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CELEBRATING WOMEN'S HISTORY MONTH

York's Founding Librarian Made H[er]story **REMEMBERING GLADYS JARRETT**

By **JOHN DROBNICKI**, Professor/Head of Acquisitions & Collection Development

Gladys Jarrett was the first Library faculty member hired at York College, and was one of the original three librarians when the college opened, along with Judith Bartlett and Ben DiRusso. Her career at York spanned 1967-1985, during which time she served as Head of Cataloging, Head of Public Services, Acting Chief Librarian, and Chief Librarian.

Gladys Janet Wynne was born in Barnesville, Georgia, on February 6, 1916. She attended Hunter College in New York City, where she earned a Bachelor's degree in Spanish in 1936, before going on to Columbia for an

M.A. in Spanish (1937). After earning her Master's, she began teaching Spanish and English at Langston University in Oklahoma. On August 20, 1939, she married Hobart Sidney Jarrett, a Shakespeare scholar who was also teaching at Langston. Hobart Jarrett was a survivor of the notorious 1921 Tulsa race riot, and was also a member of the Wiley College debate team that was portrayed in the 2007 motion picture, *The Great Debaters*.

Although her husband remained at Langston until 1949, Gladys Jarrett began working for the New York Public Library as a Technical Services assistant in 1948. While Hobart began work on a Ph.D. at Syracuse University and worked as Professor and Chair of Humanities at Bennett College in Greensboro, North Carolina (1949-1961), Gladys worked as a Public Services clerk in the Syracuse University Library (1953-1954), before becoming Head Cataloger at the F. D. Bluford Library at the North Carolina Agricultural & Technical College in Greensboro (1957-1961), without a Library Science degree, although she took classes at the University of North Carolina during the Summer of 1960.



Deadline!

All items for the **April 2015** issue of **Academic Affairs Update** should be submitted in MS Word to AcademicUpdate@york.cuny.edu by **April 3, 2015**.

Librarian

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In 1961, Hobart's career took him to Brooklyn College of The City University of New York (CUNY), where he would be the first African-American to hold the rank of (full) Professor in the English Department. Gladys worked in the Cataloging Department at the Brooklyn Public Library and attended Pratt Institute, earning her Master's degree in Library Science in 1963. She then became an Acquisitions and Reference librarian at Pace University from 1964-1967, when CUNY advertised for faculty for a new college that was just established: York College, which would be temporarily housed in Bayside, New York, sharing space on the campus of Queensborough Community College and renting various other spaces in the neighborhood until a permanent campus could be built somewhere in Queens.

York College moved to Jamaica in 1971, but without a permanent campus was forced to once again rent space in various buildings—the Library was in the main building which previously had been a Montgomery-Ward department store. After the first Chief Librarian left,



Professor Jarrett was made Co-Acting Chief Librarian (1971-1972), and the following year she was elected President of LACUNY (the Library Association of the City University of New York) for 1972-1973. After the second Chief Librarian also left, she became Acting Chief Librarian (1974-1976), and finally Chief Librarian (1976-1985). Professor

Jarrett served as the Chair of the CUNY Council of Chief Librarians during 1979-1980.

During the New York City fiscal crisis of the mid-to late-1970s, York's existence remained in peril, and the nearby site in Jamaica where its permanent campus was slated to be built remained dormant. However, as the economy improved, plans for the new campus—and the new Library—were underway, and Professor Jarrett was instrumental in planning the new facility. (People have often wondered why the Chief Librarian has the second largest office on campus—now you know.) Ironically, Gladys Jarrett retired just before York's permanent campus opened in 1986, and she and Hobart spent their “golden years” traveling much of the world. Hobart Jarrett died in 2005, and Gladys Jarrett passed away on July 25, 2007, at the age of 91. Based on our research, Gladys W. Jarrett was the first African-American woman to be a Chief Librarian in the CUNY system.

A different version of this article was published earlier by Women of Library History and can be found at <http://womenoflibraryhistory.tumblr.com/post/113784963201/gladys-w-jarrett>. ■



Spotlight on Nursing

York Nursing Professor Goes Global

During the January break, Professor Margaret Alexandre had the opportunity to travel to Haiti to provide educational support as a Visiting Professor to the Faculte de Sciences Infirmieres Nursing School at the Universite Publique de L'Aribonite aux Gonaives (UPAG), Haiti. The trip was supported by York College and a grant obtained from the Office of Academic Affairs/Office of the University Dean of Health and Human Services.



Director Colette Cupidon (L. of Prof. Alexandre), and faculty members of the nursing program.



Prof. Alexandre with some of the fourth year nursing students (left), and during the educational review sessions (below).

During her stay, Professor Alexandre provided additional educational support to sixty-two senior nursing students currently completing their fourth year of undergraduate studies and who are participating in a Spring 2015 specialty clinical practicum in Port au Prince. Professor Alexandre also provided support to the nursing school faculty and UPAG leadership for a quality review of the nursing program. ■



York College Nursing Students to Present at Convention

Nursing students Sandy Nelzy and Diana Mejia have been selected to participate in the *Rising Stars of Scholarship and Research Poster Program* at Sigma Theta Tau International's 43rd Biennial Convention. The convention will be held November 7-11, 2015, in Las Vegas, Nevada, at the Aria Resort & Casino. The nominated poster presentation is entitled "Collaborative Service Learning Project to Bring

Theory into Practice in Cap Haitian, Haiti." The students were nominated by their Professor Margaret Alexandre. Both

students traveled to Haiti with Professor Alexandre in the summer of 2014 as part of the service learning component of an elective nursing course (NUR 450). The travel was made possible through a grant awarded to Professor Alexandre from the Office of the University Dean for Health and Human Services. The students' poster presentation will be based on a col-



Sandy Nelzy



Diana Mejia

Spotlight on Nursing 4 ▶



Planting trees on the farm



With the Kennedy Fellows

Spotlight on Nursing

Continued from 3

laborative service learning project. York Nursing Students were invited to attend the third annual Haiti Kennedy Fellows

Conference in Cap Haitian, Haiti. The Fellows were from various regional public universities throughout Haiti. The groups joined forces and worked on a hygiene-related project with elementary school children, body mechanic and cat-aract prevention with local farmers. They

also had the opportunity to plant trees on a community farm supported by the local farmers. Overall this collaborative project gave both groups the opportunity to work together and learn from each other, even when a language barrier sometimes existed. ■

Queens Black Nurses Association Conference Comes to York

On Saturday October 18, 2014, York College's Nursing Department hosted the Queens County Black Nurses Association Annual Research Conference in the York College faculty dining room. The theme for this year's conference was: "Using Research to Make a Difference in Nursing Practice." The conference provided a venue for registered nurses, students and other professionals to share and discuss research findings, as well as to identify new practice mandates. York College Nursing faculty and students were among the participants reporting their research studies. Topics included innovative teaching strategies; faculty and student mentorship in the classroom and in the field; and the effective use of technology in nursing education and practice.

Dr. Valerie Taylor-Haslip RN, PhD, FNP; Marina Yuabova FNP, BC, MSN, DNP; and Roxanne Reid, MSN, EdD, RN discussed their NYCNECT Poster Presentation: "Faculty Orientation Web App". Professor Margaret Alexandre RN, MSN also presented a collaborative NYCNECT poster entitled: "A Collaborative

Telehealth Nursing Initiative: York College & Queensborough Community College" (M. Alexandre RN, MSN; L. Mathew RN, MSN; L. Hope RN, MSN, FNP; M. Rosa RN, MSN, CS, GNP).

Pre-Clinical Science major Sadaf Ahmad had the opportunity to participate in the conference with a poster presentation entitled "Incidence of Hypertension Amongst College Students," which was part of her York College Summer Research Project mentored by Professor Alexandre. In the afternoon, York College Nursing Students Sandy Nelzy, Diana Mejia, Tiffany Noble and Linda Thomas, along with Professor Alexandre, led a panel presentation entitled "The Experiences of York College Nursing Students in Haiti: Theory to Practice and Collaboration." The students shared their personal experiences and photos from this trip, which allowed them to interact with and work alongside healthcare professionals of a global underserved community. The students also spoke on their opportunity while in Haiti to attend the Annual Haitian Kennedy Fellows Conference



Sadaf Ahmad and Professor Alexandre

and their participation in a collaborative service learning project. Dr. Claudette McFarquhar of the Nursing Department was in attendance, along with (pictured in uniform) nursing Student Iffa B. Syeda.

Evidenced-based nursing practice, research and advocacy are essential outcomes of the York College Nursing Department. Presenting their experiences in this conference provided nursing students with an exceptional opportunity to apply these outcomes. Participation in this research conference also demonstrates assumption of professional roles and values in nursing by the students. ■



Dr. Taylor-Haslip, Marina Yuabova, and Roxanne Reid



York College Nursing students with Professor Alexandre

The Adams Family's Legacy of Teaching Continues

Her husband was one of York's legendary music professors who closed out his teaching career as chair of the Department of Performing and Fine Arts; and her son is an up and coming music teacher in the same department as well; so having her do a presentation on music education was a natural for Mrs. Velma Adams, wife of the late Kenneth G. Adams and mother of music professor, Mark Adams.

And where music is concerned, Mrs. Adams knows of what she speaks. Adams, who holds a BFA in Music Education from Howard University and Master of Arts in Music Education from Morgan State University, is a career music teacher. She discussed the connection between music education and overall academic success.

The February 10th event sponsored by the York College Chapter of the National Association for Music Education (NAFME), held in the African-American Resource Center, provided the opportunity for her to share from her many years of teaching music to young students.

The title of the lecture, "The Teacher Teaching Music Education," covered topics such as having a passion for music teaching; and using one's own skills, passion to impact the teaching and learning process.

"You need to have a passion about teaching, and helping your students learn about music," said Adams. "Our students [need] to have "A" or at least "B" teachers. It is no different from preparing to be a doctor or lawyer or any other profession. Music students use 90% of their brain and if they take the skills they used to learn music and apply them to their other subjects, they can excel. There have been studies that prove this. This applies to any of the arts, actually, but mainly to music."

Mrs. Adams gave tips on becoming a successful music teacher who "inspires students to learn, parents to appreciate



Mrs. Velma Adams

and administrators to understand the importance of music education."

She made sure to warn against bias in the teaching profession.

"It is important not to look at a class and determine whether or not they can learn," she advised. "I feel it is always preferable to have high standards and expectations for students. There are times when things have to be adjusted, but the standards should be kept high. [And] there is benefit to being part of the professional organization (such as NAFME) associated with your profession, attending conferences and workshops to learn and share new ways of helping students learn."

Adams, who has also been an assistant principal in the Nassau County school system, taught middle school choral music and music appreciation.

"I always welcome the opportunity to talk with students about education and the importance of the teacher," said Adams. "I am very passionate about education and later as an administrator, had the opportunity to basically make certain the environment of the school allowed for teachers to teach and students to learn. I was thrilled when my son Mark asked me to do this lecture."

Asked what she thought students got from her presentation at York, Adams was confident that her goal had been fulfilled.

"I think the students took away from this lecture the importance of knowing your content, being passionate about teaching and making certain the students always know what you are going to learn in class, the expectations and consequences of not following those expectations," said Adams. "This is the discipline aspect of teaching, which is important. I was thrilled that students stayed behind to ask questions. I had allowed time for questions but many wanted more in-depth answers to questions. This made me feel that I had done for the most part, what I [had] set out to do."

Adams added that teaching is still a passion for her. "I presented the idea of starting a NAFME student chapter at York when my husband was chairperson, and I am so happy that my son has successfully created this student chapter," said the veteran music educator. "York has many bright lights and it is important that as their teachers and mentors, we keep those lights shining brightly." ■

2015 CUNY CUE Conference is Coming



CUNY's 2015 Coordinated Undergraduate Education (CUE) Conference will be held this year on May 8, 2015, 9 am-4:30 pm at City College. The conference theme—Engaging for Impact: CUNY as a Catalyst for Change—will explore the instructional strategies; research and co-curricular experiences; internal and external collaborations; new technological tools, new classroom platforms, and blended learning opportunities CUNY colleges are currently employing and developing to prepare students for their futures.

For details and conference registration, see: www.ccny.cuny.edu/ae/cue-conference.cfm

Psych Prof Conducts Stress Reduction Workshop

By **TERANDEROSE RUSSELL**, York Journalism Student

Stress is as much a part of every student's life as tests, homework and studying; but there is hope.

For the past five years, York College has been offering a progressive program aimed at helping students manage stress. "Stress-less at York" is a free workshop that runs for, and can be taken in, either fall or spring semester. Students who get accepted, and decide to participate, are part of an ongoing research study conducted by Dr. Kathariya Mokrue, assistant professor in the Department of Behavioral Sciences.

The workshop meets each Thursday during club hours and includes both lectures and the practicing of new skills. Dr. Mokrue is a cognitive psychologist, and practices cognitive behavior therapy.

Dr. Mokrue explained that participants are not attending the workshops to address problems in day-to-day life. They are given a set of particular tools to use in order to uncover a practical solution to reducing the amount of stress they endure daily. This means each student participating modifies his or her behavior over a period of four weeks and receives the tools to work on ways to manage stress.

"I collect information on mental health symptoms before and after the program (up to three months after) as well as program satisfaction data," says Dr. Mokrue. "The program satisfaction data helps inform how we pace the workshop and whether some skills require more explanation and practice. Information about

the effectiveness of the program is being collected each semester. When I have enough participants, I will be able to analyze the outcome so we can disseminate the findings to the academic community. These findings will also be used to help bolster support for continued implementation and funding."

The main goal, according to Dr. Mokrue, is to help each student "identify which skills are the most beneficial" to them. Students can then take these learned stress management skills beyond the confines of the workshop and incorporate them in their daily routines. All students are different and have different patterns of stress and triggers. In other words each individual processes stress differently.



Dr. Kathariya Mokrue

Through behavior modification, commitment, willingness and openness, students are able to apply the skills to their lives. They are expected to monitor their progress as well. And the time between the workshops is just as important as the time attending them.

"Change happens between workshops, and the participants come back to go over what worked and what they can do differently next time that would work for them," says Mokrue. "For example if it means a student would walk a little slower to school."

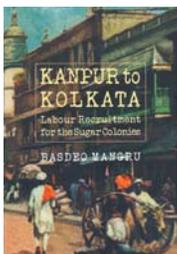
The ultimate outcome for students is that stress levels decrease and they are learning a set of tools that they use day to day.

The participants are chosen by an anonymous questionnaire that takes anywhere from 15 to 25 minutes to complete. They are then contacted by the workshop organizers through consent forms matched with the questionnaires. Student scores on the questionnaire determine if they are eligible to participate.

This screening is to make sure that the students chosen are within a particular range of stress levels. They must fall within the parameters of the workshop. If the stress level is too low, they don't need the workshop. If their stress levels are too high, the workshop won't be beneficial to them.

College students are always under a lot of pressure to do well on tests and homework. Yet, they still must maintain healthy lives outside of school. The Stress-less at York workshop allows students the opportunity to manage their stress better in and out of the classroom. ■

Kudos!



Congratulations to **Dr. Basdeo Mangru**, an Associate Professor in the Department of History and Philosophy, on his new book publication: *Kanpur to Kolkata. Labour Recruitment for the Sugar Colonies*. (London, Hansib Publications, 2015.) Professor Mangru both edited and introduced this volume of essays.



Dr. Gerri Chanel (Associate Professor, Accounting and Finance) published "The Kiddie Tax: Inequitable Consequences and the Need for Reform" in the peer-reviewed journal, *The Tax Adviser* (Vol. 46, No. 2, 128-132, February 2015). The article is available online at http://www.aicpa.org/Publications/TaxAdviser/2015/February/Pages/Chanel_Feb15.aspx.

Borough President Melinda Katz Celebrates Black Heritage at York College

By **ANDREW P. JACKSON** (Sekou Molefi Baako) and **SELENA T. RODGERS**

If a race has no history, if it has no worthwhile traditions, it becomes a negligible factor in the thought of the world and stands in danger of being exterminated

CARTER G. WOODSON (1875-1950)

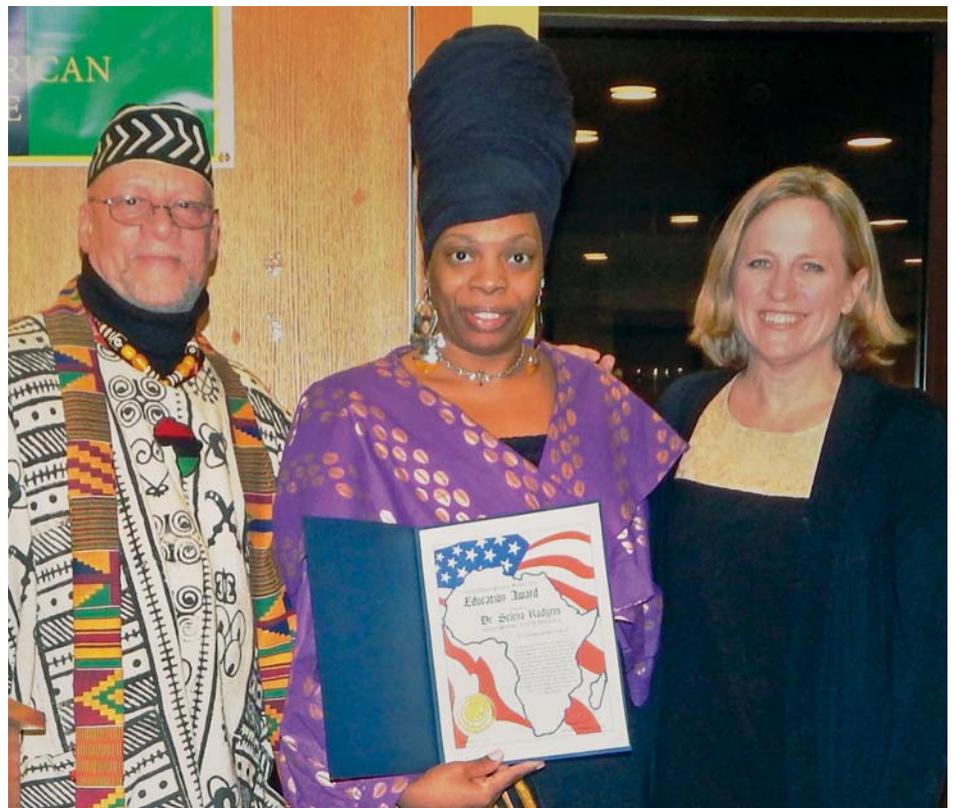
On February 23, 2015, Queens Borough President Melinda Katz, Deputy Borough President Melva M. Miller, the African American Heritage Committee, co-sponsors and guests, came together to honor African American student scholar recipients and outstanding community members during the Black History Month celebration at York College, CUNY. York Alumnus '90, Andrew P. Jackson (Sekou Molefi Baako) served as the Master of Ceremonies for this exquisite occasion. Borough President Katz bestowed Jackson—Adjunct Lecturer in Black Studies and Cultural Diversity at York College and Queens College Graduate School of Library and Information Studies, the Executive Director of Queens Library's Langston Hughes Community Library and Cultural Center—with the Lifetime Achievement Award in "recognition and appreciation of his lifetime dedication to African history and culture, and his work as an activist librarian, and in celebration of African American Heritage Month 2015." Professor Jackson acknowledged the role that York College, Queens College and the Langston Hughes Library have played in his professional development, passion to serve the Queens community and dedication to education as a vehicle to transform students into change agents.

Adorned in her sacred African attire, Dr. Selena T. Rodgers, Assistant Professor in the Department of Social Work, School of Health Sciences and Professional Programs at York College/CUNY received the Education Award for her

"achievement and commitment to the educational advancement of Queens and African American Heritage Month 2015." During her acceptance speech, Dr. Rodgers addressed the audience and expressed an abundance of gratitude to the village of elders, family, friends, alumni, student scholars and community members for their extraordinary support. Dr. Rodgers affirmed her purposeful vision to cultivate and edify the rich legacy of Blacks in America, across the nation and throughout global societies.

Professors Jackson and Rodgers also received certificates of recognition from Senator Leroy G. Comrie in acknowledgment of their "leadership and commitment to the community." The honor-

ees were pleased to have an outpouring of support from York administrators—Provost Panayiotis Meleties, Vice President Ronald C. Thomas, Associate Dean Vincent Banrey (Office of Student Development), Dean Lynne W. Clark (School of Health Sciences and Professional Programs), Dean Donna Chirico (School of Arts and Sciences), Director of Government and Community Relations Earl G. Simons (Office of the President)—at the standing-room-only merriment gathering. As an investment in student scholars, co-sponsors—Citi-Bank Community Development, Con Edison of New York, Cricket Wireless, Delta Sigma Theta Sorority, Inc., Queens Alumnae Chapter, Jamaica YMCA, Jet-Blue, Queens Youth & Senior Funding Corp—awarded eight (8) scholarships. York Early College Academy (YECA) Mekai Ruddock and Asia Matthews were among the African American History essay scholarship recipients. ■



Queens Borough President Melinda Katz with York Honorees Andrew P. Jackson (Sekou Molefi Baako) and Dr. Selena T. Rodgers

Professor Kelly Josephs Presents Work at Princeton University

On February 11, Professor Kelly Baker Josephs, of the York College English Department, presented her work at Princeton University's Center for African American Studies (CAAS) Faculty-Graduate Seminar, now in its eighth year. This year's CAAS seminar topic is "Black Studies in the Digital Age" and other 2014-2015 invited presenters include Lisa Nakamura (University of Michigan), D. Fox Harrell (MIT), and Vincent Brown (Harvard University). Professor Josephs's paper, titled "Teaching the Digital Caribbean: The Ethics of a Public Pedagogy

Experiment," focused on "some of the ethical and methodological questions [she] grappled with in melding the study of digital technologies with study of the Caribbean" for a course she taught at the CUNY Graduate Center in Spring 2014.

Professor Josephs is currently on sabbatical for the 2014-2015 academic year, working on her second book project, *Caribbean Articulations: Storytelling in a Digital Age*. Though the paper she presented at Princeton was not part of her book project, she shares that she "felt it was important to accept the CAAS seminar invitation because questions of pedagogy can get lost in the race toward the digital in academic research." As a result of the positive reception of her work at the seminar, Professor Josephs plans to revise the paper for submission to a journal on pedagogy in the Digital Humanities. ■



Professor Kelly Baker Josephs

Professor Provides Leadership for CUNY Games Festival 2.0

On January 16, Dr. Robert Duncan, Assistant Professor in York's Department of Behavioral Sciences and co-director of the CUNY Games Network, co-hosted the 2nd Annual CUNY Games Festival: A Conference on Game-



based Learning in Higher Education. At the conference, held at the CUNY Graduate Center, faculty, researchers, graduate and undergraduate students, and game designers met to share and discuss game-based pedagogies in higher education. The conference featured posters from York students Nicholas Weir, Rawnok Reyeka, and Sade McIntosh, and Dr.

Duncan presented on "Game Design as Classroom Laboratory" and "The Learning of Memory."

The CUNY Games Network promotes instructional uses of games, simulations, and other forms of interactive teaching and fosters research in game-based learning, a growing field of scholarship in higher education. ■



Festival participants test their mettle in the game "Eventuality"



Professor Duncan wearing virtual reality equipment

Women's History Month Exhibit Literally Shatters Glass Ceiling

By **MARGARET ROSE VENDRYES**, Distinguished Lecturer, Dept. of Performing and Fine Arts

Freedom was the title Suzanne Broughel and Basha Ruth Nelson agreed upon soon after accepting the invitation to exhibit their work in the York College Fine Arts Gallery in celebration of Women's History Month 2015. Both artists are invested in creating interactive environments that push familiar materials into new contexts prompting viewers to think beyond the surface of what is seen and felt. Anyone who doubts that art is *wonder-full* need only enter the art gallery at York to spend some quality time with *Freedom*.

Freedom is an apt word to define what is a seminal premise guiding the advance of women's rights in these United States of America. The freedom for a woman to choose a path that best suits her aspirations and talents is tantamount to gender equality. The pursuit of



Basha Ruth Nelson and Suzanne Broughel

that equality has required aggressive acts on the part of pioneering women. The tearing down of barriers and shattering of ceilings is made tangible by Nelson's two-part installation also titled *Freedom*.

Visitors are invited to write their thoughts about freedom on a shattered glass ceiling that has come to rest on the gallery floor or to tear away a symbolic layer of paper standing in for the manifold walls women face. For Broughel, knowledge is key to freedom. Like Nelson, her work deals with oppression—specifically patriarchy and white supremacy. In her artist's statement, Broughel points out the pernicious nature of how everyday freedom is stifled in large and small ways. Her mapping of locations marked by racist activities with 'raced' adhesive bandages is visually beautiful and powerful. ■



Artists Basha Ruth Nelson and Susan Broughel (bending) are joined by faculty, students and administrators for the opening reception.

Spring Symposium Focuses on Middle States Review

The York College Spring Symposium (formerly Spring Convocation) had one focus this year: Middle States Assessment.

Billed as “The Road to Middle States Assessment: Institutional Assessment and Effectiveness,” presenters included Dr. Timothy Paglione, Professor and Chair, Earth and Physical Sciences; Dr. Donna Chirico,

Professor and Interim Dean for Arts and Sciences; and Dr. Mary Osborne, Executive Director for Institutional Effectiveness and Strategic Planning. Dr. Osbourne presented on the topic with an enlightening PowerPoint on York’s preparation for its upcoming Middle States review.

“The standards are a moving target,” said Dr. Osborne. “We have a lot of foundational work done, but because the outside of us keeps changing, we have to keep responding. But I think we’re in fairly good shape for Middle States.”

Osborne’s slides had engaging titles such as “Assessment: What Does it Have

to Do with You?” and “What is this Middle States Stuff?” The detailed presentation took place in the Small Theater of the Performing Arts Center on February 19th.

Established in 1919, the Middle States Commission on Higher Education holds colleges and universities accountable to demanding standards through peer-reviewed evaluation and accreditation.

York is now in the process of preparing for reaccreditation in 2018, having last completed the process in 2008.

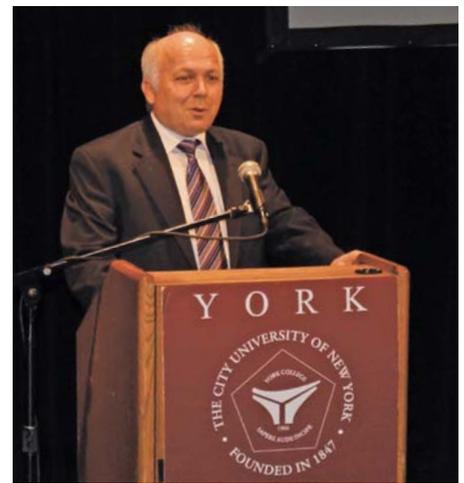
President Keizs also gave a brief update on the state of the college, remarking on increased enrollment in particular. ■



Dr. Timothy Paglione



Dr. Mary Osborne



Dr. Panayiotis Meleties

Kudos!



Congratulations to **Dr. Elizabeth Alter** on her recent grant in the amount of \$269,124 from the National Science Foundation (NSF). The three-year grant, titled, “Bridge to Research in Environmental and Applied Metagenomics,” will not only fund Dr. Alter’s research, but provide opportunities for her students as well.

“One of the big goals of the project is to involve students in hands-on research,” said Alter, whose areas of expertise include evolutionary genetics, marine biology and vertebrate biology and ecology. “So I am aiming to have at least 30 students per year participating in the project.”

Alter, an assistant professor in the Biology Department, has published and presented impressively in her field and won numerous awards for her scholarship.



Dr. Tania Levey, Associate Professor in the Behavioral Sciences Department, recently published “A Constellation of Stigmas: Stigma Management and the Professional Dominatrix” (with Dina Pinksy of Arcadia University) in *Deviant Behavior* 36(5): 347-367. A second publication from this project “A World Turned Upside Down: Emotional

Labor and the Professional Dominatrix” has appeared online in the journal *Sexualities*. Her paper “Online Sexual Shaming: An Analysis of Twitter and Revenge Web Sites,” was accepted to the Annual Meeting of the Eastern Sociological Society (February 28), where she also served as the discussant for the panel session “Sex Work in a Digital Era” (February 27).

50TH
SELMA

YOU ARE INVITED TO ATTEND

REFLECTIONS ON THE SELMA PILGRIMAGE

Beyond the Bridge,
Where Do We Go From Here?



Photo: McAlexander Ciceron, York College/CUNY

Tuesday, March 31, 2015
Noon • Room 2M04

Come and participate in the discussion and hear student testimonials on their historic journey to Selma, Alabama to celebrate the 50 year anniversary of the bridge crossing, which paved the way for voting rights for all Americans.



Sponsored by the
DIVISION OF STUDENT DEVELOPMENT

<http://www.york.cuny.edu/academics/academic-affairs>

Bloody Sunday Commemoration: On to Selma

York College students, faculty and staff gather for their trip to commemorate the 50th Anniversary of “Bloody Sunday” in Selma, Alabama.

Bloody Sunday, so named for the vicious beating endured by civil rights marchers attempting to cross the Edmund Pettus Bridge to Montgomery, on Sunday, March 7th, 1965. It started out as a peaceful march in favor of voting rights and to call attention to the killing of Jimmie Lee Jackson, a young Black man, by a state trooper.

The marchers along with Dr. Martin Luther King, Jr. and nearly 600 others—were left bloodied and battered. President Lyndon B. Johnson signed The Voting Rights Act of 1965 into law on August 6, 1965.



Dean Vincent Banrey, Professor Ian Hanson, President Marcia V. Keizs, VP Ronald Thomas, Professor Selena T. Rodgers along with nearly 30 students show off a York banner made for the trip.