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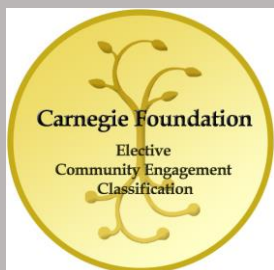
Individual Highlights

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President's Higher
Education Community
Service Honor Roll
Member With
Distinction



Carnegie Foundation
Elective Classification in
Community Engagement



NYPIRG was busy on campus on National Voter Registration Day on September 22, working to register students and faculty members to vote. The campus agency partnered with UUP members to host tables in the lobby of the Student Life Center and in Corey Union to encourage students to register to vote before the October 9 deadline. NYPIRG interns, UUP, and student volunteers facilitated registration and alerted students of the need to complete a new voter registration form if their address has changed since they last registered.

NYPIRG staff and volunteers also gave presentations before classrooms and walked the campus with clipboards in hand to talk one-on-one with students about the importance of voting not only in the presidential election on November 4, 2016, but also in the primary elections held on April 19, 2016.

So far, NYPIRG has registered over 500 SUNY Cortland students since the semester started. Their goal is to register at least 25% of students, which would total more than 2,500.

The Institute for Civic Engagement (ICE) is also working to promote voter registration among Cortland students.

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Welcome to Main Street SUNY Cortland



Stop by Main Street SUNY Cortland at 9 Main St.
See our new display depicting the history
of SUNY Cortland and the Beard Building

A SUNY Priority: Applied Learning



By Lizaury Rodriguez-Marine

Under the direction of SUNY Chancellor Nancy L. Zimpher, SUNY has completed an agenda that aims to ensure that all students enrolled in SUNY have access to an applied- or experiential- learning opportunity. The program, called Applied Learning at SUNY, is composed of three different learning opportunities: SUNY Works, SUNY Serves and SUNY Discovers.

SUNY Works' focus is to make more cooperative and clinical placements, internships, and work-study opportunities available for students. This enables students to gain experience in a field related to students' academic and

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Constitution Day Talk Centered on Freedom of Speech

Brandon Metroka, an expert on the Supreme Court and Freedom of Speech, spoke in the Jacobus Lounge on September 17 to commemorate Constitution Day

SUNY Cortland commemorated Constitution Day on September 17 with a thought-provoking presentation on Freedom of Speech. Brandon Metroka, a Ph.D. Candidate in Political Science at the Maxwell School of Citizenship and Public Affairs at Syracuse University, presented “The Roberts Court at Ten: Reconstituting Free Expression?”

Metroka affirmed that Freedom of speech is recognized as one of the “most valued” rights of our constitution and that in the ten years that Roberts has lead the court as chief justice, it has earned a reputation as a “pro-speech” court. Metroka reminded the audience that freedom of speech applies to more than just spoken words; it has come to encompasses signs, works of art, movies, music, and even video games.

Metroka asserts that you cannot easily predict or categorize the court’s decisions regarding free speech and he presented evidence of multiple causes affecting the court’s enforcement of the First Amendment in several high-profile cases, while rejecting free expression claims in a slim majority of all decisions.

In U.S. v. Alvarez, a public official falsely claimed he had won the Congressional Medal of Honor and was penalized for it under the Stolen Valor Act which forbids falsely claiming that one has been awarded military honor. The court overruled this finding, stating that there is no general exception to the First Amendment for false statements, and therefore the Stolen Valor Act was unconstitutional.

The court has protected the rights of free speech in instances where the speech was considered objectionable, and even reprehensible. *In Snyder v. Phelps*, the court upheld the right of The Westboro Baptist Church to picket the funerals of slain soldiers with signs proclaiming “Thank God for Dead Soldiers.” *In U.S. v. Stevens*, the court ruled that a federal statute criminalizing the commercial production or sale of depictions of cruelty to animals was an unconstitutional abridgment of First Amendment rights. Roberts reaffirmed the principle that the First Amendment protects much offensive, disagreeable, obnoxious and repugnant speech.

Metroka also cited a case in which the court ruled against the right to free speech. *In Morse v. Frederick*, a student was suspended after he displayed a banner reading “BONG HiTS [sic] 4 JESUS” across the street from the school during the 2002 Olympic Torch Relay. Chief Justice Roberts, writing for the majority, concluded that the school officials did not violate the First Amendment, determining that the speech was “reasonably viewed as promoting illegal drug use,” and that a principal may legally restrict that speech.

Metroka’s presentation affirmed the complexity of interpreting the constitution and proved that there are many factors that influence the court’s findings on Freedom of Speech.

What Did You Say?

Cross-Cultural Miscommunication Panel Discussion Clarifies Meaning

On September 22, twenty people participated in the Institute for Civic Engagement’s seventh Cross-Cultural Miscommunication Panel Discussion.

Five panelists brought a variety of experiences to the discussion: John Castiglione taught multi-grade special education classes, was an elementary school principal, and a personnel director. He has also supervised student-teachers at SUNY Cortland, and he currently conducts professionalism and classroom management workshops.

José Alzaibar-Nieves is a Fulbright Scholar language-teaching Assistant at TC3. In Montevideo, Uruguay, he teaches English as a second language. Chemistry major Carolyn Encarnacion worked with Professor of Health, Jenna Curtis, for four weeks in India at an orphanage in the Field Research to Investigate Health Disparities in India program. Kathryn Dalton explored cultural differences while studying in Ireland.

Some discussion centered on differences in the meanings of words in the same language, but with different groups. Dalton described a social event at which an Irish youth asked her, “What’s the crack?” Dalton excused herself, thinking that she’d been offered a drug, but she later learned that the young man was asking (in American English), “What’s up?” Dalton also explained that in Ireland, the word “traveler” is slang for the pejorative word, “gypsy.”

Nieves recounted another situation: In this case, the split was between people in different socio-economic groups. A teacher in Uruguay, disappointed in some of his students’ academic work, asked the students if they wanted to be “turros” – by which he meant “fools.” Unfortunately, in the students’ slang, turros means “whores.” Nieves helped to calm the understandable

resulting emotional reaction. Nieves also described a nonverbal communication challenge in New Zealand. While surfing, he saw some youngsters with whom he had been working. He gave them a hand gesture that he associated with surfers (pinky and thumb pointing out, with middle fingers curled inward). The youngsters were taken aback, but after Nieves explained his “salute,” they told him that their neighborhood has two gangs and he had shown them their rival gang’s salute.

In response to a question from Alex Balas (Director, James M. Clark Center for International Education), Encarnacion offered another example of nonverbal communication that reveals social divides: In India, people can tell a woman’s caste by subtle differences in the way that the woman folds her sari (traditional women’s wear in India and other south Asian countries).

Castiglione reminded us that history and socio-economic conditions can foment feelings that sour communication even before it begins. While teaching in Hawaii in the late 1960’s, for example, Castiglione was in a laundromat, about to use the dryer that he had been waiting for. As he was about to load his clothes into the machine, a woman pushed him away, telling him, “Wait your turn, Haole.” (“Haole” – pronounced “hah-oh lee,” is a pejorative term for non-Hawaiians.) At a different time, someone else told him, “You’re not wanted here.” The problem was that non-Hawaiians, especially Japanese and whites, were taking control of the islands’ resources. (On a different note, however, Castiglione pointed to the enthusiasm and festive atmosphere on election days – people treasured and practiced their right to vote.)

History and current events were combined in Dalton’s answer to a question posed by Professor Roiger: “When you were studying in Ireland, did you take history classes?”



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(Cross-Cultural Panel Discussion cont'd)

“Yes,” Dalton answered, “and I learned that Ireland’s facts about WWII are different from American facts. Yes, we - the U.S. - were important to winning the war, but according to the Irish, we were not as important as we say we were.”

Audience members included students in the majors of health, physical education, communications, and elementary education, as well as students who are undeclared. Professors Obipo Johnston-Anumonwo (Geography), Lin Lin Yang (Childhood/Early Childhood Education), Professor Patricia Roiger (Childhood Ed), and Mary McGuire (Political Science, and Director, Institute for Civic Engagement) also attended.

The event was sponsored by the International Programs Office, the James M. Clark Center for International Education, and the Institute for Civic Engagement.

(Voter Registration cont'd)

Students can easily access online registration at the institute’s website, which is set up in partnership with Rock the Vote, at:
<https://register2.rockthevote.com/register/map/?partner=26209>
Using this link will enable ICE to track the number of SUNY Cortland student registrations.

Information on checking on your registration, completing a new registration, obtaining an absentee ballot, as well as frequently asked questions and useful links to information on voting are located at:
<http://www2.cortland.edu/programs/civic-engagement/make-your-vote-count/>
You can also view a copy of the U.S. Constitution.

Additional information will be added to the site as the election year progresses, to provide information on the candidates, which will include voting records, and documented stands on the issues.

(Applied Learning cont'd)

and career goals. At the moment more than 20,000 SUNY students are enrolled in clinical placement, while 1,740 students across SUNY are enrolled in co-operative education programs.

SUNY Serves helps students to become more involved in community service, civic engagement and service learning. Tens of thousands of SUNY students already participate in community service, and volunteer locally, nationally, and even around the world. There are currently more than 30,000 SUNY students engaged in for-credit formal service-learning programs. Last year SUNY Cortland alone documented more than 2,300 students participating in service-learning.

SUNY Discovers facilitates opportunities for students to conduct research, entrepreneurships, field study, and experiences abroad that help develop their skills in commercialization and innovation.

By bringing these programs to its 64 campuses, SUNY’s goal is to increase the number of SUNY graduates from 93,000 to 150,000 by capitalizing on the power of learning by doing.
<http://www.suny.edu/applied-learning/>
<http://www.suny.edu/powerofsuny/appli>



The Institute for Civic Engagement hosted a welcome reception for student leaders on September 24 at Main Street SUNY Cortland – the institute’s offices located at 9 Main Street.