

THE SEAWAY CURRENT

A Newsletter of the Seaway Section of the Mathematical Association of America

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2008

Spring,

MAA Seaway Meeting: Syracuse University – April 11-12, 2008

Syracuse University will host this Spring's meeting on Friday, April 11 and Saturday, April 12. Syracuse University was chartered by the Methodist Episcopal Church on March 24, 1870 and held its first classes in 1871. The college had originally been located in Lima New York but wanted a more populous location. In 1890 Orange becomes the University's official color (a search of Baird's College Manual reveals that no other American university has adopted orange alone as a school color). SU's original colors, rose pink and pea green, were not particularly popular. In 2003 the Men's basketball team won the NCAA National Championship. It is hoped that having the Seaway meeting at Syracuse this spring will at least partially compensate for the basketball team not making the NCAA tournament this year.

From the Syracuse University Website:

Syracuse University: Scholarship In Action

In 1992, the Syracuse University Senate adopted a [mission and vision compact](#) focused on promoting learning and a positive campus culture. The compact supported scholarly learning, endorsed a culturally and socially diverse climate, valued personal and academic honesty, and a safe and healthy environment for each member of the University community.

Syracuse University continues to embrace those goals, and is guided by the principles contained in the statement. In building on that foundation, the University recognizes that its greatest strength is based on the interactive and collaborative nature of its many programs. Through active engagement with practitioners and communities around the world, Syracuse University faculty and students learn, discover and create. As expressed in Chancellor and President Nancy Cantor's [vision statement](#), the University is dedicated to faculty excellence and scholarly distinction, attracting and supporting enterprising students and a close interaction and engagement with the world—locally, nationally and globally.

Meeting Program:

Friday Afternoon:

[Goldstein Student Center, Skytop]

- 1) NeXT/PFF Program Noon-5:00
 - 12:00 Welcome
 - 12:15-1:15 Lunch
 - 1:15-3:15 General Session with Francis Su
 - 3:15-3:30 Short Break
 - 3:30-4:30 Two parallel sessions
 - 4:30-5:00 General discussion
- 2) Executive Committee Meeting 3:00-4:30
 - Extended Executive Committee Meeting 4:30-6:00

Friday Evening [Drumlins Country Club]

- 6:00-7:00 Social hour, cash bar
- 7:00-8:30 Buffet Dinner \$28.50 pp
- 8:30-10:00 Evening Program:

Scott Samson of the Syracuse Earth Sciences Department will speak on “The Snowball Earth”, discussing the evidence that the Earth was once completely covered in snow.

Saturday Morning: [HEROY Geology building]

- 8:00 - 11:00 Coffee and continental breakfast
- 8:40-8:45 Welcome
- 8:45-9:35 Steven Brams, Department of Politics, New York University
 - Voting Systems That Combine Approval and Preference*
- 9:45-10:35 Gehman Lecture:
 - Michael Gage, University of Rochester
 - On Positive Centers, Integral Geometry, and The Isoperimetric Deficit*
- 10:35-11:00 Business meeting
- 11:10-12:00 Francis Su, Harvey Mudd College
 - Splitting the Rent: Fairness Problems and Fixed Points*

Saturday Afternoon [Carnegie Library]

- 12:15-1:15 Lunch
- 1:30-4:00 Afternoon Parallel Sessions – Contributed Talks, Panel Discussion, and Minicourse

The Student Program

Student activities this spring include student talks and a scavenger hunt! The student talks will be given by students from the Seaway section. Both graduate and undergraduate students are welcome to speak on topics ranging from investigations of mathematical topics outside of a standard course, to original research from graduate study or an REU. There is still time to register to give a talk, but time is running out! Submit a title and abstract to Derek Habermas (habermads@potsdam.edu) by Friday, April 4th.

The Speakers

Saturday Morning:

1. Steven J. Brams, Department of Politics, New York University

Steven J. Brams is Professor of Politics at New York University and the author, co-author, or co-editor of 16 books and about 250 articles. His recent books include *Theory of Moves* (1994) and, co-authored with Alan D. Taylor, *Fair Division: From Cake-Cutting to Dispute Resolution* (1996) and *The Win-Win Solution: Guaranteeing Fair Shares to Everybody* (1999). His latest book, *Mathematics and Democracy: Designing Better Voting and Fair-Division Procedures*, appeared in 2008.

Brams has applied game theory and social-choice theory to voting and elections, bargaining and fairness, international relations, and the Bible and theology. He is a former president of the Peace Science Society (1990-91) and the Public Choice Society (2004-2006). He has been a Fellow of the American Association for the Advancement of Science since 1986, a Guggenheim Fellow (1986-87), and a Visiting Scholar at the Russell Sage Foundation (1998-99).

Title "Voting Systems That Combine Approval and Preference "

ABSTRACT Information on the rankings and information on the approval of candidates in an election, though related, are fundamentally different—one cannot be derived from the other. Both kinds of information are important in the determination of social choices. We propose a way of combining them in two hybrid voting systems, preference approval voting (PAV) and fallback voting (FV), that satisfy several desirable properties, including monotonicity. Both systems may give different winners from standard ranking and nonranking voting systems. PAV, especially, encourages candidates to take coherent majoritarian positions, but it is more information-demanding than FV. PAV and FV are manipulable through voters' contracting or expanding their approval sets, but a 3-candidate dynamic poll model suggests that Condorcet winners, and candidates ranked first or second by the most voters if there is no Condorcet winner, will be favored, though not necessarily in equilibrium.

2. Francis Su, Harvey Mudd College

Francis Edward Su is a Professor of Mathematics at Harvey Mudd College, and earned his Ph.D. from Harvard University. His research is in geometric combinatorics and applications to the social sciences, and he has co-authored over 20 papers with undergraduates. He also has a passion for teaching and popularizing mathematics. From the MAA, he received the 2001 Merten M. Hasse Prize for expository writing, the 2004 Henry L. Alder Award for distinguished teaching, and was the 2006 James R.C. Leitzel Lecturer. He also serves on editorial boards of the American Mathematical Monthly and Math Horizons. In his spare time he enjoys working on his "Math Fun Facts" website, which receives nearly 4,000 hits each day. He also enjoys songwriting, sports, and is active in a unique Christian community in LA known as Mosaic, where he can just be himself--- passion not stifled by expectation, worth not derived from accomplishments.

Title "Splitting the Rent: Fairness Problems and Fixed Points"

ABSTRACT How do you divide the rent among roommates fairly? My friend's dilemma was a question that mathematics could answer, both elegantly and constructively. We show how it and other "fair division" questions --- the most famous of which is the problem of Steinhaus: how do you cut a cake fairly? --- motivate a host of "combinatorial fixed point theorems" and problems about polytopes. They provide excellent examples of how mathematics can address an old class of problems in new ways, and conversely, how problems in the social sciences can motivate new mathematics--- where topology, geometry, and combinatorics meet social applications, and where research by undergraduates has played a big role.

3. Michael Gage, Department of Mathematics, University of Rochester

The Gehman Lecture

Title "On Positive Centers, Integral Geometry, and The Isoperimetric Deficit"

ABSTRACT Few theorems have more distinct proofs, indeed distinctly interesting proofs, than the isoperimetric inequality: that the square of the boundary length of a planar object is greater

than or equal to $4\sqrt{A}$ times its area. The quantity $\frac{L^2}{A} - 4\pi = ID$ is known as the isoperimetric

deficit and there are many ways to analyze and estimate it. Bonnesen's

$$\frac{L^2}{A} - 4\pi \frac{\pi}{A} (r_{\text{out}} - r_{\text{in}})^2$$
 estimates

the ID using the radii of the smallest circumscribed circle and the largest inscribed circle and gives one description of how far away an object is from being a circle when the ID is close to 0. We'll describe a stronger result for convex objects, first proved in studying the "curve shortening" problem, and refined since then in a search for the most satisfying "right" proof.

Business Meeting

At the business meeting we will vote to elect members to fill several positions. Here are their biographies of the nominees:

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Mark McKinzie (Nominee for Chair-Elect)

Mark McKinzie has been a member of the Seaway Section since 1997. From 1999 to 2004, he taught at Monroe Community College, and since 2004 has been a member of the Department of Mathematical and Computing Sciences at St. John Fisher College. Mark completed his PhD in Mathematics at the University of Wisconsin-Madison, writing his dissertation on Edmond Halley, Leonhard Euler, and their work on the development of power series. The history of mathematics remains Mark's primary research interest, especially the work of Euler. He has been an active member of the Seaway Section, serving on the Educational Policies Committee (2001-2003), the Nominations Committee (2005-2007), and serving as the Second Vice-Chair of the section (2003-2005).

Gary Raduns (Nominee for Secretary)

Gary Raduns is Professor of Mathematical Sciences at Roberts Wesleyan College. He received a BA with a major in mathematics from Houghton College in 1986 and a Ph.D. in Mathematical Sciences from Binghamton University in 1995. He began attending Seaway Section meetings during his Ph. D. program, and since then has regularly attended MAA section meetings in Indiana (while teaching at Manchester College, 1995-1997), Missouri (while teaching at Missouri Valley College, 1997-2001) and the Seaway Section since returning to Western New York in 2001.

Largely because of the variety of courses he teaches, Gary's mathematical interests are broad. Gary shared some results of a current research project on determinants of zero divisors in rings of matrices at the Seaway Section Meeting at Ithaca College in Spring 2006. His doctoral dissertation explored ergodic properties of positive linear operators acting on Riesz spaces, and his greatest concentration of graduate courses was in probability and mathematical statistics.

Gary is also a member of the Association of Christians in the Mathematical Sciences. He is the representative of the Division of Natural Science and Mathematics to the Faculty Senate of Roberts Wesleyan College.

Hossein Shahmohamad (Nominee for First Vice Chair)

Hossein Shahmohamad is an associate professor of Mathematics at Rochester Institute of Technology. He has also served as the director of Graduate Programs for the past 7 years at RIT. His undergraduate degree in Computer Science (86) and his Masters degree (89) are both from California State University, Long Beach and he earned his PhD (2000) from University of Pittsburgh. His areas of interest are Graph Theory and Combinatorics. He has been the principal organizer of 3 conferences, serves on RIT's Graduate Council, has been the guest editor of JCMCC twice. He is a full Fellow of ICA.

Saturday Afternoon

1. Panel Discussion

Fostering Undergraduate Research

Panelists: Francis Su, Harvey Mudd College; Joel Foisy SUNY Potsdam;
David Brown, Ithaca College

Over the past 15 years, many departments of mathematics have turned a spotlight onto research experiences with undergraduates. Some of the successful efforts have included summer Research Experiences for Undergraduates (REUs), curricula designed with research in mind, and some efforts have been on an individual basis with interested faculty. The panelists will describe some of the efforts they (and their departments) have undertaken in the hopes of fostering research opportunities with undergraduates. Each panelist will give a 10 minute description of their efforts and then the floor will be open up to questions from the audience.

2. Minicourse

Title: *Educating about the State of the Planet (or Sustainability) while Enhancing Calculus*

Tom Pfaff, Ithaca

Advanced Registration \$5 (by March 31)

On-site Registration \$10 (On a space available basis)

Abstract: Society faces major challenges in climate change and energy security. This minicourse, which is a shortened version of one that will be offered at JMM 2009, will illustrate how the use of data (climate, energy, etc) and Excel can provide richer context

and relevance (a sustainability theme) for calculus. When students use Excel to fit curves to real data, fundamentally important questions about sustainability become calculus questions about those curves. Overall, the goal is to provide the necessary background information, ideas, and tools to successfully incorporate sustainability themes (or other areas of interest) into a calculus course, without having to change the typical content covered in calculus.

3. Contributed Talks

1. Timothy Biehler, Finger Lakes Community College

Approaching Epsilon and Delta Through Applications

Abstract: Students in introductory calculus often find the epsilon-delta definition of limits particularly challenging and discouraging. Even those who successfully navigate through the doubly-quantified logic often only do so mechanically, not really grasping the point of it all. In response, many courses omit this topic, dealing with limits intuitively and leaving the epsilons and deltas for Real Analysis. This is particularly true of “applied” calculus courses. In this talk, I will share my experiences teaching the epsilon and delta limit definition through applications. I have found that this approach helps students grasp the concept while also making the case for epsilon and delta in courses where applications trump theory.

2. George Baloglou, SUNY Oswego

Angles and side ratios from area and perimeter

Abstract: In a recent joint paper with Michel Helfgott, we establish sharp bounds for the angles and for the side ratios of a triangle of known area and perimeter. The first question admits an elegant geometrical answer, but our proof is not purely geometrical; the whole paper is in fact a blend of geometry and calculus, extending a result of Newton and related to -- actually deriving -- the isoperimetric inequality for triangles and Heron's area formula. In addition to going over the main ideas, this talk will also discuss possible extensions to other polygons and convex sets.

3. Marvin Gruber, RIT

Some Applications of Fisher Information

A number of different measures of information are discussed in the statistical literature. The Fisher information is one that has been used extensively in Statistical Inference.

Information geometry is Riemannian geometry where the elements of the metric tensor are the elements of the Fisher information matrix. The following two very different applications will be discussed.

1. On a manifold of probability distribution functions the distance between two distributions may be defined as the length of the geodesic that connects them. For normal populations this may be used to find distances between ridge type estimators.

2. Rodriguez in the article *Are we Cruising on a Hypothesis Space* explains how general relativity might be useful in the quantification of prior information.

Some other applications of Fisher information to Physics will also be mentioned.

4. Robert Kantrowitz, Hamilton College

Is the optimal rectangle a square?

Abstract: This talk centers around a class of optimization problems from basic calculus. We present simple solutions based on results about concave and log-concave functions, together with symmetry of their graphs.

5. Deborah Farro-Lynd, SUNY at Oneonta

Pre-service Elementary Teachers' Understanding and Misconceptions Regarding Place Value

Abstract: This research examines the place-value knowledge of elementary education majors through analysis of a 12-item written test and follow-up interviews. Written items were constructed to test the ability of these pre-service elementary teachers to (a) decompose, model, compare/order, and add/subtract numbers according to place values; (b) regroup and rename quantities according to place values; and (c) recognize the relationship between regrouping/rename quantities and the symbolic form of written algorithms. Findings support that the stages described for base ten knowledge (J. T. Sowder, 1992) extend beyond childhood into adult learning. Weak conceptual understanding of the structure of place value interfered with subjects' abilities to interpret items and reason their way to appropriate solutions. Classroom implications and the need for further research are discussed.

6. R. Bruce Mattingly, SUNY Cortland

An Elementary Derivation of the Method of Least Squares

Abstract: Many current college algebra textbooks include least-squares regression lines as an application of linear equations, but with no discussion of why using this method actually minimizes the total squared error. This presentation will demonstrate a way to derive the method of least squares that uses only material found in a typical college algebra course, with some assistance from a computer algebra system.

7. Dr. Ryan Gantner, Saint John Fisher College

Combinatorial games with randomness

The field of combinatorial games, as developed by Conway and others, has aroused the interest of mathematicians of all levels. Typically, "games of no chance" are given values based on how much they favor one player over the other. Often times the values are numbers in the traditional sense, but sometimes the values do not behave as numbers. In this talk, we explore what happens to these values when a slight degree of randomness is introduced into these games. The value of a game now needs a suitable definition, and will be a probability distribution. We look at some of the properties (and non-properties) that ensue.

8. Aaron Weinberg, Ithaca College

Designing and Assessing Hands-On Statistics Activities

Abstract: This presentation will describe the design, implementation, and assessment of four hands-on activities in a introductory college statistics course. In the activities, students investigated the ideas of the central limit theorem, confidence intervals, and hypothesis testing. Five assessments were administered to the students, one at the beginning and end of the course, and three in between the activities. We found that, despite our attempts to engage our students in active reflection, their performance on the assessments generally did not improve. These results raise important issues about the design of pedagogical tools and activities as well as the need to gather data to assess their effectiveness.

9. Hossein Shahmohamad, RIT

The Rook: *How a chess piece saved the day*

Abstract: We use rook polynomials to determine the number of different ways of playing certain games.

10. Emilie Wiesner, Ithaca College

How Undergraduates use their textbooks.

Abstract: While most mathematics textbooks are written to help the reader develop a better understanding of the mathematical content, teachers' anecdotes suggest that many undergraduate students do not use their textbooks in ways that help them gain this understanding. However, this issue has not been previously studied in detail. I will present results from a pilot study on how students use their mathematics textbooks. 1300 students at several

universities were surveyed on how and why they use their mathematics textbooks. Our analysis of student responses has revealed trends that are consistent with anecdotal information as well as some new perspectives on the role of textbooks.

11. Jonathan Hoyle, Eastman Kodak

Counter-Intuitive Results from the Field of Hyper-Reals

Abstract: The set of Hyperreals ${}^*\mathbb{R}$ is known to be an ordered field which is Dedekind incomplete, but how is this incompleteness manifested analytically? The purpose of this paper is to explore this and other properties of ${}^*\mathbb{R}$ and provide some interesting and counter-intuitive results deriving from it. Examples will include the demonstration of holes in ${}^*\mathbb{R}$, as well as proving its failure to be closed under countable additivity.

12. Anurag Agarwal , RIT

Finding periods of Chain Addition Cycles

Abstract: Chain addition is a technique used in cryptography to extend a short sequence of digits to generate longer pseudorandom sequences. We will illustrate this by an example and also discuss techniques and results which can give us information about the maximal period of such sequences.

13. Jane R Cushman, Buffalo State College

Developing a Survey to Assess Pre-Service Teachers Views and Uses of Problem-Solving in Mathematics.

Abstract: Mathematical problem solving is now a process strand in many state and National standards. Experiencing and valuing problem solving by our pre-service teachers is important in order for teachers to emphasize it in their future classrooms. A survey used to determine if pre-service teachers value problem-solving strategies and if pre-service teachers will use problem-solving strategies in their classrooms was developed. The following is the method used to develop the survey. On the last day of two sections (N=47) of a non-lecture upper division mathematical problem-solving class, the students listed at least three ways their class experience was different from a traditional lecture-based mathematics class. The responses were compiled into 10 questions about problem-solving strategies and 10 questions about the use of problem solving in teaching of a mathematics class. Verification and validation used the following procedure: pre-service teachers (n=10) took the survey and then wrote what they thought each question meant. Their responses were coded positively if the statements matched what the researcher meant the questions to ask or negatively if not. One question was coded negatively for nine of the 10 responses (that question was rewritten).

14. Justin Wampler, SUNY Plattsburgh

Lights, Camera, Math!
Video Quizzes for Entry-Level Mathematics

Abstract: These days, more and more college students have a more visually-oriented learning style, as information from television and the Internet becomes more and more the standard. Some online courses benefit from pre-recorded lectures, but for a more traditional in-classroom course, this approach can be both unnecessary and impersonal. I have made a collection of short video presentations for an introductory math course, each of which contains a mini-lesson and take-home quiz. I would like to give a short talk explaining the benefits of making such a project, as well as the work and resources involved. In addition, I am quite interested to hear what suggestions my colleagues have about this idea.

15. Nigar Tuncer, Binghamton University

On the equivalence of the Axiom of Choice with a globalization theorem in topology.

Abstract: In 1962 A. Dold proved a globalization theorem for mapping of topological spaces which have the Section Extension Property. The proof of this theorem makes use of the Axiom of Choice. We show that Dold's Theorem implies the Axiom of Choice.

16. James Marengo, RIT

The Locus of the Focus

Abstract: Consider rolling the parabola $y = x^2$ on the on the x-axis (without slipping). What is the locus of the focus? The answer to this problem is a nice surprise, especially in light of the fact that the problem was discovered by accidentally misstating a problem that appeared many years ago on the Putnam Exam. The speaker will present solutions to both problems during this talk.

17. Magdalena Mosbo, SUNY Oswego

A few other best fitting lines

Every student of statistics at some point learns that the best fitting line to a set of points is the one that minimizes the sum of squared vertical deviations. But why squared, and why vertical? Indeed, in some applications minimizing perpendicular distances is more meaningful. Likewise, one could justify replacing “squared” with “absolute”. While each of the methods has been explored, they are not nearly as well-known

as the famous regression line. This talk will give an overview of the alternative methods and the problems associated with them, along with some history and a few elementary open questions.

18. Yolande Tra, RIT

Building a classifier with clinical parameters and gene expression

Abstract: Random forest is a machine learning method for classification and regression. In this talk we will explore the use of this algorithm to build a classifier for age-related hearing loss status. We will determine whether the gene expression predictors can improve the accuracy yielded by clinical parameters.

19. Osman Yürekli, Ithaca College

Multicultural Approaches to Mathematics

As part of Humanities and Sciences Honors requirement, a sophomore level mathematics course titled "Multicultural Approaches to Mathematics" has been taught last two years at Ithaca College. This course explores mathematical ideas as they have been developed and expressed in non-Western societies in general and investigates relationship of mathematics and culture. The focus is on the ideas as they are embedded in traditional or small-scale human communities. The course emphasize experimental and investigative mathematics not just proofs. For example, we will investigate how and why numbers, arithmetic, and mathematics are invented in different human communities throughout the history. We look into Art, Crafts, and Symmetries of other cultures and and attempt to determine as to how they might have constructed these drawings. As a result of this course, the student learn to view mathematics more broadly and to appreciate the varied roles mathematics has played in people's lives throughout the world. In this talk I will share my experience of teaching this course.

20. Yozo Mikata, Lockheed Martin

CNT Self-Folding Problems in Two Geometrical Configurations

Abstract: This talk will examine the folding of carbon nanotubes in two different geometrical configurations. In each configuration, an approximate solution is obtained for a critical threshold length for the folding of the carbon nanotube. Some of the approximate solutions use the exact solution to Euler's elastica problem, which involves elliptic functions and elliptic integrals. The comparison results will indicate which geometrical configuration is likely to happen in nature.

21. Amitabha Tripathi, SUNY Oswego

Degrees in Graphs - Old & New Results.

Abstract: We present a few results on degree sequences and degree sets of finite simple graphs. We start with the classic results, due to Havel, Hakimi, and Erdos & Gallai, and present some of the more recent results.

22. Teachers' Masters Capstone Projects in Secondary and College Mathematics
Session Organizer, Keary Howard, SUNY Fredonia

Abstract: These sessions are highlighted by the presentation of research results from secondary school mathematics teachers completing their capstone Masters projects.

Topics and presenters include:

Session 1

Secondary and College Mathematics Achievement

Hall of Fame Mistakes: Algebraic Misconceptions in Pre-calculus Students. Kristen Franklin, SUNY Fredonia

Syllabus Content and Comparison: An Examination of Syllabi and First Day Activities in School Mathematics Classrooms. Jamie Baldwin, Ellicottville Central Schools

Sunday Tiger: Evaluating Student Misconceptions of Exponential Growth Via Project-Based Learning. James Wares, SUNY Fredonia

Taking the Work Out of Homework: The Impact of We-based Homework on Undergraduate Calculus Students. Stacey Singer, SUNY Fredonia

A Sneak Peek into Tomorrow's Lesson: Closure Re-Visited in School Mathematics Lessons. Michael Blakely, Jamestown City Schools

Session 2

Context and Cognition in School Mathematics

When Words Get in the Way: The Role of Context in New York State Mathematics Assessments. Kathryn Dahlin, SUNY Fredonia

Thinking Outside the Book: A Math Homework Format that Works? Pamela Cooper, Dunkirk City School District

Deep Sea Thinking: Transformational Geometry in the Middle School Curriculum Via a Problem/Project-Based Approach. Jennifer Brady, SUNY Fredonia

Multiplication Madness: Strategies that Facilitate Students' Memorization of Basic Multiplication Facts. Jenille Marie Ahrens, SUNY Fredonia

Effective Strategies for Solving Simple Linear Equations in Verbal, Symbolic, or Story Contexts. Christine Moore, SUNY Fredonia

Other Meeting Announcements (As contributed by MAA Members)

1. First Announcement:

2008 Asian Technology Conference in Mathematics, Bangkok, Thailand, December 15-19, 2008

The goal of this conference is to provide a forum for educators, researchers, teachers and experts in exchanging information regarding enhancing technology to enrich mathematics learning, teaching and research at all levels. English is the official language of the conference. Submission of a proposal and abstract deadline is June 15, 2008.

See <http://atcm.mathandtech.org> for full information

Please contact the conference founder Wei-Chi Yang <wyang@RADFORD.EDU> with all questions.

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2. Save-the-Date Announcement

The Ninth International Conference on Technology in Mathematics Teaching (ICTMT 9) Metz, France -- July 4-8, 2009

Papers and sessions on the following topics will be invited:

- Integration of ICT into learning processes
- Technology in teacher education
- Designing and using Dynamic Mathematics environments
- Mathematics modeling with technology
- Communities of practice.

Adrian Oldknow, Emeritus Professor of Mathematics and Computing Education at the University of Chichester, UK, is chair of the academic program committee. The chair of the local organizing committee is Professor Daniel Vagost, Department Stid I.U.T de Metz, France: vagost@univ-metz.fr.

Further information about the programme, the process for submitting proposals for presentations, workshops and posters, how to register, the venue and accommodation will be posted at <http://www.ictmt9.org/> in mid 2008.

3. UNDERGRADUATE BIOMATHEMATICS DAY

BUFFALO AND GENESEO SUNY COLLEGES

APRIL 18-19 2008

<http://www.Buffalo-biomath.info>

Buffalo and Geneseo SUNY Colleges are pleased to host Undergraduate Biomathematics Day. This two day event will feature presentations and poster sessions by undergraduate students and their faculty mentors whose research topics are at the intersection of biology and mathematics.

The goal of the conference is to offer students and their faculty mentors the opportunity to share their research and to meet fellow student researchers and faculty in the rapidly growing field of mathematical biology.

PROGRAM (at the Crowne Plaza in Niagara Falls):

Friday, April 18, 2008 : Reception with (informal) poster session and dinner.

Saturday, April 19, 2008 Student presentations,

KEYNOTE SPEAKERS

1. Dr. Thomas Renz, Air Force Research Laboratory, Rome, NY

2. TBA

FUNDING AND REGISTRATION:

For registration and/or talk/poster submission, please send an e-mail to Joaquin Carbonara (carbonjo@buffalostate.edu). Please be clear on whether you would like to present or just participate and, if presenting, whether you want give a poster or a talk.

The NSF-UMB Program at SUNY Geneseo has funding available for potentially all students participants and their faculty mentors. However, space is limited. Preference for student funding will first be given to student presenters. Funding for talks will be given preference over posters. The remaining funds will be distributed on a first come basis. Students will share a room with one other student. All registrants will automatically be considered for meal and housing support. In some cases, additional travel support can be requested. Please contact Tony Macula (macula@geneseo.edu) with requests and questions regarding additional travel support.

TARGET DATES:

Registration: March 22, 2008 (to ensure accommodations, but late registrations can be considered)

Abstracts: April 4, 2008

Visit our web site: <http://www.Buffalo-biomath.info>

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Some Important Links

Seaway Section Website:

http://www.math.binghamton.edu/maa_seaway/

Governance:

http://www.math.binghamton.edu/maa_seaway/Governance/index.html

Standing Committees:

http://www.math.binghamton.edu/maa_seaway/Governance/Committees/index.html

The Seaway Current

The Seaway Current is published twice per year by the Seaway Section of the Mathematical Association of America for the benefit of its members. Its pages are open to all members of the MAA and, by invitation to others, for the exchange of information and opinion. Contributed announcements, articles, and editorials are welcome and should be sent to the editor.

Material may be submitted on paper, by e-mail, on 3.5" computer diskette, or on CD. Presently, this newsletter is produced using Microsoft Word, which can import plain text files or files produced by most standard word-processing software.

Opinions expressed in this newsletter are those of the editor or of individual contributors and do not necessarily represent the views of the MAA or of the Seaway Section.

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