

Humphreys College

Newsletter



MARCH 2011

WINTER QUARTER

OUR INTERVIEW WITH ARCHITECT CRAIG SCOTT... THE 2011 HUMPHREYS CAMPUS EXTENSION IS COMPLETED

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Six years ago, you were the project architect of the Humphreys College Main Campus Expansion. In our 2005 interview, you wished to develop "a campus feel," applicable to both the new complex and the original administrative building. How would you define that unique style, today, in retrospect?

"Before the 2004 Campus Expansion, there was a disconnected series of buildings with all the classrooms in just one building. I think we were successful in that we wrapped classrooms, offices, and the Library around a central space. When students, professors or staff walk through that Courtyard, it 'feels' like a campus. We took a very similar approach to the new South Classroom Building."

In 2005, you were invited to project the Humphreys College Courtroom, as an extension of the Law School and Library building. I assume the specific purpose of the Courtroom brought along some architectural challenges...

"We really enjoyed that project. The challenge and the enjoyment of it all was Larry Drivon, who had a unique vision of how a Courtroom works in today's world. We learned a lot and were pleased with the finished product."

Now, as we speak, Humphreys College is starting to use its newly constructed additional complex, located on the original site of Humphreys' dormitories. Everybody can see that you managed to preserve that "campus feel," mentioned above.

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“The Humphreys College property is pretty small for a college campus. We knew that this would complete the campus—there's no room left. Student count is based on parking so that was a priority. We added 118 stalls for a total of 255. The building again was on the perimeter of a central outdoor space. This achieves a campus feel, but security is again a main factor. The interior campus is fenced and can be locked after hours.”

Compare the 2005 extension with the 2011 one—from the architectural and construction points of view.

“President Humphreys invited a cross section of deans, professors and staff to participate in the design meetings. The group interviewed three contractors and selected *DPR Construction* to negotiate the contract--the same contractor that built the 2004 Campus Expansion. This is a preferable approach because the contractor can provide valuable insight and cost projections early in the design process. The architectural style generated from those meetings uses existing campus design elements but per the group--no shingles this time.”



How does the 2011 extension respond to technological challenges of modern academia?

“The Tiered Classroom and the Lecture Hall have high-definition projection, motorized screens, and sound systems all tied to a lectern. Professors can use the Internet, a laptop or a DVD player to drive the system. The other eight new classrooms have high-definition flat screens, also driven by the Internet, laptops, or DVD players. Energy-wise the building is excellent. The new campus area and the existing buildings on campus are now connected to a central energy management system--all HVAC units can be monitored and controlled from a web-site by maintenance staff.”

What are the main features of the new-complex landscaping?

“The South Commons area on the interior of the new structure is intended to be



more landscape oriented than the hardscape of the existing Courtyard. It's a quieter, greener, space. Overall, the landscaping had to meet new state requirements for water conservation and storm drainage pollution prevention. There are a number of different spaces for people to sit, read, and talk.”

How did you approach the demands of extended campus security?

“The College has worked with a local company to install a campus-wide security system with 24/7 monitoring.”

It was a pleasure to meet again the Construction Superintendent Marco Cabodi and other DPR Construction managers and staff in action on the new site...

“*DPR Construction* is an outstanding contractor and it was great to work with Marco again. The schedule was very tight and the abnormal October/November rains came before the roofing was installed. As always, we had to face some problems, but everyone battled and got it done.”

A final word, when the new campus extension is completed?

“To close, I want to thank President Robert G. Humphreys, again. We architects can have all sorts of ideas... However, without adequate funding those designs cannot be materialized. I'm pretty sure the final cost was more than originally hoped— isn't it happening always?—but we like to think that there is true value to the students and professors who will use these spaces—interior and exterior—on a daily basis for a long time to come. We like the campus. It has a nice feel.”

~Stanislav Perkner



Note: Architect Craig Scott works for DCA (Derivi Construction & Architecture) in Stockton. For more information about DCA's work, including the pictures of the extended Humphreys College Campus, go to the Architecture Leaders Today magazine, available at <http://www.dcaia.com/firm/publications/DCAarticleALT2010.pdf>.



FROM THE LIBERAL ARTS DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Associate Dean, Chair
Contributing Writer: Julie Walker, Adjunct Instructor



On February 23rd the Liberal Arts Department hosted its 6th Annual Black History Month Celebration with readings from African-American authors. In collaboration with the Black Caucus of the National Council of Teachers of English (NCTE), the literary read-in takes place around the U.S. on any day during the month of February, Black History Month. According to the NCTE website, the event has been sponsored by the organization since 1991 and has had over a million participants. In fact, each year the host of the event submits a “report card” detailing the number of presenters and the authors read to the Black Caucus. Therefore, this year, as in the past five years, I have submitted our report card and am pleased with our grade.

With faculty and student encouragement, we had over thirty participants. Their readings were from noted poets and authors like Langston Hughes, Nikki Giovanni, Zora Neale Hurston, Dr. Martin Luther King, Jr., Richard Wright, Tupac Shakur, Allen Allensworth, and Atreese Watkins, a local poet.

The attendees enjoyed pizza and refreshments, which were provided by the Department. In addition, the presenters participated in a raffle for prizes donated by the College faculty. Winners enjoyed gift cards from Barnes & Noble and Starbucks.

In addition, many faculty and students assisted in the event. Special thanks go to Dr. Stanislav Perkner, Janet Marx, Leslie Walton, Dr. Jess Bonds, and Modesto instructor Dr. Ray Harter. Students from California Literature also helped in organizing this worthwhile event.

On my visit to our **Modesto** campus on Thursday, February 17, I met with liberal arts majors and those interested in pursuing either an Associate in Arts or Bachelor of Arts in Liberal Studies. Both Lisa Kooren, Director of the Modesto campus, and I provided a brief introduction to the College’s long-term dedication to the liberal arts as a vital component of its mission and the current design of the program. During a brief question-answer session, I was impressed with our students’ ongoing dedication to their academic goals; one student, in fact, commented that Humphreys College is her Harvard!



VOCABULARY ADVENTURES

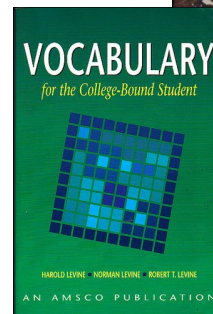
Have you ever read a truly memorable book—a book that just *sticks* with you? And no, I am not referring to the *Harry Potter* series (although those books are pretty darn fun). The book that I remember the most is one many people might find an odd choice. It is a book on vocabulary: *Vocabulary for the College Bound Student*. No, it is not a particularly intriguing title, but that book from high school English class really opened my world and enabled me to read other books with more interesting titles. I love to read all sorts of books, and I am always coming across words in them that I learned in this high school publication.

Some words and definitions from this textbook really did *stick with me*. For some reason, I remember so distinctly the definition for the word droll (*odd and laughter-provoking*). I will never forget thinking to myself that

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I hope the opportunity comes up in my life to use that word in spontaneous conversation. I felt so important when I learned the term coup d'état--mostly because it is French, and it is always impressive if you can drop a French term in casual conversation. Just so you know, a coup d'état is a *sudden, violent, or illegal overthrow of a government*. People in the know usually just use the shorter version, coup. If you have been watching the news recently, you will hear the commentators discussing whether what happened in Egypt was a truly democratic revolution or just a military coup (I will have to read more to get the answer to that hefty question). I remember feeling so clever when I made the connection between the word aficionado (*a devoted follower of some sport or art*) and the word fan. I remember thinking to myself: Do others see the connection? The word amoral (*without a sense of moral responsibility*) has stuck with me because I remember debating in English class whether Hitler was amoral or immoral. I still get confused about the difference, but at least I know there is one, so I just try not to use either one that much! I remember laughing when I heard about the story of an “anarchist” bookstore burning down. It was funny because the owners complained that the fire department took too long to get there to put out the flames. If you know the definition of anarchy (*total absence of rule or government*) and understand that the owners were anarchists and would be happy if there was NO government, then the story becomes quite ironic. I wonder how an anarchist can, in good conscience, demand anything of the fire department!



I think it is safe to say that the knowledge I gained from this book helped me learn Spanish and definitely saved me on my recent trip to Italy. There is a whole chapter on Latin prefixes that we use in English. I remember a friend in Italy frequently began her sentences with *lo credo*--and would then engage in a commentary on the state of the Italian bureaucracy (or the price of milk--I cannot be sure). I believed that she was expressing her conviction about something because I had learned in the vocabulary book that the prefix CRED means *believe*. I was able to figure out that she was saying... *I believe* (she had a lot of opinions about different things).

I recently read a book about France that was fascinating. One thing I learned was that the French language actually has fewer words than the English language, but the French just know how to use their smaller vocabulary with more eloquence. I felt a little humbled after reading that but then quickly recuperated when I remembered the vast knowledge of vocabulary I gained from this book. My advice to you: Get this book if you can and have it around the house. Maybe you could do a “Word a Day” sort of thing – it will help you come up with the mot juste (the exactly right word) for any occasion!

~ Julie Walker

Note: Harold Levine. Vocabulary for the College Bound Student, 4th ed. New York: Amsco, 2006

FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...

TODAY AND TOMORROW

By Pam Wood, Chair

We are often amazed at the resiliency of children. They ask questions that most of us have not had to face. Will there be any dinner tonight? Whose house do I go to this week, Mom's or Dad's? Is abuse OK? Is it safe for me to walk to school today? Will I be bullied again? Will Grandma move in with us? Will Grandpa die this week?

Where do children get the strength to endure these situations? Who are their examples?

Day after day, I watch our students facing the struggles and challenges of life.

I listen as they pose their questions. Can I take online classes so that I will be able to care for my Mom? At what

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point do we call hospice? Where will we move if we lose our home? How can I protect my child from bullies? What community resources are available to my family? How can I say, "Good bye"?

As our June graduation ceremony approaches, I look forward to watching our students walk across the platform, receiving their degree and remembering that these resilient individuals will soon stand before students in their own classrooms. I stand in awe at their resiliency and their desire to make a difference in the lives of children and their willingness to be the positive examples that our children so desperately need.

FROM THE COURT REPORTING DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Kay Reindl, Chair

OUR INTERVIEW WITH KAY REINDL COURT REPORTING PROFESSION AND ITS PROSPECTS

Recently, The U.S. News & World Report released its annual list of the Best Careers. For 2011, the list includes the profession of court reporter. According to the National Court Reporters Association, there are more than 50,000 court reporters in the United States; over 70 percent work outside of the courtroom. Some of them are employed as webcasters; they record company events such as financial earnings reports and press conferences. Others specialize in broadcast captioning, using a stenotype machine to post captions on television programs. Many reporters are self-employed.

How do you see the general outlook of the court reporting profession – statewide and nationally?

Very positive. In fact, the Bureau of Labor Statistics projects growth in this field to be at 18% between 2008 and 2018. This is a faster rate than the average of all occupations for the same time period. The projected growth is fueled by the need for additional captioners for television broadcasts and those providing translating services for the hearing impaired or Communication Access Realtime Translation (CART) reporters.

Earnings for court reporters are very respectable with a national average in 2009 of \$47,810. Court reporters who work as official reporters in a courtroom can add to that salary a per-page fee for transcripts which may be as much as half of their annual salary. Reporters in metropolitan areas are likely to earn a much higher salary than the average.



Prospective court reporters may choose from several types of training programs – college or university level or online. What are the specific features of Humphreys program?

As most consumers who search for an online court reporting program soon learn, there are few online programs from which to choose. In my opinion, the rigors of the program are too intense for most people to be successful in an online program. Students do best in an environment of their peers. They can count on support from experienced instructors who are able to assist each student with guidance driven by individual needs. The perfect classroom setting is characterized by a level of healthy competition that motivates each student to do his or her personal best at all speed levels. A beginning theory class at Humphreys College fosters this environment; students are together for two quarters, with three classes the first quarter and two classes the second quarter. In these classes, they learn the "language" that will facilitate the development of speeds up to 200 words per minute. Students benefit from a connection with classmates; they are able to understand and encourage one another better than family and friends to whom the program may remain a mystery.

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A court reporting student's college experience at Humphreys is enhanced through his or her academic courses that are taken with students in other academic programs. Through Humphreys College WASC accreditation, students are able to earn an accredited associate degree by taking just a few courses in addition to the minimum prescribed course of study required by the Court Reporters Board of California. Humphreys College is also one of a few accredited universities where students are able to earn a Bachelor of Science Degree in Court Reporting.

How would you characterize the most important personality traits of a successful court reporting student?

This is a tough question that has been discussed many, many times among court reporting educators. I will offer you my opinion after teaching court reporting for 22 years along with four years of learning the skills it takes to become licensed in the state of California.

Becoming a successful court reporter requires curiosity in the world around you and an interest in learning about all walks of life. It requires a command of the English language, especially in the area of written and verbal comprehension skills. Those who succeed are intelligent, computer literate, very disciplined and motivated to work diligently to accomplish their goals.

What do you hear from your graduates and other practicing professionals about the demands of the profession?

Former students often talk about the physical aspect of reporting and that it is much more difficult than the school practice, but also more rewarding. Successful reporters are fascinated by the variety of cases they report. They are humbled by the experience of hearing very intimate details of personal lives. They are honored to be respected by attorneys and judges for the very important role that they play in the judicial process as guardians of the record. Depending on the career path chosen, reporters' experiences will differ greatly. CART reporters are able to sit in classrooms and learn about subjects they previously may have known nothing about, thereby giving them an opportunity to be paid and educated at the same time while providing a life-changing service to a person in need. It is a unique and interesting career.

Humphreys CR alumni are a reflection of the success of our program. I encourage anyone who may be interested in pursuing this career to contact me. I am available to discuss your questions. I will encourage you to visit a classroom, so you can see first-hand how we educate our students.

The future of court reporting remains very positive. The human intellect that court reporters bring to the table continues to ensure that the best guardian of the record is a person, not a machine.

MEET YOUR TEACHER

LAURA POIRIER, A NEW FULL-TIME COURT REPORTING INSTRUCTOR

Laura Poirier, Certified Shorthand Reporter, was raised in Stockton and graduated from Stagg High School. She earned an A.A. in Business Administration from San Joaquin Delta College, worked in banking for six years, and then graduated from Argonaut Court Reporting School. She was employed as a deposition reporter until her first son was born; then she worked from home as a proofreader and scopist for other reporters. She and her husband, Kevin, have two sons – both in college. (A 23-pound cat, Wesley, is also considered a family member.) Seventeen years ago, she began teaching at Humphreys as an adjunct faculty member...

How did you find Humphreys College? Or did the school find you?

"I met Kay Reindl, who is now the Court Reporting Department Chair, in 1994 at the preschool that my son and her daughter were attending. She noticed that I was carrying a bag from a steno supply company... I shared my

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background with her, and she suggested that I speak with the Department Chair Maria Stahl about teaching at Humphreys. I did just that, and here I am – almost twenty years later!”

What courses have you taught?

“I have been involved in all speed levels of the Court Reporting Program – from Theory through 210+.”

How would you characterize your teaching style?

“I would say that I’m approachable and that I keep the lines of communication open with the students. They appreciate a connection with someone who has experienced what they are going through. Most people outside of their school environment, including family members, have little understanding of the rigorous training involved and the time it takes to advance through the program. I share with them my past experiences and the mistakes I made along the way.”

Do you have a sense of humor?

“I’m professional and serious when I need to be... However, I try to lighten things up now and then by injecting a bit of humor into our discussions. During a monotonous dictation exercise in my Theory class, I actually broke into a Lady Gaga riff. I’m not sure if the students were laughing with me or at me, but we all had a good chuckle. We can be a tightly wound group, and the laughter helps to relax everyone.”

What makes a good court reporting *instructor*?

“As instructors, we must set very high standards. Our goal is to train and inspire them to be overqualified so that they can pass the state exam and ultimately serve as highly skilled professionals. To that end, we function as their educators, motivators, advocates, and cheerleaders. Our students are with us for 3-4 years on average, and we develop lasting relationships with them. Most of them are juggling school, work, and family. I feel it is important that we convey an understanding of their struggles and that we truly do care about each of them.”

What makes a good court reporting *student*?

“Successful students must be highly motivated to persevere through the rough times, to take pride in their work, manage their time, and be personally accountable for their performance. They should take the initiative to address their weaknesses by pursuing outside study/practice techniques.”

It is Oscar season... What are your favorite motion pictures?

“There are a few movies that I could watch over and over again: *Fiddler on the Roof*; *The Pink Panther* movies; *The Big Chill*; *Princess Bride*...”

What do you do for fun?

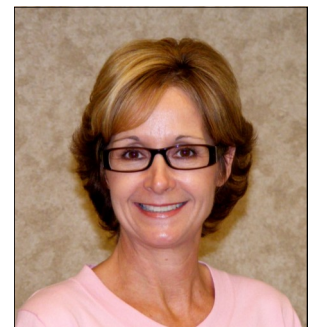
“I enjoy taking trips to the coast and to the wine country, playing cards and games with family and friends, reading, and exercising.”

Your favorite quote?

“An eye for an eye makes the whole world blind” —Mahatma Gandhi.

Your life credo?

“We can’t predict what will happen tomorrow. Today is the day to give thanks for what we have and to tell our loved ones what they mean to us.”



FROM THE CRIMINAL JUSTICE DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Stephen P. Choi, Chair



The Criminal Justice Program offers an Associate in Art and a Bachelor of Science degree with several concentrations. The two most popular concentrations are the law enforcement and corrections/probation/parole.

The program is rapidly growing. Currently, it has 140 plus students between the Modesto and Stockton campuses. The College hired two faculty members: Retired Stockton Police Chief Tom Morris and current Stockton Unified School District Chief of Police Jim West will begin teaching at Humphreys in the spring quarter. Both men have a combined 50 years of experience.

Probation Officer Core Course (Probation Academy)

The Probation Academy has 11 students enrolled, out of the original 13; we are currently in week nine of the 25-week course of study. The students are required to keep at least a "B" average. They are learning drug recognition skills, how to intervene in family violence situations, and how to deal with sexual offenders. In essence, they are learning how to be both social workers and law enforcement officers. My hat goes off to each of them; they have persevered through the long eight-hour Saturdays.

Criminal Justice Club

Stockton Criminal Justice Club meets on Sundays from 10 a.m. to 12:30 p.m. We just completed our first firearms safety class with ten students in attendance. We also have the permission from the Stockton Police Department to use its range. In the coming weeks, we will continue our firearms safety classes with the goal of shooting at the range in May.

Modesto Criminal Justice Club held its first meeting on February 18 at the Applebee's restaurant across the street from the campus. Seven students were in attendance. I am currently seeking a permanent place to hold our meetings on the weekends. The next scheduled session will include a firearms safety class. Students who do not attend the firearms safety class cannot shoot with the club. Here is a list of proposed activities for the club developed by student attendees: firearms classes, defensive tactics training, guest lecturers, field trips, and competing at the regional or national level against other criminal justice clubs.



Online Criminal Justice Degree Program for Working Professionals

The Criminal Justice staff developed a non-traditional bachelor's degree for working professionals with a Human Resources, Leadership, and Management Concentration. The College advertised in the Peace Officers Research Association of California (PORAC) magazine in March, April; it also mailed brochures to over 750 law enforcement agencies. The PORAC magazine is delivered to over 44,000 California law enforcement officers. Furthermore, informational presentations were completed at the Stockton campus and at the San Joaquin County District Attorney Investigations Office. Presentations at Stockton Police Department and the San Joaquin County Sheriff Office are in the works.

There are many new and exciting additions to the Criminal Justice Program at Humphreys College. If you have any questions, please e-mail stephen.choi@humphreys.edu or come by my office.

FROM THE BUSINESS DEPARTMENT...

THIS JOB'S FOR YOU... CATCH-22!

By Jason Wolins, Chair

Which is better when you are looking for a new job? A) Already have a job, where you may need to give notice of leaving and have to wind things down, or B) be a free agent without a present job and available to work right now.

The envelope please Here is the axiom of some potential employers: If you already are *employed* and *don't need* a new job, *we want you*. If you're *unemployed* and *need* a job, *don't bother applying . . .* because . . . *you don't have a job and you need one!*

Whoa! Déjà vu, Catch-22!

Two recent articles in *The Sacramento Bee* have documented this trend:

- "Employers to jobless: Don't bother applying," by Tony Pugh, February 17, page B6.
- "Do jobless face hiring bias?" by Darrell Smith, February 28, page B5.

Tony Pugh's article notes that some electronic and print ads say, "unemployed applicants will not be considered" or "must be currently employed." Others use time as a barrier to rule out candidates who have been out of work longer than six months or a year.

It is not known how widespread this practice has been. However, the overwhelming majority of job openings do not have such exclusionary provisions. Indeed, one major job posting site, Monster.com, said this would violate its employment posting policies.

Congress has started to inquire into whether it violates federal employment laws prohibiting discrimination. One catch: The unemployed are not a protected class of people under anti-discrimination laws.

Public hearings are being held at the Equal Employment Opportunity Commission (EEOC) and witnesses have testified that excluding unemployed people from job openings could disproportionately affect some federally protected groups, such as minorities, the disabled, and older applicants.

Other issues also have arisen: 1. Even though a job posting may not explicitly exclude the unemployed, the hiring firm may implicitly, in private, engage in the practice to narrow down the large number of applicants (there are nine job applicants for every two openings, on average). 2. The practice may also suggest a bias that laid-off workers are not the most talented.

UNEMPLOYMENT

Employers to jobless: Don't bother applying

THEY'RE BEING SHUT OUT FROM SOME POSITIONS, FEDERAL AGENCY WARNS

By **TONY PUGH**
 tpugh@mcclatchydc.com

WASHINGTON - As if finding work weren't hard enough already, a federal agency warns that some employers are excluding jobless workers from consideration for openings.

The practice has surfaced in electronic and print postings with language such as "unemployed applicants will not be considered" or "must be currently employed." Some ads use time thresholds to exclude applicants who've been unemployed longer than six months or a year.

BUSINESS

JOB FRONT

Do jobless face hiring bias?

FEDS SENSE TREND, BUT LOCAL FIRMS DENY A PROBLEM

By **DARRELL SMITH**
 dsmith@sacbee.com

work history, skills and training also factor into hiring decisions. "I absolutely do not see that," said Amelya Stevenson, president of the Sacramento Human Resource Association. "The vision I have today is that the unemployed stigma has softened. That stigma is much less than fits in 2010 to more than a million Californians. In Sacramento last week, a California Job Journal job fair drew an estimated 2,500 people, organizers said, a mix of the newly jobless and those who said they have been seeking work for months or even years. rently looking - if they've been out of work for two months vs. a year and a half." But Jay Jurschak of Sacramento's Pacific Staffing saw the hearing as a solution in search of a problem. "I don't see that people are excluded because they're not employed."



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Darrell Smith's article noted the employer side of the issue and the viewpoint of a job journal publisher. Some indicated they have not seen bias against the unemployed, suggesting that other factors are part of hiring decisions, such as work history, skills, and training. Here are some quotes:

- Amelya Stevenson, president of the Sacramento Human Resource Association:

“The vision I have today is that the unemployed stigma has softened. That stigma is much less than even two or three years ago.” (She went on to note there is an on-the-job training program for long-term unemployed construction workers in the Sacramento area.)

- Kathy Masera, publisher and CEO of the *California Job Journal* noting that employment status does factor into employment decisions of some firms:

“Absolutely. Of course, you're going to look at somebody who's currently looking—if they've been out of work for two months vs. a year and a half.”

- Jay Jurschak of Pacific Staffing in Sacramento, who felt the EEOC hearing was a solution in search of a problem:

“I don't see that people are excluded because they're not employed. There are other factors involved. . . . You can't make an employer hire someone they're not interested in. . . . Employers should find the best employees for the company.”

Recently, a *California Job Journal* fair in Sacramento attracted an estimated 2,500 employment seekers, including people who recently lost jobs and those indicating they have spent months or even years looking for work.

This issue looks like it may not go away soon.

FROM THE LAW SCHOOL...

NEWS AND ANNOUNCEMENTS—SPRING QUARTER

By L. Patrick Piggott, Dean

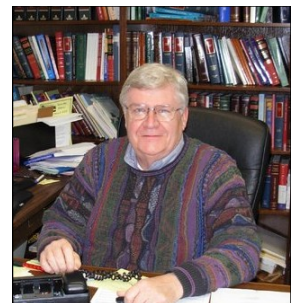
With the start of the spring law school quarter on February 7, eighteen new first-year students and two transfer students entered the program. As usual, the law school attracts quite a wide range of students. The ages run from 59 to 16. That's right, 16-year-old Parker Shelton is outdoing his brother Connor. Parker completed high school and two years of college and is a first-year student--a full year before his brother Connor, now 20, who is in his third year. The average age of the class is 35. There are 7 men and 13 women in the new class; both transfer students are women. There are two retired military members and two born overseas, in the Philippines and Fuji.

The Humphreys community will find interesting that several of our former undergraduate students are now enrolled in the law school: Nancy Martin, Dolores Prieto, and Matthew Wey. Also, we have a cousin of Santa Lopez and the wife of Jess Bonds.

The Law School now operates four full 12-week quarters a year. The current enrollment is 190.

The school will be offering two classes on Monday nights in Modesto and one class on Wednesday.

This quarter, there is another new elective offered to the students: Special Areas of the Law; it will be an introduction to Immigration Law and International Law. The instructors are Greg Meath, a specialist in Intellectual Property with a Master's in Law in International Law from McGeorge. Fernanda Pereira will cover her specialty, immigration law. She studied law in Portugal and also holds a Master's degree in Law from McGeorge. The overview will be four weeks for each subject, followed by three weeks on the American Court System taught by Justice William Murray of the third District Court of Appeals for California. Judge Murray has previously taught Evidence at the Law School. All three are members of the Callahan Inn of Court that meets monthly on the Humphreys campus. The College is truly an integral part of the local legal community.



HUMPHREYS LAW SCHOOL INITIATIVE: HIGH SCHOOL STUDENTS AND THEIR CONSTITUTIONAL LITERACY



Thanks to Humphreys College Laurence Drivon School of Law and the financial support of San Joaquin County Bar Foundation, the Stockton Collegiate International School, located in downtown Stockton, extended its curriculum. Tenth grade is receiving instruction on the United States Constitution.

The Foundation is covering the cost of the textbooks, and Humphreys College is providing the instructors—with no expense to Stockton Collegiate International School. Humphreys is fortunate to have a second-year law student, Dr. Keyes Kelley, EDD, retired Dean of Argosy College. Dr. Kelley will be the first Instructor and help train other Humphreys students who will be instructors of the program in the future. Professor John Schick will supervise with the help of new Adjunct Instructor, Aliya Abdallah.

In 1999, Professor Jamin Raskin of American University Washington College of Law launched the Marshall-Brennan Constitutional Literacy Project named in honor of the late United States Supreme Court Justices Thurgood Marshall and William J. Brennan, Jr. This project, founded with the enthusiastic support of Mrs. Cissy Marshall and the late Mrs. Mary Brennan, was designed to mobilize talented second- and third-year law students to teach courses on constitutional law and juvenile justice in public high schools in the District of Columbia and Maryland. The national program is headquartered at the Washington College of Law in Washington, D.C.

Although not part of the national program, the Law School will follow its example and guidelines.

The project keeps alive in the vision two of the great Supreme Court justices. From his leadership in the fight for school desegregation through his tenure on the Supreme Court, Justice Marshall never stopped believing that the access to education was linked to social progress. Justice Brennan spoke often of the need to bring the Bill of Rights to life for generations of students, noting that constitutional guarantees are “tissue-paper bastions if they fail to transcend the printed page.”

This movement for constitutional literacy is rooted in the belief that students will profit for a lifetime from learning the system of rights and responsibilities under the U.S. Constitution. Many citizens do not participate and feel disengaged from politics. The Marshall-Brennan Fellows work with teachers, administrators, and lawyers to teach students their rights as citizens, the strategic benefits of voting, how lawmaking occurs, and other fundamental constitutional processes.

Patrick Piggott, Humphreys’ Law School Dean said: “After we get the pilot program completed, we should be able to provide these same classes for additional schools.” The law students will earn externship credits and will become better students of the Constitution by their work.

ACADEMIC COUNCIL EDUCATIONAL EFFECTIVENESS WORKSHOP THE STATE OF CRITICAL THINKING EDUCATION

On Thursday, March 3, the quarterly Academic Council workshop on Educational Effectiveness hosted Kristen Hamilton Tudor, Director of Forensics at California State University, Sacramento. The topic was *The State of Critical Thinking Education*. Her presentation turned the attention of Humphreys faculty towards research data documenting a decline in the critical thinking abilities among college graduates. She offered examples from various academic fields where the art of analysis, assessment, and improvement connects isolated facts and opinions. The speaker managed to engage the audience by a skillful combination of real-life examples and research documentation.



Dr. Jess Bonds, Kristen Tudor, and Dr. Stanislav Perkner

FROM THE LIBRARY AND LEARNING CENTER...

HOW TO SUCCEED IN COLLEGE SERIES: WINTER QUARTER SESSIONS IN STOCKTON AND MODESTO

In Stockton, the winter 2011 series “How to Succeed in College” featured several internal and visiting speakers.



Santa Lopez-Minatre and **Chiyo Miyai** hosted the New Student Orientation. **Linda Rahmoller** returned to instruct students in the MLA formatting of research papers in the Windows operating system. Her presentation was a part of a regular workshop cycle subtitled Writing Clinic. The cycle featured all stages of the preparation of college-level research papers – from the topic and resources selection through the composing, documenting—MLA or APA style—and editing. This time, Humphreys students met not only **Richard Hunt**, who covered the WilsonWeb and ProQuest database search techniques; his presentation was supplemented by a lecture delivered by **Kevin Leffew**, EBSCO’s regional manager.

The second half of the quarterly workshops was opened by **Kerry Moquett**, who addressed the issues of information literacy and its relevance for Humphreys student population. **Rowena and Julie Walker** approached their group as a mother-daughter team with a highly personalized topic—Your College Experience as a Part of your Future. **Beverly Clark** invited everybody to Explore the Frontier of Knowledge; her topic was Children and Language Acquisition. The issues of literacy – from a different angle treated by **Stanislav Perkner** in his lecture Let’s Think about It: The Future of Reading. A week later, the same speaker returned to the everyday reality of the current political conflicts; his open-ended workshop was titled Beyond the News: The Tea Party? The Coffee Party? The Tequila Party? Are We Waging “Culture Wars”?



The two closing sessions featured Humphreys Job Placement Officer **Chiyo Miyai**, who invited students to evaluate today’s and tomorrow’s job market in the Stockton/Modesto area, and to **L. Patrick Piggott**, Dean of Laurence Drivon School of Law, who met undergraduate students interested in legal studies and professional prospects (In Conversation with Dean Piggott).

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The Modesto Campus was pleased to host a variety of workshops during the winter quarter. **Liz Garibay** and **Rita Franco** assisted students with Cal Grant applications, and the new 2011-2012 FAFSA form.

**Shauna Van Dewark** and **Linda Mottison** presented Write and Cite a Perfect Paper, highlighting the basic formatting for both MLA and APA papers. A two-part seminar, titled Students Take Note: “Oh, and by the Way, Can You Tell Me My Grade?” was presented by **David Hutchins**. Students learned tips and tricks to effective listening and note taking, in addition to information on weighted grading. **Steve Choi**, program director for Criminal Justice, and **Cynthia Becerra**, Associate Dean and Chair of the Liberal Arts department, visited the Modesto campus for face-to-face meetings with students in each of the departments. Students asked questions about careers linked to each department, and had an opportunity to share their Humphreys College experiences with the department chairs. **Shauna Van Dewark** gave the final seminar, Seven Habits of Highly Effective Students.





## AUTHOR SPOTLIGHT: LANGSTON HUGHES

“MY SOUL HAS GROWN DEEP LIKE THE RIVERS.”

~ LANGSTON HUGHES (1902-1967)



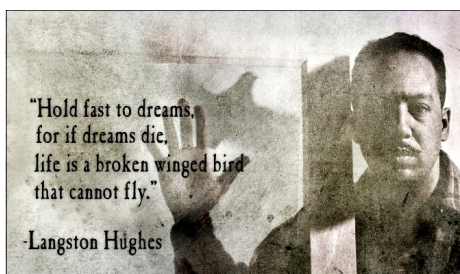
Often labeled as a Harlem Renaissance poet—and probably considered one of the most popular of his day—Langston Hughes has carved out a place in American literature for not only his work but also for his influence on other African-American writers, including Maya Angelou and James Baldwin.

Born in Joplin, Missouri, and primarily raised by his maternal grandmother while his mother searched for work, Hughes grew up during a time of racial conflict. Hughes’ father, a lawyer, was unable to tolerate the racial prejudice of the time, and left for Mexico, seeing his son infrequently. During one of Hughes’ trips to see his father, he wrote “The Negro Speaks of Rivers,” which was published just after he finished high school. One of my favorites, this poem dramatizes Hughes’ theme of racial and personal pride within the context of human history. Moreover, like most of his forty-plus works and forty-five years of writing, it captures the strong, soulful voice of the emerging poet.

Capturing the voice of Black America in free verse, the poet, influenced by jazz, sketched urban life during and after the Great Depression in poems such as “Dream Variations,” “The Weary Blues,” and “Ballad of the Landlord.” Moreover, he moderated the political upheavals of the day, including his having to appear before Senator Joseph McCarthy’s subcommittee, to declare that he was not a member of the Communist party. Like so many artists of the period—such as John Steinbeck and E.B. White—he was labeled as a security risk by the FBI until 1959. He conveys his anger regarding this black listing in his poem “Un-American Investigators” as illustrated in the following line: “The committee shivers/With delight in/Its manure.”



Drawn to prose mainly out of economic need, Hughes captured the attention of his readers with the character Jesse B. Simple; this humorous, outspoken character first appeared in a column that Hughes wrote for the *Chicago Defender* in 1943, becoming the main voice in five of his books.



Ultimately, it is Hughes’ poetry that has made his most prominent mark in American literature. Whether it is because of its theme of racial pride and determination or its smooth jazz rhythm, his poetry resonates with readers of all ages. This point, in fact, was validated by the presenters at our recent African-American Read-In, which was sponsored by the Liberal Arts Department. As my student Evalette Tucker observed before reading one of Hughes’ poems, he was the most popular poet of the evening.

~ Cynthia Becerra

## OSCAR TAKES ON HISTORICAL AND LIVING FIGURES

BY JESUS BECERRA, LIBRARY ASSISTANT

The 83<sup>rd</sup> Academy Awards were handed out on February 27 at the Kodak Theatre. For the second consecutive year, there were ten nominees for Best Picture. Three of them were based on living or historical characters as diverse as King George VI, Queen Elizabeth, and the speech therapist Lionel Logue. They were portrayed by Collin Firth’s (Best Actor in a Leading Role), Helen Bonham, and Geoffrey Rush. While neither Rush nor Carter won, *The King’s Speech* was awarded four Oscars, including Best Picture.

In *The Fighter*, the real-life characters dominate the film as exemplified by the supporting actor Christian Bale as former addict and boxing trainer Dicky Ecklund. In the Supporting Actress

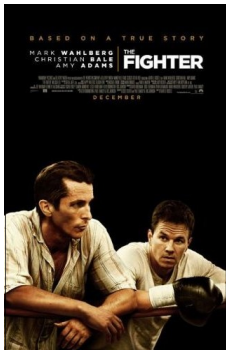
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category, Melissa Leo breathes life into Alice Ward, mother and manager of her son's fledgling career in boxing. Mark Wahlberg plays the boxer Micky Ward in *The Fighter*; these two supporting characters must help him rise to the top of his game.

*Black Swan* scored an award for Natalie Portman as a mentally ravaged ballerina, but unlike these films just mentioned—*The Social Network*, *The Fighter*, and *The King's Speech*—*Black Swan* is more along the lines of fantasy.



*The Social Network* is the loosely based story of Facebook and its founder Mark Zuckerberg. He was portrayed by Best Actor in a Leading Role nominee Jesse Eisenberg. It was also nominated for Best Director David Fincher of *Fight Club* fame. The film lost to *The King's Speech*. However, *The Social Network* won the Award for Best Adapted Screenplay for former television writer Aaron Sorkin, best known for his NBC political drama *The West Wing*.

There were other exceptional performances and Oscar wins, including Best Actress in a Leading Role (Natalie Portman in *Black Swan*) and the Best Documentary Film (*Inside Job*). Nevertheless, the movies based on living personalities or historical events became the front-runners: *The King's Speech*, *The Fighter*, and *The Social Network*. Eventually, they were decorated in their respective categories.

## Poetry Corner

### ON A FRAGMENT OF AESCHYLUS

Memory, mother of all the muses,  
Recorder, once letters had been formed,  
Of all in his experience man chooses  
To retain of what in heart and mind has warmed  
His journey, made at first without fire,  
Ensures that the pilgrimage will survive,  
Makes certain that his joy, despair or ire  
Will continue to keep thought alive.  
Prometheus paid the price so that we,  
While he groans on his rock, unfettered,  
Fly through years and centuries of life.  
What is it in us, god-like, set us free  
From chaos, inchoate stumbling, unlettered  
Murmurings to clear and noble strife?

~ Michael Duffett

### A SONNET

I am a student, I am a worker  
I am a brother, I am a son  
My title becomes a lurker  
Becoming me, we become one  
I say to you I am what I am  
You define me by the word  
If I told you I was a total scam  
You'd see my speech as absurd  
But if I allege that I am great  
"You can come kowtow to my shine"  
You'd see a light shining innate  
You'd buy every single line  
Our words make our actions pale  
Our voices become our jail

~ Jerry Lim

## COMMUNITY HIGHLIGHTS



### *Bruce Bodine Retiring*

After more than twenty years associated with Humphreys College as a student and instructor, Bruce Bodine, former Chair of the Court Reporting Department, retires at the end of the winter quarter. The College celebrated his accomplishments on Monday, March 7, during a special luncheon.

### *Superior Court Judge William J. Murray Jr. Appointed to California's Third District Court of Appeal*

Judge Murray, who cooperates with Humphreys Law School since 2002, was appointed to the Third District Court to fill the vacancy created by the retirement of Justice Rodney Davis. Judge Murray has served on San Joaquin County Superior Court's bench for the past fifteen years. Currently, he handles criminal matters and has handled civil matters in the past. He is the court's immediate past presiding judge. Prior to his appointment as a judge, he served nearly ten years with the San Joaquin County District Attorney's Office.

### *Scholarship Fundraiser Dinner*

The 6<sup>th</sup> Annual Gregory Vaughn Memorial Scholarship Fundraiser Dinner, sponsored by Humphreys College, will take place on Friday, May 6, 2011, at the Stockton Golf & Country Club. Those interested in attending this fun, worthwhile event should call April Huerta at 209.235.2906.

FROM THE STUDENT BAR ASSOCIATION OF HUMPHREYS COLLEGE...

## THE STUDENT GALA DINNER INVITATION

### **Legal Outlook: A Judicial Perspective**

The Third Annual Student Bar Association Gala Dinner will take place on Thursday, April 7 at the Stockton Golf & Country Club. This time, the panel of judges will include **Hon. Arthur G. Scotland**, Presiding Justice, California Court of Appeal, Third Appellate District; **Hon. Morrison England**, U.S. Court District Judge, Eastern District of California; and **Hon. Linda Lofthus**, Superior Court for San Joaquin County. The distinguished panelists will discuss emerging issues in the practice of law in California.

For more information and ticket orders, visit the website of the Student Bar Association at [www.sba.humphreys.edu](http://www.sba.humphreys.edu) or email at [humphreyssba@gmail.com](mailto:humphreyssba@gmail.com). As always, corporate sponsorships are available.

#### Tentative Event Program:

5:30pm – 6:15pm No Host Cocktails  
6:15pm – 7:30pm Buffet Dinner, Desserts  
7:30pm – 9:00pm Discussion, Question and Answer

#### Dinner Buffet Menu:

Spring Mix Salad  
Spinach and Gorgonzola Salad  
Stuffed Chicken Breast  
Slow Roasted Angus Prime Rib  
Assorted Desserts, Pastries and Coffee



HUMPHREYS COLLEGE  
LAURENCE DRIVON  
SCHOOL OF LAW

## OPEN STUDENT MEETINGS WITH WASC ACCREDITATION VISITING TEAM BY JESS BONDS, DEAN OF INSTITUTIONAL RESEARCH & EFFECTIVENESS

As you may recall from the e-mail I sent you a couple of weeks ago, Humphreys College is starting its regular cycle of reaffirmation of accreditation with the Western Association Schools and Colleges (WASC). As part of the accreditation review, WASC sends a team of educators from other colleges in California to visit our campus. The visiting team actually comes to campus twice. The first visit is March 9-11. The second visit will occur in a couple of years.

I have scheduled **open meetings for students to share their experiences with members of the WASC visiting team**. I encourage you to take some time out of your schedules to stop in and talk with the visiting team. Typically, two or three members of the visiting team will be in the meeting to ask some questions and listen to your responses. Questions may focus on issues of

- academic rigor and consistency,
- availability of student support services,
- other matters related to the quality of your educational experience at Humphreys.

Here are the meeting dates/times/rooms:

### STOCKTON CAMPUS

For UNDERGRADUATE students: Wednesday, March 9, at 1:00-2:00 p.m. in Room 409.

For GRADUATE students (Master's in Education): Wednesday, March 9, at 5:00-6:00 p.m. in Room 408.

For LAW students: Wednesday, March 9, at 5:00-6:00 p.m. in Room 409.

### MODESTO CAMPUS

For UNDERGRADUATE students: Thursday, March 10, at 11:00 a.m.- 12:00 noon in Room 109.

If you are not able to attend your scheduled meeting and still wish to comment, refer to the e-mail I sent a couple of weeks ago to see how to place your comments to a confidential email address monitored only by members of the visiting team.

Thank you in advance for attending a meeting with the WASC visiting team.



*Humphreys*  
COLLEGE

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### Humphreys College Newsletter, March 2011

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