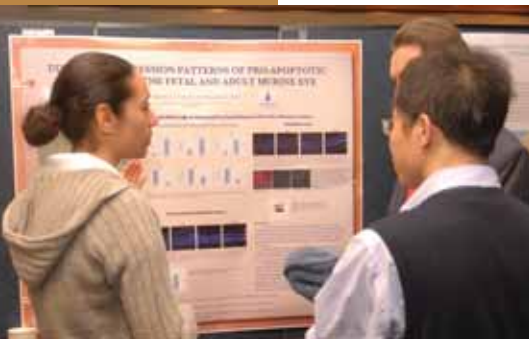


Quest

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President's Comments

As many, if not most, of you are aware, my presidency at Howard University will end in June, 2008. Coincidentally, this May marks the 50th Anniversary of Howard University's awarding its first Ph.D. degree. This anniversary not only signals the measurably short span of doctoral education at Howard in which the University has made immeasurable accomplishments, but it also provides an opportunity to reflect upon the ever evolving role and expanding influence of the University as a national and global research institution. In this fiftieth landmark year, we honor the stalwart giants of our past who, through their scholarly and creative activities, set the stage for the accomplishments that we now celebrate. We acknowledge also, and with deep gratitude, the endeavors of the current faculty, students, and alumni who assiduously labor to enhance and maintain the legacy of research excellence that has long been the hallmark of this institution.

I congratulate the entire Graduate School, the graduate faculty and all others who have assumed important roles throughout the University in celebrating this 50-year Ph.D. milestone. I look forward to the continued progress of doctoral education and research at Howard in the years ahead.

Sincerely,

H. Patrick Swygert
President



H. Patrick Swygert

Courtesy of Johnson Publishing Company

A Vision for Research

50 Years of Progress in Doctoral Education: *Celebrating Our Past, Our Present, and Looking Forward to the Future*

We are pleased to share this special commemorative issue of *Quest* that celebrates *50 Years of Doctoral Education: 1958 to 2008* at Howard University. The theme of this celebration year is “Reflecting on Our Past, Celebrating Our Present, and Envisioning Our Future.” When doctoral education began at Howard more than 50 years ago, it reflected a commitment by the University to enhance access to doctoral education to a much wider audience of U.S. citizens and to others throughout the nation and the world. Howard now offers 28 doctoral degrees in the humanities, social sciences, the natural sciences, engineering and technology. Among its approximately 100 culturally and racially diverse Ph.D. recipients each year, is the nation’s largest number of on-campus produced African-American Ph.D. recipients. Many of its graduate faculty and Ph.D. alumni are widely respected in their disciplines and hold leadership positions in academia, government and the private sector across the nation and around the world. Because of the University’s robust doctoral education endeavor, it has been able to catapult into the top echelon of research universities in the United States. Therefore, it is with great pride that we celebrate our past, our present and look forward to an exciting future.

This special issue of *Quest* includes highlights of the year’s celebratory events for the Ph.D. 50th anniversary thus far, as well as articles on the scholarly and creative contributions and legacy of some of Howard University’s early faculty that led to the awarding of the Ph.D. degree. We also include an online discussion with Social, Behavioral and Economic Sciences Scholar-in-Residence Dr. Walter Allen on eminent sociologist E. Franklin Frazier who organized the Department of Sociology, and helped to lay the foundation for the founding of the Howard School of Social Work, and; for the empirical study of the African-American family in the United States.

We also include excerpts from a keynote address by Distinguished Professor of History Emeritus Dr. Joseph Harris who, on April 2, 2008 addressed the historical context of graduate education at Howard at the Graduate School’s Annual Research and Honors Day. In addition to honoring research participants, Research Day featured a special tribute to the vision and leadership of President H. Patrick Swygert on behalf of doctoral education at Howard. *Beginning in 2009, in recognition of the leadership of President Swygert, the Graduate School will sponsor an Annual H. Patrick Swygert Lecture on Graduate Education.*

In this issue, we also present the research of several of our junior faculty from the arts and humanities, biological and life sciences, engineering and physical sciences, and social sciences. Their research covers a disparate range of topics: contextual cues in television advertising aimed at children; how signaling pathways are altered in prostate cancer development and progression; the development of a microreactor for the production of hydrogen from ammonia; and how benevolent social constructions promote general welfare, and other topics.

A schedule of additional events during this celebratory year may be found at the Graduate School’s web site: www.gs.howard.edu.

Richard A. English, Ph.D.
Provost and Chief Academic Officer

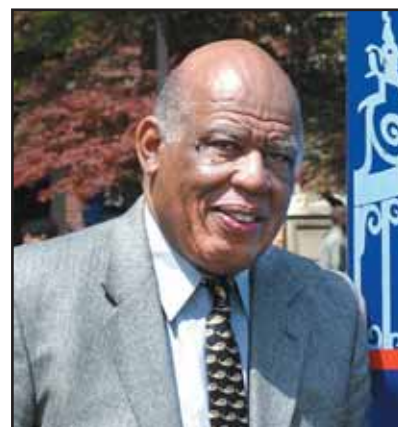
and

Orlando L. Taylor, Ph.D.
Vice Provost for Research and Dean, Graduate School



Richard A. English

Photo by Martin T. Jones



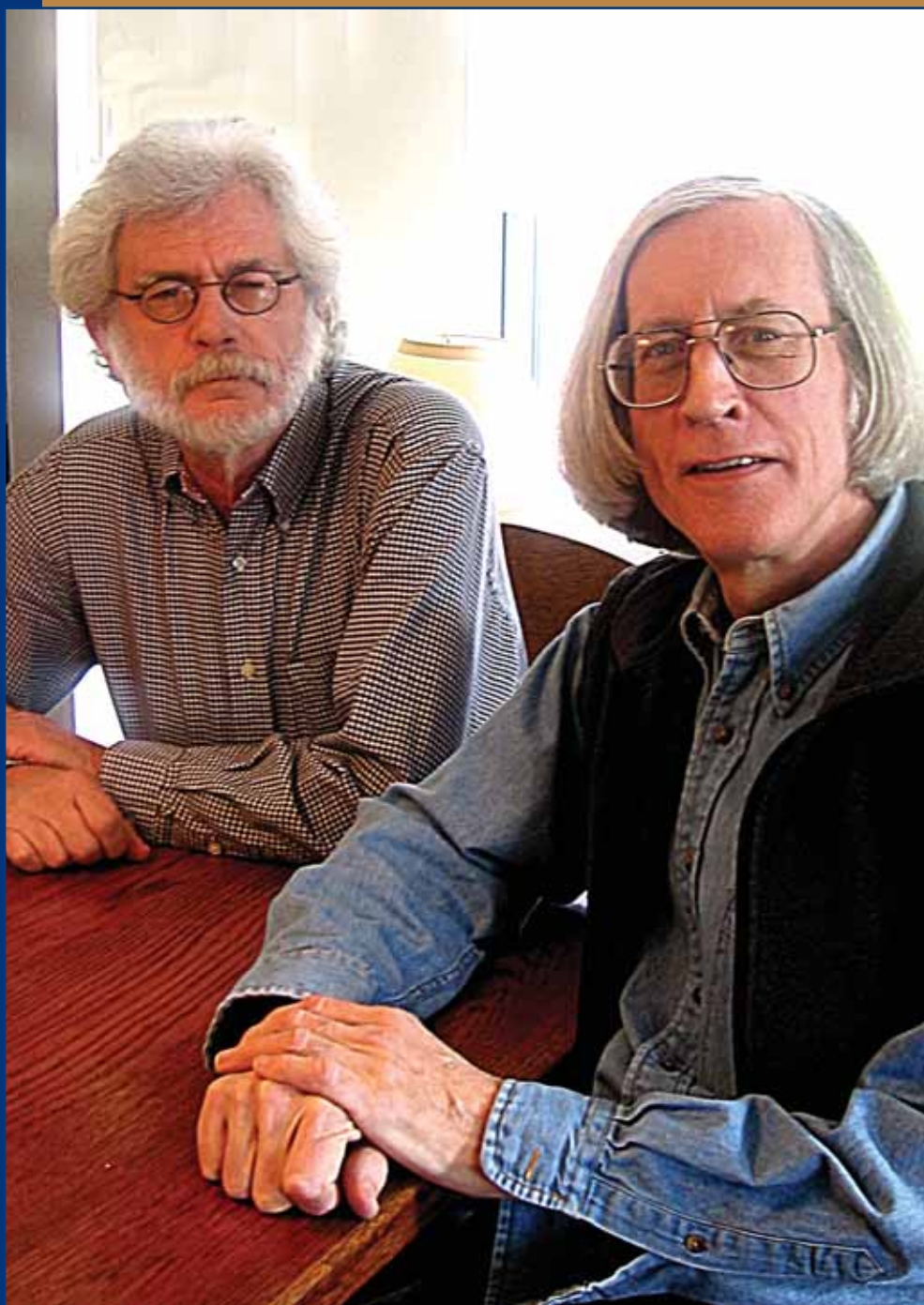
Orlando L. Taylor

Photo by Caesar



Paul E. Hudrlik, Professor of Chemistry, accepted a teaching appointment at Howard University in January 1977. His research interests are synthetic organic chemistry, organosilicon chemistry, and molecular recognition. He has supervised the research of 15 Ph.D. students at Howard University.

Martin R. Feldman, Professor of Chemistry, Emeritus, served on the Howard faculty from 1963 to 2003. His research areas were physical organic chemistry, chemical education, and the history of chemistry. He was the research adviser to eight Ph.D. graduates at Howard.



*Paul Hudrlik, Ph.D., Professor of Chemistry (right)
and Martin R. Feldman, Ph.D., Professor of Chemistry Emeritus (left)*

Reflecting on Our Past

**Science Research at Howard University
(1910-1960), and the Development
of the Ph.D. Program**

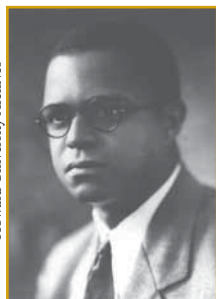
By Paul F. Hudrlik and Martin R. Feldman

For the first 50 years there was little emphasis on scientific research at Howard. In the early years there was an emphasis on the classics. Not until 1875 did the University begin to emphasize the sciences as well as the classics (Dyson, p.157). The first courses in chemistry and physics were taught by faculty in the medical school. There were courses at the graduate level, and there were master's degrees, but these were not generally in the sciences. The first M.S. at Howard, which required a research-based thesis, was awarded in chemistry in 1923.

Of course, it was difficult to conduct science research without adequate laboratory facilities. The science building, later named Thirkield Hall, was built in 1910, at a cost of \$90,000. Biology was on the first floor, physics on the second floor, and chemistry on the third floor. The chemistry building was built in 1934-36 at a cost of \$626,300 (Dyson, p. 105). The biology building, now named Just Hall, was built in 1954.

The Graduate School was organized in 1934. There was always the intention to establish a Ph.D. program, but many faculty members felt there were inadequate resources to support a Ph.D. program, and many departments did not have the critical mass of research-oriented faculty to establish a viable graduate program. The Ph.D. program was finally approved for the Chemistry Department in 1955, and the first two chemistry Ph.D. degrees were awarded in June 1958. Three more Ph.D. degrees in chemistry were awarded in 1959.

In 1959, Ph.D. programs were approved for physics, zoology, and physiology; the first Ph.D. degrees in these disciplines were awarded in 1961, 1963, and 1964, respectively. In 1962-63, Ph.D. programs were also approved for pharmacology, history, government (now called political science), and English; and in 1969-70, Ph.D. programs were approved for African studies, psychology, and biochemistry. Since then, many more Ph.D. programs have been approved.



Howard University Archives

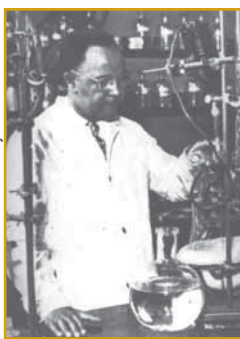
Dr. Charles H. Thompson

One of the key figures in the development of the Ph.D. program was **Dr. Charles H. Thompson** (1896-1980), Dean of the Graduate School from 1943 to 1954, and 1955-1960. He was born in Jackson, Mississippi, received his Ph.D. in education from the University of Chicago in 1905 (the first black in the U.S. to earn a Ph.D. in that field). He was at Howard University from 1926 to 1966, serving as Head of the Department of Education, Dean of Liberal Arts, and Dean of the Graduate School. He founded the *Journal of Negro Education*. In 1955, when the Chemistry Department submitted the petition to begin the Ph.D. program, the Graduate Council was deadlocked. Dean Thompson had to break the tie so the petition could go forward (Logan, p. 419). **Dr. J. Leon Shereshefsky**, Head of the Department of Chemistry, invited a panel of three distinguished chemists to be "external visitors." When these chemists gave a favorable report, approval by the Graduate Council and the Board of Trustees was assured (Logan, p. 420).

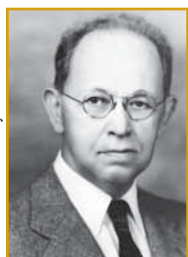
A few of the key scientists in chemistry, physics, and biology who were active during the years leading up to the Ph.D. program are highlighted below.

CHEMISTRY

Robert Percy Barnes (1898-1990) was born in Washington, D.C., and attended Dunbar High School. He went to Amherst College, where he graduated in 1921 (Phi Beta Kappa), and taught for one year as the first black faculty member. He joined the Howard University faculty in 1922, and earned the M.A. (1930) and Ph.D. (1933) degrees from Harvard University. At Howard, he became full professor by 1945, and retired in 1967. He was an organic chemist who studied the chemistry of alpha and beta diketones, and published about 40 papers. From 1950 to 1958, he was invited to serve on the National Science Board to develop a national policy for the promotion of basic research and education in the sciences. He was the advisor for three of the early Ph.D. students in chemistry, including Harold Delaney, one of the first two Ph.D. recipients at Howard.



Percy Lavon Julian (1899-1975) was born in Alabama. He attended DePauw University in Indiana, lived in the attic of a fraternity house, and worked there as a waiter. He graduated in 1920, Phi Beta Kappa and valedictorian. For two years he taught at Fisk University, and then went to Harvard for his M.S. in 1923. He wanted to continue his graduate education, but was unable to get a teaching assistantship at any of the major universities, so he taught at West Virginia State College, then Howard. In 1929 he received a fellowship which enabled him to attend the University of Vienna, where he completed his Ph.D. degree in 1931. He then returned to Howard as Head of the Chemistry Department from 1932 to 1934, and designed a new chemistry building. He left Howard and taught for one year at DePauw, then left the academic world to take a position at the Glidden Company (1936-1953) as chief chemist and director of research. In 1954 founded his own company, Julian Laboratories, which he sold in 1961 to Smith, Kline, and French for \$2.3 million. Julian was a brilliant and productive organic chemist. In 1934 he synthesized physostigmine, used for treatment of glaucoma. At Glidden, he specialized in the production of sterols, which he isolated from soybean oil. His work reduced the cost of sterols, and thus reduced the cost of cortisone, used in the treatment of arthritis. He wrote numerous scientific papers, and had more than 100 patents. He received many honorary degrees and awards, including the NAACP Spingarn Medal in 1947. He was the first African-American chemist inducted into the National Academy of Sciences.



J. Leon Shereshefsky (1897-1996) received his Ph.D. degree from Johns Hopkins University, and joined the Howard chemistry faculty in 1930. He served as Acting Head of the Department of Chemistry from 1934 to 1938, then as Head from 1938 to 1958. He was a major influence on the department in pushing for approval of the Ph.D. program in chemistry, and hiring many new faculty. His research specialty was the physical chemistry of surfaces. He was the research advisor for five Ph.D. students, including Bibhuti R. Mazumder, one of the first two Ph.D. recipients at Howard.

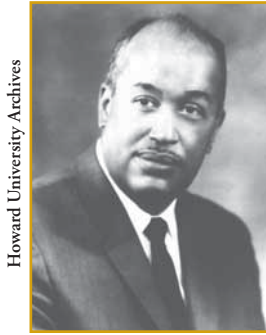
Kelso Bronson Morris (1909-82) was born in Beaumont, Texas, and attended Tuskegee Institute and Wiley College in Texas. He did his graduate work at Cornell, earning the M.S. in 1937 and the Ph.D. in 1940. He taught at Howard from 1946 to 1979, and served as Head of the Department of Chemistry from 1965 to 1969. He wrote more than 40 scientific publications and three books. It has been estimated that he taught more than 10,000 students. He was the research advisor for five Ph.D. students, who studied the chemistry of molten salts.

Lloyd N. Ferguson (1918-?) was born in Oakland, California. When he was about 12 years old, he was able to get a chemistry set and started experimenting in his back yard. He attended the University of California, Berkeley, earning his bachelor's degree in 1940, and the Ph.D. in 1943. (He was the first African American to earn the Ph.D. in chemistry at Berkeley.) He taught for two years at North Carolina A&T State University, then came to Howard in 1945. He became full professor in 1955, and served as Head of the Chemistry Department from 1958 to 1965, when he left Howard to join the faculty at California State University, Los Angeles (1965-1986). He conducted research in organic chemistry, and wrote six major textbooks in that field. At Howard, he led the department during the first few years of the doctoral program, and was the research advisor for five Ph.D. students.



Moddie D. Taylor (1912-1976) was born in Alabama, and went to Sumner High School in St. Louis, Missouri. He did his undergraduate work at Lincoln University in Jefferson City, Missouri, graduating with a B.S. in chemistry in 1935 as valedictorian. He taught at Lincoln University while doing part-time graduate work at the University of Chicago, where he earned the M.S. degree in 1939 and the Ph.D. in 1943. For two years he worked for the top-secret Manhattan Project at the University of Chicago. He joined Howard University in 1948 as an associate professor, became full professor in 1959, and served as chair of the Department of Chemistry from 1969 to 1976. His research interest was the chemistry of the rare earth metals. He wrote a chemistry textbook, and in 1960 was selected by the Manufacturing Chemists Association as one of the six best chemistry teachers in the country. He was the research advisor for three Ph.D. students.

PHYSICS



Herman R. Branson (1914-1995) was born in Pocahontas, Virginia, and attended Dunbar High School in Washington, D.C. He studied at the University of Pittsburgh, then Virginia State University (B.S. 1936). He earned the Ph.D. degree in physics from the University of Cincinnati in 1939. (He was the first African American to earn the Ph.D. in physical science from Cincinnati.) He taught physics, chemistry, and mathematics at Dillard University in New Orleans. In 1941 he was invited to lead the Physics Department at Howard University. In 1944 he was promoted to full professor. He served as Head of the Physics Department for 27 years. He left Howard in 1968 to become the president of Central State University in Ohio, and in 1970 he became president of Lincoln University in Pennsylvania, where he stayed until he retired in 1985. He returned to Howard in 1992 to be the director of a science and mathematics research program. His research was in biophysics, mathematical biology, and protein structure. He studied how the body uses raw materials such as phosphorus, and

studied sickled red blood cells. In 1948 he began collaborating with Linus Pauling on the structure of proteins. This work led to the identification of the helical structures of proteins. He had more than 100 scientific publications. In 1975 he was elected to the Institute of Medicine.

Helson V. Eagleson (1903-1992) was born in Bloomington, Indiana. He attended the University of Indiana, where he earned the B.S., M.S., and Ph.D. (1939) degrees. He was the fourth African American to earn a Ph.D. in Physics. He taught at Morehouse College (1927-35), Clark College, and Howard University (1947-63). He served as Head of the Physics Department from 1961 to 1971. After retiring from Howard, he taught part time at the University of Maryland and the University of the District of Columbia.

BIOLOGY



Ernest Everett Just (1883-1941) was born in Charleston, SC. He received the B.A. degree in 1907 from Dartmouth, where he received many honors (including Phi Beta Kappa his junior year). He received the Ph.D. from the University of Chicago in 1916. In 1907 he was invited to join the faculty of Howard University as a teacher of English. Within a few years he began teaching biology, and in 1912 became full professor and the Head of the new Department of Zoology. He took a leave of absence from Howard to complete the Ph.D. degree at the University of Chicago in 1916. In addition to teaching courses in zoology, he also taught physiology. Beginning in 1909 he started working summers at the Marine Biological Laboratory in Woods Hole, Mass. During the next two decades he did most of his research there. As his reputation as a cell biologist expanded nationally, it became increasingly difficult to conduct research. In 1929 he left the United States "because of racist attitudes," and spent the remainder of his professional career in Europe. He died of pancreatic cancer in 1941.

Just was a modest man who was also a brilliant scientist. His interests were in cell biology and embryology. He was particularly interested in fundamental research on egg fertilization. He published more than 70 papers and two classic textbooks. He was the first recipient of the NAACP Spingarn Medal in 1915.

Harold E. Finley (1905-1975) was born in Florida, and received his B.S. degree from Morehouse College in 1928. He attended the University of Wisconsin, where he received the M.S. degree in 1929, and the Ph.D. degree in 1942. He served as the Head of the Zoology department from 1947 to 1969. During this time the Biology building was built. He was the first African-American president of the American Society of Protozoologists, and the first African-American president of the American Microscopic Society. He served on the editorial boards of several journals.

HOWARD UNIVERSITY PH.D. PRODUCTION TIMELINE

1955

On January 25, the Board authorized its chairman, Lorimer D. Milton, to appoint a committee to consider documents supporting and opposing the initiation of the Ph.D. degree by the Department of Chemistry.

The Board voted on April 26 that the Department of Chemistry be authorized to offer a program of studies leading to the degree of Doctor of Philosophy, beginning with the school year 1955-56.

On December 14, the Graduate Council unanimously adopted the program of study for a doctoral program.

1956

On January 23, the Board approved the general requirements for the degree of Ph.D., which had been unanimously adopted by the Graduate Council on December 14, 1955, effective as of 1955-1956. The requirements were substantially the same as those in other American colleges and universities.

1958

Harold Delaney and Bibhuti Mazumder (a native of India) were the first two recipients of a Ph.D. Both Ph.D.s were in Chemistry.

1959

Three individuals received their Ph.D.s.

1959

Physics Department, headed by renowned physicist Dr. Herman Branson, was approved for the Ph.D. degree on February 27.

1960

No Ph.D. was awarded

On January 26, the Office of Education under the National Defense Education Act provided three fellowships at \$2,500 each for the Department of Physics.

1970 Ph.D.s were awarded to 27 individuals.

1980 Ph.D.s were awarded to 35 individuals.

1990 Ph.D.s were awarded to 54 individuals.

1998

Howard University Graduate School celebrated 40 years of Leadership in Doctoral Education.

2000 Ph.D.s were awarded to 91 individuals.

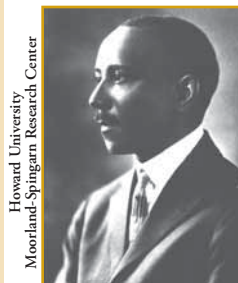
2006 Ph.D.s were awarded to 92 students.

2007 Ph.D.s were awarded to 96 students, the largest class until that time

2008 Ph.D.s will be awarded to the 50th Ph.D. Anniversary Class

Compiled by Ann-Marie Adams, doctoral student, History

BOTANY



Howard University
Moorland-Spingarn Research Center

Thomas Wyatt Turner (1877-1978) was born in Hughesville, Maryland. He did undergraduate work at Howard University (A.B. 1901), then taught biology at Tuskegee Institute, and later taught in the Baltimore public schools. He completed the master's degree (1905) at Howard University, and the Ph.D. degree (1921) at Cornell. He was the first African American to earn a doctorate at Cornell. He taught at Howard University from 1913 to 1924. He served as Acting Dean of Education from 1914 to 1920, and as the first Head of the Botany department from 1920 to 1924. From 1924 to 1945 he taught at Hampton Institute (now Hampton University), and had to retire in 1945 because of glaucoma. He was an expert on plant physiology and pathology, and the effects of mineral nutrients on plants; he also conducted research on cotton breeding. Dr. Turner was also active in the NAACP and was involved in many social issues.

Charles Stewart Parker (1882-1950) earned his B.S. degree in 1905 from Trinity College, Mississippi, his M.S. degree in 1922 from Washington State College, and his Ph.D. in 1932 from Pennsylvania State. He came to Howard University in 1925, and led the Botany department until he retired in 1947. He discovered many new plant species, some of which are named after him. He conducted research on many diseases of plants.



Howard University Archives

Marie Clark Taylor (1911-1990) was born in Sharpsburg, PA. She attended Dunbar High School in Washington DC, graduating with honors in 1929. She attended Howard University, where she received her B.S. in 1933, and her M.S. in Botany in 1935. After teaching high school for six years, she went to Fordham University, where she received the Ph.D. degree in 1941. (She was the first woman of any race to get a Ph.D. in science at Fordham.) She taught high school a few more years, then joined the Howard University Department of Botany in 1945. She married Richard Taylor in 1948. She served as Head of the Botany department from 1947 until she retired in 1976. During this time the department expanded. She was deeply involved with the design and construction of the new biology building in the 1950's. Her research interest was plant photomorphogenesis.

From the first two Ph.D. graduates in 1958, to the ever-increasing number of graduates each year, totaling more than 2400 so far, Howard graduate alumni have become national and international leaders in their disciplines. Today, the Graduate School is recognized by the Carnegie Foundation for the Advancement of Teaching as among the nation's leading research institutions, based on research funding and number of Ph.D. graduates, which now number approximately 100 annually. The research tradition at Howard has developed beyond every expectation during the last fifty years, and should continue to progress well into the future.

We thank Ann-Marie Adams for her library research.

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Conversations with Drs. Lafayette Frederick, Felix Friedberg, Leslie Hicks, and Michael R. Winston.

UCLA PROFESSOR WALTER ALLEN EXAMINES IMPACT AND LEGACY OF SOCIOLOGIST E. FRANKLIN FRAZIER AS INFLUENCED BY W.E.B. DU BOIS

UCLA Professor Walter Allen, Ph.D., delivered a major lecture on the legacy and impact of sociology scholar E. Franklin Frazier on Howard University and the African-American family in the U.S. on April 23, 2007 in conjunction with the Graduate School's celebration of 50 years since awarding its first doctoral degree. Professor Allen, who is the Allan Murray Cartter Professor of Higher Education, Graduate School of Education and Information Studies, University of California – Los Angeles and the Howard University Graduate School's Social, Behavioral, and Economics Sciences Scholar-in-Residence, recently participated in an online interview with Quest editor, Dr. Gwendolyn S. Bethea. During the interview, he reflected on some of the major contributions of Frazier.

W.E.B. Du Bois



Walter Allen, Ph.D.

E. Franklin Frazier



BETHEA: E. Franklin Frazier graduated from Howard with honors in 1916. He was a scholar who pursued Latin, Greek, German and mathematics, before later earning a master's degree in 1920 from the New York School of Social Work (later Columbia University School of Social Work). What do you think persuaded Frazier to change his focus to sociology?

ALLEN: Frazier studied and admired the scholarly work and career of the extraordinary scholar W. E. B. Du Bois. As such, I believe Frazier, in many respects, patterned his career after that of Du Bois. Early in his career Du Bois pursued study in the Classics and stressed the application of empirical science to the solution of social problems that especially plagued Black Americans. Ultimately, of course, Du Bois studied sociology in Germany and helped to found and establish the discipline in the United States. Frazier was well aware of Du Bois' career trajectory, so it is not happenstance that Frazier's own career evolution paralleled Du Bois' so closely.

BETHEA: Could you discuss Frazier's early thoughts about "the Negro family" in the United States and how these concepts either are or are not relevant to the African-American family today?

ALLEN: E. Franklin Frazier's early theory and empirical research on "the Negro family" represented an important advance in the study of family and community life in American sociology. Frazier recognized the importance of locating family in socio- economic, historical and cultural contexts in order to best understand family structure, values and functioning. His work examined the myriad of family circumstances, types and outcomes among Black families, essentially linking these to prevailing opportunity structures and family traditions. As such, Frazier's research on Black families laid the groundwork for important, influential studies of Black family, youth and community from scholars such as Andrew Billingsley, Joyce Ladner, Daniel Patrick Moynihan and William Julius Wilson. Interestingly, both Billingsley and Ladner have roots at Howard University.

BETHEA: Why was his book, *The Negro Family in Chicago*, such an important work in 1939 when it was published?

ALLEN: This book was important as a systematic, empirical study of Black family and community life. These topics had previously been grossly ignored and misunderstood in the social science literature. Indeed, Frazier's study was the most serious, thoughtful and balanced empirical exploration of "Negro families" since

W. E. B. Du Bois' *The Philadelphia Negro*. Frazier's study also extended "The Chicago School" of sociology to consider Black families and communities. Perhaps most importantly, Frazier's book portrayed how Black families and communities struggled valiantly—and most often successfully-- against heavy racial oppression, producing a rich culture, strong institutions and high achieving individuals. At the same time, he was unblinking in recognizing the negative, sometimes devastating consequences for individuals, families and communities of living under American racial apartheid. Put simply, his book emphasized how "Negro families" were both products and architects of their social environment.

BETHEA: Would you describe the nature and controversy around his book, *Black Bourgeoisie*?

ALLEN: *Black Bourgeoisie* offered a scathing critique of middle- class Blacks in America. The book challenged this affluent, privileged, conspicuously consuming group to a deep soul- searching. In often blunt, angry language Frazier challenged the Black middle class to reject simple-minded imitation of White middle-class culture to create/ emphasize/embrace authentic Black culture. Consistent with Du Bois' notions of a "Talented Tenth," Frazier said the Black elite must fulfill the obligations of uplifting and improving the plight of the majority of disenfranchised, impoverished Blacks who were denied educational, economic, housing, political opportunities. While educational and economic capital buffered the Black elite from the worst of Jim Crow racial segregation, American apartheid denied the majority of Black Americans an opportunity and even simple human dignity. In Frazier's opinion Black elites should not be comfortable in their privilege and distance themselves from the larger Black community, but instead were obligated to lead the struggle for change.

BETHEA: What was the nature of his criticism of the older generations who were members of the NAACP?

ALLEN: **Frazier critiqued them for accommodation to the American system of Jim Crow racial segregation and for not aggressively, creatively or effectively challenging the status quo. He faulted many for seeking personal comfort and safety instead of committing to progressive change in the circumstances of Black and poor Americans.**

BETHEA: What were his major contributions at Howard University and how did he feel about the environment of black colleges, including Howard?

ALLEN: E. Franklin Frazier was committed to Howard University and valued the unique contributions this institution had made and would make in the future. He understood the unique roles Howard University and other Historically Black Colleges and Universities (HBCUs) had to play as nurturers of young Black minds, producers of important scholarship and concrete, institutional representations of Black excellence, accomplishment and potential.

BETHEA: Can you describe Frazier's life in Brazil? How was it relevant to his work?

ALLEN: Frazier's scholarship was unfailingly comparative in focus. As he studied Black families and communities in the U.S. he did so with careful attention to how these families varied in structure, values, functions and outcomes across different circumstances/ characteristics. Moreover, Frazier was always outward looking and international in his perspectives, one sees clear evidence of influence on his work by European scholars like Karl Marx and Max Weber. In this respect I suspect he consciously patterned himself after W. E. B. Du Bois who was a decidedly international scholar of race and the African Diaspora. Frazier's life in Brazil allowed him to experience and to empirically investigate how the definitions, conditions, cultural patterns and socio- economic circumstances of race differed from—and paralleled—those in the U.S.

BETHEA: Would you please recount how Frazier became such a widely respected scholar and how he rose to such prominence in the American Sociological Society (later named American Sociological Association), becoming its president in 1948?

ALLEN: The sheer brilliance and volume of E. Franklin Frazier's scholarship propelled his recognition and rise in the American Sociological Association (ASA). Although Frazier was named president of ASA, he never was given a full- fledged academic appointment to the sociology faculty at the University of Chicago, even though he earned his doctorate in the department and was one of the most widely known contributors to "The Chicago School" of sociology. Ironically, as was true with his model and mentor W. E. B. Du Bois, American racism impeded full recognition of E. Franklin Frazier's scholarly contributions to sociology.

BETHEA: Can you describe the relationship between Frazier and Du Bois, his mentor?

ALLEN: As I have noted, Frazier patterned his career and research interests after those of W. E. B. Du Bois. There is also ample evidence of correspondence and meetings between these scholars. For certain Du Bois registered a profound intellectual imprint on Frazier as a scholar, theorist, research and advocate for progressive social change.

BETHEA: What was the nature of his positions and the ensuing debate on the impact of slavery on the Black family?

ALLEN: Frazier's research emphasized the impact of contemporary social forces such as economic deprivation, racial discrimination, substandard housing, concentrated social pathology and blocked opportunities on Black families and communities. He did not deny the historical importance of slavery as a social fact which shaped Black families, but instead sought to uncover contemporary influences. In my view this was consistent with his efforts to identify factors which social policy could change in order to improve the circumstances of Black communities and families.

FIRST PH.D. GRADUATES BY MAJOR DEPARTMENT

BETHEA: What would you consider to be the most important contribution of E. Franklin Frazier in general?

ALLEN: In my opinion E. Franklin Frazier's most important contributions were to the study of race, social history, community organization and family life. His body of scholarship demonstrated how these factors intersect to shape individual, group, institutional, community and national outcomes. His work was also important for demonstrating that sociological theory and research could inform progressive social change.

BETHEA: Are there applications today to the socio-cultural environment of the African American community, nationally and globally?

ALLEN: The most important application reminds us of the necessity to study these communities empirically in social context with careful attention to history, economics, politics and values as we seek to better understand the combination of unique and shared features that define organized community life across the African Diaspora.

BETHEA: How specifically did he change teaching and learning in sociology and other disciplines?

ALLEN: Frazier's work broadened the sociological paradigm to include greater emphasis on social policy and broadened the social work paradigm to include greater emphasis on empirical social research. His work broke down the forced, false separation in both disciplines between research, policy and practice. In a related sense he brought the study of African American community life into the mainstream of the social behavioral sciences, insisting that to fully understand American life one must understand Black communities and Black people for the integral roles we have played (and play) in shaping the "American Story."

BETHEA: Finally, what has been the influence of E. Franklin Frazier on your own life and research as a sociology scholar?

ALLEN: E. Franklin Frazier has exerted profound influence on me as a person, intellectual, scholar and sociologist. My encounters with his writings as an undergraduate excited my imagination and helped commit me to a career in sociology. I have unabashedly patterned my career interests after Frazier's and in sizeable degree sought to follow his career pathways (e.g., I am also a University of Chicago Ph.D. in sociology). Following his footsteps, my research interests include Black families, Black communities, Black youth and Black educational achievement domestically as well as internationally. I strive to produce theoretically rich, empirically rigorous research that informs positive social change for these populations. Of course even as I strive after Frazier's model I am painfully aware of falling short, he was a scholar of such tremendous range, depth, nuance and influence (e.g., linguist, mathematician, sociologist) that I can only marvel and hope to emulate-- but not match his accomplishments.

BETHEA: Thank you.

DEPARTMENT	GRADUATE	GRADUATION DATE
African Studies & Research	Lezmore Emanuel	6/5/1970
Anatomy	Ophelia Weeks	12/19/1980
Atmospheric Sciences	Natasha Greene	5/13/2006
	Lizette Roldán	5/13/2006
	Andrea Sealy	5/13/2006
Biochemistry	Reynold John	5/14/1977
Biology	Roger Ramsammy	5/8/1993
	Princess Uston	5/8/1993
Chemistry	Harold Delaney	6/6/1958
	Bibhuti Mazumder	6/6/1958
Communication & Culture	Donna-Marie Darlington-Dawes	8/10/2001
	Sherry Scott	8/10/2001
* Communication Arts & Sciences	Johnetta G. Davis	7/24/1976
	Cleo Jones Gray	7/24/1976
	Joan Payne	7/24/1976
Communication Sciences & Disorders	Nereida Hillyer-Wright	8/11/1990
Economics	Ephraim Mbaba	5/13/1978
Electrical Engineering	Thomas Bradley	5/14/1983
English	Gregory Rigsby	1/25/1968
Genetics & Human Gen.	Goziam Attoh	7/26/1986
History	Moses Nwulia	6/3/1966
** Human Communication Studies	William Shija	5/14/1988
*** Human Ecology	Ikemefuna Obizoba	5/8/1976
Mass Communication & Media Studies	Kandace Harris	12/22/2005
	Sherrie Wallington	12/22/2005
Materials Science		
Mathematics	Abdulkeni Zekeria	12/14/1984
Mechanical Engineering	Ramasamy Sellappan	12/21/1977
Microbiology	Warren Ashe	5/12/1984
	Agnes Day	5/12/1984
Modern Languages	Toney Davis III	8/7/1993
Nutritional Sciences	Uchenna Olejeme	5/11/1991
Pharmaceutical Science	Vida Farrar	8/7/1993
Pharmacology	Samarendra Dutta	8/22/1964
Physics	Titus Pankey, Jr.	8/26/1961
Physiology	Basdeo Balkissoon	6/5/1964
Political Science	Elaine Yarborough	12/22/1995
Psychoeducational Studies	Norris Haynes	7/29/1978
	Mildred Johnson-Brown	7/29/1978
Psychology	Fred Yaffe	8/28/1972
**** Romance Languages	Simon Ndombele	5/11/1985
Social Work	Sandra Crewe	5/10/1997
Sociology	Ivor Livingston	7/28/1979
***** Zoology	Nathaniel Boggs, Jr.	6/7/1963
	James Oliviere	6/7/1963
	Sidney Smith, Jr.	6/7/1963

* Divided into two departments: Communication Sciences & Disorders and Human Communication Studies

** Now Communication and Culture

*** No Longer Offered in the Graduate School

**** Now Modern Languages

***** Merged with Botany to form Biology

Celebrating our Present as We Envision Our Future

Howard University Junior Faculty Members Continue Howard's
Legacy of Research Excellence **By Jamila Cupid**

The junior faculty at Howard come from myriad academic and research backgrounds. Their research provides ample indication that the legacy of research excellence that has been the cornerstone of Howard University doctoral programs will continue.

Other junior faculty will be profiled in the fall issue of Quest. A sampling of faculty, selected by their department chairs, appears below by division.

ARTS AND HUMANITIES

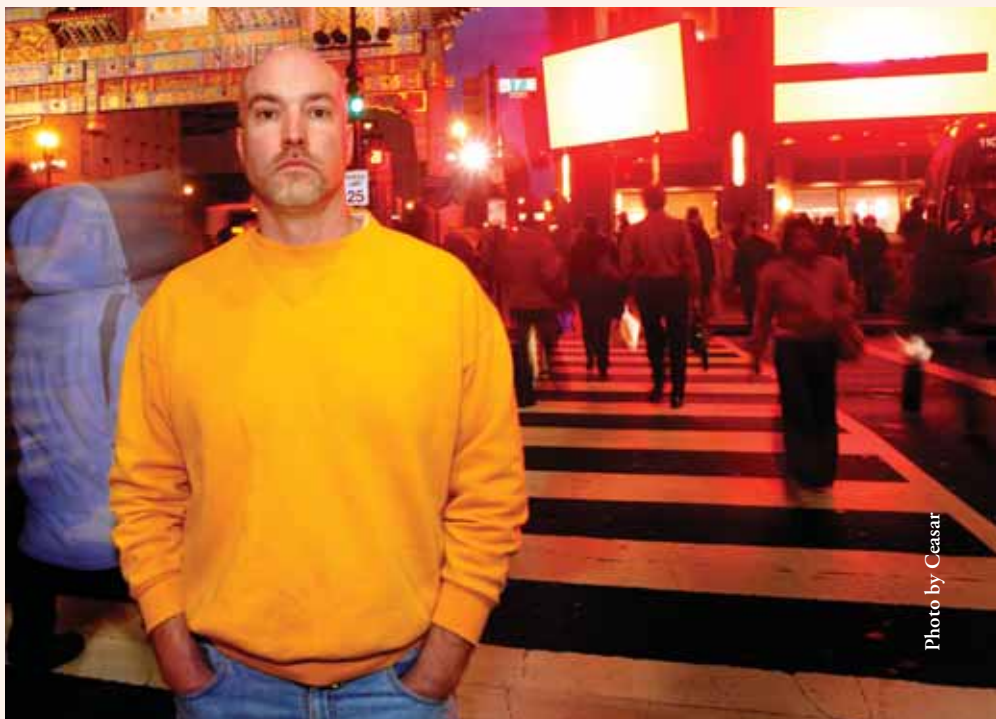
James A. Rada, Ph.D, assistant professor, Department of Radio/TV/Film

Dr. James A. Rada's recent publications include Rada, J. and Wulfemeyer, K.T. (2005). "Color-coded: Racial Descriptors in Television Coverage of Intercollegiate Sports" in the *Journal of Broadcasting & Electronic Media*, Brooks, D. and Rada, J. (2002). "Constructing race in Black and Whiteness: Media coverage of public support for President Clinton" in *Journalism & Communication Monographs*, Rada, J. (2000). "A new piece to the puzzle: Examining effects of television portrayals of African Americans" in *The Journal of Broadcasting & Electronic Media*, and a book chapter, Rada, J. and Wulfemeyer, K.T. (2004). "Calling class: Sports announcers and the culture of poverty" in Don Heider (Ed.) *Class and News*. In 2007, he presented "Pitching Products or Selling Stereotypes: Contextual Cues in Television Advertising Aimed at Children" at the Association for Education in Journalism and Mass Communication's National Convention, Washington, D.C.

In discussing his discipline of choice, Dr. Rada states that "The history of America is one that is littered with racism and classism. In the present day, many of the roads of inequality run through what we see, and hear, in the media and pop culture. Thus, in order to address the ills and ails of society, one must understand how it is being communicated."

He sees his most rewarding experience as an ongoing occurrence, instead of a one-time event. He describes it as "that magic moment when the light bulb goes on! Sometimes for me, sometimes for the students. But no matter which one of us it is, once the light is on, it burns brighter than the brightest star." For Dr. Rada, becoming a professor at Howard University has provided an opportunity for him to combine his professional interests with his personal passions.

Prior to his Howard appointment, Dr. Rada was an assistant professor at Rowan University. He received his doctoral degree in Mass Communication from The University of Georgia.



BIOLOGICAL AND LIFE SCIENCES

Karen M. Hill, Ph.D., assistant professor, Department of Pharmacology



Photo by Ceasar

Dr. Karen M. Hill's primary research focus is to better understand how signaling pathways are altered in prostate cancer development and progression. This information has potential use in designing better drug therapy and preventive regimens for prostate cancer. Currently, she is investigating the role of Phosphatidylinositol 3-kinase (PI 3-Kinase) in prostate cancer. She explains that "PI 3-kinase is a lipid kinase that has been shown to be essential in prostate cancer cell survival and proliferation signaling events. In order to design appropriate drug therapy, investigations of the differences in expression and/or activity among each Class IA PI 3-kinase isoform associated with prostate cancer should be performed,

as well as how these changes affect prostate cancer cell signaling that are essential for survival and proliferation." Her primary research project is designed to answer these questions.

Another area of Dr. Hill's research is investigating whether alcohol consumption affects prostate cancer cell signaling events that are essential for cell survival and proliferation. This project examines alcohol-induced changes in key cell signaling pathways that are essential for cell survival and proliferation in prostate cancer cells. Dr. Hill states that this is important to understand because alcohol-induced alterations in these signaling events may promote changes in the efficacy of prostate cancer therapy and/or the progression of the disease.

Dr. Hill's research is currently funded by the Howard University New Faculty Start Up Funds and the Charles and Mary Latham Trust Fund.

Dr. Hill is an assistant professor in the Pharmacology Department in the College of Medicine. She is also a member of Howard University Cancer Center. She holds Master of Science degrees in Pharmacology/Toxicology and in Molecular Pharmacology/ Biomedical Sciences, and teaches different aspects of pharmacology, mostly pharmacodynamics and cancer pharmacology in the medical, dental, pharmacy, and physician assistant pharmacology courses, as well as to graduate students in General Principles of Pharmacology. Prior to her position at Howard University, she was a Senior Research Scientist at Clark Atlanta University Center for Cancer Research and Therapeutic Development. She holds a Ph.D. in Molecular Pharmacology/ Biomedical Sciences from Albert Einstein College of Medicine in New York.

ENGINEERING AND PHYSICAL SCIENCES

Jason C. Ganley, Ph.D., assistant professor, Department of Chemical Engineering

Dr. Jason C. Ganley's recent publications include Ganley, J. C. (2007). "An Intermediate-temperature Direct Ammonia Fuel Cell with a Molten Alkaline Hydroxide Electrolyte," in the *Journal of Power Sources*, article in press; Ganley, J. C., Seebauer, E. G. and Masel, R. I. (2004). "Development of a Microreactor for the Production of Hydrogen from Ammonia," in the *Journal of Power Sources*, Ganley, J. C., Seebauer, E. G. and Masel, R. I. (2004). "Porous Anodic Alumina Posts as a Catalyst Support in Microreactors for Production of Hydrogen from Ammonia,"

in *AIChE Journal*. In 2007, Dr. Ganley presented "Solid-state Ammonia Synthesis from Renewable Energy," *Ammonia - Sustainable, Emission-free Fuel*, San Francisco, CA and "An Intermediate-temperature Direct Ammonia Fuel Cell," *Ammonia - Sustainable, Emission-free Fuel*, San Francisco, CA.

Dr. Ganley views chemical engineering to be the best platform from which to research potential solutions to the worldwide energy crisis and the associated environmental concerns. He chose Howard



Chemical Engineering Assistant Professor Jason C. Ganley, Ph.D., with Eni Rotimi, Graduate Student and Master of Science Degree candidate, Chemical Engineering.

Photo by Ceasar

University to further develop in his discipline because it provides him with the opportunity to teach small classes and to direct his own research program in a very exciting city. As his ultimate goal, he seeks to be an active member of a large, multi-university research effort that would work towards the development of fuel cell systems and other next-generation energy technology.

He says that he has really enjoyed setting up his laboratory, because it has allowed him “to learn how to best use the limited resources that faculty researchers receive,” and he adds that “this should be a valuable lesson for me for future research endeavors.” Dr. Ganley

also has found that his encounters with students from so many different backgrounds during a critical time in their professional development makes his teaching experiences very rewarding. He states: “It’s exciting to be an important part of their education.”

Dr. Ganley received his Ph.D. in Chemical Engineering, University of Illinois at Champaign. He joined the Howard University faculty in 2004. Prior to this position, he served as a graduate research and teaching assistant at the University of Illinois at Urbana-Champaign.



Dr. Holona Ochs is currently conducting research that attempts to address the following: (1) to build upon the framework for understanding justice that accounts for the least well-off; (2) to contribute to the knowledge regarding the social construction of target populations, particularly with respect to social and criminal justice issues; (3) to provide evidence that benevolent social constructions promote the general welfare; (4) to develop a greater understanding of how administrative policies and procedures affect fairness in the criminal justice system; and (5) to contribute to the increasingly influential work on the nature of trust in the development and maintenance of institutions.

This research is funded by the New Faculty Start-Up Fund through the Graduate School.

Dr. Ochs previously worked as a licensed therapist, specializing in trauma-related disorders, in which she often found that many common social (mis)perceptions and policies disempower and restrict pro-social behavior. She explains that this experience peaked her interest in “how we might design institutions to maximize pro-social behaviors and move toward

a more just and inclusive society”, leading her to pursue the discipline of political science. Dr. Ochs states that her ultimate goal is “to contribute to a more coherent conceptualization of justice and explore the structural and perceptual mechanisms that contribute to a society that is more benevolent.”

She shares that she decided to teach at Howard University because it has an incredible reputation for teaching students who go on to make a substantial impact on social progress and for conducting research that is scientifically sound and socially responsible. As a professor, she has found that it is always rewarding when students who have moved on to bigger and better things let her know about their accomplishments and how they have used knowledge they gained from her classes in their “real-world” experiences.

Dr. Ochs is an assistant professor and teaches State and Local Government; Pressure Groups; Public Policy Evaluation; and Intergovernmental Finance. She was most recently a graduate teaching and research assistant at the University of Kansas, where she taught American Politics and International Relations, before coming to Howard in 2007. Her Ph.D. is in Political Science.

Mika Kato, Ph.D., assistant professor, Department of Economics

Dr. Mika Kato's research focuses on industry structure and regulation, optimal growth, and optimal management of resources. Her recent paper, "A Framework for Analyzing Antitrust Safety Zone," analyzes whether a leading firm in an industry tends to make the industry more monopolistic or more competitive over time. The research suggests improvements to the current antitrust guidelines set by the Federal Trade Commission and the U.S. Department of Justice, that, at the moment, are based on static economic considerations only, and that neglect some important features of dynamic competition.

Most recently, she joined a research team at the Georgia Institute of Technology on a project on structural systems for sustainable seismic hazards. She says, "The team is proposing a new construction system called 'Recentering Braced Systems.'" According to Dr. Kato, this new system would be much less vulnerable to earthquakes than systems based on traditional construction. As an economist, she is most interested in whether a better method of this type will actually be chosen by the private sector as it is more costly than the traditional method.

The first study is funded by the New Faculty Research Grant from Howard University. Currently, the NSF grant is pending for the new project with the Georgia Tech team.

Dr. Kato teaches Mathematical Economics and Statistics courses for undergraduate students and Mathematics for Economics courses for graduate students. Dr. Kato earned her doctorate degree from the New School for Social Research, New York, prior to joining the Howard University faculty.



Photo by Caesar

Julia Jordan-Zachery, Ph.D., Department of Political Science

Dr. Julia Jordan-Zachery is currently working on two projects. One focuses on Black men's response to marriage and fatherhood promotion. The goal of this project is to investigate if such programs can result in the "strengthening" of perceived fragile families. The second research project focuses on the response of Black elected officials, specifically Black women's, response to HIV/AIDS. This is part of a larger project that looks at how Black women are treated in the policy making process. The first research project, Black men and fatherhood promotion, is funded by a grant from the University of Kentucky Poverty Research Center.

Although most of Dr. Jordan-Zachery's formal education training is in economics, she switched to political science for her doctoral degree, due to her curiosity about "the functioning and the exercise of power and how those on the margin are often treated." With a research focus on Black women and politics, she describes Howard University as the best institution to truly understand and explore the functioning of race and gender.

She sees herself first and foremost as a teacher and finds that her most fulfilling experiences come when a student expresses that they had not previously contemplated graduate school and because of a conversation with her, they are now pursuing graduate study. She says of her students, "my students' curiosity prompts me to continue to seek knowledge and to tell their stories." Dr. Jordan-Zachery has set as her ultimate goal continuing to encourage and support students in the pursuit of post graduate degrees. She says that in addition to this she aims "to help foster their activism, by constantly encouraging them to 'ask' why."

Dr. Jordan-Zachery is an assistant professor of political science. At the undergraduate level, she teaches Urban Politics and Race and Public Policy (which focuses primarily on HIV/AIDS) and at the graduate level, she teaches Black Politics and American Government. Prior to this position, she was an assistant professor of political science at Wheaton College, MA.



Photo by Caesar

Celebrating 50 Years of Doctoral Education Honoring the Legacy of President Swygert

The Graduate School is exceedingly pleased to celebrate 50 years of doctoral education at Howard University by honoring the legacy and contributions of President H. Patrick Swygert to the research enterprise at Howard University. During President Swygert's tenure, numerous initiatives were established or advanced that propelled the University to new levels of influence and prominence nationally and internationally. Other initiatives established or revitalized policies and procedures that will provide continued support for graduate programs. Most importantly, the Graduate School's competitiveness for top ranked graduate students was enhanced to ensure Howard University's national and international leadership role in graduate education.

Examples of academic policy and programmatic initiatives created under President Swygert's leadership include:

- The establishment of a structure for creating interdisciplinary programs to foster increased integration of resources and programmatic opportunities across disciplines
- The establishment of new rules and regulations for the pursuit of graduate degrees, bringing the Graduate School's regulations in line with current national trends in graduate education.
- The establishment of policies to encourage and approve the creation of new interdisciplinary Ph.D. programs consistent with growing trends in graduate education and resulting in the establishment of new Ph.D. programs in Materials Science and Atmospheric Science.
- The creation of policies and procedures for launching graduate certificate programs resulting in the establishment of four new graduate certificate programs in College

and University Faculty Preparation, International Affairs, Computer Security, and Women's Studies.

- The establishment of the Preparing Future Faculty Program, which subsequently propelled the University to national leadership in preparing the next generation of faculty members who will help replenish the current professoriate in the nation's colleges and universities.

To enhance the competitiveness of graduate education at Howard, stipend levels were more than doubled, with the creation of special assistantships to recruit top quality graduate students from around the nation and world.

Under his leadership, new teaching, learning, research, and technology facilities were launched and built, including the Louis Stokes Health Sciences Library; the state-of-the-art Law Library; the iLab; the Center for Excellence in Teaching, Learning and Assessment (CETLA); and the Howard University Research Building I (HURB I), to name a few. The IT infrastructure was expanded significantly to substantially support 21st century teaching and learning. Guided by the theme, Leadership for America and the Global Community, and with three grants from the U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE), the Graduate School is leading several international programs which feature partnerships and graduate exchange programs with other institutions in Brazil, India, the Netherlands, Hungary, Portugal, Scotland and other countries to foster intercultural and academic and research interactions between and among graduate faculty and students. In a major new initiative, President Swygert supported the University's engagement with the Republic of Botswana in the development of the Botswana International University of Science and Technology (BIUST).

Celebrating Doctoral Education President H. Patrick Swygert

We salute President H. Patrick Swygert for his commitment and dedication to graduate education and research for the 21st century. And in consideration of these and other accomplishments, the Graduate School announces the H. Patrick Swygert Annual Lecture Series on Graduate Education.

The H. Patrick Swygert Annual Lecture Series on Graduate Education

The H. Patrick Swygert Annual Lecture Series on Graduate Education was created in honor of the extraordinary leadership and vision of President H. Patrick Swygert during his tenure at Howard for the past 13 years. The annual lecture series will bring prominent leaders in graduate education to campus to advance ongoing discussions on the rapidly evolving trends in graduate education nationally and internationally, and Howard University's continuing niche in this changing environment. It will also provide an opportunity for our alumni and friends to create a permanent tribute in honor of Howard's 15th president.

Graduate education is an important part of Howard University as well as an integral part of the legacy of H. Patrick Swygert. Since its founding in 1867, Howard has become an institution of national and global influence and reputation. Its commitment to the furtherance of the pursuit of knowledge is embodied in the achievements of its alumni, who include national and international leaders in almost every major field and discipline. If you would like to contribute to the legacy of H. Patrick Swygert and the continuing pursuit of knowledge in graduate education as embodied by the newly established lecture series, here are some additional opportunities for your support:

- Expansion of Graduate Student Fellowships
- Creation of Additional Dissertation Support
- Increase of Faculty Research Support
- Enhancement of Existing Facilities and Equipment

We encourage you to participate in these efforts by filling out the attached card and sending it back with either your pledged or actual contribution.

Thank You for Celebrating 50 Years of Doctoral Education with the Howard University Graduate School and for Contributions to the Legacy of President H. Patrick Swygert

An International Legacy

Howard Graduate Students Experience Cultural and Academic Exchange in U.S.-Brazil Study Abroad Program



Howard University Graduate School U.S.-Brazil Study Abroad Program participants during academic year 2006-2007 included Howard partners, University of São Paulo and Vanderbilt University. Participants above include top row: l. to r. Thiago Molina, Mariela Cedeño, Heather McRae, Tia Goodson, Carla Perkins, Wilma Benitez Rivera, Joshua Scott, Edie Fernandez, Márcio Macedo; middle row, l. to r. Emily Prouty, Koren Bedeau, Whitney Edwards, Laura Straughn, Nayda Torres Soto, Camila Pereira, Rosangela Malachias (Academic Consultant), Lisa Rawlings (Graduate Assistant); and front row, l to r: Felipe Toledo, Maria Lourdes “Malu” da Silva, Magaly Braz, Tonie Fenton, Jamila Cupid, and Dr. Carlos Azzoni (Director, School of Economics, University of São Paulo).



Photo by Michael Torrence

Pictured above: Howard University Graduate Students who participated in the U.S.-Brazil Study Abroad Program in 2006 prepare to inform the audience of their experiences during Brazil Day. From l. to r. are Wilma Benitez-Rivera, Second Year Doctoral Student, Communication Sciences and Disorders: Speech-Language Pathology; Koren Bedeau, Second Year, Doctoral Student, Communication and Culture; Jamila Cupid, Doctoral Candidate, Communication and Culture; Nayda E. Torres-Soto, Second Year Doctoral Student, Communication Sciences and Disorders: Speech-Language Pathology; Laura Straughn, Second Year Doctoral Student, Counseling Psychology; and Camila Pereira, Second Year Master's Student, Education and Administration



São Paulo, Brazil, where Howard University students participated in a study abroad program.

IN ONE SEMESTER, INNUMERABLE LESSONS: My Experience in the U.S.–Brazil Race, Inequality and Social Development Program

By Jamila Cupid

Stepping into the life and experiences of another people has been incredible. Each day in Brazil, I learned something about their culture and about myself. Through courses, social encounters and friendships, cultural exchanges, informal interviews and discussions, and everyday observations, I grew to understand the importance of experiencing the world outside my own.

At the beginning of the spring 2007 semester, I arrived in São Paulo to begin my participation in the Howard University U.S.-Brazil Exchange Program. I immediately entered an intensive Portuguese language course. My professor helped me to begin understanding Brazilian culture through their language – a skill that I found valuable throughout the entire trip.

As a doctoral student in Mass Communication and Media Studies, I built my semester around courses in communications as the discipline relates to the topics of race, inequality and social development. I enrolled in a course on “Brazilian Race, Culture and Class” given by one of the nation’s leading scholars on these topics, Antonio Sérgio Alfredo Guimarães. My readings and

class discussions were based on the historical and current development of race and class issues as influenced by politics, communication, activism, art eras, national identity and culture, and social movements. In a course called Educomunicação, given by Ismar de Oliveira Soares, we discussed the concepts and strategies used to teach children and others how to be critical media consumers. I joined another Portuguese language course with a group of European students, which helped me to practice with other students as well as learn colloquial language and slang along with standard Portuguese.

Towards the end of the semester, the Summer Intensive Program began. This program brought graduate students from both Howard University and Vanderbilt University to São Paulo for three weeks and then Salvador de Bahia for three weeks. The participating students from Howard University included Tia Goodson, Koren Bedeau, Whitney Edwards, Tonie Fenton, Joshua Scott, Laura Straughn, Wilma Benitez Rivera, Nayda Torres Soto, and Carla Perkins. During this time, I presented on the Cultural Differences panel and periodically participated in the

Howard University has officially provided international opportunities for faculty members and students since 1962, when the university began training volunteers for the Peace Corps and the Foreign Service. Nearly 500 volunteers enrolled in the Peace Corps program through Howard University to serve in countries throughout Africa, Central America and other locations across the world. In 1964, the University accepted grants from the Ford Foundation and the Field Foundation to begin a Foreign Affairs Scholars Program and to assist minorities in attaining careers in foreign service administration. As part of the Program, selected students were awarded fellowships to pursue graduate study in institutions that offered foreign affairs programs. The Ralph Bunche International Affairs Center was established in 1993.

Since that time, the Graduate School has developed partnerships with universities in the United States and abroad for master's and doctoral students, as well as faculty to conduct research and to foster intercultural and academic exchange. For example, with three grants from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE), the Graduate School formed partnerships and graduate exchange programs with institutions in Brazil, India, the Netherlands, Hungary, Portugal, Scotland and other countries.

Other collaborations exist through the Tokyo Foundation's Sasakawa Young Leaders Foundation Fellowship (SYLFF) Program with other SYLFF institutions around the world.

For more information on these and other international programs, visit the Graduate School's web site at www.gs.howard.edu.



Photo by Michael Torrence

Jamila Cupid, doctoral candidate, Mass Communication and Media Studies, speaks of her U.S.-Brazil Exchange experiences at Brazil Day at Howard University that culminated the U.S.-Brazil Exchange Program

summer program, along with the other students, learning about social race relations throughout all sectors of Brazilian society.

The structure of the Race, Inequality and Social Development Program allowed me to talk one on one with different professors and researchers to learn more about my field of study, mass communications and public relations. I was also allowed enough flexibility in my schedule to build relations with one of the top public relations agencies in São Paulo and inquire about the differences and similarities to the United States in this profession.

Along with my curriculum, the cultural and social experiences were particularly enriching and enlightening. On a typical run to the grocery store, I would encounter social problems such as homelessness or adolescent drug addiction. While lunchtime always offered an opportunity to make a new friend, from a filmmaker and poet from Rio de Janeiro, to an army communications officer, and from a visiting Israeli flutist to a friendly local who just wanted to engage in conversation. Gatherings and outings with friends introduced me to artists, activists and scholars alike.

As I traveled, I soaked up more of the beautiful traditions and expressions of the people. I was able to witness the regionalism that is often referred to in Brazil, and had the chance to compare the social structure of southern cities like Florianópolis, Santa Catarina to northern cities like Salvador, Bahia or to a quilombo (a settlement founded by Brazilian maroons) and a small historical city like Paraty, both in Rio de Janeiro. Along the way, events like Carnival, drum circles, Capoeira performances, Condomblé (religious) practices, museum visits, and samba school opened a different world of solidarity and diversity. Most of all, the warmth and welcoming, inclusive nature of the people made my learning experiences all the more enjoyable and exciting.

The wealth of exposure and knowledge that I gained from the Race, Inequality and Social Development Program has inspired me to continue my pursuit of knowledge as an international scholar. My coursework and research in the Program has been beneficial to my dissertation research on Afro-Brazilian public relations practitioners and has propelled a newfound understanding of the world outside of my own.

Fiftieth Anniversary Fellows and 2007-2008 Ph.D. Candidates Honored at Special Reception

By Ann-Marie Adams

More than 50 percent of doctoral students fail to complete graduate school, according to Vice Provost for Research and Dean of the Graduate School Orlando Taylor. Dean Taylor's pronouncement was especially poignant on March 25 in a room packed with 50th Anniversary Fellows, other Ph.D. candidates, their advisers and supporters in the Blackburn Center.

This special commemorative event of the Graduate School's 50th Ph.D. Anniversary celebration served to both honor newly minted doctoral candidates and to reinvigorate research and the intellectual enterprise at Howard University. To start with, the Graduate School will fund up to 80 percent of all doctoral students in fall 2008. This would mark a significant increase from the number of students funded 10 years ago, Dean Taylor said.



Photo by Bernadette Dare

Pictured above: Individuals included among the 50th Anniversary Fellows, 2007-2008 Ph.D. Candidates, and Dissertation Advisors Honored at the Special 50th Anniversary Ph.D. Candidacy Luncheon

According to Dr. Chontrese Doswell-Hays, assistant dean for retention, mentoring, and financial support and organizer of the event, this award luncheon inaugurated a new tradition at Howard University: to celebrate doctoral students when they reached a pivotal point in their academic career -- candidacy. The Graduate School recognized 20 Anniversary Fellows for their stellar progress towards completion of the Ph.D. degree

Dissertation advisors and department chairs were asked to nominate students for this one-time only award. One such student was Obinna Obah, an Electrical and Computer Engineering student. Obah was with his dissertation advisor, Dr. Charles Kim. Obah's dissertation topic is "Fast Static Contingency Assessment based on Reactive Loss Compensation Index." Simply stated: Obah focuses on making the response time to mitigate blackouts 60 percent faster than it is today. Obah has written for major scholarly publications in his field and has even co-authored several articles with his advisor, Dr. Kim. Dr. Kim brimmed with pride while talking about Obah's success. "He's doing extremely well," Dr. Kim said, adding that that Obah will participating in an upcoming conference this fall, where he will present paper on his research.

Dr. Richard A. English, provost and chief academic officer, said that the celebration of candidacy is in line with the Carnegie Initiative, sponsored by the Carnegie Foundation for the Advancement of Teaching. In its concerns about traditional doctoral education in the United States, the foundation launched a major research initiative in 2002 aimed at enriching and invigorating the education of doctoral students. A fundamental premise of the initiative is to focus on the preparation of "stewards of the disciplines."

"Stewards of the disciplines" are scholars first and foremost in the fullest sense of the term and "those who will creatively generate new knowledge critically conserve valuable and useful ideas and responsibly transform those understandings through writing, teaching, and application," Dr. English said.

"The Foundation shares with all of us the belief that Ph.D.-holders ought to be educated to be rigorous researchers and scholars. But they believe, as well, that it is timely for the disciplines to reflect on improvements that would empower those attaining the doctorate to be more effective researchers and teachers. The Foundation's view is that the framework of stewardship offers a broader conceptualization of doctoral education than the present graduate experience typically includes," he said. Four departments at Howard are participants in this initiative: Chemistry, English, History and Mathematics.

The 50th Anniversary Fellows are listed below with dissertation advisors:

Atia Byll-Cataria, African Studies

Dissertation Advisor, Dr. Almaz Zewde
"Bottoms Up: An African Experience in Microfinance and Gender in Mail"

Nana Aba Sam, African Studies

Dissertation Advisor, Dr. Almaz Zewde
"Feminization of Sustainable Development: Effective Participation of Women in Achieving Food Security in Ghana - A Case Study of Rural Greater Accra"

Aisha Adam, Biology

Dissertation Advisor, Dr. Sisir Dutta
"Microbial Community Analysis of 12 PCB Contaminated Field Plots Using 16S Ribosomal DNAs"

Ebony Roper, Chemistry

Dissertation Advisor, Dr. Galina Talanova
"Calix[4]Arene-Biscrown and Calix[4]Arene Derivatives Designed as Optical Chemosensors for Recognition of Hazardous Uncharged Metal Cations"

Cerise Glenn, Communication and Culture

Dissertation Advisor, Dr. William Starosta
"Negotiating Cultural Identities and Organizational Terrains: African-American Females at Predominantly White Institutions and Historically Black Colleges and Universities"



Pictured Above: 50th Anniversary Fellows, Other Ph.D. Holders Who Received Special Recognition during the Luncheon

Photo by Bernice

Leslie Byrd, Mass Communication and Media Studies

Dissertation Advisor, Dr. Richard Wright
“Collaborative Corporate Social Responsibility: A Critical-Interpretive Analysis of the Public Relations Agency Dominant Coalition as a Public of the United Nations Global Compact”

Jerry Crawford, Mass Communication and Media Studies

Dissertation Advisor, Dr. Barbara Hines “HBCUs and ACEJMC: A Historical Look at How Seven HBCUs Have Earned Accreditation”

Marie-Josie Kouassi, Economics

Dissertation Advisor, Dr. Satish Wadhawan
“Microfinance and Health: A Study of Selected Countries”

Oluwasegun OkUSnya, Economics

Dissertation Advisor, Dr. Satish Wadhawan
“Financial Globalization and Host Country Effects: An Empirical Analysis of Developing and Transitional Economies (DTEs)”

Mark Bolden, Education

Dissertation Advisor, Dr. Constance Ellison
“Stress and Exposure to Violence as Predictors of Illicit Substance Use in African Americans: The Moderating Effects of Family Cohesion and Family Violence”

Obinna Obah, Electrical and Computer Engineering

Dissertation Advisor, Dr. Charles Kim
“Fast Static Contingency Assessment based on Reactive Loss Compensation Index”

Allana Roach, Genetics

Dissertation Advisor, Dr. Charmaine Royal
“Racial Identities, Attitudes, Coping Strategies, and Quality of Life in African Americans with Sickle Cell Disease”

Dodzi Attimu, Mathematics

Dissertation Advisor, Dr. Toka Diagana
“Linear Operators on Some Fractional Non-Archimedean Hilbert Spaces and their Spectral Theory”

Wayne Johnson, Pharmacology

Dissertation Advisor Dr. Emmanuel Akinshola
“Functional Characterization of the Effects of Alcohol Administration on AMPA Glutamate Receptors”

Victor Eno, Political Science

Dissertation Advisor, Dr. Michael Frazier
“Governance Constraints and Primary Health Care Delivery in the Federal republic of Nigeria 1996-2006”

Jonathan Wharton, Political Science

Dissertation Advisor, Dr. Lorenzo Morris
“Politics, Paradigms and Perceptions: The Racial, Generational and Urban Development Implications of the 2002 and 2006 Newark Mayoral Elections”

Ashley Griffin, Psychology

Dissertation Advisor: Dr. A. Wade Boykin
“Meaningful learning: Variability and Density: Effects on Motivation, Academic Engagement and Context Clue Learning”

Angela Glymph, Psychology

Dissertation Advisor: Dr. Angela Cole
“Attenuation of Racial Bias in Jurors’ Decisions: A Social Cognitive Explanation”

Mohammad Tirmazi, Social Work

Dissertation Advisor: Dr. Soleman Abu-Bader
“Acculturation & Psychosocial Adaption of Immigrant Muslim Youth”

Lisa Rawlings, Social Work

Dissertation Advisor: Dr. Fariyal Ross-Sheriff
“Displacement and Psychological Functioning of African-American Survivors of Hurricane Katrina”



Ph.D. Candidates, Mentors, and Dissertation Advisors at the First Annual Ph.D. Candidacy Luncheon.



Fiftieth Ph.D. Anniversary Lecture

Joseph E. Harris, Ph.D.
Distinguished Professor of History Emeritus
Howard University

“THE TRANS-ATLANTIC SLAVE TRADE. ITS ABOLITION AND SOME UNINTENDED CONSEQUENCES”

In thinking about what I would discuss today as we celebrate the fiftieth anniversary of the very successful Ph.D. Program at Howard University, and as we honor President H. Patrick Swygert, a couple of thoughts occurred to me. First, soon after President Swygert arrived at Howard, he and I had a brief discussion about the University's history. He emphasized the importance of preserving our heritage and his intention in particular to have Howard Hall renovated with donor bricks along the walkway as a reminder of the University's heritage, a demonstration of commitment to that heritage, and a determination to build on that inheritance. That led him to ask about some of my projects as a historian. And when I mentioned that for about fifteen years I had been part of the Slave Route Project sponsored by the United Nations Educational, Scientific and Cultural Organization (UNESCO), he expressed keen interest in the endeavor. Over the years, therefore, I have kept him informed about the status of that project.

My second thought was about another anniversary that helps to contextualize this address: The 200th Anniversary of the Abolition of the Trans-Atlantic Slave Trade and the recent Symposium some of us organized at the National Archives last January in order to raise the level of awareness of the general public about the era of the slave trade, enslavement, the impact and implications of that legacy.

These thoughts led me to some considerations about the role of Howard University as a research institution in helping to shape our individual and national thinking about that legacy and its relationship to contemporary times.

I must admit that I am amazed that so many of us do not distinguish between the abolition of the slave trade (1808) and the abolition of slavery (1865). Both were defining moments, not only in African American, but national and world history as well, and contributed enormously to the growth and development of commerce as well as social relationships, especially in the United States. And the fullness of an analysis of that era can best come from the methodologies and perspectives of research in the several disciplines.

It is noteworthy that the “Founding Fathers” of this country did not refer to Africans or African-Americans in the Constitution as people, except once, and then only as 3/5 of a person; and free Negroes were not regarded as citizens. Not until the passage of the Abolition of the Slave Trade Act did the country legally recognize African Americans as people; but even then citizenship was withheld until the 14th Amendment. The point is that the denial of black human worth has been so deeply engrained in the documents and minds of black and white Americans that we do not yet easily discuss the subject even among ourselves.

We are a long way from an honest discussion of the slave trade, enslavement and the accompanying negative stereotypes of that era. A recent initiative to begin that discussion has occurred with the appearance of the documentary, “Traces of the Trade” by Katrina Browne, and the accompanying book, *Inheriting the Trade* by her cousin Thomas DeWolf. Both DeWolf and Browne, descendants of the DeWolfs, describe their ancestors' involvement in the slave trade that made them the largest slave-trading family in the United States. What makes these works especially important is that the descendants not only researched the personal and public archives and collected oral data, they also traveled to locations in Ghana and Cuba and made the connection in that triangular trade.

Ironically, it was President Thomas Jefferson who in 1806 reminded the United States Congress that it could abolish the slave trade after 1807, as the United States Constitution provided;

Dr. Joseph E. Harris is a preeminent scholar, world-renowned expert on Africa, Howard University Distinguished Professor of History Emeritus, lecturer, and author. Dr. Harris created the field of study known as the African Diaspora. His substantial scholarship and research on the subject, as well as his ability to forge international linkages, are known worldwide. Dr. Harris has published eight books and more than fifty articles which penetrate the myths and shatter the stereotypes about Africans and their achievements, and reveals a remarkable historical and global legacy.

but it also was Jefferson who helped facilitate Senator James DeWolf's continuation of the illegal slave trade after its abolition.

The documentary and book are examples of the complexity of Jefferson's life and thinking; they also reveal complicity of religious, political and business leaders in the United States and abroad and how successful subsequent historians and other researchers have been in maintaining the "silence" about this momentous epoch in national and world history.

Another example of that "silence" occurred in 2001 when the world conference of states met in Durban, South Africa and condemned the slave trade and slavery. The United States walked out of that meeting without even addressing the issue, that continues so effectively to influence the behavior of so many of its citizens and damages its international image.

Fortunately, members of UNESCO's Slave Route Project recommended commemoration of the "Abolition of the Trans-Atlantic Slave Trade" as a way of "breaking that silence". This project and other initiatives, including the work of Congressman John Conyers, and Charles Ogletree on reparations, the Initiative on Race, chaired by John Hope Franklin, and other efforts over the years have resulted in increased awareness of the contemporary influence of enslavement. These projects have led to a number of high profile expressions of regret and apology for the slave trade and enslavement by individuals, countries, states, financial and other institutions, and some, including the Episcopal Church, where Katrina Browne is a member, have in fact agreed to provide some redress.

That the slave trade and enslavement constituted international terror should be clear to all fair-minded people: Imagine the fear engendered by raiding African villages; the breakdown of security systems in the towns; the herding of groups to the coasts and keeping them in cramped, unsanitary quarters waiting for an unknown fate; the Middle Passage with its cramped, fetid quarters where the living slept and died in their own and others' filth; imagine the challenge to their faith in their God, which Europeans thought they did not have.

The debarkation abroad led to further terror the auction block, sales and enslavement – with physical abuse and humiliation that often entrenched low self esteem, reinforced by statements and publications by statesmen, missionaries, scientists, politicians, scholars and others who denied that Africans were even human or had a culture or history.

By the time the slave trade was abolished, communities of African descent had been established in parts of Asia (an under-researched field), Europe and the Americas

where a sense of collective identity had emerged and was expressed in various forms of abolitionism, a movement that has been taught and embedded in history as an initiative led by Europeans and Euro-Americans to abolish the slave trade and enslavement. Indeed they did play a major role in abolition, but usually without the goals of complete freedom and equality.

While we must call attention to the involvement of those corrupt African leaders who participated in the slave trade for economic and military gain primarily; we must also acknowledge that many more Africans across the continent resisted both the Arab- European- and Euro-American-conducted slave trade and enslavement, and sought freedom from the very beginning of the enterprise. They and their descendants, therefore, were the first abolitionists.

The slave trade was indeed global and thus the African Diaspora is global; and an unintended consequence of the abolition of the slave trade was the expansion of a political consciousness of Africa in the Diaspora. Many black leaders in the United States, for example, regarded the abolition of the slave trade as a major step toward a hoped-for imminent abolition of enslavement, and an opportunity for them to engage in the redemption of Africans and their descendants. In fact, black leaders promoted an African consciousness by reflecting on the need to change the negative stereotypes and assume leadership of their own institutions. They knew that knowledge of their heritage could not be limited to the United States but had to include a deeper appreciation of Africa. Thus, black missionaries and others traveled across Africa and its Diaspora, not only with the Bible but also with words of freedom and racial equality. While they carried some of the paternalism of their white mentors, they also encouraged self-determination and economic advancement.

There also were those Blacks who promoted a migration to Africa to gain freedom and demonstrate that they could organize governments that could compete with other countries. While thousands did go to Africa, other black Americans, including Frederick Douglass resisted the "back-to-Africa" movement because they saw the United States as their home for which some of them had fought; they also recognized that many whites, especially members of the American Colonization society, wanted to deport free blacks who were regarded as a threat to enslavement. Thus the two streams of thought, integration and black identity, linkage between Africa and its Diaspora, emerged as major options that have continued for many years since.

In more recent times, from the Pan-African Movement to the present, the question of identity and linkage has assumed greater complexity. On the one hand, the older Diaspora community (descendants of slaves), especially

in the United States and other industrialized countries in particular, has been reinforced by a newer wave from independent African countries, especially since independence. And while the full implications of this development are not clear, it is obvious that whereas the older, established Diaspora until fairly recently saw Africa as a continent and knew little about their roots in specific countries or ethnic groups; whereas the newer wave from Africa continues to bring the challenges of contemporary African ethnic and national identities.

Among other things, this has forced the established African-American community to become more sensitive to individual countries, their diversity, and to make difficult critical judgments about African leaders, their countries and issues, not publicly done a generation ago. In addition, the new arrivals have brought and are preserving their own languages, forming ethnic and national organizations, and establishing their journals/newsletters in African languages, etc.

This newer wave of immigrants is largely comprised of Africans seeking political freedom, educational and economic opportunities, and is more highly educated and politically conscious of their nation's problems and policies than were the pre-independence immigrants, certainly more so than the enslaved Africans. This development has led to a kind of brain drain: a loss for Africa and a gain for the host countries. But since this trend often reflects efforts to escape political persecution or to gain an education and employment, some of these are likely only temporary residents. In this case, African countries could gain not only from remittances in the short run, but also in the longer run. Thus the possibility of returnees who could apply their knowledge and skilled labor in Africa. From this point of view, the African Diaspora has the potential of becoming a major factor in African development.

The African Union officially recognized this phenomenon in its Constitutive Act in 2004 and has initiated a plan to capitalize on it by expanding its five regions to include the Diaspora to represent the communities of African descent. The complexity of this initiative obviously is enormous and while I am not fully aware of the current stage of this initiative, I understand that at a recent meeting last December (2007) in South Africa, the issue was referred to a committee to develop a framework to reconcile state representation with non-state entities such as African Americans.

Whatever the results of this initiative, these developments and the presence of the newer wave of Africans in the Diaspora provide opportunities for the established community of Blacks, and others, to acquire knowledge firsthand not only about the history of Africa and its people, but also the reality of contemporary African politics and culture. Thus, Howard University, another unintended consequence of the slave trade and enslavement (like other Historically Black Colleges and Universities) has

led a protracted struggle against stereotypes and other barriers against Africans and their descendants, is well positioned to enhance its role as a major institution in the area of human rights and development for Africa, the Diaspora and other developing areas.

Howard's rich tradition in scholarship and teaching can have a far more reaching impact, building on the legacy of many people like Hildrus Poindexter, the esteemed authority in tropical medicine; Flemmie Kittrell, the expert on African nutrition; William Leo Hansberry, Rayford Logan, and John Hope Franklin, pioneers in African and African Diaspora history; Alain Locke, the philosopher and leader in the Harlem Renaissance; Ralph Bunche, the political scientist and Nobel Prize winner; E. Franklin Frazier, acclaimed sociologist and specialist on race relations; Mark Hanna Watkins, anthropologist and African linguist; the poet Sterling Brown and classicist Frank Snowden. These and other Howard professors focused on the heritage of Africans and their descendants years before Howard had a doctoral program and thus paved the way for the establishment of the pioneer African Studies Department. These and other Howard scholars indeed were predecessors of the graduate program whose 50th anniversary we celebrate.

Howard University has the mission, core values, long-standing commitment, national and international connections to pursue the kind of research and teaching programs needed by the countries of Africa and the Diaspora. The University remains inclusive of all races and nationalities as faculty and students, and has alumni not only in Africa and the Diaspora but other parts of the world as well. Thus, the time seems propitious for Howard to develop a central interdisciplinary research initiative that would draw on its expertise across the social sciences, humanities, natural and medical sciences, with a policy component to give voice to the Global Diaspora and other developing areas.

The establishment of the Colbert and Gwen King Chair in Public Policy positions Howard, especially with Richard Parsons as the first occupant of that Chair, to assert its presence more forcefully. In addition, the developing relationship with the Government of Botswana to build its new University, the linkage with the University of Sao Paulo in Brazil, and the South African Research and Archival Project as well as other initiatives launched during President Swygert's tenure should herald major new directions for the Graduate School at Howard University.

This could well be a defining moment for Africa and the Diaspora in the 21st Century. And so I commend the student researchers here today, for they are the next generation of scholarly leadership not just for Africa or the Diaspora, but for the global community.

Joseph E. Harris
Distinguished Professor of History Emeritus
Howard University
April 2, 2008

Research and Honors Day 2008 Features More Than 100 Oral and Poster Presentations and Tribute to President H. Patrick Swygert

Photos by Michael Torrence

“Celebrating 50 Years of Doctoral Study: Research for the New Century” was the theme of Graduate Research and Honors Day on April 2, 2008. In addition to the oral and poster presentations of more than 100 graduate and undergraduate students from across the campus, and for the first time, presentations by Graduate School postdocs and alumni, the day was significant for its tribute to Howard University’s 15th president, H. Patrick Swygert. More than 300 members of the University community, including members of the Board of Trustees, university officials, administrators, faculty, staff, and students attended a special luncheon that featured a tribute in honor of President Swygert’s contributions to research excellence at Howard. During the luncheon, in a major tribute to President Swygert’s leadership and contributions to research excellence, Vice Provost Orlando L. Taylor announced the establishment of the H. Patrick Swygert Annual Lecture Series on Doctoral Education. The keynote speaker for the luncheon was Distinguished Professor of History Emeritus Joseph E. Harris. Dr. Harris’ keynote address is included in this issue of *Quest*. Research and Honors Day 2008 photos are included below.



Vice Provost Orlando L. Taylor announces the H. Patrick Swygert Annual Lecture Series on Graduate Education

President H. Patrick Swygert and Provost Richard A. English with the painting, “Spear Khucker Series/Freedom Fighter” (acrylic painting on paper) by Professor James Phillips, which Provost English presented to the president at the luncheon.

Pictured above: Student presenter at Research and Honors Day



President Swygert greets Board of Trustees members, Aprille Ericcson (far left) and Marie Johns (immediate left), and other luncheon guest.



Gwendolyn S. Bethea, Quest Editor and Member of the Graduate Research Day Committee



Pictured above are:, l. to r.: Dr. Anita Nahal, acting director of international programs, Graduate School, and chair of the 2008 Research and Honors Day Committee; Dr. William Eckberg, associate dean of research and educational affairs, Graduate School, who presided at the luncheon; Dr. Joseph E. Harris, Distinguished Professor of History Emeritus and keynote speaker for the luncheon; Rosemary Harris, wife of Dr. Harris; and Tenille L. Jones, program assistant, Program for Academic Support Services, Graduate School, and member of the Research and Honors Day committee.



Melissa Wynn, psychology graduate student, and Dr. Emmanuel Glakpe, professor of mechanical engineering and former associate dean of the Graduate School.



Research Day winners included students pictured above with Dr. Anita Nahal, chair of the 2008 Research Day Committee (standing) and Vice Provost Orlando L. Taylor.

2008 RESEARCH DAY AWARD WINNERS

ARTS AND HUMANITIES

ORAL

First Place:

Leah K. Blue (*English, Doctoral Program*)

Alpha and Beta Females: Feminine Power, Legacy, and Succession in Two Plays by August Wilson and Lynn Nottage

Oluwatoyin O. Mayaki (*Communication Sciences and Disorders, Master's Program*)

Mayaki Articulation Test for Yorubas

Second Place:

Wilma Benitez-Rivera (*Communication Sciences and Disorders, Doctoral Program*)

A Closer Look at Language and Culture: A Comparative Analysis of Idiomatic Expressions and Cultural Differences between Brazil and the United States

POSTER

First Place:

Charmaine D. Young (*Communication Sciences and Disorders, Master's Program*)

Accent Modification Services for Bilingual Populations

Second Place:

Diana N. Edwards (*Educational Psychology, Master's Program*)
Academic Achievement Outcomes: Do Parental Expectations For Academic Achievement Play a Greater Role Than Student Expectations?

BIOLOGICAL AND LIFE SCIENCES

ORAL

First Place:

Carlana Ramlochansingh (*Pharmacology, Doctoral Program*)
Protective Effects of Low Ethanol Doses Against Salsolinol-Induced Toxicity in Sh-Sy5y Cells.

Second Place:

Christopher R. Agard (Biology, Master's Program)
The Effects of Autonomy on Righting Behavior in Sceloporus Jarro Vii

POSTER

First Place:

Erica Jones (*Microbiology, Doctoral Program*)
Identification of Novel Substrate Binding Domains of Caseinolytic Protease X

Ogechi Nwaokemeleh (*Health, Human Performance, and Leisure Studies, Master's Program*)

Serum Levels of Testosterone, Insulin-Like Growth Factor-1 and Lncap Prostate Tumor Cells In Vitro in African-American Men: Function of Aerobic Fitness

Second Place:

Vanessa Montalvo (*Anatomy, Doctoral Program*)

Different Expression Patterns of Pro-Apoptotic Molecules in the Fetal and Adult Eye

Jeannine Skinner (*Psychology, Master's Program*)

Cavum Septi Pellucidi in Alzheimer's Disease

ENGINEERING AND PHYSICAL SCIENCES

ORAL

First Place:

Tariq Ahmido (*Physics and Astronomy, Doctoral Program*)

Remote Sensing of Explosive Surrogates Using Laser Induced Breakdown Spectroscopy

Tehani K. Finch (*Physics and Astronomy, Doctoral Program*)

Three-Charge Supertubes in a Rotating Black Hole Background

Second Place:

Obina B. Obah (*Electrical and Computer Engineering, Doctoral Program*)

Fast Static Contingency Assessment Based on Reactive Loss Compensation Index

Aaron S. Pratt (*Atmospheric Science, Doctoral Program*)

A Comparative Analysis of Tropical Storm Debby and Tropical Depression 8 From the Namma 2006 Field Campaign

Kayode I. Ogungbeni (*Physics and Astronomy, Doctoral Program*)

Investigation of The $1s^4 - 2p^7$ Optogalvanic Spectral Transition of Neon At 638.30 Nm

POSTER

First Place:

Evelyn K. Thomas (*Mathematics, Doctoral Program*)

The "Down Low" Effect on the Spread of HIV among African Americans: An S-I Mathematical Model

Second Place:

Rasheen M. Connell (*Physics, Doctoral Program*)

Further Development of a Numerical Model Characterizing the Experimental Performance of the Howard University Raman Lidar System

SOCIAL SCIENCES

ORAL

First Place:

Lisa R. Rawlings (*Social Work, Doctoral Program*)

Contextual & Experiential Factors Associated With Psychological Distress in Hurricane Katrina Survivors

Second Place:

M. Taqi Tirmazi (*Social Work, Doctoral Program*)

Correlates of Acculturation and Psychosocial Adaptation

POSTER

First Place:

Nana Aba Kweiba Sam (*African Studies, Doctoral Program*)

Effective Participation of Women in Attaining Food Security in Rural Ghana

Second Place:

Alicia S. Anderson (*Educational Psychology, Doctoral Program*)

Is Academic Self-Efficacy a Mediator in the Relationship Between Social Context and Positive Outcomes in Science for American-American Middle School Students?

UNDERGRADUATE

ORAL

First Place:

Kristen J. Alston (*Psychology*)
Exposure to Gun Violence among African American Youths in Washington, D.C.

Second Place:

Adebayo Arowolaju II (*Nursing*)
Health Care Needs of Transgendered Patients: A Descriptive Study of the Level of Trust between Patients and Health Care Providers

POSTER

Lauren Pass (*Biology*)

Prenatal Nicotine Exposure Alters Synapse Components In Rat Prefrontal Cortex Into Adulthood

Cheree Sims (*Psychology*)
Ingroup Member (Black) Co-Tester/Evaluators Appear to Negate Typically Found Stereotype Threat Performance Decrements Found With a Solo Out-Group (White) Tester/Evaluator



Howard University Graduate Students Are Inducted Into the National Edward Alexander Bouchet Graduate Honor Society

By Jamila Cupid

On March 29, 2008, 15 Howard University Graduate Students, among a total of 25 students, were inducted into the Edward Alexander Bouchet Graduate Honor Society. The Induction Ceremony was held on the campus of Yale University during the Awards Dinner at the Yale Bouchet Conference on Diversity in Graduate Education. The society was founded in honor of Dr. Edward Alexander Bouchet. In 1876, Dr. Bouchet became the first African American to earn a Ph.D. from an American University – Yale University, as well as the sixth American of any race to receive a doctorate in physics. Despite many racial and social adversities, after receiving his degree, Dr. Bouchet was a committed teacher for many decades, paving the way for future scholars, particularly African-Americans, in the professoriate and in the sciences.

Graduate students at Howard and Yale established the society in 2005 to honor the memory of Dr. Bouchet and his accomplishments, based on the belief that his alma mater, Yale, and Howard, the nation's largest on-campus producer of African-American Ph.D. recipients, should launch a Ph.D. honor society in his name. In the spirit of Dr. Bouchet, the purpose of the Bouchet Graduate Honor Society is to recognize outstanding scholarly achievement and promote diversity and excellence in doctoral education and the professoriate. Each year, graduate students who exhibit Bouchet's same qualities of character, leadership, advocacy, scholarship and service are inducted into the society. Since its establishment, the original founding institutions have been joined by Georgetown University, Washington University in St. Louis, Missouri, Cornell and the Universities of Washington and Michigan.

The 25 inductees of 2008 were selected from the founding institutions, as well as Georgetown University and Washington University in St. Louis, Missouri. Howard inductees were L. Simone Byrd, Atia Byll-Cataria, Jerry L. Crawford, II, Jamila A. Cupid, Cerise L. Glenn, Donise Michelle Johnson, Nana Aba Kweiba Sam, Cara L. Moyer, Ayanna Mogengege, Nneka O. Mokwunye, Muslimah 'Ali Najee-ullah, Obinna B. Obah, Lisa R. Rawlings, Kellie D. Weiss, and Johnathan Wharton, were inducted by Dr. Chontrese Doswell Hayes, Assistant Dean, Howard University Graduate School and Dr. Curtis Patton Hayes, Professor Emeritus, Epidemiology and Public Health, Yale University. Also in attendance was Vice Provost for Research Orlando L. Taylor and Howard University Bouchet Honor Society Member, Tehani Finch. Several of these inductees and members presented their scholarly research during the conference.

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Thank you, and I look forward to hearing from you.

Sincerely,
Gwendolyn S. Bethea
Editor

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