



The Arthur Levitt Public Affairs Center Hamilton College

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Inside

Surveys:

Political attitudes ----- 1-2

Youth gun poll ----- 3, 11

E-commerce study ----- 11

Resource Center for Human

Services ----- 4-6

Levitt Scholars ----- 7-10

Internships ----- 11

Think Tank ----- 11

Field trips and field schools:

London ----- 12

Kenya ----- 13

Faculty/student research:

China ----- 14

Speakers ----- 15

Analysis Projects ----- 16

Mission and staff ----- 16



Sara Weinstein '02, Cristen Sargent '01, Ben Pastor '01 and David Zane '02 take turns presenting the results of their poll on the political attitudes of young people at the National Press Club in Washington DC in Spring 2000.

Surveys involve students in current issues

Young New Yorkers are less cynical than their peers nationwide

"Cynical" is a word often used to describe the political attitudes of young Americans. But when asked if they thought politicians were corrupt or dishonest, New Yorkers ages 18-24, were much more optimistic than their peers nationwide, according to a recent survey sponsored by the Levitt Public Affairs Center. The study was con-

ducted by Hamilton College students in a government class led by Philip Klinkner with the aid of survey experts, Zogby International. This New York survey was a follow-up to a national poll and examined young New Yorker's attitudes about politics and the senate race.

When asked if they thought most

politicians were corrupt or dishonest, 61.2 percent of young Americans either strongly agreed or somewhat agreed. In contrast, only 48.4 percent of young New Yorkers felt the same way.

Known as "NY2K - Political Attitudes of Young Americans," this poll was developed by these students

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Surveys continued

who also designed a website to inform their peers about the 2000 New York U.S. Senate race between Hillary Clinton and Rick Lazio. The poll was administered by the independent polling firm of Zogby International.

A sizable gender gap was shown in the Lazio/Clinton race. Among young men, Lazio was leading 55 to 34 percent. Among young women, however, Clinton held a lead of 52 to 37 percent. This amounts to a gender gap of 36 percentage points.

"I am not surprised that the young women of my generation are coming out to support Mrs. Clinton," commented Sara Weinstein, member of the class and a junior from New York City. "We see her as a strong woman who has been able to withstand gender bias."

Zogby International contacted 406 randomly selected New Yorkers between the ages of 18 and 24 from October 13-18. The Hamilton College students of NY2K composed the survey instrument. The margin of error for the full sample was plus or minus 6 percent.

"I am not surprised that the young women of my generation are coming out to support Mrs. Clinton. We see her as a strong woman who has been able to withstand gender bias."

-Sara Weinstein '02

Other major findings:

- Young New Yorkers are substantially more liberal on certain social issues than their peers in other states. For example, 34.5 percent of young Americans said that a candidate's religion was at least somewhat important to them in deciding how to vote. In contrast, only 20.7 percent of young New Yorkers said that a candidate's religion was important to them.
- Nationally, 43.1 percent said that a candidate's sexual orientation was important to them, but only 25.6

percent of young New Yorkers said that it was.

- Al Gore showed a landslide win among young New Yorkers, with a lead of 46.6 percent over 21.4 percent for George W. Bush.
- Ralph Nader was predicted to do extremely well among young New Yorkers with 20.7 percent of the vote. This is nearly twice the support given by young voters nationally, and as much as four or five times the overall support for Nader in other national polls.

Surveys have been undertaken annually on various topics by the Levitt Center through the auspices of the Levitt Council in order to give students some "real world" experience in designing and conducting attitude polls. Another survey on youth attitudes toward guns is described on the next page and an economic survey is outlined on page 11.



Sara Weinstein '02, discusses the Hamilton College poll on the political views of New York youth with Scott Sweet, a reporter for "The Chronicle of Higher Education."



Scott C. Taylor '01 (on left), Luciana Maxim '02 (second from left) and Professor Dennis Gilbert (far right) meet with Nan Aaron (second from right) of the Alliance for Justice. Earlier they presented the findings of a poll on youth attitudes toward guns at the National Press Club.

Students announce results of youth poll on guns

Two students present findings at National Press Club

The following is a report by Luciana Maxim '02 on the presentation she gave with Scott Taylor '01, and Professor Dennis Gilbert at a press conference in Washington, D.C. in August 2000, organized in conjunction with the foundation, Alliance for Justice. The conference was carried live by C-Span and reported in the New York Times, Washington Post, BBC and NPR, among others.

After many decades of heated debate, the issue of guns and gun control regulations not only remains a controversial topic, but has also acquired new dimensions due to technological advances, increased availability of guns, and different social transformations. More recently, dramatic high school shootings have

triggered renewed interest in the issue, and the nation has become increasingly concerned about the younger generation and about high school students in particular.

Not surprisingly, when Professor Gilbert suggested conducting a survey that would evaluate high school students' attitudes toward gun-related issues to his Survey Research class in Spring 2000, we all found that to be a perfect topic.

In the months to come, as part of a collaborative classroom project, we designed, conducted, and evaluated a pilot survey that later became the foundation of a widely publicized national survey, administered by Zogby International in Utica, and funded by Hamilton's Arthur Levitt Public Affairs Center.

We were mainly interested in high school students' experience with guns, in their opinions on gun control policies, in their potential for activism regarding gun issues, and in their demographic profile - to see how their different backgrounds might influence their views and perspectives. What we found from our conversations with students from all around the country was a combination of typical and striking responses.

First of all, a vast majority of students reported having thought about gun issues prior to the interview, which showed general concern. Whether they had discussed these issues with their parents, friends, or teachers, had learned about them in school or from the media, had heard about high school

(continued on page 11)

Resource Center for Human Services



Erin Reid '01 prepares attitude questionnaires as part of her research.

Students gain research tools

The Seminar in Program Evaluation conducted by Dr. Judith Owens-Manley in Spring 2001 focuses on the evaluation of program services provided to refugees in their first year of United States: employment support, English as a Second Language (ESL) training, and resettlement services. Students first studied program evaluation theory and practice, as well as background material for refugee resettlement before jumping into an applied project in the local community and a comparison community.

A formal program evaluation tool was created in the Resource Center for Human Services for use by the Refugee Center to do self-evaluation. It has been translated into five languages by Multicultural Association of Medical Interpreters (MAMI) of Central New York and the preliminary results will be used by students in the seminar.

The Program Evaluation for Spring 2000 of Domestic Violence Services in Oneida County has now been edited and issued as a report of the Levitt Center. The report is being used by the Coalition Against Domestic Violence

in Oneida County for further planning, especially in an early response system to batterers which was shown to be lacking.

Students met in small groups with the agency directors whose services they had evaluated at the end of the Spring term, and their reports were well-received. Rebecca Karb '02 completed a companion report over the summer with a research stipend from the Levitt Center entitled "Effects of Child Exposure to Domestic Violence and System of Care Response." (See next page.) Copies of both reports are available in the Levitt Center.

Refugee research project engages students

An ongoing research project undertaken in conjunction with Empire State College, SUNY, provided opportunities for students to engage as Research Assistants. Amela Porca '99, Tim Palmer '00, Tonya Bloomer '00,

Rebecca Karb '02 and Erin Reid '01 each contributed to the study by summarizing interviews, creating databases, and analyzing the results of 100 interviews with Bosnian refugees in a city in upstate New York.

Preliminary results of this study were given at a conference in Norway in August, 2000; a Forum presented by Empire State College in October, 2000; and a Diversity conference in Atlanta, Georgia in November, 2000 in which Rebecca Karb was a co-presenter with Dr. Judith Owens-Manley.

The primary researchers came from different theoretical and experiential backgrounds, which influenced both the direction of their research and the lenses through which it was viewed.

Dr. Reed Coughlan is a sociologist with an expertise and interest in ethnic conflict, thus the project included a focus on the origins of the war and the Bosnians' understandings of what the war was about. Owens-Manley is a social worker and psychotherapist with expertise and an interest in psychological trauma, which drew the focus to the disruptions in life stories and the long-term impact in adapting to a new culture. The literature on refugees was used to provide a basis for understanding cross-cultural transitions in the areas of psychological, sociological, and economic adaptation.

The results and discussion that Becky Karb presented were related to the economic adjustment of the sample of 100 families, chosen as "successful adjusters" due to either home ownership and/or citizenship and are as follows:

Bosnian refugees represent more than one-third of all refugee groups in Utica, New York with a total of 3851 through 1999. The in-migration began in 1993 with 79 Bosnians, and the numbers peaked in 1995, with 1145 refugees. Refugees from Bosnia currently entering the United States are joining family members under the auspices of a reunification program;

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Funders Council Meets

The Funders Council (shown on right) meets in the Penney Room of the Bristol Campus Center to discuss the implementation of Oneida County Communities that Care. From left to right: Commissioner of Social Services, Theodore Mohr; United Way Director, Scott Ferguson; Human Services Coordinator, Paulette Nickerson; Madison-Oneida BOCES Superintendent, Edward Shafer; Oneida-Madison-Herkimer BOCES Superintendent, Steven Kalies; Oneida County Planner, Preston "Chip" Bassett.



Domestic violence affects children

Rebecca Karb '02 worked with Dr. Judith Owens-Manley to research various aspects of family violence. The following are some of the results of her study.

The children of battered women have only recently been recognized as the other, or unintended, victims of domestic violence. In the past decade, this new focus on children has revealed significant negative effects of exposure to abuse, including the effects on a child's emotional, behavioral, cognitive, and social development.

Services such as counseling and innovative forms of group therapy have emerged to address the emotional needs of child witnesses. The legal system, health care system, Child Protective Services (CPS) and domestic violence services have also responded to the needs of the children of battered women, but much more collaboration and experimentation is necessary to determine the most effective means of intervention.

Recently new legislation has been enacted to directly address child witnesses. However, the implementation of this legislation in an effective way is dependent on the knowledge of lawyers, judges, and police officers

concerning the dynamics of domestic violence and the unique situations of battered women and their children.

The health care system is now being recognized as an important catalyst in the identification of domestic violence, and is taking on a more active role in intervention. Therefore, training on domestic violence is also

necessary for health care workers who will come into contact with victims of abuse.

CPS and domestic violence services have a history of conflict that has prevented communication and collaboration. However, recognition of child exposure and its effects has provided strong incentive for collaboration.

Refugee research project continued

their numbers will therefore continue to dwindle.

Out of the 100 Bosnians interviewed in the sample, 82 are homeowners. The average age of a head of household is 38, while 50% are younger than 36, and only 4 in the sample are over 60. Over 90% of the households have children, and the average number of children per household is 1.75.

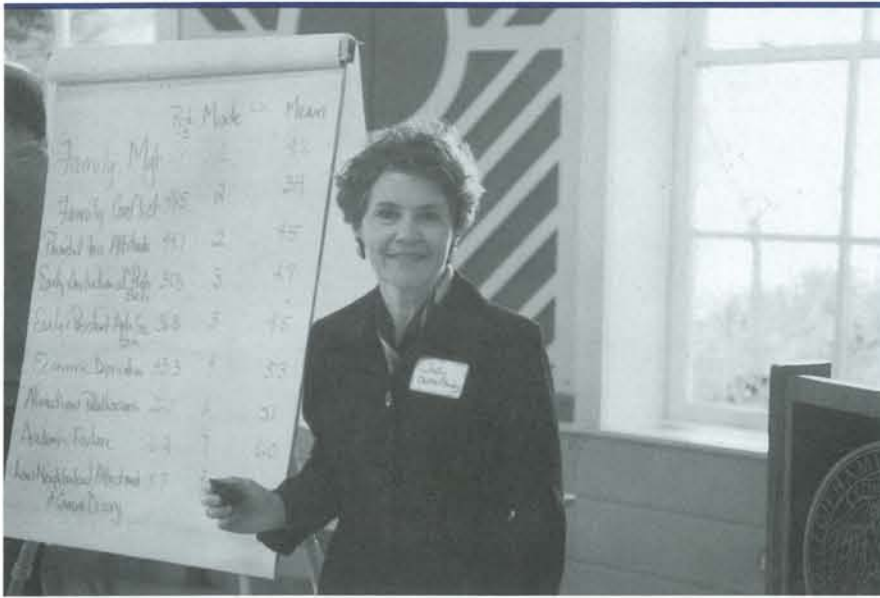
In addition, the children of Bosnian families are relatively young. While 45% of families have one or more children under the age of 6, only 34% have children between the ages of 7 and 12, 27% have children between the ages of 13 and 18, and 18% have children between the ages of 19 and 25.

Language is one of the biggest

barriers to integration for Bosnians. Therefore, English as a Second Language has been an important aspect of resettlement and has taken on a larger role in the Utica school system as well.

The average starting wage of all Bosnians in the sample was \$6.39. Data from the refugee center shows that the average starting wage in October, 2000 was \$7.22. This is a significant increase over a short period of time.

The Refugee Research Project will continue through the Spring of 2001 with Erin Reid '01 as the primary Research Assistant helping with the analysis of the qualitative data obtained in the interviews.



Dr. Judith Owens-Manley, Research Coordinator for the Resource Center for Human Services, kicks off one of the series of workshops held during the year with community leaders to develop "Communities that Care." Teams have been formed to set priorities and goals for dealing with risk factors identified through data collection by student researchers.

Communities that Care gains steam

On February 27th, Hamilton College was host to the largest of a series of community planning sessions that were held over the past year for Communities That Care (CTC). The model program for community assessment was developed by Drs. Hawkins and Catalano at the University of Washington in Seattle.

CTC provides the tools for risk and resource assessment in a community

from research-based risk factors in the domains of Community, Family, School, and Peer-Individual to establish a unique community profile. Gaps for the community are then ascertained, and strategies developed to fill or decrease the gaps.

Over 100 community leaders converged on campus to comprise the beginning strategic plan for CTC and to form teams for six areas of focus that

have been determined to be a need in Oneida County: Strengthening Families, Strengthening Neighborhoods, Youth Empowerment, Jobs & Economic Growth, Human Services System Design, and School & Community Partnerships. A Community Board was formed with team leaders from each area of focus and other representatives from the community.

The Levitt Center has been involved in Communities That Care since its inception through the Resource Center for Human Services, the partnership effort with the Oneida County Funders Council. Judy Owens-Manley, Research Coordinator, has led the meetings and will continue with CTC as Chair of an Assessment/Evaluation committee.

The Assessment Committee will be comprised of data-producing members of the community such as other area colleges, the Labor Department, the Health Department, BOCES, and others, and will continue to produce information that the community needs for planning and evaluation of interventions.

The CTC effort will focus on the development of local initiatives, and those community projects will potentially be fertile ground for applied research projects for students, particularly in the Social Sciences. Several Hamilton College students have already assisted in the Communities That Care project in Oneida County.

Leaders from various human service agencies and organizations in Oneida County meet to analyze problems and coordinate services in the County.



Levitt Scholar Program expands



Saadiah Lababidi is the first Levitt Scholar to give a presentation outside the United States. She returned to her high school in Cairo, Egypt to discuss "How did colonialism affect the image of Africans in the western media?"

Professor Susan Mason, Director of the Program in Public Discourse, teaches the course "Elements of Competent Oral Presentations" taken by all Levitt Scholars in preparation for speaking to high school classes. The following is her overview of the Levitt Scholar Program.

Six years of working with the Levitt Scholars Program has afforded me a wonderful vantage point from which to observe and evaluate the powerful impact of public discourse in a student's overall educational experience. The Program exemplifies how the study and application of some basic instructional and public communication skills can facilitate and expand a student's scholarly inquiry and learnings.

With a focus on sharing discipline-specific expertise acquired through rigorous study and research, the Levitt Scholars Program promotes the concept of using knowledge to benefit the larger society.

The challenge of preparing a 25 -30 minute talk/lesson based on their senior thesis or significant research project calls on the scholars to restructure and adapt their content knowledge in ways that will make sense for their intended listeners. This adaptation process of breaking-down complex ideas into pieces others can grasp is a central skill of not only effective informative speaking and teaching, but also all private and public discourses.

By having all scholars participate in the course, *Elements of Competent Oral Presentations*, the Program gives scholars the skills and competencies they need to communicate their understandings and insights to diverse audiences. In this course scholars wrestle with coming to know their intended audience and develop competence in adapting their research to match the content sophistication and interest levels of those listeners.

As James A. Winans noted in 1931, "A speech is not merely an essay standing on its hind legs," so considerable time is spent investigating and planning for the unique challenges and opportunities of presentational speaking. With an emphasis on creating shared meaning between speaker and listener, Scholars painfully dissect their written projects to transform them into student-centered, instructional presentation.

The Levitt Scholar Program is a model of excellence in citizenship and communication, and one in which I am proud to have a continuing role.

-Prof. Susan Mason

Keith Foster, a Levitt Scholar, returned to his alma mater, the Alabama School of Mathematics and Science, during Spring Break 2001. He told students about his plans to attend the United Nation's World Conference Against Racism, Xenophobia and Other Related Intolerance, to be held in South Africa in August. His home town paper, the Mobile Register, included a front-page article about his talk.

Other Levitt Scholars have taken time from their college breaks to give presentations at the high schools they attended.

Statistics 2000

Number of Levitt Scholars- 25

Fall group - 4 - spoke to 14 classes at 6 schools

Winter group - 4 -spoke to 5 classes at 5 schools

Spring group - 17 spoke to 62 classes at 37 schools

Number of classes that hosted Levitt Scholars- 71

Number of teachers that hosted Levitt Scholars-39

Departments represented:

Art
Biology
Communication studies
East Asian Studies
English
Government
History
Math
Sociology
World Politics

Farthest distance:

Cairo, Egypt

Feedback on Levitt Scholars:

"Dan did an excellent job explaining what it was like to do field research with some interesting tidbits about Antarctica. He launched the talk well, was approachable and down to earth and related interesting anecdotes to the process of doing science."

Hallie Snowman
New Hartford High School

Jed provided a great role model for those students who are considering biology and/or medical fields as career choices. He handled himself professionally, but was also friendly and personable with the students.

Lorrie Owens
Amity Regional High School
Woodbridge, Ct

Redell has the persona of a teacher...it didn't take long for him to connect with my students.

Joseph Morotti
Little Falls High School

This is a wonderful program for both your students and ours.

Eric F. Niles
Dean of Students
Midland School
Los Olivos, CA

Levitt Scholar topics

Spring 2000

How do we look at people who are handicapped? *Jill Allen*

Consumer beware: college marketing can be misleading. *Sarah Atwood*

Can the media be trusted? *Sarah Byrne*

The American crowd - a mob scene. Are Americans given a "bad rap" in films? *John Farranto*

What effects does corruption have on Third World Nations? *Aaron Holmes*

How did colonialism affect the image of Africans in the western media? *Saadiah Lababidi*

What is the Asian influence on American Culture? *David Leung*

How do Christian right-wing leaders compare with characters in Star Wars - Luke Skywalker or Darth Vader? *Benjamin Mann*

Is there gender or race bias in evaluating teachers? *Yvette Padilla*

The Civil War - not just a battle of arms but a clash of cultures. *Linda Retallack*

Women's Work in Chile - how is it changing? *Emily Roynestad*

Tibetan artists in exile - maintaining their culture through art. *Tamar Scoggin*

Who owns the land - the Oneida Indians or the home owners? *Meghan Steed*

Do you want to live in Paris? *Mara Whalen*

Costa Rica: a foreign experience that hits close to home. *Elyse Williams*

How can we examine college "view books" with a critical eye? *Tricia Woodward*

"Weeding out" the news - how can we best interpret the media? *Shauna Wreschner*



The Levitt Scholars from the Spring 2000 class gather outside the Levitt Center following a luncheon held in their honor. From left to right: Meghan Steed, Sarah Atwood, Mara Whalen, Emily Roynestad, Tamara Scoggin, Aaron Holmes, Shawna Wreschner, Sarah Byrne, Tricia Woodward, John Farranto, Saadia Lababidi, Linda Retallack, and Yvette Padilla. Missing from photo: Jill Allen, Rebecca Hamm, Aaron Healey, David Leung, Benjamin Mann, Andrew Osterman, Jack Spangler, and Elyse Williams.

Levitt Scholar Topics

Winter 2000 -2001

Whisper liberty in the ears of the oppressed - Redell Armstrong '02

The red-blooded body - Jed Barash '01

Life without father - Adinah Bradberry '01

A biological exploration of Antarctica - Daniel Catlin '01

(More information on this website: <http://www.hamilton.edu/media/antarctic2000/default.html>)

To be or not to be Hamlet? - Lewis Gleich '01

Does violence in the U.S. correlate with gun ownership? - Ned Marcalus '02

Trust - how can it be created or destroyed? - Alysia Mihalakos '01

To Russia with love - Erin Waters '01

Scholars presented at 35
schools in 2000-2001
(*New York State unless noted*)

Alabama School of Math and
Science, **Mobile, AL**
Amity Regional Senior High
School, **Woodbridge, CT**
Blair Academy, **Blairstown, NJ**
Cairo American College, **Cairo,
Egypt**
Canastota Central School
Charles Wright Elementary,
Wethersfield, CT
Chatham Central School
Clinton Central School
Cooperstown High School
C. W. Baker High School,
Baldwinsville
Dolgeville Central School
Essex Community College,
Essex, VT
Fayetteville Manlius High
School
Frankfort Schuyler Central
School
Jordan Elbridge High School
Gaithersburg High School,
Gaithersburg, MD
Herkimer High School
High School for Environmental
Arts, NYC
Little Falls High School
Marcellus High School
Midland School, **Los Olivos,
CA**
Mohawk High School
Mount Markham Central School
New Hartford High School
Norwich High School
Oneida County BOCES
Poland Central School
Proctor High School
Rome Free Academy
Sauquoit High School
Sherburne Earlville Central
School
Stockbridge Valley High School
Vernon Verona Sherrill High
School
Waterville High School
Westmoreland High School
Whitesboro High School

Levitt Scholar topics

Spring 2001

Israel and Palestine - why do they fight? - *Tom Anderson*

How can the United Nations best protect human rights? - *Keith Foster*

Why are the Balkans misunderstood in the West? - *Peter Alfred Holden*

Am I My Mother's Daughter? Understanding the culture of Bolivian Women - *Lauren Ivison*

In what ways have amendments changed the U.S. Constitution? - *Joshua Jackson*

How have nations that rely on fishing responded to the increasing scarcity of fish? - *Gwen Matuszek*

Do magazines create false needs through advertising? - *Jessica McGiff*

In what ways do worker attitudes toward co-workers affect the work environment? - *Phuong Nguyen*

Creatures of the Deep-Sea near Antarctica - *Sara Paley*

Do people compensate for a threat to their self-esteem by conforming to a group? - *Colleen Powers*

How should the U.S. relate to present-day China? - *Li Qi*

What is going on in 21st century advertising? - *Meghna Rakshit*

How do the working poor survive? - *Erin Reid*

Can a good time help you eat your vegetables? - *Ivy Rollins*

How much difference does gender make? - *Diane Soboski*

What was the bitter conflict between Church and State in 14th Century England? - *Brandon Sturma*

Is it best to "mainstream" autistic and severely developmentally disabled students? - *Jennifer Taylor*

In what ways do stereotypes affect performance? Can mind over matter prevail? - *Nikisha Williams*

Economics students survey local firms

With students in Economics 560, Prof. Derek Jones is surveying the population of medium-sized (employing 100-500 workers) establishments in the four-county area of Onondaga, Madison, Herkimer and Madison (about 600 establishments) as well as randomly selected establishments in adjacent counties.

The surveys are being used to collect information on key business practices in the central and upstate areas of New York in the electronic age. The project aims to provide information for the first time on policies such as the nature and use of new technologies and the implications

of these changes for the organization of work.

One aim is to see how the incidence of certain practices compares with national benchmarks. (For example, is there more or less use of e-commerce in local firms? How do rates of training and compensation levels for workers using new technologies compare with workers elsewhere?)

Another objective is to see if they can identify the effects of different practices on business performance. (For example, are firms with higher levels of information technology more productive than other businesses?)

Guns Poll continued

shootings, or had been affected by guns personally, the students were overall very familiar with gun-related matters.

In designing our questionnaire, we focused mainly on three major topics that we deemed important and useful to know: the level of support for gun control laws and gun safety measures, and the potential for activism regarding gun issues.

The responses that we obtained in our survey were indeed very interesting when compared to adult surveys on the same issues. Amazingly enough, the students were not only aware of gun control issues, but were overall more pro-gun control than the adults themselves.

Other interesting results:

- Even the students who vehemently opposed gun control in general, supported most of the specific gun-control regulations that we asked about.
- Approximately 1/6th of all the students interviewed were very willing to actively show their

interest in gun politics through petitions, meetings, marches, and group discussions.

- Almost half the students said it would be easy for them to obtain a handgun in their neighborhood and 1/3 reported knowing someone at their school who had been threatened with a gun or shot at.

Many surveys in the past had thoroughly evaluated adults' attitudes toward gun related issues. What made this course and this survey all the more interesting was the fact that this time we were targeting the high school students themselves and we were interested in voicing their own opinions on the issue.

While our questionnaire was designed with the issue of guns in mind, it included many other parameters according to which the student population could be evaluated - parameters that enriched our findings and might contribute in the future to surveys on other topics as well.

-Luciana Maxim '02

Internships generate local interest

Community-based internships are being coordinated through the Resource Center for Human Services in such settings as City of Utica offices; English for Speakers of Other Languages (ESOL) offered through Oneida-Madison BOCES; Oneida County Headstart; Utica Community Action; and Utica Neighborhood Housing Services.

At least eighteen students have expressed an interest in these internships, and it is expected that local opportunities will expand as the program becomes better known. Students gain a learning experience and community agencies are able to accomplish special projects.

Students invite faculty members to share ideas at weekly Think Tank

Each semester students organize weekly luncheon meetings in order to discuss important issues in an informal setting with various members of the faculty. The lunch is provided by the Levitt Center.

Recent speakers have included: Professor of English Catherine Gunther Kodat discussing "Critical Theory and Cultural Studies" and Tom Jones (Professor of Archaeology and member of the Committee on Appointments) asking "Why do we do Course Evaluations?"

Field Schools and Research Trips

Students travel to London



Students in the Cultures of Empire class pose in London with the two faculty members who led the trip. Back row: Prof. Kevin Grant, Marcus Loveland, Colleen Fenity, Evan Endicott, Clark Pettig, Lauren Crozze, Celeste Passos, Prof. Patricia O'Neill, Redell Armstrong, Christopher Viapiano, Brendan McCormick. Middle Row: Jonathan Fiedler, Andrea Palinski, Elizabeth Evans, John Morrell, Kawana Bullock. Front Row: Stacey Stump, John Schuettinger, Molly Fazio, Hollis Hyland and Owen Charles.

Last Spring, 20 of my fellow classmates and I explored London as a part of the English/History course, *Cultures of Empire*. The week-long field trip gave us the exhilarating experience of researching imperial Britain amidst London's historically rich, pulsating setting. After intensive study through numerous texts and lectures at Hamilton, our visit to London's grand monuments, such as Westminster Abbey and the British Museum, were rewarding, unforgettable events.

During our time in London, we pursued individual research projects that examined unique aspects of British imperial culture. One student focused on Rolls Royce and Bentley automobiles as icons of the British Empire and was able to visit several dealerships in

the London area and tour the production facilities. Another studied artistic representations of Queen Victoria and visited London's art museums and galleries along with royal palaces and local parks. My project dealt with the imperial origins of the Poets' Corner in Westminster Abbey which led me to spend many memorable hours absorbing over 900 years of history in this venerable shrine.

Guided by Professors Kevin Grant and Patricia O'Neill, we arranged interviews with London experts and obtained permission to access libraries and other private collections unavailable for general public use. The highlight of my trip was an afternoon spent in the Westminster Abbey private library. With one archivist constantly peering over my shoulder while

another foraged through the labyrinthine chambers for helpful materials, I read centuries-old Abbey journals and manuscripts, shedding critical insight on my project. I am still incredulous that I was admitted and so graciously aided by the Abbey librarians. The experience was awesome.

After researching during the day, my friends and I hit the pubs for some hearty English cooking and a few pints. Other highlights of the trip included attending a production of the *Merchant of Venice*, visiting local street markets and "clubbing" in Soho. I enthusiastically recommend the *Cultures of Empire* course to independent students seeking an exceptional study experience and a jolly good time.

-Elizabeth Evans '02

Learning about Kenya

In the summer of 2000, Stephen W. Orvis in the Government Department led an interdisciplinary, three-week field school excursion to Kenya. Eleven students who were enrolled in a Seminar on Contemporary Kenya last spring traveled with him to examine political, economic, cultural, environmental, and gender issues. They looked at these issues through a wide array of "hands-on" learning experiences, as well as a series of discussions with leading politicians, journalists and civic activists from Kenya. The trip was made possible through support of the Levitt Center and the Office of Financial Aid.

The students spent most of their first week in southern Kenya. Traveling with the staff of the International Livestock Research Institute, the group got an inside look at how a contemporary Maasai pastoralist encampment operates. They also studied development projects such as large-scale group ranches and wildlife management and an elephant conservation project.

The second week began in Nairobi, the capital of Kenya, where the group spent a day touring the city with a Kenyan geographer who is an expert on the city's history and neighborhoods. They worked with a poor women's self-help group in one neighborhood in the city, learned about this community's problems, and pitched in on a building project.

Attending a class at the University of Nairobi, they discussed contemporary local politics and learned about university education there. They also visited one of the best known high schools in the country, Alliance High School, the alma mater of Hamilton students Evans Mbugua '99 and Peter Omenda '03.

After a few days in the capital, the group spent four days living with members of the Greenbelt Movement (GBM). GBM organizes local women to plant trees to achieve reforestation, helps them get politically involved at the local level, and serves as a leading

environmental lobby group in Nairobi. Students also lived with Kikuyu farming families in Central Province, where they experienced daily living and farming and helped with reforestation projects.

From there, the group headed to Mombasa, situated on the Indian Ocean. Mombasa is the heart of a centuries-old, urban, literate, Moslem African society, the Swahili. The group took a walking tour of the Swahili "Old Town" with a Swahili biologist who demonstrated the ways in which the urban Swahili culture has been shaped by its ecological interactions with the sea.

They heard traditional Swahili poetry and took a guided tour of the 500-year old "Fort Jesus," originally built by Portuguese invaders. They also visited a Swahili wood-carvers' cooperative, spoke with a leading Mombasa journalist, and met a Moslem human rights activist. Then they traveled to the Coastal Reef Conservation Project, where the director lectured about coastal environmental concerns, particularly involving efforts to preserve the world famous coral reef.

The field school ended in Nairobi,



Katie Echter, Ryan Lawrence, Byron Miller, and Karl Bressler visit the port city, Mombasa.

where students met with a Member of Parliament, a leading local journalist, a women's rights lobbying and education group, USAID personnel, and a former political detainee who now heads the Release Political Prisoners lobby group. Individual research projects were an integral part of the field school, including an opportunity to interview Kenyans on issues of interest followed by a written report.



Cheng Li works with students on research in China

What does the rapid development of information technology mean to higher education? How should college education in developing countries respond to new challenges and opportunities in the era of globalization?

Government Professor Cheng Li, Zizhu Christy Ma '02 and Yina Luo '03 pursued a faculty-student joint research project in China during the summer, aiming to shed light on these important questions. They examined policy changes and other recent developments in China's higher education, including case studies in Shanghai and Guangzhou.

While many other parts of the world may also experience similar effects of the electronic age, its impact on China, a country with 1.3 billion people, is truly revolutionary. By the end of 1999, there were about nine million Internet accounts in China, in contrast to 17 million in Japan and 35 million in the United States. However, it is estimated that the number of China's Internet accounts will surpass those in the United States in 2005.

In the realm of higher education, new developments such as an Internet university, distance learning, on-line study, digital convergence of languages, and virtual education programs have all called for new paradigms in teaching in China, as has happened to many other parts of the world. These developments have already led to - and will further stimulate - changes in financial resources, political control, school administration, disciplinary distribution, admission policy, curriculum design, graduate replacement, and technologically mediated educational exchanges across national borders.

Their study suggests that enormous new knowledge resources now available to China not only open new linkages between the Chinese and outside worlds, but also provide tools for critical thinking and new ideas.

Professor Li is currently analyzing the data derived from their fieldwork

and planning to publish the findings in a scholarly journal. He believes that this study of Chinese higher education can shed light on the strength and weaknesses of American undergraduate education in the wake of the technological revolution. "It can contribute to the broader debate on educational issues in the United States, especially questions concerning the nature of liberal arts education in the 21st century, curriculum reform in the era of cyberculture and globalization, and the impact of the telecommunication revolution," said Li.

Meanwhile, this research project is extremely beneficial for the two student participants because during their fieldwork, they constantly made comparisons between China and the

United States, between the Chinese educational system and an American liberal arts education, between the realm of education and the "real world."

"[The study of Chinese higher education] can contribute to the broader debate on educational issues in the United States, especially questions concerning the nature of liberal arts education in the 21st century, curriculum reform in the era of cyberculture and globalization, and the impact of the telecommunication revolution."

-Prof. Cheng Li



Zizhu Christy Ma '02 and Yina Luo '03 worked with Government Professor Cheng Li (above) to study educational changes in China.

The theme chosen for the 2000-2001 academic year was **Poverty and Inequality**. Speakers are selected by the departments (shown in parentheses), and the Levitt Center provides part of the monetary support.

Speakers come to campus

Barbara McClatchie Andrews, photojournalist (*co-sponsored by the Art Department*)

John G. Bruhn, focus group workshop (sponsored by Sociology Department)

Careers in Government Panel: (*co-sponsored by the Career Center*):

David Mead

Christina Pearson

Frank Vlossak

Kimberly Waldner

Thomas Cornell, Catholic Worker Movement (*sponsored by the Newman Chaplaincy*)



Miriam Ching Louie, Nation Media

Coordinator, Garment Workers Justice Campaign and advocate for immigrant women workers (*sponsored by Women's Studies Department*)

William McKibben, environmentalist

(*sponsored by Environmental Studies Committee*)

Farid Abdel-Novr, a video-conference on Palestinian perspectives (*sponsored by the Government Department*)

Stephen G. Rabe, University of Texas at Dallas (*sponsored by Department of History*)

Jeffrey Sammons, Professor of History, New York University (*co-sponsored by the Departments of History and Philosophy and the Office of the President*)

As part of a press conference held in the Dwight Lounge, Prof. Paul Hagstrom presents the results of his study on the economic impact of 8,759 refugees who have settled in the Utica area since 1975. His study shows short-term costs, but long-term benefits as refugees buy homes, pay taxes and consume local goods. (See related story on pages 4 - 5.)

Analysis projects benefit public agencies

Public Policy students pursue a variety of projects

County compensation plan

Jolyn Sweet is analyzing the compensation and benefit plan for employees of Cortland County. The project includes an examination of fairness in policies such as disability leaves, e-mail, Internet usage, maternity leaves, sick days, and weapons. Jolyn will help draft a new compensation and benefit plan, to be presented to the Cortland County Legislature in the spring.

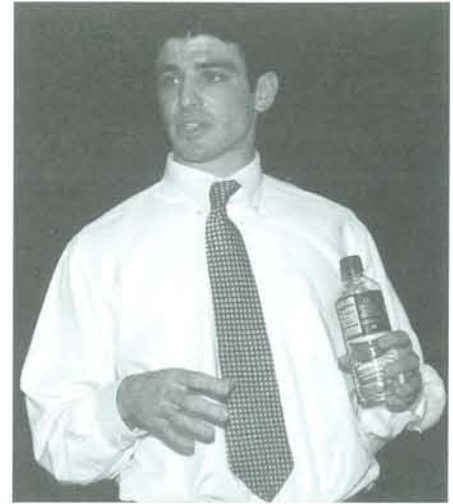
Energy conservation codes

Phuong Nguyen is examining the effectiveness of the New York State energy conservation codes for residential buildings. She will be interviewing and surveying building contractors in the state to find out if they are aware of the conservation code, if they comply with it, and if the code really saves energy. This research project is being performed for the New York State Department of State, Building Codes Division.

Club drug use

Jessica McGiff and Pamela Dixon are conducting a study entitled "Psychological and Sociological Correlates of Club Drug Use." They will be interviewing and surveying students on several upstate college campuses to find out why some students use club drugs, especially Ecstasy. Jessica and Pamela are working with the New York State Department of Alcoholism and Substance Abuse Services.

James DiNardo '00 presents the results of his survey of businesses in and around the village of Clinton to members of the community and the Clinton Chamber of Commerce. This study was completed in Spring 2000 as part of his major in Public Policy.



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The mission of the Levitt Center is to strengthen and promote the role played by public affairs in the liberal arts education of every student at Hamilton College.

The staff includes; Prof. Philip A. Klinkner, Director and Associate Professor of Government; Dr. Judith Owens-Manley, Research Coordinator for the Resource Center for Human Services; and Sally Carman, Administrative Assistant and Editor of the Annual Report.

The Levitt Council, providing direction for special programs and projects, consists of Prof. Alan Cafruny, Government Department; Prof. Dennis Gilbert, Sociology Department; Prof. Klinkner; Prof. Derek Jones, Economics Department; Prof. Robert Simon, Philosophy Department; and Prof. Paul Hagstrom, Economics Department. Prof. Hagstrom will become the new Levitt Center Director on July 1, 2001.

To contact the Levitt Center, call Sally Carman at (315)859-4451 or e-mail: scarman@hamilton.edu. The fax number is: (315)859-4477.