



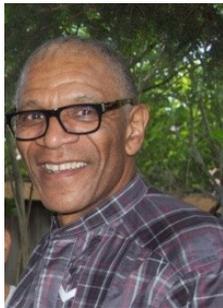
VOLUME 1 / ISSUE 4

SELF, CULTURE AND SOCIETY

**A Message from the College Head**

Prof. Pablo Idahosa

With summer long past, and fall segueing into winter, it is time to warmly re-welcome everyone to the College. Although the summer-fall orientation might now seem distant, with everyone fully into their classes, studies, and extracurricular activities, we are still mindful that orientation was one of the largest in recent history, one that received many more students to the University and to their colleges than was anticipated. For those many new students and programs (Communications Studies, English, English and Professional Writing) now affiliated with Founders, on behalf of the current students, the staff, the Fellows and all for whom Founders is home, we want to re-welcome you to the College. We also want to thank you for being yourselves. Like the current Founders students, you are part of the constant replenishment of the textures and character of the College. Through your new ideas, new hopes, and sometimes even newer and understandable anxieties about your futures, you also provide new energies that help to revivify and redirect the College.



As Head of the College we want once again to say to students that we feel it is not only our job, but our obligation to

assist everyone in the college to fulfill and enhance their academic endeavours. We'd like you to know that our office represents what we know to be an open door into spaces for questions about student life, its many activities and interactions, and that it is a place where we seek to enhance and widen your lens about what academically, intellectually and even professionally you can do and achieve at the University and beyond. If we want Founders to be a place you can call home, we also want you to embrace the college as a venue that provides you with sources of your sense of self. For existing students and all members of the Founders communities, we also want to hear from you, and share in, your ideas about and for the College.

Once again, a warm re-welcome to Founders and we wish you the very best for the coming weeks before the end of term.



**A Message from the President**

Marlon Gullusci



“The College Idea” is an integral concept woven into York University’s founding principles. The colleges enhance the student experience by fostering many amazing relationships through their small communities, which all fit into the larger York-wide community. The college concept is unique and has only been implemented in a handful of Ontario universities; they are places where students engage with one another on both social and academic matters. Contrary to popular thought, there is a great deal of learning and character building that happens within the colleges. Founders College is where I have met some wonderful academics, staff, and college Fellows who I know will leave a lasting impression on my life. Some of the best discussions I have had on immigration, labour reform, culture, societal norms and trends have all happened outside of my classroom. The colleges have value that cannot be measured through quantitative means but rather through qualitative means. Lasting connections and memories are made within the walls of Founders College; I do not know where I would be today if it wasn’t for the “College Idea” embodied at Founders.

SPECIAL CONTRIBUTION: *The Marking of Fifty Years*

## The College Idea

Keynote Address by George Fallis

Founders College Fiftieth Anniversary Gala Dinner | October 15, 2015

I am delighted to be included in this wonderful occasion celebrating the 50th anniversary of Founders College.



Prof. George Fallis

Occasions like this – getting together, chatting, perhaps with a coffee or a glass of wine, sometimes with dinner – are a vital part of academic life. These occasions take many forms: they can be receptions after a Faculty Council meeting, or after a student awards ceremony, or after a seminar by a visiting speaker. They are relaxed occasions with our colleagues, mixing academic conversation with talk about much else, from the upcoming election, to books we have read, to ‘what we did last summer.’ They become part of our shared experience.

An anniversary celebration is especially important. Partly because it brings us together with old friends, some of whom we’ve not seen for many years. But more important, anniversary celebrations invite us to reflect upon the past, upon our history, and to do so in a conversation across generations, the retired, the old (like myself), the middle aged, and the young. Stories are passed along. An evening of oral history.

And of course as we think about the past, anniversary celebrations also invite us to think about the future.

**Founders College was named to honour the founders of York University...**

**[They] are regarded with a certain awe and reverence. They were bolder and more imaginative than we, larger than life, hard driving ... They had a vision.**

Founders College was named to honour the founders of York University. In many an institution, the founders are regarded with a certain awe and reverence. They were bolder and more imaginative than we, larger than life, hard driving, and as often as naught hard living as well. They

had a vision. Perhaps, we might recall the founders’ vision to guide us in the future.

So I thought I would talk about our past and the founders of York University; and from that, talk about our future, especially the role of the colleges in a university like York.

I came to York 38 years ago. I felt very much the new boy, joining a well-established university, and not part of the founding group. So I cannot talk from my own experiences about what led to the creation of York or what Founders College was like 50 years ago. Much of what I will say is drawn from oral history passed to me at past gatherings like this, from my own research on the history of universities, and from three books: a collection of essays by Murray Ross, York’s founding President, published in 1961, titled *The New University*; and two recent histories, Jack Saywell’s 2008 book – Jack was the dean of arts and science on the Keele campus when Founders College opened – *Someone to Teach Them: York and the Great University Explosion, 1960-1973*; and Michiel Horn’s official history, published in 2009 as part of York’s 50 anniversary celebrations – *York University: The Way Must Be Tried*.

The titles are revealing: *The New University*; *the Great University Explosion*; *The Way Must be Tried*.

To some in the audience, this history will be familiar and you will have known the founders. But most I suspect have only a hazy notion of York’s history; and the founders are known only through buildings named to honour them.

So, who were these founders? What was their vision for York University? And what role did they see for the colleges?

The first aspiration for a new educational institution in Toronto, that would become York University, was articulated in 1955 by a group of North Toronto business and professional people. They met to discuss the opportunities for adult education in the Toronto area. These men (and they were all men) had met through the Young Men’s Christian Association (YMCA). The YMCA had a longstanding interest in adult education. Both Sir George Williams University in Montreal and Carleton Uni-

versity in Ottawa had had origins connected to the YMCA and adult education. The working name for the new educational institution was the ‘Kellock Institute,’ (giving it the name of the first president of the North Toronto YMCA).

During the 1950s, there was growing awareness of the need for more university places in Ontario and especially Toronto, the baby boom would soon be reaching university age, immigration to Canada was high and many of the immigrants settled in Toronto, and the participation rate in universities was rising. Air Marshal Wilfred Curtis, vice-chair of A.V. Roe and Company (an aeronautics company, then engaged in building the Avro Arrow, a fighter-interceptor for the Royal Canadian Air Force) became concerned about the ability of existing universities to meet the needs of the Canadian economy and brought together a group to plan for a new university. Many in this group saw a need for engineering and business programs.

The YMCA group soon merged with Curtis’ group and began to focus on planning for a new university, at first called Kellock University but soon changed to York University.



The Government of Ontario gave its support and The York University Act was passed in 1959. A Board of Governors was appointed, chaired by Robert Winters, and the first Chancellor was chosen, Wilfred Curtis.

Here are two of our founders representing the early planning groups: Robert Winters honoured through Winters College and Wilfred Curtis, honoured through Curtis Lecture Halls.

When York opened, classes were held at University of Toronto and much of the curriculum was the U of T curriculum. Very soon, York moved to the Glendon site.

These earliest founders wanted a university, fitting within the group of existing universities, but something different, filling a gap in the existing offerings. The early founders saw gaps in adult education, engineering, and business.

However, in 1959 the academic direction of York was not well-defined. In the words of Michiel Horn's official history: "the new institution was like a blank slate on which (the first president) could inscribe his view of higher education."

Two big questions had to be answered, and answered quickly: First, what sort of university would York be? That is, what would be its curriculum? What degree programs would it offer? And the second and inseparable question: how large would York be?

***We at York must give special emphasis to the humanizing of man, to freeing him from those pressures which mechanize the mind, which make for routine thinking, which divorce thinking and feeling, which permit custom to dominate intelligence, which freeze awareness of the human spirit and its potentialities.***

The initial academic vision came from the first president, Murray Ross. Like the early founders, Ross wanted the new university to be something different, but he did not move first to adult education, engineering, or business. York, Ross stated, would concentrate on a programme of liberal and general education, as opposed to specialization; it would place a fresh emphasis on the social sciences; it would give special attention to helping students read, write, and speak effectively; and most classes would be seminars, made possible by a low student-faculty ratio.

He declared: "we at York must give special emphasis to the humanizing of man, to freeing him from those pressures which mechanize the mind, which make for routine thinking, which divorce think-

ing and feeling, which permit custom to dominate intelligence, which freeze awareness of the human spirit and its potentialities."

How many of you have read these words? Do you know where they can be found on campus? They are inscribed on the front of the Ross Building, now the Ross Humanities and Social Sciences building.

Above all, Ross wanted to create a distinctive university, not like the encrusted – a word he used often – long-established universities (not like University of Toronto from whence he'd come).

**Ross proposed a curriculum in which in the first two years all students would take a programme of liberal and general education, with specially designed courses across the humanities, social sciences, and natural sciences.**

In 1960 before many faculty were hired and before the first students arrived, Ross proposed a curriculum in which in the first two years all students would take a programme of liberal and general education, with specially designed courses across the humanities, social sciences, and natural sciences. For the final two years, students would choose one of three streams: they could continue the liberal arts and science programme; they could select a specialization in a discipline – history, psychology, biology etc; or they could enter a professional program. He mentioned Communications, Fine Arts, Business, Education, Journalism, and Medicine.

It was recognized that York would soon be larger than could be accommodated on the Glendon campus and the Board immediately set about searching for a site, eventually acquiring this Keele location.

Nonetheless, Ross declared York would grow at a measured pace and would remain 'small.'

The original site would become Glendon College, a small bilingual liberal arts college.

The Keele campus would be a full university with graduate programs, professional schools, and research centres. The Keele campus was to develop around small colleges, of about 1,000 students.

This was the original vision of Murray Ross: a distinctive university, focused up-

on liberal education rather than specialization, and with undergraduate life organized around colleges. The proposed curriculum and college organization complemented each other.

It was not to be, of course.

The next group of founders were the first faculty members hired: people such as Edgar McInnis, Alice Turner, the first woman faculty member, Rollo Earl, the first Dean on the Glendon campus, Norm Edler, George Tatham, John Conway who would become the first master of Founders College, and John Seeley. A curriculum committee was formed from among them, but they did not all share Ross' vision and had trouble reaching a consensus. Many saw a curriculum based upon academic disciplines as the way forward on the Keele campus. What eventually emerged was only one year of general liberal education, flowed by specialization in a discipline. And the fundamental organizing unit of undergraduate life on the Keele campus was not the college, but the faculty and department.



**Dr. John Conway**

And York did not grow slowly. York was caught up in 'the great university explosion.' The funding followed, but not enough to allow seminars to be the main method of teaching.

Before exploring further how the Keele campus evolved and the role of colleges, let me take a digression into the history of universities.

**What do we mean by a college?**

What do we mean by a college?

The word ‘college’ is used in many different ways. Here in Ontario, it sometimes is short for community colleges, Colleges of Applied Arts and Technology (CAATs). In the United States, college can mean the undergraduate portion of the larger university, as in Harvard College within Harvard University; but Americans also use college to refer to two-year community colleges. When an American heads off to college, they could be going to Harvard or Appalachia Junior College. The Americans also have a particular type of university: the liberal arts college.



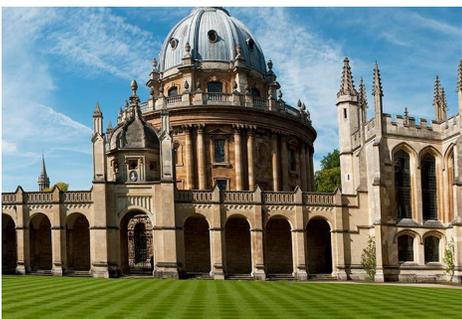
**Founders College Masters from Left to Right: Dr. David Trotman, Dr. Edward Rathè, Dr. Arthur Haberman and Dr. Hugh Parry**

But the college idea I want to focus upon is the college of Oxford and of Cambridge.

This college idea has a powerful hold on the imagination in the Anglo-American world; despite the fact that these colleges are unique, a product of a particular history. Last fall, I had the great pleasure of spending part of my sabbatical at Oxford, and observing the colleges.

I am going to contrast the colleges and Oxford University, what the English call a collegiate university, with what I shall call the postwar university.

**For many in the English speaking world, the Oxford college idea stands**



**as the ideal**

As I said, the Oxford colleges are the product of a particular history. Many were founded hundreds of years ago, long before the emergence of the modern university, and of course before the postwar university. Each college is an autonomous, self-governing foundation. These colleges in a loose federation called a collegiate university can be seen in pure form in the middle of the nineteenth century.

The college was the fundamental organizing unit of the university. Students were admitted by college. Faculty members (the dons) were appointed by the college. Each college offered a range of disciplines, from history, to economics, to mathematics. Thus, each college brought together faculty members and students from different fields of study. Teaching was done by the college, in weekly one-to-one tutorials: a student and their tutor. The curriculum was worked out between a student and their tutor. Each week the student was assigned an essay to be presented and discussed the following week. Thus, there was great emphasis on reading, research, writing, and speaking. Although the student followed a specialized curriculum, its fundamental purpose was to cultivate a disciplined and inquiring mind. This, and constant interaction with students and faculty from other disciplines, meant the education in its totality was a general, liberal education.

It was also an education for citizenship; but a particular sort of citizenship. The students were from the elite and would join the elite, the leaders of tomorrow. It was a noblesse oblige citizenship, or what the political scientists, drawing on the model of the Roman Republic, call republican citizenship.

The university, Oxford University, was a thin overlay on the autonomous colleges. The university’s main academic functions were to provide a library, the Bodleian; to offer lectures in academic disciplines, available to students from all the colleges (which depending upon your tutor were more or less important); and to set and administer the examinations.

The colleges were small. Even today an Oxford college has only about 400 undergraduates. Students lived and dined in college, and worshiped in college. Archi-

tecturally, colleges were organized in quadrangles with the sides being halls of residence, entered by separate staircases, and variously the chapel, the dining hall, common rooms, and small library. The head of the college and well as many of the dons also lived in college and dined in college. The colleges provided extra-curricular activity and competed against one another in sports. The college was its own world, surrounded by walls, with a lodge controlling entry from the outside. Undergraduate life was intense, rich, and all encompassing.

For many in the English speaking world, the Oxford college idea stands as the ideal for undergraduate education. The Americans adapted this college idea and created a whole university organized as a college: the liberal arts college.

The hallmarks of this college idea are several:

- a small institution
- small classes, so that a student can have close interaction with professors and with other students
- specialized study, but with a broader goal of cultivating the mind, of a liberal education, of education for citizenship
- emphasis on reading, analytical thinking,



**Founders College Masters from Left to Right: Dr. Edward Rathè, Dr. Mauro Buccheri, Dr. Patricia Stamp and Dr. David Trotman**

- writing, and speaking
- students live and dine on campus. Campus life, both curricular and extra-curricular, is their life

We know the college idea is expensive, and much of it is lost, but we struggle to retain as many of its hallmarks as possible.

Let me now contrast the college ideal and the collegiate university with the postwar university, a university like York. The contrast is along two dimensions.

The postwar university, because of the development of new knowledge and the greater priority for research, is organized by faculty and department: for example the Faculty of Arts and the Department of History, the Faculty of Science and the Department of Biology. Students are admitted by faculty; professors are hired by department and faculty, and the curriculum is controlled by department and faculty. In the postwar university, students follow a curriculum of discipline-based specialization rather than liberal education. Students define themselves by their subject of study rather than by their college.

And second, the postwar university is an institution of mass higher education, whereas the Oxford college is an institution of elite education. Elite university education admits 5-10 percent of the population; mass university education upwards of 50 percent. Many of the postwar universities are large and in large cities, most students do not live on campus, indeed many live at home. A prime function of elite education is to offer a liberal education, shaping the mind and character of a ruling class, preparing students for republican citizenship. A prime function of mass higher education is acquisition of skills and preparation for a broad range of technical, professional, and business roles. How can the college idea fit into the postwar university?

The answer is: uneasily.

Certainly Murray Ross was very taken with the Oxford college idea, and also with the American liberal arts college; although as one founder interviewed by Michiel Horn wryly noted, Ross greatly admired the Oxford college, but had never been there for any time and did not understand how they functioned.

On the Keele campus, we did though get colleges, designed around quadrangles, with halls of residence, dining halls, and common rooms. But York's colleges did not admit students, hire faculty, or design the curriculum. And York very quickly became a very big institution, organized by faculty and department.

This tension and indeed conflict between the college idea and postwar university shaped York's early years on the Keele

campus. Many of the first faculty hired felt they were joining a new small university committed to the college idea; and soon resigned because it was not to be. Others believed in the postwar university model. John Conway, the first master of Founders College, was a great champion of the college idea; and often in conflict with Jack Saywell, the dean, who wanted strong departments, graduate programs, and research.

Today, all universities struggle with the tension between the college idea (still seen by many as the ideal undergraduate education) and the reality of the postwar university.

Even Oxford is filled with this tension. The colleges still define undergraduate life, but the university is no longer a thin overlay.



**The Sculpture in the Founders College Quad representing the 12 Colleges originally planned for York University**

Oxford now has an overlay of a departmental structure, which is getting thicker and thicker. Now, both department and college are involved in admissions, hiring faculty, and setting the curriculum. In many fields, the department is more powerful.

The tension is inescapable and irreconcilable – a choice between two desirable models – and will always be with us.

It has bubbled up regularly at York over the past 50 years. About every 10 years we get a major study of the role of the colleges. In 1986, we had a Presidential Committee chaired by Kenneth Hare; in 1996, the Vice-President Academic established the Task Force on the Faculties, Colleges and First-year Experience; and in 2006, there was a task force on the first-year experience chaired by the Vice-president students.

I hate to say it with our new dean here – but 10 years are almost up and it will be

time for another study.

**We too should be imaginative and bold. We should have a vision.**

As we look to the future, could we learn from the vision of the founders? Certainly they were imaginative and bold, hard driving, and some hard living, indeed hard drinking. Some of you here likely had a drink with Jack Saywell.

But this short history reveals that often their visions were not well thought out, and sometimes in conflict. There was no coherent vision at the founding of York. And such vision as did emerge was overwhelmed by circumstance – the pressure to accommodate the exploding student numbers.

But the founders do offer a lesson for today. They were imaginative and bold – think of it – they went from informal planning meetings to founding York University in four years.

We too should be imaginative and bold. We should have a vision. Although we should recognize that often our ideas may sometimes be a bit muddled, and we will differ among ourselves. And whatever the vision, external circumstances, and available money, will shape our trajectory.

The postwar university is a university of mass higher education and emphasis on research, in a system of big institutions. Ontario's achievement of mass higher education and contribution of the universities to international scholarship are to be celebrated.

But the postwar university needs the college idea, even more than 50 years ago. Universities are bigger, more discipline-focused, and more research-focused than ever.

Many roles for the colleges are obvious.

Universities are big institutions, like a big city. Colleges can be neighbourhoods where students and faculty of different disciplines meet and converse. Colleges complement the disciplinary department/faculty structure.

Colleges can take on tasks unsuited to departments: residence life, orientation, extra-curricular activities, and intramural sports.

But their potential goes beyond these.

Colleges understand the totality of undergraduate education and the student experience in a way that departments and faculties do not.

Colleges should be a formal part of the process of developing curriculum. Departments focus upon the curriculum for the specialization, for the major. But a student's degree has many courses beyond the major. Colleges can be important voices in deliberations about the entire degree, and how it can be a liberal education, an education for citizenship.

I am of the view that we need to rethink the idea of citizenship – obviously it cannot be the Oxford idea of republican citizenship. Certainly, it should be at least liberal citizenship, citizenship of participation in democratic life. But I believe we should move beyond toward a vision of cosmopolitan citizenship with loyalty and obligation both to the local and the global. Colleges could lead such a discussion.

Perhaps, the greatest challenge to the college idea is the reality that most students do not live on campus, indeed many live at home. Colleges devote enormous energy trying to engage these students in campus life, which is to be commended.

But, I am increasingly of the view that – paradoxically – the power of the original college idea – the idea that the authentic undergraduate experience should involve residence, or at least substantial time on campus – is preventing us from envisioning an authentic undergraduate experience where student live away from campus in the big city. In much of the world, this has always been the norm. This is the norm continental European universities. We need to envision the college role when a student lives in the city, or at home. A starting point might be to recognize that some of the parents have themselves been to university but many others have not. Could colleges be a forum for thinking about a new model of university/student / parent engagement in undergraduate education?

I have no blueprint, but I do know that imagination and vision are needed as we try to reconcile the college idea and the postwar university.

And that the colleges have a vital role to play.

And that the way must be tried.

And that it **will** be tried, here at Founders.

Thank you.



## Remembering Professor Bernard Hung-Kay Luk

**Professor Luk was recognized internationally as an authority on the history of Hong Kong and was the author of numerous publications on modern East Asia, China and Hong Kong.**

**Professor Luk was Fellow of the College for many years and a beloved member of the Founders community.**

**For Founders community members, he will be remembered not only for his scholarly achievements but also for the kindness he always showed to students and colleagues at Founders and**

**in the Department of History. He was the first to send greeting cards on special occasions, to give snacks and plants to colleagues and was always there to support College events and initiatives. To all who knew him, his presence at the College is greatly missed.**



## AFFILIATED PROGRAM NEWS

### Portuguese Gives You Wings

The program of Portuguese & Luso-Brazilian Studies is pleased to announce that Christian Araujo was awarded the inaugural Portuguese Gives You Wings award, sponsored by Azores Airlines.



Christian Araujo

This award aims at recognizing academic excellence in an Elementary Portuguese language class (POR1000).

Christian excelled in Portuguese 1000 earning a final grade of A+. He will receive a free trip to the beautiful region of the Azores, Portugal, courtesy of Azores Airlines.

***Learning Portuguese at York is not limited to what's written on a textbook.***

Christian is currently completing a degree in Political Science and he is also a Global Ambassador for York International. His love for the Portuguese language started while on an exchange in Australia. There he met Brazilian colleagues and became interested in both the language and culture. As a native speaker of Spanish, Christian knows that learning Portuguese will give him access to the entire Latin American continent as well as Europe and several immigrant communities and global destinations.

For him, learning a second or a third language is not an asset, but a necessity, adding substantial value to both his per-

sonal and professional life.

Learning Portuguese at York was for Christian more than simply attending another class, it was a quasi-immersion experience. He felt exposed not only to the fundamentals of the language, but to the culture itself. Reflecting back on his experience, he offered the following comments:

“Learning Portuguese at York is not limited to what's written on a textbook. I learnt it through a set of real interactions - such as chatting with a pen-pal in Brazil, participating in oral activities in every single class, and discussing interesting topics in the "Hora de falar Português" - that were carefully designed by the program of Portuguese & Luso-Brazilian Studies. Professor Inês Cardoso also played a key role in my experience. With her enthusiasm, dedication, professionalism, and love for the language, my colleagues and I were able to learn Portuguese in a pleasant and stimulating environment.”

**This award is representative of the overall program efforts to provide students from first to last year with significant and meaningful opportunities to engage with the language.**

Christian will experience life in the Azores, an archipelago widely recognized by UNESCO and National Geographic, among other agencies, for its natural beauty, ecological and sustainable development and known for its açorianidade, a term coined by 20th century Azorean intellectual Vitorino Nemésio, that stands for the particular identity of its inhabitants. The Azores islands are also well-known as one of the hypotheses for the location of the lost continent of Atlantis.

This award is representative of the overall program efforts to provide students from first to last year with significant and meaningful opportunities to engage with the language. It offers a privileged space designed to stimulate not only language interaction, but also the sense of belonging to a wider, global community while valuing cultural difference and the richness of a language within its regional variations.

Azores Airlines is a conglomerate dedicated to the aviation industry. Founded in 1941, the head office is located in Ponta Delgada, in the island of São Miguel, Azores. With representation in several countries, it boasts over eighty destinations, with international, national and island routes. Azores Airlines' principles, based on values such as quality, professionalism, punctuality and hospitality, also feature the company's commitment to collaborative initiatives, such as this award, as well as any others destined to promote the Portuguese language.

Azores Airlines in Canada is also a valued community partner of the program's advanced experiential education course: "Language in Context: Portuguese in the Greater Toronto Area".

Boa Viagem, Christian! Live your education!

**FLYAZORES**  
Discover the Islands of Magical Nature

**Portuguese Gives You Wings!**  
Enroll in POR1000. Elementary Portuguese, excel in your course and earn a free trip to Beautiful Azores, Portugal, sponsored by SATA Azores Airlines!

More information:  
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## Community Messages

### The Founders Experience

Erica Alusio  
College Programs Assistant

Having graduated from York University in 2014 with an honours in Sociology, I can truly say that your university years will be some of the most vital years of your life. At York, you will gain useful transferable skills, meet new and exciting people and hopefully, learn much more about who you are as a person. But how can you ensure you optimize these experiences? The key is to get involved and partake in the various communities offered at Founders and on campus that may be of interest to you!

Whether you become a member of student council, attend our events, volunteer or work as a work-study student in the Master's Office, Founders College aims to provide you with a more intimate university experience which may be harder to do in such a vast institution. As the College Programs Assistant at Founders, I have witnessed firsthand the sense of unity and support shared among faculty, staff and students. I am truly mesmerized by the positive impact the College has had on its students' lives. Even to this day, the Master's Office is visited by alumni who still hold a strong connection to the college and staff members.

Throughout the 2016/2017 academic year, we held numerous events (63 if you were curious!) including conferences, socials, academic workshops and more! It is through these events that we are able to expand our minds, connect with each other and become more engaged in this wonderful community! So come out and get involved, you will not regret it!



### What Makes a Community?

Marco Sestito  
College Administrative Coordinator

What makes a community? Is it a geographical construct with defined borders and established landmarks like the local pub, the church and the public square? Is it the result of culture where a common language, shared values and historical memory shape and mold the local individual inhabitants into something greater? Is it both? The answer is yes. And no. And, well, it's complicated and remarkably simple. A paradox if you will. You see, communities have many origins: Geographic? Certainly. Cultural? Absolutely. Is that all you need then? Certainly not.

If that was all that was required, then loneliness, alienation and angst would be foreign concepts to us all. There is something more: a catalyst that is required to get the whole thing started and that missing element is people. Simple right? Well, no.

Creating a community isn't like baking a cake – a cup of this, a tablespoon of that, a pinch of salt and done – it takes more than just putting all the required ingredients together. Creating a community requires the willingness by individuals to participate.

Now, what does all of this have to do with the theme of this edition of *The Phoenix*, the *College Idea*? One of the ideas behind the College System at York is to create smaller, more intimate communities within the larger university. Each College has its own geographical location, cultural identity in the form of banners and mascots and community leaders in the form of student council and the Master's Office.

So ipso facto they are communities and I could end my article here. Again, no. This is not a cake remember.

All of the things mentioned above are vital but not good enough if we – the members of Founders Community – don't make an effort to participate: there cannot be community in absentia.

"I have my research and lessons to prepare," says the faculty member. "I have budgets to reconcile," says the staff person. "I have two jobs and a full course load," says the student. I get it. We all have commitments, we all have lives outside of the university. I am not saying we all drop everything to head over to Founders Field and sing *Kumbaya*.

But what I am talking about is a little bit of effort to do two things: open your office door and don't forget to smile.

The College should not be a place to always sit quietly in your office, behind closed doors and work at a computer: any building on campus can be that. No, the College is supposed to be a lively community of staff, faculty, students and scholars; the College is expected to be a "home away from home" for all of us at Founders. The College is where we can reduce the alienation that so many of us have to face in the modern world.

If we value our College, then we should open our office doors and make feel welcome any community member. You will be surprised at the results.



You are probably wondering why I am here. Funny story, actually, but you'll have to wait until page 13 to find out.

## FEATURED STUDENTS

**Kristin Chamberlain**

Sociology



I have recently switched my college affiliation to Founders College. Founders has definitely become my home away from home in my third year at York University. During my first two years, I felt

like I had no purpose or place among the thousands of other students on campus. Everyone at Founders has gone above and beyond the call of duty to be welcoming, friendly, and approachable. The college community always strives to include each individual and encourages students to grow into confident and successful adults after they graduate. Becoming a part of Founders has been one of the most memorable experiences of my university life!

Last summer I joined the College Life at York program (CLAY) and started working in the Office of the Master. This experience gave me the opportunity to meet many amazing students, staff and faculty members by getting involved in events and workshops. Coming to work every morning was a joy; I was always excited to take on the day's tasks and do my very best. My favourite memories this past summer were drinking espresso, campus walks with my coworkers, helping with Orientation Day and, of course, the many laughs and inside jokes! All of these wonderful memories have given me an appreciation of Founders College and the unique people within it.

My hope is that when I do become a York U alumna, I will always have a special place at Founders. The people at Founders have been by my side through my many ups and downs as a university student. I will always be grateful for the life-long friendships I have made in such a short time. It truly is the place to be on campus because everyone is accepted for who they are!

**Desmond Poon**

Urban Studies

Never doubt yourself, but if you are in doubt, do not be afraid to ask questions. Find something that you enjoy doing, and pursue it. My



years here at Founders College have been life changing. Beginning university, I had a lot of doubt about my major. I constantly asked myself if I really wanted to pursue History. My first year was a year of discoveries, as the majority of my courses involved something other than History. There was one course called "Exploring the Solar System", which I thoroughly enjoyed. After taking that course, I asked myself if I wanted to pursue something in space exploration. Realising that my math is not that good, I abandoned that idea.

I had an atrocious second year. The Queen once described one of her years as "Annus Horribilis", meaning "horrible year" in Latin; my academic performance that year was poor as was my emotional health. I needed help and I found it in my third year, which was all about change. I did something about my academic performance: I went to Counselling and Disability Services and I asked for help. Because of this, I am confidently looking forward to completing my education, and all the experiences and challenges that lie ahead. As a result, I am considering changing my major from History to Urban Studies, because of my passion for public transportation and an interest in how cities relies on transit to move people around.

In closing, don't be afraid to test your limits, go beyond your comfort zone, do what you love doing, and stay curious. But most important of all: BE YOURSELF!

**Jeremy Talag (Alumni)**

History



They say home is where the heart is, and while this saying is true, home is also where the start is. As a freshman, I relied on a strict schedule of going to class, practicing in the music room and working at McDonald's on Fridays and Saturdays to help me financially. While this routine worked during my first year, my university experience as a whole still felt unfulfilled.

However, my university experience changed the moment I became a Founders College Peer Mentor. As a Peer Mentor, I interacted with staff members, Student Council and fellow students throughout the academic year. Interacting with mentees not only helped me to discover a

passion for helping new students, but it also helped me obtain a position as an Academic Peer Advisor in the LA&PS Academic Advising Office for two years. As a Peer Mentor, I gained valuable leadership and character traits that have helped me grow both personally and academically. In the summer of 2016 I have the opportunity to work at Founders as an Events Assistant to help the college restructure the Peer Mentor program that I was once a part of. I am very happy that in my final year of university, I took my talents back to where it all began, Founders College.

## FEATURED PEER MENTORS

**Sabrina Fortino**

French Studies

York University can be an overwhelming environment considering the size of our student body. It was not until I became involved with Founders College that I was able to find a smaller community that I could call home within a larger one. This created a sense of comfort for me that I feel the college system allows for students.

It allowed me to have a positive transition to university through opportunities like social events and academic workshops that make it easier to network, make friends and establish useful skills that I continue to carry with me into my fourth year.

This year, being my second year as a Peer Mentor for Founders, I have been given the opportunity to apply my passion for the college to other students. Not only have I been given the privilege of getting to know other students and helping them find the resources to succeed, I have been able to network with professors and staff who continue to help me through my own journey at York.

If I could give one piece of advice, I would say to get involved with Founders. I can promise you will take memories and skills with you to carry now and for the rest of your student and professional careers.



**FEATURED PEER MENTORS****Gurleen Tak**

International Development Studies



In my three years at York, I realized the best way to enhance my university experience was by getting involved. I was already a student-athlete but I found getting involved with

the Founders community bettered my experience and enhanced my learning. Founders College is a great environment full of many opportunities to learn, grow and network.

I have had the opportunity to meet wonderful people through the peer mentorship program as it has allowed me to mentor first year students and receive mentoring from other peers, professors, and staff. Founders College has allowed me to grow academically and socially by providing me the right resources to be successful. Being a student-athlete, time management is difficult at times but Founders has provided me with a number of resources including study spaces and resources on time management, notetaking and study methods.

**Christine Zeng**

French Studies



There's a great thing about being in university— you get to meet new people from all around the world, learn about things that you care about, and most importantly, create

lasting bonds. This isn't something that came easy to me. You worry about the sheer number of things, how you're going to fit into anything or make an impact when you're just...well, you.

**Colleges change things. They remind you that there's a place for everyone, a place full of opportunities and wonderful people**

But colleges change things. They remind you that there's a place for everyone, a place full of opportunities and wonderful people who are there to help you become the best you can be. From breakfast to academic workshops to outings, the work done here by staff and students is nothing

short of amazing. Founders College has become something like a home here at York—a shelter amidst a storm—and it is with great pleasure that I finish my final year having known that I was a part of something bigger.

**FEATURED FELLOWS****Professor Monique Adriaen**

French Studies



It is an oft-repeated trope that colleges offer students a sense of community within the large structure typical of most urban universities. I held the position of College Academic Life Coordinator (CALC) at Founders College for nearly three years and have often pondered the question of what exactly is meant by "community", of why it matters to build and nurture it and of how to fulfill that promise to our students. What follows are some of my personal reflections as only one member of the "Founders community."

The concept of "community" can be understood either in a particular sense or in a collective one. It can refer to a group of people sharing a particular characteristic. In that sense, students, professors, peer mentors, peer mentees, alumni, members of Student Council, members of the Yoga club, folks with an office on the second floor, for example, all partake in different "communities" at Founders College. In a more collective sense we can speak, for instance, of the "community of scholars"

belonging to Founders.

Research on student success shows that this sense of belonging is in fact an important factor in helping students achieve their potential while at university. The support, both academic and affective, that one can receive in a college's multiple "communities" can reduce the isolation one can easily feel at university and help students stay motivated and focused. But communities do not exist without participants. Founders' many communities are thriving and eager to welcome new members. I strongly encourage you to join a community linked to a particular interest of yours but more importantly to also seek out one where you will discover a new hobby or passion, encounter novel ideas and make life-long friends. These communities will undoubtedly enrich your experience at university. They are what make colleges a hidden gem at university.

**Left:**

Founders' Peer Assistance Resource Centre (aka Central P.A.R.C), the home of the College's Peer Mentor-

## Professor Judith Hellman appointed CALACS Fellow

I would like to share with the Founders community an account of a very happy event that came about when four Founders Fellows: Patrick Taylor, Viviana Patroni, Ricardo Grinspun and Eduardo Canel, sent my name to the executive of the Canadian Association of Latin



Judith Alder Hellman

American and Caribbean Studies, the principal scholarly association in our field, nominating me for the CALACS Distinguished Scholar Award. Although all four are dear friends and colleagues, (and in two cases former students!), all this took place behind my back and without my knowledge. Of course, as you might imagine, I did not protest when the letter arrived saying that I would be given this wonderful honour and that a panel would be organized at the meetings of the association in Calgary in which three more former York students, Lucy Luccissano, Laura Macdonald, and Kalowatie Deonandan, (all now distinguished professors in their own right) discussed my books and other writings and made the few people in attendance in the room who were not my former students feel that they might have actually missed out on a good thing.

When Marco Sestito suggested that this landmark event in my own academic life might be marked in the pages of *The Phoenix*, it occurred to me that it might provide the ideal moment to share with the Founders Community a bit of history of the relationship between Latin American and Caribbean Studies (LACS) and Founders which turns out to be, in the nicest way, a history of my own relationship with the College. The fact is that I am still, for one last year, to be found on the first floor of Founders which, I believe, has made me at this moment the faculty member with the longest unbroken run of “residence” in the halls of Founders.

Well, how did LACS become “co-terminous” with Founders? It all began back in 1972, when Russell Chace, a bold but still untenured historian of Mexico,

had a vision. Russ looked around York, much as the Spanish conquistador, Hernán Cortés, must have done when he marched across Mexico and gazed upon the ceremonial city of Tenochtitlán and his eye beheld the immense riches of the Aztecs. When Russ looked around York University at the beginning of the 1970s, what he saw was an extraordinarily rich array of York faculty members from both the humanities and the social sciences who were trained in assorted areas of Latin American and Caribbean Studies. These people had, inexplicably, and largely by chance, assembled at York in the late 60s and early 70s notwithstanding the absence of anything like a Centre of Latin American and Caribbean Studies, let alone any plan to turn York into the central hub of LACS in all of Canada – a position it would soon come to occupy.

Although the History Department was



Professor Hellman receiving the CALACS Distinguished Fellow Award

then housed elsewhere, happily for us, Russ had his office in Founders. So when Russ set about realizing his vision, he argued that not only did we possess the human resources to offer the best LACS undergraduate courses in Canada (and some might argue, in all of North America), but that to the extent possible, we should all have offices in Founders. This was particularly happy news for me since I was, back then, what today would be called “contract faculty,” and Russ’s plan won for me an office in 233 FC which was the beginning

of my 44 year run in Founders.

And so it was that Russ assembled us in a small committee room at Founders College, the very room adjacent to the Master’s Office where we now go to photocopy, scan and to microwave our lunch. Thus, Marilyn Silverman from Anthropology, Pastor Valle-Garay, Lynhurst Peña, Ken Golby, and Margarita Feliciano from DLLL, Juan Maiguashca from History, Liisa North and Rudy Grant from Political Science, Alan Simmons and Peter Landstreet from Sociology, and Percy Anderson and I from Social Science, came together in that little room to create a LACS program that eventually came to offer more than 60 courses in the Departments of Social Science and Humanities along with ten other departments in what was then the Faculty of Arts. Over the years, 14 different colleagues served as the Coordinator of LACS. In particular, I should mention David Trotman, (a former Master of Founders), Patrick Taylor, (a former Senior Tutor and later Chair of Humanities), Eduardo Canel, Andrea Davis and Michelle Johnson – all Founders people who, as head of LACS, did so much to shape the program and attract enthusiastic students. And when the time came for us to celebrate the 40th anniversary of our program, of course, with the help of our Master, Mauro Buccheri and Marco Sestito, we held our gala dinner dance in the Founders Assembly Hall.\*



LACS 40th Anniversary Celebration

Thus, the history of LACS and Founders are intertwined. In its earliest years, students born and raised in the West Indies were the mainstay of the LACS program. These were young people who, in their previous schooling, had been made to memorize all the kings and queens of England but had never had the chance to study their own societies. They would soon be joined in the mid-1970s by increasing numbers of Argentinean, Brazilian, Chilean and Uruguayan refugees from South American dictatorships, others fleeing the wars in Central America, and economic refugees from Ecuador, Peru, Colombia and Bolivia along, as always, with a steady flow of students from the English, Spanish, French and Dutch-speaking Caribbean. Of course, in addition to these young people, from its inception, LACS attracted students who have no personal or family link to the region, but who are fascinated by everything about it, and are drawn to the language, politics, literature, music, dance, and, above all, the capacity for resistance of the people of the region. Teaching this array of students has been, for me, as for the other colleagues in LACS as deeply satisfying an experience as any of us could imagine.

Indeed, even though I officially became an Emerita Professor on July 1st of this year, I am unable to resist the temptation to stay on to teach the capstone 4th year seminar in LACS in Winter Term under my “post retirement” entitlement.

Today the LACS program has come to be housed in International Development Studies. While LACS is no longer available as a Combined Honours degree, it nonetheless continues to offer the same vast array of courses in both the Humanities and the Social Sciences, and is now available as a “minor” in which students can earn credits toward the degree in IDS or in combination with majors in all the Humanities and Social Science departments.

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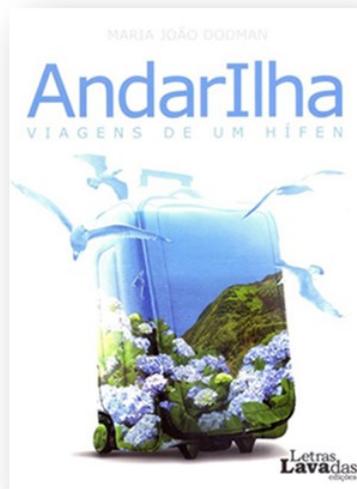
*\* An earlier version of this account appeared in a collection of essays edited by Professors Darryl Reed and Richard Wellan published in 2014 in celebration of the 50th anniversary of my department, Social Science.*

### A New Book of Short Narratives by Prof. Maria João Dodman



Maria João Dodman

Maria João Dodman, professor of Portuguese and Luso-Brazilian Studies in the Department of Languages, Literatures and Linguistics in the Faculty of Liberal Arts and Professional Studies, has published a creative book of short narratives that explore the notion of hybrid identity, of living between worlds and the (re) invention of a 10th Island, a narrative theme commonly found in immigrant communities from the region of the Azores, Portugal.



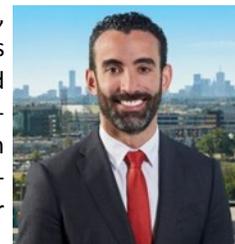
*AndarIlha. Viagens de um hífen* [Wanderer. Voyages of a Hyphen] is the title of this collection of 17 narratives (15 in Portuguese and two in English). The narratives highlight the voyage as a leitmotif designed to separate and join old and new worlds, of finding one’s identity and of returning to the affections, the cult of memories and the wisdom of the elders.

While treasuring tradition, this collection also looks at exploring new ways of being, of integration, and cultural reciprocity. The book was launched on June 17 in the Azores with a presentation by Victor Rui Dores, a prominent Azorean writer and Dodman’s old high school English teacher.

*AndarIlha* has been received positively by literary critics. Vamberto Freitas, a literary critic, professor at the University of the Azores and a specialist in diasporic literature, wrote the following: “It has been a while since I have read, from an Azorean writer, living in the region or abroad, such a beautiful and assertive writing, that of a marvelous stroke of a pen, which defines her person and her story of woman between worlds on both sides of the Atlantic, aware and cognizant of her personal luck in a Lusophone diaspora that is becoming less disperse and distant. Each piece of prose appearing here as an allegory for the process of continuous reinvention of herself and her way of being in life.”

### Isaac García-Sitton awarded the Organization of American States Instituto de Empresa Business School Scholarship

Isaac García-Sitton, one of Founders newest Fellows and Director of International Education and the English Language Institute for York University’s School of Continu-



Isaac García-Sitton

ing Studies has been awarded the Organization of American States (OAS) – Instituto de Empresa (IE) Business School Scholarship.

“Each year, the Organization of American States and IE Business School collaborate in order to grant certain worthy individuals scholarships in support of their academic pursuits. This year, Isaac García-Sitton has been chosen as one of those individuals and, with his decorated experience in both diplomacy and education, not only will Isaac expand his business knowledge and leadership skills in ways that will benefit York University immensely, but the other GSMP participants will undoubtedly benefit from Isaac’s unique insights as well,” said Meghan O’Farrell, associate director of Top Management Programs for IE Business School. Scholarship recipients are chosen for their academic achievements and potential to impact the development of their countries,” she said.

Isaac was born in Barcelona, raised in Panama and moved to Canada in 2007 during his tenure as the Consul General of Panama in Montreal. He began working in international education in 2012 after becoming a Canadian permanent resident.

Growing up in Panama has shaped García-Sitton’s world view. “The socio-economic disparity in my country sparked in me – at an early age, a sense of responsibility to try and change such inequalities,” said García-Sitton. “My experience has shown that changes can only be reached through education and the promotion of social integration via inclusive policies that reduce economic inequality and poverty, and promote sustainable and equitable development.”



Isaac García-Sitton with fellow Global Senior Management Program students from around the world

Scholarship recipients are charged with applying the knowledge and experience gained through their studies to contribute to the development of their country. García-Sitton plans to use his role at York University to continue to tailor academic programs to the unique needs of different students, markets and partners, promote Canadian education to Organization of American States members and create financial aid opportunities including merit and need-based scholarships.

“Higher education drives, and is driven by, globalization,” says García-Sitton. “As one of the oldest, largest and most respected in Canada, the York University English Language Institute is well positioned to attract a large portion of the forecasted growth in international students to the University. Our Institute contributes to York University’s diversity with 50 different countries represented in our student body last year.”

Last year, García-Sitton was recognized by the Government of El Salvador with the Ministerial designation, “Amigo de El Salvador” for his support of social develop-

ment initiatives in the Central American nation.

**FEATURED STUDENT CLUBS**

**Social Work Student Association**

The Social Work Student Association (SWSA) is a student run group that partners with students to voice their opinions, receive support for success, have fun, and raise questions that we as BSW students have regarding our Program.



SWSA promotes all Social Work values with an emphasis on empowerment and understanding by acting as a bridge between the students and the School of Social Work. SWSA is also a way to show the rest of York University that being a Social Worker is a lifestyle and that Social Work is a highly valued and legitimate profession.

In addition to our advocacy work, we also hold various events for the Social Work students including: socials, stress busters, movie nights, and much more! Being a part of SWSA also connects you with our new initiative, the TRY Collective, which is comprised of a collaboration between the students of York University, Ryerson University and The University of Toronto to provide students with wrap around supports and networking opportunities.

If you are interested in getting involved, we would love for you to come out to one of our events, stop by our office at 121 Founders College, or connect with us through YUConnect, Facebook, Twitter or at [www.yorkuswsa.com](http://www.yorkuswsa.com)!

**York Students for Women and Children**

York Students for Women and Children is a non-for-profit organization established in 2015, acknowledging the plaguing effects the institutionalization of ageism and sexism has had on the success of women and children. Homelessness of

women and children is a pressing issue currently populating a large statistic of those who experience homelessness within Toronto. Homelessness is interconnected with the gender wage gap existing in most professions and the higher rate of violence, effecting the ability of disadvantaged women and children to attain a higher education. We have come to conclude that though not all of these issues can be extinguished within this day and time, YSWC has found that in aiding to reduce the homelessness or lack of education for both women and children, we would ultimately succeed in bettering the other existing issues and strengthen the voices of those whom we can assist.

**Did you know?**



Soon.

**That shortly after Founders was established, Founders College and the Engineering Department at the University of Toronto engaged in a series of pranks that saw Founders students releasing a truckload of live chickens to the refectory at University College?**

- With thanks to Karen Field (Norris) Founders College

## Alumni Messages

### The best thing to ever happen to me was because of Founders College

Diana Brutto

As a part of the fresh Class of 2009 high school graduates, heading into 1st year university was purely overwhelming. My emotions ran rampant in the days leading up to the start of university: excitement, anxiousness, restlessness, curiosity, and optimism flooded my mind. To cope with this rollercoaster of sensations, my friends and I decided to join Founders College as a way to ease into this transition. Initially, I had been automatically enrolled in a different college, but I made the decision to switch to Founders to be with my friends. We were looking forward to meeting new people together, having fun, and building a network to support us through our 4 years. I had no idea that when we made this decision, it would be the best decision of my life.



Fast forward 1 month into our Founders College experience, we were getting ready to celebrate our frosh reunion. We had attended so many memorable events, met so many people, and were truly enjoying the start of university. Founders College made us feel like we had a place where we belonged in a huge campus that at times seemed like a concrete jungle. Little did I know, I had 1 more person to meet. Founders saved the best introduction for last.

Standing in the basement of Founders College, getting ready to go into a Hawai-

ian-themed reunion party, I was introduced to a guy named Sylvester. I immediately noticed he had the latest iPhone and he was wearing a blue Lacoste polo and jeans. We instantly connected over the fact that we lived 5 minutes away from each other in Maple. From there, the conversation flowed endlessly and a relationship was ignited. I would soon realize that this was the person I was meant to spend the rest of my life with.

Almost 7 years later, we are in the midst of preparing for the next biggest day of our lives—our wedding! On June 10th, 2017 we will tie the knot in Maple, ON.

The idea of joining Founders College turned into so much more than I thought it would. Initially, I sought to meet new friends and ease my transition into university. Not only did this happen, but I also found my life partner on October 7th, 2009 at Founder's College. I couldn't have asked for anything more.

Dr. Terri-Lynn Brennan  
B.A. 1992 (Political Science)

My time at York U. was a time of challenge and growth that I reflect back upon with smiles and joy. I was not a strong academic student coming out of my rural Ontario high school, and after spending a year at Sheridan College in Art Fundamentals, I found my first year at York in 1989-90, a true challenge to keep up to the expected quality of writing and critical reading needed to survive.

I did (barely), and most fondly remember very supportive and encouraging professors, making friendships that last to this day, and personal growth through all the aspects of residence life in a truly positive way. This photo is taken of me and the ladies of Founder's College "D" house during that first year 1989-90, for the Spring Fling (I'm the young lady in black, standing second from the left). I wish I could say that I've kept in touch with all these ladies, but unfortunately I have not and can only hope they have each lived the most exciting and progressive lives possible since the 27 years that have passed.



"D" House Memories

**GRACIAS**  
**ARIGATO**  
**SHUKURIA**  
**GOZAIMASHITA**  
**EFCHARISTO**  
**JUSPAXAR**  
**DANKSCHEEN**  
**TASHAKKUR ATU**  
**YAQHANYELAY**  
**SUKSAMA**  
**EKHMET**  
**GRAZIE**  
**MEHRBANI**  
**PALDIES**  
**TINGKI**  
**BIYAN**  
**SHUKRIA**  
**THANK**  
**YOU**  
**BOLZIN**  
**MERCI**

# PROFESSOR BUCCHERI

**For 10 years as Founders College Master**

