fees ($75 per student) were being covered by American donors, and see the children fill the library at 8 a.m. every morning was more rewarding than I could have dreamed. An added thrill was the cultural exchange that occurred amongst the administrators and American volunteers. The Americans from Starfish International were embraced by The Gambia’s citizens in a way that reaffirmed my belief in the oneness of humanity. By promoting the education of women, I truly feel we are contributing to the sustainability of a global community.
as my doctoral studies focus on international education and globalization, the opportunity to travel to Bahrain and Qatar on a TEACH (Teachers Educating Across Cultures in Harmony) Fellowship organized by the BUSACC was too good to pass by. And yet, getting to the Middle East was not so straightforward. After being accepted to the program, the trip was rescheduled due to political and social unrest in spring 2011. After the King of Bahrain’s declaration of martial law and a three-month state of emergency were lifted, we were at last cleared for departure to the Persian Gulf at the end of May 2011. Now more than ever, I understood that I would be confronting Western assumptions and expectations about the Middle East. I decided it was crucial that I go with an open mind.

The twelve other participants and I, all of us educators from around the U.S., were in Bahrain and Qatar primarily to visit schools and universities, observe classes, and to engage in discussions about these nations’ states of education. The main focus of the program was to exchange ideas, to listen openly, and to learn about the relationships between education, the economy, and society, as well as the roles and significance of political and energy sectors. We took notes, asked questions and compared, fairly, I think, the U.S., Bahraini, and Qatari educational systems. In addition to visiting public and private schools and universities, we met with ministers of education, executives of oil companies, and local and international NGOs to understand the lives of the students, faculty, administrators, and families.

The TEACH Fellowship reaffirmed, just as my time as a Peace Corps Volunteer in Mongolia (2007-09), my belief in the importance of having an international focus. As an American and as an international educator, I am obliged to go abroad. Indeed, I learned much from my visit to Bahrain and Qatar. Once again, I saw that as educators in a globalizing world, we must collaborate with professionals from other countries. Moreover, as people, we must always seek to learn more and to learn from others, particularly those from different cultures and backgrounds for they help us see, experience and understand the world in which we live and the many knowledge in it. Finally, this trip gives me pause to appreciate how fortunate I am to have these kinds of opportunities; it is healthy and necessary to be regularly reminded how powerfully inaccurate our perceptions and our beliefs can sometimes be, especially about people—and places and cultures—we believe are most unlike ourselves.

I am grateful to the BUSACC and to the kind, welcoming, and generous people of Bahrain and Qatar who hosted us and who shared their lives with my fellow participants and me. Indeed, this experience taught me a lot about taking advantage of once-in-a-lifetime opportunities, the importance of learning by doing, and the incredible humility gained by helping to make the world a smaller place while being so far from home.
So happy in life right now

Micah Fialka-Feldman opens his backpack to pull out his work binder with a smile on his face. It’s a simple, black binder with a piece of paper on the front that reads, “Micah Feldman, Teaching Assistant, SPE 311—Perspectives in Disabilities.”

The paper on top lists all of Micah’s responsibilities as a teaching assistant to Professor Wendy Harbour’s class, including grading papers, giving presentations on personal experiences, keeping attendance, teaching classes on specialty topics, and more.

“I’m looking forward to the challenge,” Micah says.
Now that Micah is working as a Syracuse University TA, he speaks to his students about his past experiences as a student with a disability. He was diagnosed with a cognitive disability when he was a child and has had to overcome educational, social, and legal challenges, especially in higher education.

Micah was admitted to Oakland University in his home state of Michigan in 2007 through the Oakland University Post-Secondary Transitions program. The three-year program allows students to audit classes, paying a fee equal to tuition, but not receive a degree. Micah attended class and socialized with regular college students, but ran into problems when he wanted a fuller college experience by living on campus. He applied for housing and the university approved him at first, but then denied him claiming that campus housing was reserved for degree-seeking students only. Micah, however, believed the school was discriminating against him because of his disability.

“They said I wouldn’t be able to get out of the building on my own if there was a fire drill,” Micah says. “They didn’t think the other students would be friends with me.”

He sued Oakland University for housing rights, and though the process was long, he had much support from friends and classmates. Students and faculty from Oakland University gathered over a thousand signatures to support Micah’s housing request, and he ultimately won his case against the university. Micah moved into a double-sized dorm room and was happy for the independence that comes with living on campus away from home.

“I was just excited to go to college and have the college experience,” Micah says. “Most disabled students stop at high school.”

Micah now uses this personal experience, and many others, to advocate for inclusive education and social atmospheres on college campuses for all disabled students. He has been involved with this advocacy for many years, but now at the post-secondary level, Micah has been making an impact in an even greater way with speaking events and conferences. He produced his own documentary film about his journey in inclusive education, “Through the Same Door,” and has been featured on NPR and CNN.

The move from Michigan to Syracuse was a big life change, but Micah has had a lot of support from friends and colleagues. He is a member of the Beyond Compliance Coordinating Committee, a SU student group which focuses on creating an inclusive climate on college campuses and shaping disability as a form of diversity. He’s also on the board of the National Youth Leadership Network, which supports young adults with disabilities and promotes leadership development for them so they can become the next group of advocates for the Disability Rights Movement. Micah hopes his work will make a difference in the lives of other students like him living with disabilities, helping them realize that everyone has a right to be included.

“Inclusion in education and elsewhere is important to me because it helps people explain others with disabilities. I don’t know if I would have thought about inclusion if I wasn’t being included with groups already.”

He became involved with Syracuse University when he learned about the Taishoff Center for Inclusive Higher Education. He was asked to speak at the Center’s 2011 DisAbled & Proud Conference about his college housing struggle. The conference, and Syracuse, left an impression on Micah. “There was every kind of person, and every kind of disability,” Micah says. “No one was left out.”

After DisAbled & Proud, Micah continued to research the SU School of Education and learned of its long commitment to special and inclusive education. He was offered a teaching assistant position and decided to make the move to Syracuse. He’s excited about being in a classroom with a new audience of students, and enjoys participating in open dialogue with students interested in disability studies.

“I hope the students feel like they can ask any questions,” Micah says. “I hope they don’t think my disability gets in the way.”

As Micah continues his educational endeavors, he also hopes to inspire disabled students to pursue a college education if they know that’s what they want out of life.

“If you want to go to college, it’s up to you to make it happen,” Micah says. “Don’t let others tell you that you can’t do it.”

Inclusion in education and elsewhere is important to me because it helps people explain others with disabilities. I don’t know if I would have thought about inclusion if I wasn’t being included with groups already.
Jina Kim '12 Remembers When She
first heard about the Bridge to the City Program. “I knew about it before I
applied to Syracuse,” she says, “It’s one
of the reasons I applied.”

The Bridge to the City program began
in 2003, and through word-of-mouth
and popularity among its alumni,
has earned prestige at the
School of Education.

The program provides
an opportunity for undergraduates to
get a different experience out of their
required student-teaching semester. In
partnership with three New York City
schools and the 92nd Street Y, the
Bridge to the City program guides student
teachers through their experience in an
urban environment, teaching and living
in the city. Each candidate is placed in
general education and special education
classrooms and, with help from city
school professionals and School of
Education faculty and supervisors, they
teach city students and learn to broaden
their educational perspectives.

There’s a certain drive to teach in the
city that each student has to have in
order to be successful in a program
like this. Some students do it because
they’re interested in urban classroom
settings, and others like Kim do it
because they want to try something new
academically and evolve personally. Kim
says teaching in an urban setting showed
her how to be more creative with the
education tools she learned at Syracuse
and apply them to different students with
different needs.

“My supervisor told me I needed to be
pushed, and that made me take what I
use normally in classrooms and apply it in
new ways in an urban setting,” Kim says.

The program’s eight student teachers
travel to New York City and move into
their new home for the semester—the
92nd Street Y. They are expected to
live at the Y, rather than with family
or friends, because it strengthens the
shared experience of student-teaching.

Thomas Bull, School of Education
Director of Field Relations, says that a
big part of the program is the experience
of living in the city.

“There’s a certain allure of teaching
in an urban setting, and living there only
intensifies the experience,” Bull says.
“Students rely on each other much more
living together and doing similar things
together in their schools.”

Julianne Toce ’12 says that living
with the other student teachers not
only helped her gain a sense of
community in a big city, but
it also helped her when she
struggled with teaching ideas
and coming up with creative
activities for her classes.

“We got to bounce ideas off of each other,” Toce says. “I felt less detached.”

This community of student teachers, from living together and sharing ideas, brought to different classrooms new, fun ways to teach the same, old subjects. Thanks to 3 a.m. trips to Staples and brainstorming time on the subway, student teachers did their best to make each classroom as interactive as possible, using such techniques as scavenger hunts, iMovie videos, and personalized activities to keep kids engaged.

“For a math activity on measuring, I had the kids measure different things in the classroom rather than just what was on paper,” says Kelly Lancaster ’12. “It got them moving around the room and really engaging with what they were learning.”

While adjusting to life in the city and the basic ways of their classrooms, the student teachers learned quickly that kids in the city have different needs and experiences that they bring into the classroom. Bull says student teaching in an urban setting goes far beyond standing in front of a classroom filled with students and reciting directions. Often that approach will get a teacher nowhere.

“In some schools, kids do what you say because you’re the teacher,” Bull says. “That’s not the case in some places, so building trust and respect in these classrooms is important, and it’s a huge take-away for student teachers.”

Nora Giannini ’12 says that as a student teacher helping the main teacher in the classroom, she had to take on her role as an authority figure but also relate to her students on a more personal level in order to achieve success and respect.

“Student teaching was the best time to go there because the students go through a lot of challenges, and the fact that we were able to be with them allowed us to be more emotionally attached and provide support,” Giannini says.

Lancaster says that in order to reach that level of respect between student teacher and student, she had to be aware that each student wanted to be treated as an equal and talk freely about important social topics that arise in their everyday lives.

“These are fifth graders who take the subway to class alone,” Lancaster says. “We took a field trip to Occupy Wall Street. These students are more socially mature. We had to be aware of that and talk to them about real subjects because that’s how they wanted to be treated.”

After long weekdays in the classrooms, sometimes until 8 p.m., student teachers attended School of Education supplemental seminars. Field seminars held at the Lubin House, SU’s center in Manhattan, helped student teachers via polycom audio and video teleconferences with SOE faculty. These seminars ensure that each candidate doesn’t lose connection with the SU campus and reinforces the learning experience by providing more strategies and advice for teaching in urban schools.

These resources lead student teachers to understand their places in urban classrooms, and in the teaching world as a whole. By removing themselves from any kind of pattern they are used to at Syracuse, the student teachers force themselves to broaden their perspectives of teaching and think on their toes every day. It’s not an easy task, but as Kim says, the biggest rewards come from the things in life that push you, and by the end of the experience, you understand your purpose as a teacher.

“This proves that the hard experiences are the ones you learn from,” Kim says. “You learn how to feel rewarded without being paid, and you’re able to say, ‘This is why I’m teaching.’ You question your reasons all the time, but after this experience—you know.”

Jina Kim ’12 leads her group in morning meeting in a Bridge to the City classroom.
SPECTOR/WARREN FELLOWSHIP:

TEACHING and LEARNING
THE LESSONS OF THE HOLOCAUST
Since 2006, the School of Education, in partnership with the Spector/Warren Fellowship for Future Educators, the Spector Family Foundation, and the Holocaust Museum Houston, has provided education students a window into the Holocaust through primary sources and survivor accounts, as well as arming them with new strategies to teach the subject in classrooms.

After an application and selection process, 20 undergraduate and graduate students from a mix of programs and departments are chosen to travel to Houston, Texas, for a life-altering week. For six days in January, the Fellows attend lectures, discussions, and tours at the Holocaust Museum Houston with nationally recognized scholars, Holocaust survivors, artists, and teaching professionals. Together these professionals provide the Fellows with cultural, historical, and pedagogical perspectives of the Holocaust and how it resonates in contemporary society.

The days are long and full for the fellows who transition rapid-fire from one speaker and event to the next. Each presenter brings an innovative approach to learning about the Holocaust or about how to teach about the Holocaust and other atrocities.

Kelly Kane G’13 (social studies education) thrived in the intensive setting. “Every moment I was there I was challenged to think,” Kane says. “I lived life for that week under the cloud of the Holocaust, which made me think about what it must be like for survivors every day.”

Paul Czuprynski ’12 (English education) says he appreciated the multifaceted approach to a heavy topic. “If we see the Holocaust as one point, then the presenters came at that one point from all different directions,” Czuprynski says.

In seven years, different themes have emerged in different years, depending upon the exhibitions on display at the Museum and the presenters scheduled to speak to the Fellows. This year, topics covered included the 2,000-year history of anti-Semitism, the complete history of the Holocaust, the relationship between Jim Crow laws and German racial laws, and the study of many artistic interpretations of the Holocaust in poetry, journals, literature, painting, and music. Every year, though, the program goes beyond surface teachings of the Holocaust and challenges Fellows to discuss Holocaust events critically, examine how they can teach the subject more effectively in their own classrooms, and understand the events experienced by Holocaust survivors.

One of the more difficult aspects for the Fellows was learning to have open discussions about topics as sensitive as those they learned
about in Houston. Czuprynski pointed out that in many schools, students and teachers may be wary to discuss the Holocaust for fear of upsetting anyone, or simply because they don’t have the knowledge to approach the subject thoroughly. He says that one of the first steps for schools and teachers would be to create safe, open places for discussion where those concerns are minimized.

“A simple discussion can be a form of social change,” Czuprynski says. “There’s no real safe area where students can talk about difficult subjects like this in school. If we educate them about what actually happened and create those areas, students can feel more confident about being open to discussing hard topics.”

New York State requires schools to teach the Holocaust in secondary education. However, specific topics and lessons are a teacher’s decision. A goal of the Fellowship is to educate future teachers about the Holocaust using in-depth, primary sources so they can create new ways to open full discussions of the Holocaust, its origins, events, repercussions, and present relevancy.

“Things don’t just happen,” Kane says. “My focus would be on how things got started. We need to talk more in schools about the causes of Hitler’s war and help kids understand the political and social climate before the Holocaust.”

Another important aspect of the Holocaust that Czuprynski says he hopes to highlight in his teaching is how social and political environments can perpetuate the extortion of groups of people that are seen as “different.”

“We need to help kids understand that people who were different had no real power,” Czuprynski says. “Those in power easily took advantage of groups like Jews, Poles, Gypsies, homosexuals, and the disabled community.”

Alan Goldberg, Emeritus Professor and director of the Regional Holocaust and Genocide Initiative, says that the Fellowship has been designed to inspire future teachers to approach the topic of the Holocaust in a well-rounded way in their pedagogy, as Kane and Czuprynski have.

“Because our students come from multiple disciplines they will be able to address the Holocaust from multiple perspectives and encourage a team approach to its teaching,” Goldberg says. “Our students might explore how art and music were used as examples of both resistance and coping. Because they have an understanding of events, they can provide students with tools for deconstructing/examining contemporary film and literature about the Holocaust.”

“The bottom line is that our students can bring a number of new perspectives to the teaching of the Holocaust,” Goldberg says. “As the survivor generation is no longer with us to tell their stories, it will be these students who will carry their torch.”

The Spector/Warren Fellowship is made possible by a gift from Holocaust survivor Naomi Warren and her family. To learn more about the Fellowship visit teachingtheholocaust.org, or visit the fellowship’s Tumblr blog at spectorwarren.tumblr.com.
The Orange Circle Award congratulates University students, alumni, and friends who have demonstrated philanthropy and who work to make positive change in their communities. Perpetuating Scholarship in Action, the BCCC continues to raise disability consciousness on campus and promote equal opportunities for students and faculty with disabilities.

BCCC co-president Kiel Moses, doctoral student in special education, says that the recognition from the Orange Circle Award will help the group continue its goals toward disability acceptance. “It makes a statement as to the importance of disability on the Syracuse campus,” Moses says. “Also, I think that working with the new Disability Cultural Center here on campus will only help the activist base of the BCCC be more pronounced, furthering disability activism overall.”

Founded by a group of graduate students with disabilities in 2001, the BCCC worked to establish the disability studies concentration at Syracuse and raise awareness of the accommodations needed by disabled students to learn effectively. With the belief that students with disabilities can become well-rounded individuals and contributing members of society with a comprehensive liberal arts education, the group advocates for students with disabilities to receive the same quality of college education as students without disabilities. The BCCC has worked with the School of Education’s Taishoff Center for Inclusive Higher Education to create inclusive classes that serve a variety of learners, create a universally designed curriculum, and promote the recognition of disability as diversity on college campuses.
THE CHANGING FACE OF HUNTINGTON HALL
IT BEGAN AS A HOSPITAL, SERVING BOTH PATIENTS AND ASPIRING MEDICAL PROFESSIONALS. THEN IT BECAME A SCHOOL FOR EDUCATORS. NOW, ITS FACE IS CHANGING AGAIN, BUT THE GOAL REMAINS THE SAME—SERVICE. THE ROOMS OF HUNTINGTON HALL ARE FILLED WITH HISTORY AND PROGRESS, SERVING AS THE SPACE WHERE SCHOOL OF EDUCATION STUDENTS, FACULTY, AND STAFF GATHER TO TEACH, LEARN, AND INNOVATE THE LANDSCAPE OF INCLUSIVE EDUCATION ON A NATIONAL SCALE. IN THE COMING MONTHS, HUNTINGTON HALL WILL TAKE THE NEXT STEP TOWARD FURTHERING THE SCHOOL OF EDUCATION’S GOAL OF SERVICE BY STARTING AT HOME, WITH ITS WALLS, FLOORS, AND FOUNDATIONS. THE HUNTINGTON HALL TRANSFORMATION PROJECT WILL REINVIGORATE THE BUILDING AS ONE OF THE GATEWAYS TO SYRACUSE UNIVERSITY, HIGHLIGHTING ITS VITALITY, RELEVANCE, AND STATURE IN THE COMMUNITY AND IN THE WORLD.

In 1875, the original hall was home to the Hospital of the Good Shepherd. Its expansion in the early 1900s gave the building a new amphitheater and auxiliary wing.
From **HOSPITAL**
to the **HALL**

The building’s origins are in service to others. George F. Comstock gave the three-story building on his Marshall Street land to the Episcopal Diocese of Central New York, and with it the Hospital of the Good Shepherd was completed in 1875. It was one of the twenty oldest hospitals in the United States, holding four charity wards and approximately forty beds for patients. At the turn of the century, the hospital constructed a new wing and expanded services, complete with an amphitheater, a women's auxiliary, a nurses' home and alumnae organization, and a new horse-drawn ambulance.

To advance Syracuse University’s College of Medicine, the university assumed control of the hospital in 1915. In 1964 the building was re-named Huntington Hall after the late Rt. Rev. Frederick D. Huntington, former Episcopal bishop and the founder of the old hospital, which eventually became the new State University Upstate Medical Center Hospital. By then, most of the hospital’s staff, patients, and equipment were transferred to the new location on Irving Avenue, the State University Upstate Medical Center Hospital. The first major transformation of Huntington Hall began here, as the building switched gears from a medical facility to office and instructional space.

A **HOME** for **EDUCATION**

From 1911 to 1966 the building went through many configurations from wood to brick, adding wings and floors, changing from hospital to University offices and classrooms, and finally assuming the footprint of the present day facility. By mid 1970, the building became the home of the School of Education and was modified again in the early 1980s, closing the historic entrance on Marshall Street and adding a new entrance wing off University Avenue and a main entrance in the rear of the building.

Program specialist Marie Sarno has been with the School of Education since before the 1980s renovations. She recalls the radical changes the site has seen and how the faculty and staff have adjusted to Huntington Hall’s changing interior and exterior.

In each of its improvement projects, she says, attempts were made to be fresh and innovative, but remain sensitive to the building’s historical aspects.

“It’s such a historical building and it’s gone through many renovations,” Sarno says, “and the evidence of those changes and the historical details are still here.”

Huntington Hall’s history of
The 1980s renovation was to make Huntington Hall face south toward the Quad with the new entrance. The main reason for the renovation was to make Huntington Hall face south toward the Quad with the new entrance. The “courtyard” entrance has instead become a loading area for service vehicles and collection area for waste. Even more problematic is that the entrance, tucked between three buildings, remains hidden from most of the University Avenue and Marshall Street pedestrian traffic and is generally inaccessible for visitors with mobility issues.

Jonathan Lott, Assistant Professor at SU’s School of Architecture, understood these concerns from the beginning when he took on the immense task of designing the transformations for Huntington Hall. Lott wanted to renew and refresh Huntington Hall as a space for collaboration and community engagement by recreating a dramatic and fully accessible entrance on Marshall Street, an additional large first-floor commons area, and an auditorium.

“I knew right away the site was significant. Huntington Hall sits on one of the most public boundaries of the campus,” Lott says. “It’s a dividing line between the academic and commercial.”

Lott’s mantra for the transformation was “borders divide, future transforms.”

“I feel the design is going to really promote a sense of community for our students.”

—DWIGHT STEVENSON

Today, most School of Education students and faculty study and work in Huntington Hall. Despite investing in infrastructure, laboratories, and classrooms over the last five years, the improvements have been sorely stretched to handle the facility’s ever-growing and vigorous use. And with the “main” entrance hidden between Huntington Hall and 111 Waverly, there are accessibility problems and there is no “face” for the School of Education on campus.
space connects.” He wanted to achieve three goals: utilize the existing Huntington Hall structure, build grand main entrance easily accessible to all, and create flexible meeting space for School of Education events. To do this, Lott created a design that uses Huntington's historic framework and builds off of it to incorporate new additions, such as an open commons area and an auditorium large enough to accommodate the school's annual “Landscape of Urban Education” lecture series.

SU Trustee and School of Education alumna Sharon Jacquet ’72 saw the need for a beautiful first-floor gathering place for students, faculty, parents, alumni, and guests. She contributed the lead gift towards the project, and the space will hence be named the Sharon Haines Jacquet Commons. “Being a part of the transformative Huntington Hall building project has been a delight,” says Jacquet. “I’m glad to help open our School of Education to everyone, creating a new beacon on the hill.”

The project was unveiled at a town hall meeting in January 2012 to a large group of School of Education students, faculty, staff, and members of the local community. Dwight Stevenson, a School of Education graduate student, posted commentary over Twitter during the event and admits he didn’t know much about the project before the meeting. Now, he says he’s particularly excited for the new open area facing Marshall Street and the Sharon Haines Jacquet Commons. “I’m really sold on the gently sloping ramp from Marshall Street up to Huntington Hall’s main entrance,” Stevenson says. “A Commons area will provide a great place for friends to gather, eat, and study in an aesthetically pleasing space. I feel the design is going to really promote a sense of community for our students.”

School of Education Dean Douglas Biklen says the new...
building space will also reconnect the outside community to the School of Education as well as create a reinvigorated space for

“The drama of the architect's design brings the building to life again,” Biklen says. “Everyone will know and recognize the entrance to the School of Education, and the new Sharon Haines Jacquet Commons will be a natural gathering place for students and a beautiful setting for public events.”

Lott is confident the building's transformation will help the School of Education in its efforts to create the best learning spaces and incorporate as much of the surrounding community as possible. “The project shows a commitment on the University's part for continual improvement of facilities, creating the best possible learning environments,” Lott says “This particular project makes a clear statement, erasing any perception of boundary between the academy and its urban context.”

To learn more about the Huntington Hall Transformation Project, receive updates, and donate, visit hhtransformation.syr.edu.

“I’m glad to help open our School of Education to everyone, creating a new beacon on the hill.”

—SHARON HAINES JACQUET
The Center on Human Policy celebrates 40 years. The anniversary was marked with a two-day conference and retrospective.
ON NOVEMBER 11-12, 2011, OVER 200 SCHOOL OF EDUCATION ALUMNI, FRIENDS, AND ADVOCATES GATHERED FOR A TWO-DAY SYMPOSIUM DURING SYRACUSE UNIVERSITY ORANGE CENTRAL WEEKEND TO CELEBRATE THE CENTER ON HUMAN POLICY (CHP) 40TH ANNIVERSARY. PARTICIPANTS REVELED IN MEMORIES OF THE CENTER’S EARLY DAYS, AND PRESENTERS AND PANELISTS DISCUSSED THE RADICAL SCHOLARSHIP THAT HAS MADE THE CENTER KNOWN INTERNATIONALLY.

The conference featured an anniversary reception during which Dean Douglas Biklen honored Ethel Blatt (widow of the CHP’s founder Burton Blatt) with the William Pearson Tolley Medal for Distinguished Leadership in Lifelong Learning. With this award, Blatt was recognized for her outstanding efforts in advocacy and philanthropy on behalf of people with disabilities’ access to education, support, and meaningful employment—foundational values of the Center on Human Policy.

The Center was established in 1971 in response to widespread abuse of and discrimination against people with disabilities in society. Its philosophy and early activities grew out of the institutional exposés of its founder and first director, former School of Education dean Burton Blatt. The CHP has progressed through the years to meet the evolving needs of people with disabilities. Through advocacy, research, training, consultation, education, and the production of resource materials, the Center has continued to

1971
- The Center on Human Policy is Established—The Center on Human Policy is founded in 1971 by Burton Blatt in response to widespread abuse of and discrimination against people with disabilities in society.

1972
- NYSARC v. Rockefeller and “The Willowbrook Wars”—SU professors participate in formulating the famous NYSARC vs. Rockefeller case that led to a court decree mandating reforms and deinstitutionalization at the Willowbrook State School, the largest state institution housing people with mental retardation in the nation. Noted historian David Rothman writes in his book, The Willowbrook Wars: A Decade of Struggle for Social Justice, that the Center on Human Policy’s ranks included “the most radical thinkers in the field” at the time.

1972-1973
- Support for Parents of Children with Disabilities—The Center on Human Policy sponsors a “Parent Power” conference and helps to organize the Parents’ Information Group for Exceptional Children. Both of these are cross-disability initiatives at a time when parents of children and adults with different disabilities had their own organizations and conferences and often competed with each other for scarce resources. The Parents’ Information Group eventually becomes Exceptional Family Resources, a private voluntary agency that continues to provide support services to families of people with disabilities.

1973
- Groundbreaking Lawsuit on Deaf Education—Center staff and SU faculty in education and law organize a lawsuit leading to the initiation of deaf education in Syracuse.
- Creation of Inclusive Schools in Syracuse—SU faculty and students are innovators in creating inclusive preschool and school programs serving students with significant disabilities (e.g. autism, Down syndrome) and students without disabilities.
The Center on Human Policy issues “The Community Imperative: A Refutation of All Arguments in Favor of Institutionalizing Anybody Because of Mental Retardation,” a declaration supporting the rights of all people with mental retardation and other disabilities to community living.

Self-Advocacy Project—With funding from the C.S. Mott Foundation, the Center on Human Policy hires two self-advocates who are former residents of state developmental centers and becomes the first university institute to include people with intellectual disabilities among its professional staff in the nation.

Progressive Study of Inclusive Education Published in Achieving the Complete School—SU faculty publish the book, Achieving the Complete School, an ethnographic study of school inclusion.

Center Receives NIDRR Funding—The U.S. Department of Education’s National Institute on Disability and Rehabilitation Research awards the first of a series of large, multi-year grants to operate a national center on research and training to advance the full inclusion of people with developmental disabilities in society.

First National Film on Inclusion—Faculty produce the first national film on school inclusion and it aired on PBS. The film, Regular Lives, won numerous awards, including a Blue Ribbon from the American Film Institute.

Today, the Center has expanded into a network of academic programs, centers, student organizations, and affiliated faculty to comprise the Center on Human Policy, Law, and Disability Studies (CHPLDS). The new expanded center collaborates with the Taishoff Center on Inclusive High Education, Schools of Promise, the Institute on Communication and Inclusion, SU’s Parent Advocacy Center, the Disability Rights Clinic at SU, the Beyond Compliance Coordinating Committee, and the new Disability Cultural Center. With these University partners, the Center continues its work through efforts geared toward creating inclusive opportunities in schooling, employment, athletics, politics, and social endeavors.

“The Center on Human Policy is about people having the opportunity to learn by getting close to the experience of other people,” says John O’Brien, a longtime friend of the Center and a keynote speaker at the anniversary conference. “By being able to listen for different perspectives, to listen with respect and curiosity to what other people are experiencing, to learn from differences.”
The anniversary celebration brought together individuals who have been affiliated with the Center since its inception, past and present faculty, graduate students, self-advocates, and community members, to reflect on and applaud the work it has done. This celebratory gathering featured an array of presentations from retrospective, current and forward-looking perspectives. Highlights of the first day included professor emeritus Robert Bogdan discussing his forthcoming book, *Picturing Disability: Visual Rhetoric and Qualitative Research*, and an examination of disability studies’ expansion into the...
**1998**

- **The Closure of the Syracuse Developmental Center**—After decades of advocacy by SU faculty, staff, and students, the Syracuse Developmental Center is closed by New York State. The center was founded in 1854 and was the second institution for people with developmental disabilities in North America. All developmental center residents are moved into the community as opposed to being transferred to other state institutions.

**2000**

- **SU Professors Deemed as Significant Contributors to the 20th Century**—The National Historical Trust, a consortium of seven national organizations, including the American Association on Mental Retardation, the Arc of the United States, and the President’s Committee on Mental Retardation, includes Burton Blatt and Wolf Wolfensberger, among the list of 35 honorees for “Significant Contributions of the 20th Century.”

**2001**

- **CAS in Disability Studies Approved by NYS**—New York State approves SU’s graduate certificate of advanced study in disability studies, providing formal recognition for advanced study in this area.

- **Student Disability Activist and Advocacy Group Formed**—SU students form the Beyond Compliance Coordinating Committee to advocate for changes in SU’s disability policies and to sponsor disability educational and cultural events.

- **Distinguished Professor Emeritus Robert Bogdan presents at the conference.**

**2003**

- **First-Ever Joint Degree in Law and Disability Studies**—New York State approves SU’s joint degree program in law (J.D.) and education (M.S.) in disability studies, the first program of its kind in the nation.
humanities by Stephen Kuusisto, director of the Renée Crown University Honors Program, with an introduction by Beth Ferri, associate professor of teaching and leadership and disability studies.

Day two featured panels on “Creating the Inclusive Campus;” “Self-Advocacy: Past and Future;” “What Can Parents Today Learn from the Advocacy of Parents in the 1970s and ‘80s?;” “The Institute on Communication and Inclusion: Supporting Voice, Access, and Inclusion for 20 years;” and “The Beyond Compliance Coordinating Committee (BCCC): A Decade Retrospective.” Susan Thomas and other members of the North American Social Role Valorization (SRV) Council also led an all-day concurrent session chronicling the history and evolution of SRV, a principle introduced by Wolf Wolfensberger, Ph.D., in 1983. Wolfensberger was professor emeritus at the School of Education until his passing in February 2011.

The weekend summit provided an opportunity for reunion, reflection, and reinvigoration for those who wish to see the Center on Human Policy continue its work. Regarding the status of the Center today, one attendee noted, “I see the passion still.”

Doctoral student Andrew Bennett reviews the CHP40 conference program.
IN MEMORIAM

HENRY A. BERSANI, JR., G’73, G’82

DR. HENRY (HANK) ALEXANDER BERSANI, JR. G’73, G’82 died on March 31 in a traffic accident near Monmouth, Oregon. Hank, an avid cyclist, was riding his bicycle along a rural section of state highway when he was struck by a pick-up truck. He was 61.

Bersani was a respected teacher, scholar and leader in the field of special education. A native of Syracuse, he earned his bachelor’s degree at St. Michael’s College in Winooski, Vermont and then went on to earn both master’s and doctorate degrees from Syracuse University.

He was a professor of special education at Western Oregon University in Monmouth. Hank was an expert in his field, was widely published, and travelled globally to speak about special education and developmental disabilities. He received numerous awards for his work on behalf of people with special needs around the world.

Hank is survived by his wife, Lynda Bersani G’78, who earned her Masters in special education at Syracuse; and by his children, Lisa and Alexander; his parents Henry A. Bersani, Sr. and Mathilde C. Bersani; and his sister, Maribeth Bersani. Bersani was known for his love of bicycling, travel and, moreover, the love of his family and the interaction he had with his students.

Photo courtesy of Western Oregon University

JOHN W. BRIGGS

JOHN WALKER BRIGGS passed away on February 10, 2012. Born on March 21, 1937, in Warsaw, NY, John grew up in Mt. Morris, NY, and spent many happy summers boating and skiing on Conesus Lake, where he also worked as a swimming instructor. John had a lifelong love for sports, participating in high school football, basketball and track as well as intercollegiate football and lacrosse at Hobart College. He enjoyed running, bicycling and canoeing in later years. He was an avid fan of Syracuse and OCC sports. A talented craftsman, John restored two homes, one in Syracuse and one on Hatch Lake. He relished time out of doors and in the company of all creatures. John is survived by his large and loving family, including his wife Kathie, children, and grandchildren.

He graduated Hobart College, B.A., 1960, history and psychology; Johns Hopkins University, M.A.T., 1961, education and history; and the University of Minnesota, Ph.D., 1972, history. He was an assistant professor of education and history at the University of Rochester from 1970 to 1978. In 1978 he published the book An Italian Passage: Immigrants to Three American Cities, 1890-1930 from Yale University Press. He was a fellow of the National Endowment for the Humanities in 1978-79. He joined the faculty at Syracuse University as associate professor of history and education in 1978, where he remained until his retirement. At Syracuse, he served as chair of the Cultural Foundations of Education Department from 2002 to 2007 and as coordinator of the social studies education program from 1992 to 2007. He remained active throughout his career as advisor, lecturer, author and reviewer of professional articles and publications on immigration.
CHERYL L. SPEAR G’03

CHERYL L. SPEAR passed away in December 2011. She was a beloved friend and colleague to many in the Syracuse community and around the country, and a passionate advocate for human rights and disability rights. Spear was known for humor, generosity, intellectual rigor, deep-rooted spirituality, dignity, and loyalty.

Born in Harlem, Spear lived as a young adult in the Bay Area of California. In 1998, she obtained a B.A. in clinical psychology from Brooklyn College, where she led a student advocacy organization in compelling the college to address the standards of the Americans with Disabilities Act. She obtained a master’s degree at Syracuse University in cultural foundations of education and a certificate of advanced study in disability studies in 2003. In her early studies at SU, she received an African American Studies Fellowship and served as a graduate assistant at the Center on Human Policy. She was completing a Ph.D. at the time of her death.

Spear was a founding member of the Beyond Compliance Coordinating Committee, a student disability advocacy organization, and of Students for Visual Access Today, which provides support and accessible course materials for those with low vision. In addition Spear participated in the first audio description at Syracuse Stage last April. Spear’s other Syracuse involvements outside of the University included singing with the Syracuse Community Choir and serving on several boards of directors. In January 2012, she was honored as a Martin Luther King Jr. Unsung Hero by the Syracuse University community.

WOLF WOLFENSBERGER

WOLF WOLFENSBERGER, PH.D., passed away in February 2011. Since 1973, Wolfensberger was a professor in the School of Education and the director of the Training Institute for Human Service Planning, Leadership, and Change Agentry at Syracuse University. He was an internationally renowned and at times controversial scholar, activist, and prolific author in the field of development disabilities. A major early promoter and organizer of community services for the mentally retarded, he worked tirelessly to liberate societally devalued people from oppression and to improve their social position.

He popularized the principle of normalization in North America, formulated the concept of Social Role Valorization, and founded Citizen Advocacy, which recruits ordinary citizens to act as unpaid voluntary individual advocates for vulnerable persons. His books, which have been translated into 11 languages, include Changing Patterns in Residential Services for the Mentally Retarded, PASS, and PASSING, as well as The Principle of Normalization, which in 1991 was ranked #1 in the Education and Training in Mental Retardation list of 25 classic works in the field.

Wolfensberger was born in Mannheim, Germany, in 1934, the son of Friedrich and Helene Wolfensberger. He immigrated to the United States in 1950. He earned a B.S. in philosophy at Siena College in Memphis, Tennessee, an M.S. in psychology at St. Louis University, and a Ph.D. in psychology and mental retardation from the former Peabody College (now part of Vanderbilt University). He was on the faculty at the Nebraska Psychiatric Institute of the University of Nebraska Medical School in Omaha from 1964-71. From 1971-73, he was a visiting scholar at the National Institute on Mental Retardation in Toronto, Canada.
GETTING TO KNOW NEW FACULTY

Our faculty members are involved in a range of research and discovery. Read about the interests of some of the newest members of our faculty.

KEVIN HEFFERNAN
Assistant Professor
Exercise Science

**Education:** Ph.D., University of Illinois at Urbana-Champaign
Post-Doctoral Fellowship, Tufts Medical Center

*Describe your research interests.* Are there themes that you are most passionate about that you hope to explore once you settle in at Syracuse?

At the heart of all of my research is the cardiovascular system. With aging and disease, our arteries lose elasticity and this increases the risk for future cardiovascular problems, like heart attack and stroke. My past research has revealed that there are racial differences in arterial stiffness that manifest early in life. This may contribute to higher incidence of hypertension and other associated co-morbidities, such as heart failure and renal disease, in African Americans. My future research will use exercise as medicine to treat the arteries in an attempt to eliminate racial disparities in cardiovascular disease.

MARIO RIOS PEREZ
Assistant Professor
Cultural Foundations of Education

**Education:** Ph.D., University of Illinois

*Describe your research interests.* Are there themes that you are most passionate about that you hope to explore once you settle in at Syracuse?

My general interests are in the history of education during the early 20th century. My work also looks at issues of immigration, race, and citizenship. While at Syracuse, I’d like to conduct more research on urban schools and their changing relationship with outside communities over time.
QIU WANG
Assistant Professor
Quantitative Methods and Measurement

Describe your research interests. Are there themes that you are most passionate about that you hope to explore once you settle in at Syracuse?

Some research topics I’m interested in are in educational assessment and psychometrics methods such as EFA/CFA, DIF analysis, and reliability, and intervention effect estimation in program evaluation through longitudinal design and synthetic cohort design in math and science education. I’m also interested in adolescent change and development in schools, focusing on high school drop outs and minority groups, as well as race and gender differences in college major selections.
Searching for God: Study Partners Explore Contemporary Jewish Texts
By Joan Burstyn and Gershon Vincow
Published by iUniverse, August 2011

Searching for God follows study partners Burstyn and Vincow who take on the most challenging topic of all—the search for the meaning of the word “God.” Together they explore five contemporary Jewish texts that present several approaches: mysticism, rationalism, nontraditional Judaism, metaphors from science, and character development. These spiritual seekers are lay people. Joan Burstyn is a historian and poet; Gershon Vincow is a scientist and community leader. They study, discuss, teach each other, and draw conclusions. The result of their study partnership is a transformative learning experience.

Reconceptualizing the Literacies in Adolescents’ Lives (3rd Edition)
Edited by Donna E. Alvermann, Kathleen A. Hinchman
Published by Routledge, December 2011

Reconceptualizing the Literacies in Adolescents’ Lives invites middle- and high-school educators to move toward a broad, generative view of adolescent literacies. Recognizing that digital media, social networking phenomena are now central in adolescents’ lives, the focus in this edition is on bridging students’ everyday literacies and subject matter learning. This edition includes nine new chapters considering how these themes are lived in today’s schools and in the rapidly changing world outside of school.

KATHLEEN HINCHMAN is a Professor in the Reading and Language Arts Center. Once a middle school teacher, she teaches undergraduate and graduate classes in childhood and adolescent literacy. Her research explores youths’ and teachers’ perspectives toward literacy.

Promoting Language Through Physical Education
By Luis Columna and Lauren Lieberman
Published by Human Kinetics, August 2011

Teachers need to be culturally responsive educators in order to be competent in our diverse society. Promoting Language Through Physical Education offers strategies that physical education teachers can use to integrate non-English speakers and Deaf children in their classes, as examples of how teachers can integrate students of any language background into classes. Physical education is the ideal setting for integrating other languages because play fosters language development; children interact so much with each other and have ample opportunity to express themselves in physical education. With this book, teachers can expertly guide that development—even if they don’t have a Spanish-speaking or Deaf child in their class.

LUIS COLUMNA, PH.D. is an Associate Professor in the Exercise Science Department. Prior to coming to Syracuse, Luis was an Associate Professor at SUNY Cortland, NY, and was one of a few Hispanic Physical Education faculty at a Carnegie Classified RUH Research University. Throughout his doctoral studies, he taught adapted physical education in the Denton, TX, public schools.

JOAN BURSTYN, professor emerita of education and history at Syracuse University, has written three books of poems and is author/editor of five academic books. She was dean of the School of Education from 1986-1989 and serves on the women’s studies advisory board.
Blackness and Disability: Critical Examinations and Cultural Interventions
Edited by Christopher Bell
Published by Michigan State University Press, February 2012

Disability Studies diverge from the medical model of disability (which argues that disabled subjects can and should be “fixed”) to view disability as socially constructed, much in the same way other identities are. The work of reading black and disabled bodies is not only recovery work, but work that requires a willingness to deconstruct the systems that would keep those bodies in separate spheres. Drawing on key themes in Disability Studies and African American Studies, these collected essays complement one another, to forge connections across genres, an invitation to keep blackness and disability in conversation. With an analysis of disability as a result of war, studies of cognitive impairment and slavery in fiction, representations of slavery and violence in photography, deconstructions of illness (cancer and AIDS) narratives, comparative analyses of black and Latina/o and black and African subjects, analysis of treatments of disability in hip-hop, and commentary on disability, blackness, and war, this volume shows that the historical lines of demarcation in this field are permeable and should be challenged.

CHRISTOPHER BELL was a doctoral candidate in English at Nottingham Trent University in Great Britain specializing in cultural studies and use of rhetoric in disability discourse. He was an ARRT Fellow with the Center on Human Policy, Law, and Disability Studies from 2008 until his passing in December 2009.

Picturing Disability: Beggar, Freak, Citizen, and Other Photographic Rhetoric
By Robert Bogdan with Martin Elks and James Knoll
Published by Syracuse University Press, 2012

In Picturing Disability, Bogdan and his collaborators gather over 200 historical photographs showing how people with disabilities have been presented and exploring the contexts in which they were photographed. The photos were used as promotional material for circus sideshows, charity drives, and art galleries. They were found on begging cards and in family albums.

Bogdan identifies the wide variety of genres, from sideshow souvenirs to clinical photographs. Ranging from the 1860s, when photographs first became readily available, to the 1970s, when the disability rights movement became a force for significant change, Bogdan chronicles the evolution of disability image creation. Picturing Disability takes the reader beyond judging images as positive or slanderous to reveal how particular contexts generate specific emotions and lasting depictions.

ROBERT BOGDAN is Distinguished Professor Emeritus of Social Science and Education at Syracuse University. He is the author of several books including Freak Show: Presenting Human Oddities for Amusement and Profit and Beauty and the Beast: Human-Animal Relations as Revealed in Real Photo Postcards, 1905–1935.

Educational Courage: Resisting the Ambush on Public Education
By Mara Sapon-Shevin and Nancy Schniedewind
Published by Beacon Press, 2012

In Educational Courage, veteran education scholars Nancy Schniedewind and Mara Sapon-Shevin bring together the voices of those who are resisting market-driven initiatives such as high-stakes testing, charter schools, mayoral control, and merit pay. The diverse narrators who write in this volume confront the educational initiatives that undermine teachers’ judgment and knowledge, ignore the different backgrounds of students and parents, and debase the learning process. These voices offer stories of activism, hope, and possibility. Though these stories describe the negative effects of the corporate-driven educational initiatives of the past decade, they are primarily stories of resistance—of educators, parents, and education activists fighting mightily to uphold the ideals of democratic public education. In doing so, they inspire others to do the same.

MARA SAPON-SHEVIN is professor of inclusive education in Teaching & Leadership Programs, where she specializes in and has published widely on issues of social justice education, inclusive schooling, and teacher education reform. Her publications include Because We Can Change the World and Widening the Circle.
He has spent a lifetime helping business leaders understand their work better through the eyes of their workers, and he’s used to focusing the spotlight on others. He says he much prefers it this way. “I wouldn’t be doing this kind of work if I didn’t love it every day,” Cangemi says. “Syracuse gave me the insight to see how I could work with leaders and how I could really be of help—and it’s fun for me.”

Cangemi earned a master’s at Syracuse University in Educational Psychology and Counseling and went on to earn his Ed.D. in 1974 from Indiana University in Educational Leadership and Policy Issues. He’s spent over forty years as an educator, teaching courses in business psychology, organizational behavior, and other subjects at Western Kentucky University, where he resides as Professor Emeritus and a Scholar-in-Residence. In between earning his degrees he worked in the Venezuelan steel industry. He enjoyed life and work in Latin America, but always planned to return to the United States to enter the business world and help leaders understand their workers’ needs better. “I wanted to work with leaders to help them create motivational and inspiring work environments,” Cangemi says. “I want them to inspire their workers to have TGIM—‘thank goodness it’s Monday’—mentality, rather than a TGIF mentality.”

His ability to see business from leaders’ perspectives and from workers’ perspectives has led Cangemi to work for Fortune 500 companies, state and federal governments, and international corporations. His early work of teaching leadership responsibilities has taken him across the country to almost every state, and to more than 20 foreign countries, including Portugal, Spain, England, Italy, China, and Russia. Cangemi narrows in on his subject and dissects the business from the inside out, discovering what workers feel they need to be happier and do their jobs more efficiently, and what leaders feel they need to better connect to their workers and create a cohesive atmosphere. “My programs aren’t canned programs,” Cangemi says. “I spend a lot of time focusing on the specific issues of a company and what its workers and leaders feel they need to make a better working environment, and then I develop seminars and focus groups to help address these issues.” Companies from all over the world send leaders and workers to Cangemi for advice and improvement. A Belgian organization recently sent one of their workers to Kentucky for a few days to work with Cangemi on career development. “Sometimes individuals come to me who are considered ‘on the fence,’” Cangemi says. “But they go back to their companies...
and they have a better understanding of what their role is and how they can be a better team member.”

Local and international institutions have shined the spotlight on Cangemi multiple times throughout his years of work. In 1996, Cangemi received an honorary doctorate L.L.D. (Litterarum Doctor) from William Woods University in Fulton, Missouri. He was also sponsored in 2001 by the Russian Academy of Sciences and was awarded a D.H.C. (Doctor Honoris Causa) from Moscow State University of Humanities in Moscow, Russia. His own Western Kentucky University nominated him two years in a row (1999 and 2000) for the Carnegie Foundation Professor of the Year award. His tireless commitment to education and passion for organizational leadership success has gained him numerous other honors and respect among industry professionals.

One of his most recent endeavors was revealed in 2011 when Cangemi, along with Casimir J. Kowalski and Hilary S. Czaplicki, published the book Heroes of Solidarity: Political, Philosophical, Psychological Perspectives. Focusing on the solidarity movement in Poland in the 1970s, Heroes of Solidarity tells the story of 11 activists who contributed to the movement in different ways and at different levels, working in concert to overcome Soviet domination and bring about the end of communist rule.

Cangemi says that none of his success would have been possible without the knowledge he gained at Syracuse University. He was already a member of the Board of Visitors when he was approached about taking the chair position. “I don’t know where I’d be without Syracuse,” Cangemi says, “and any way I can help my alma mater, I do it.” Although his master’s is in educational psychology, he never delved into the mental health profession. However, one of the most important things Cangemi took away from his studies at SU was the idea of the transfer of training. “What you learn in one place you can trace across various lines and use it in other situations,” Cangemi says. “I began to see that supervisors and business leaders were a lot like principals in schools. We were dealing with people problems, not specifically business or education problems—we’re people and we all have these issues.”

Cangemi is married to the former Amelia Santaló of Havana, Cuba. They have two daughters, Michelle and Lisa Ann, and four grandchildren.

To learn more about Cangemi, visit his website at www.joecangemi.com.
WHAT YOU, OUR ALUMNI AND FRIENDS HAVE recognized through your extraordinary support is soon to be reflected in a new face for the School of Education in Huntington Hall and that is what our School is capable of and the legacy our strength is built upon. Your support and involvement has helped establish our leadership through our faculty’s and students’ outstanding achievements, research and the impact all of that has had on education and society. We have accomplished this, mostly within the walls of different buildings on campus and without a true presence on campus. We are changing that.

Our core mission and stature as a School of Education is about leadership in inclusive education. Standing on the shoulders of scholars and activists like Wolf Wolfensberger, our faculty and graduates have altered the composition of classrooms all over the world. There has been no less an emphasis on the issues of accessibility—the physical access to the same places for everyone. Huntington Hall, the permanent home for the School of Education has only one accessible entrance and that leads to a non-descript hallway and difficult to navigate, certainly not the desirable entrance or structure of a leading School of Education. We are changing that.

Over the years, the faculty, students and staff have not had the working environment and the community space they deserve. We are changing that. And the campus has grown down the hill without a proper gateway at the new “start” of campus on University Avenue. Whitman holds one corner of that future gateway with its beautiful portico; Huntington Hall, lacking in thought or design and fenced off from the community, holds the other corner. We are changing that.

Help us change it all and then come sense the new face, new space—we will welcome you here and so will the new entrance to Huntington Hall. Contact me with your ideas. Go to our web site hhtransformation.syr.edu to keep up with the project and make your donation. We want your involvement; we need your help to complete this transformation.

Victoria F. Kohl, Assistant Dean, Advancement and Alumni Relations
315-443-7773
vfkohl@syr.edu
The Board of Visitors are a nominated group of loyal alumni and serve as leading ambassadors for the School. The members meet once during each academic semester and convene in committees during the year to consult with the Dean and other University leaders to develop long lasting relationships among the School’s donors and alumni.

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Emily Jane Harman
Angie Kwon
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