

African–American Mathematics: Successes and Challenges

sixth in an annual series of symposia

“Without Number: Mathematics and Culture”

Saturday, February 28, 2004

Boston University, College of Arts and Sciences (CAS)
685–725 Commonwealth Avenue, CAS Room B12

Panel Discussion 11:00–12:30

African–American Mathematics: Successes and Challenges I

Reception: 12:30–2:00

Keynote Address 2:00–3:00

Floyd L. Williams (UMASS Amherst)

“Some thoughts on teaching, mentoring,
learning, and use of knowledge”

Coffee Break 3:00–3:30

Panel Discussion 3:30–5:00



African–American Mathematics: Successes and Challenges II

Partial support of this event by The Boston University Humanities Foundation, as a Humanities Enhancement Project of the Boston University Student Chapter of the Mathematical Association of America, is very gratefully acknowledged.



Please turn over for an abstract of the keynote address, as well as the panel composition and information about the panelists. Links to biographical sketches are posted at:

<http://math.bu.edu/people/ep/AFRAMATH>

Bookmark this page to find a growing database of opportunities for underrepresented groups in the sciences.

Some thoughts on teaching, mentoring, learning, and use of knowledge

Floyd L. Williams, University of Massachusetts, Amherst

Abstract. The path towards career is a path of privilege indeed as one considers that many doors for such an opportunity have been and are yet closed for many persons. In America, for example, children at the turn of the century were subject to long hours of work with no opportunity for schooling. As the enactment of protective child labor laws progressed, so did the uncluttering of the path towards education and career. I wish to discuss the singular and honored privilege many young people have today to travel the path towards life-long learning, and the high responsibility that carries, moreover, for the proper and ethical use of attained knowledge. Teachers, and older persons in general, can share more fully in that adventurous life process by being mentors. Mentors are more than teachers or advisors in that they invest more of self and emotion not only in a student's educational journey, but investment is made also towards their general welfare.

African-American Mathematics: Successes and Challenges I

Moderator: Kenneth Elmore, Dean of Students, Boston University

Panelists:

Lloyd Douglas, Program Director, The National Science Foundation

Jonathan Farley, Dept. of Appl. Math., MIT

Roosevelt Gentry, Dept. of Math., Jackson State University

Kenneth Manning, Thomas Meloy Professor, MIT

Raymond Thomas, Dept. of Math., Medgar Evers College, CUNY

African-American Mathematics: Successes and Challenges II

Moderator: Steven Rosenberg, Chairman, Dept. of Math. and Stats., Boston Univ.

Panelists:

Terrence Richard Blackman, Dept. of Math., Medgar Evers College, CUNY

Emery Brown, Director, Neuroscience Stats. Research Lab, Mass General Hospital

Jimmie Davis, Senior Software Systems Engineer, The MITRE Corporation

Roscoe Giles, Dept. of Electrical and Computer Engineering, Boston University

Donald King, Dept. of Math., Northeastern University