

## **FACULTY FELLOWSHIP PUBLICATION PROGRAM**

# **FFPP**



## **2017-2018**

The Faculty Fellowship Publication Program (FFPP) is sponsored by the Office of the Dean for Recruitment and Diversity in order to advance CUNY's institutional commitment to diversity, inclusion, and equity. This University-wide initiative assists full-time untenured CUNY faculty (assistant professors) in the design and execution of writing projects essential to progress toward tenure. These projects may include scholarly articles for juried journals and books for academic presses. This program provides the fellows 3 credit hours of course release time for the spring semester, an inter-disciplinary-based writing group, professional development, and the guidance of a senior faculty member.

**We are pleased to announce the following participants in the Faculty Fellowship Publication Program for 2017-2018:**

### **Academic Director**

**Shelly Eversley**

Associate Professor

Baruch College

Department of English

## CREATIVE WRITING

### Mentor

**Bridgett Davis**, Professor, Baruch College, Department of Journalism and the Writing Professions

### Fellows

**Emilie Boone**, Assistant Professor, New York City College of Technology, Department of African American Studies

#### **The Photographs of James Van Der Zee in Shifting Times**

Best known for photographs from the 1920s and 1930s, James Van Der Zee is praised as one of the only photographers to prolifically capture the Harlem Renaissance era's ideals of decorum, black uplift and pride in distinct ways. However, in my book manuscript, I argue that by considering the terms through which his images have become significant throughout the twentieth century, we can visually read his photographs differently. Doing so reveals a sequence of changing values and uses for his photographs over time as opposed to their monolithic identity as part of the Harlem Renaissance era.

**Maaza Mengiste**, Assistant Professor, Queens College, Department of English

#### **The Shadow King**

*The Shadow King* is a novel set during Benito Mussolini's invasion of Ethiopia. The book is a deeply researched story of Ethiopian women who joined the army to fight against Fascist Italy's colonial aspirations. I have used this piece of creative writing to ask several questions about bravery and cowardice, about racism and its intersections with misogyny, about how historical memory is shaped and altered through photography. Through two central characters, Hirut, an Ethiopian woman soldier and Ettore, an Italian soldier who brings his camera to war, I explore how photographs have skewed understandings of war's victims, particularly Africans.

**Sonia Rodriguez**, Assistant Professor, LaGuardia Community College, Department of English

#### **"I Should Be Gone": Depression and Suicide Attempts in Latinx Young Adult Literature**

This essay will focus on Cindy Rodriguez's *When Reason Breaks* (2015) and Francisco X. Stork's *Memory of Light* (2016). Both novels center Latina protagonists who attempt suicide. I utilize scholar Diana Taylor's theories on repertoire and archive to examine the protagonists' suicide attempts as a performance as a way to explore the reactions of the protagonists and their family. I also engage with Gloria Anzaldúa's theories on "conocimiento/desconocimiento" to analyze the structural and institutional oppressions that further contribute to the deterioration of Latinas' mental health and the ways that these novels address decolonial healing practices.

**Ryan Smith**, Assistant Professor, Queens College, Department of Art

#### **Global Traditions of Satire**

A long-form, illustrated book that surveys different traditions of satire from around the globe. The project is a collection of original nonfiction comics, interviews, and essays that contextualize the current challenges in the field of Illustration (e.g. changing publishing platforms, technical advances, diversified audiences, evolving concepts of free speech, and forms of censorship) through the critical exploration of historical figures and precedents. The intended audience is contemporary illustrators, particularly editorial illustrators and political cartoonists.

**Lilla Tòke**, Assistant Professor, LaGuardia Community College, Department of English

**"Crazy Like a Fox:" Women and Mental Health in Recent Hungarian Cinema**

Solitude, an important theme throughout the history of cinema has become a powerful trope in post-socialist Hungarian film. Its symbolic power gains further significance if read through the lenses of gender. The paper will focus on two specific examples, Ágnes Kocsis' *Adrienn Pál* (2010) and Károly Ujj Mészáros' *Liza, the Fox-Fairy* (2015) to discuss the lonesome battle of the female protagonists as they try to regain their "sanity" and their struggle towards self-discovery and self-understanding. Beyond pointing out the pressure on women to deal with mental disorders on their own, I also make the case that Hungarian cinema relies on the female body to disclose a growing sense of social isolation and cultural pathologies characterizing post-socialist society.

**Scott Tulloch**, Assistant Professor, Borough of Manhattan Community College, Department of Speech, Communication & Theatre Arts

**The Montgomery Story Comic Book: Inter(con)textuality and Nonviolent Movement Rhetoric**

I conduct a visual rhetorical analysis of *Martin Luther King and the Montgomery Story*, a comic book published by a pacifist organization during the U.S. civil rights movement. The ongoing circulation and influence of the comic on contemporary social movements motivates my analysis. I argue the visual inter(con)textuality of the comic book functions metaphorically and metonymically, linking movements of the past and present in mythic time and a unified symbolic chain of meaning and action. These tropes are an important resource for activists to appropriate and reinvent (con)texts of the comic, while also providing an extraordinary model for "peaceful persuasion."

**Sara Woolley Gómez**, Assistant Professor, New York City College of Technology, Department of Communication Design

**Los Pirineos the Mostly True Memoirs of Esperancita Gómez**

*Los Pirineos the Mostly True Memoirs of Esperancita Gómez*, is a fictionalized graphic memoir series for middle grade readers, coauthored with my mother Leila Gómez Woolley, chronicling a young girl's upbringing in and eventual exile from 1950's Colombia. The story is based on true events, told through the lens of childhood imagination. Volume one, *El 9<sup>de</sup> abril*, researched through a grant from the National Association of Latino Arts and Culture, was released April 2016, leading to a publication offer for the entire, three-volume project. During the FFFP, I propose to workshop and edit the manuscript for volumes two and three.

## EDUCATION

### Mentor

**Debbie Sonu**, Associate Professor, Hunter College, Department of Curriculum & Teaching

### Fellows

**Tiffany DeJaynes**, Assistant Professor, Lehman College, Department of Middle & High School Education

#### **Becoming Ethnographers: Qualitative Youth Participatory Action Research in Public School**

This article takes a broad, systems-based look at a sustained 10th grade qualitative inquiry curriculum in a public school in New York City. Critical research with youth is often taken up in out-of-school settings that enable groups of young people and university researchers to come together to critique social systems and engage in cosmopolitan citizenship. Practicing youth participatory action research (PAR) within the institution of school affords a unique set of circumstances from which to do activist-orientated research. This article looks beyond how PAR supports youth in developing identities as cosmopolitan intellectuals and engaged community actors and examines the social and pedagogic impact on the larger school community and institution.

**Robin Ford**, Assistant Professor, Queensborough Community College, Department of English

#### **Treacherous Spaces: Critical Pedagogies and College Composition - A Critical Autoethnography**

Women and people of color often find themselves silenced by the very institutions meant to support them. This critical autoethnography will examine both my experience directing a college composition program, and that of first-year composition students, as we endeavor to define our identities in often hostile spaces. Working within an ethnographic framework I expand theories of space, race and literacy, to critically examine not only how the students' lived experiences, educational practices, and understandings of space shaped their engagement with or resistance to composition texts and assignments, but also my own disheartening experience amidst an academic power structure.

**Dina López**, Assistant Professor, City College of New York, Department of Teaching, Learning & Culture

#### **Jugando y Explorando Together: Translanguaging and Guided Play in a Bilingual Kindergarten Classroom in NYC**

Though play was a long time staple of the Kindergarten curriculum, the past two decades have witnessed a shift toward more academic instruction and consequently less time for play. I plan to prepare a manuscript based on findings from a study of a bilingual Kindergarten classroom in a dual language school in NYC that prioritizes and makes time for guided play in their daily schedule. With a focus on a bilingual education context, this paper contributes to the scarce but growing research on play and young emergent bilinguals' learning and language practices.

**Yasmin Morales-Alexander**, Assistant Professor, Lehman College, Department of Early Childhood & Childhood Education

**Mexican Immigrant Mothers in a New York City Neighborhood: Reconceptualizing Family Engagement Practices from a Sociocultural Perspective**

Reconceptualizing family engagement from a sociocultural perspective forces us to rethink our most fundamental assumptions surrounding families and home-school-community partnerships. The findings of my study afford several implications for future research and practice: (a) contextualizing immigrant families' experiences through further research, (b) enhancing pre-service teacher education through practice and research, and (c) detailing implications for policy makers. To assure the widest possible dissemination of the findings I propose to prepare 1-3 publications for submission to three different journals for this project.

**Dušana Podlucká**, Assistant Professor, LaGuardia Community College, Department of Social Science

**From Individualized Accommodations to Transformative Anti-Ableist Pedagogy for Social Justice**

Higher education institutions are legally bound to provide equal educational opportunities for diverse learners, traditionally materialized as individualized accommodations. Although there is a growing interest in implementing more inclusive pedagogy enabling access to education for all students (e.g. Universal Design for Learning), it falls short of systematically addressing intersecting, oppressive, and anti-ableist practices in the classrooms. Drawing on (critical) disability studies and recent advances in sociocultural perspective, that posits disability in the context of learning and development, I will explore possible integration of these approaches and outline a framework for inclusive, equitable, and anti-ableist pedagogy for all learners.

**Eldar Sarajlic**, Assistant Professor, Borough of Manhattan Community College, Department of Academic Literacy and Linguistics

**The Child's Right to Authenticity**

This book argues that children have a right to be true to themselves, i.e., to be authentic. It is a work in normative moral and political philosophy that examines and challenges current theories about social and parental duties towards children regarding cultural and religious reproduction. It rejects permissive approaches that claim no restraints on the character of values parents transmit to their children, as well as restrictive methods that proscribe transmission of any narrow set of values. It elaborates and defends the argument that cultural reproduction through children is permissible if it protects the children's right to develop a unique and original identity.

**Brooke Schreiber**, Assistant Professor, Baruch College, Department of English

**Collaborative Online International Learning (COIL) and Student Attitudes towards Language Diversity: Two Investigations**

I am applying to the Faculty Fellowship Publication Program to support work on two journal articles in progress. Both articles emerge from a research project on a collaborative online intercultural learning (COIL) task which connected Baruch undergraduates with students in a master's program for ESL teachers in Sri Lanka. Using data from class discussion board posts and semi-structured interviews, the

first article discusses whether contact with a group of linguistically diverse students in the United States impacted the Sri Lankan teachers' perceptions of native-speaker English standards, and the second examines the strategies the Baruch students used to negotiate linguistic diversity.

## ENGLISH

### Mentor

**Moustafa Bayoumi**, Professor, Brooklyn College, Department of English

### Fellows

**Stephanie Boyle**, Assistant Professor, New York City College of Technology, Department of Social Science

#### **The Making of Modern Egypt**

The history of modern Egypt is marked by uprisings. Beginning in the mid-19th century, Egyptians protested to assert their dissatisfaction with their subservient economic and social position as they watched western Europeans reap the rewards of Egyptian labor, the Suez Canal. My book, *Umm al Dunya: the Making of Modern Egypt* will trace the political, social and cultural relationship between Egypt's people and its government and show that Egypt's position as a leader in the Arab world resulted from an uneven power relationship with Europe, local corruption and an indigenous response rooted in class conflict.

**Jacob Collins**, Assistant Professor, College of Staten Island, Department of History

#### **Political Anthropologies of Post-1968 France**

This book manuscript is a history of political thought in late twentieth-century France. It shows, through four case studies, how thinkers from across the political spectrum dealt with a series of new challenges facing France from the 1960s onward: an influx of immigrants from its former colonies, conflicts over the nature of secularism, and anxieties about France's role in the greater world. Through close readings of the work of Régis Debray, Emmanuel Todd, Marcel Gauchet, and Alain de Benoist, this book shows how each looked to redefine "human nature," and create new grand narratives that could better explain these political controversies. In doing so, they have become influential voices in French political debate.

**Joseph Donica**, Assistant Professor, Bronx Community College, Department of English

#### **Inequality's Subjects: Neoliberalism and American Literature after Occupy Wall Street and the Arab Spring**

As Occupy Wall Street (OWS) and the Arab Spring (AS) reshaped and challenged American Neoliberalism, the literature that emerged from these movements explored alternatives to the restrictive identities offered us by the market logic of Neoliberalism. The literature that *Inequality's Subjects* examines responds to these two movements and the issues they brought to light such as what citizenship, participation, and representation really mean in a transnational and digital age. The buzzword for OWS was "inequality," and the same can be said for the AS, which directly influenced the

tone and strategies of OWS. *Inequality's Subjects* reads American literature after OWS and the AS in order to 1) demonstrate how we map the ideas of social movements once the most visible elements of those movements are gone, 2) address the specific uses of inequality in the past decade and a half and how it has shaped our identities in relation to the market and the state, and 3) explore the alternatives to Neoliberal subjectivity American literature has put forward since these movements.

**Nick Githuku**, Assistant Professor, York College, Department of History, Philosophy & Anthropology  
**Jomo Kenyatta, A Man for All Seasons**

This is a comprehensive and multilayered narrative of empire-building in East Africa and the radical process of social change wrought by imperialism, and Kenyatta as the embodiment of anti-colonialism and, ultimately, a powerful statesman. It is an account of individual agency; not just of the man but, also, other key colonial and postcolonial players, as well as being, simultaneously, a structural analysis of the socioeconomic transformation of African societies by colonial capitalism. I focus on the multi-agent process of structural reproduction following a system of ideas, values and beliefs that actors use to produce socioeconomic and political structures as a matter of routine.

**Ji Young Kim**, Assistant Professor, Queens College, Department of Classical, Middle Eastern and Asian Languages and Cultures

**Truths of Traitors: Colonial Collaboration and Postcolonial Autobiography in Late 1940s Korea**  
Collaboration, Koreans' participation in Japanese colonial policies, has been the most pivotal issue in Korea's decolonization process, and remains unresolved and controversial even today. This article examines several autobiographical writings by alleged collaborators, focusing on how these ex-colonized writers confessed their "shameful" colonial pasts. Analyzing literary devices and effects deployed in those works as well as their political, social, and ethical implications, I argue that postcolonial autobiography opens an intermediary site for interrogation of and reflection on collaboration. I aim to demonstrate literary endeavors for decolonization painstakingly continued in a time that the decolonizing project was deemed a failure due to the emerging Cold War on the Korean peninsula.

**Leah Richards**, Assistant Professor, LaGuardia Community College, Department of English  
**Haemo-Goblins: Vampiric Infection and Popular Science from the Cold War to the Information Age**  
This book-length project examines in post-World War II popular fiction and film the tension between superstition and science that the figure of the vampire has embodied since the publication of *Dracula* in 1897, specifically in the fields of hematology and epidemiology. Vampires illustrate how and why people think about and fear disease and contamination rather than how infection actually works. My study will consider the evolution of infection anxiety as it manifests in vampire narratives, from early-Cold War threat of biological weapons and radiation poisoning, through the HIV/AIDS crisis in the 1980s, to the contemporary age, where viruses spread with equal rapidity through computer networks and voluntarily unvaccinated populations.

**Brian Sowers**, Assistant Professor, Brooklyn College, Department of Classics  
**Classica Africana: Black Readings of the Classics**

This project examines the intersection of Greco-Roman literature within the writings of four 20<sup>th</sup> century African American authors: W.E.B. Du Bois, Martin Luther King Jr., Huey P. Newton, and Eldridge Cleaver, each of whom uses classical allusions to describe contemporary issues of race, racial identity, and racial injustice. Situated within the burgeoning field of *Classica Africana*, this project provides literary readings of these contemporary texts with an eye toward their use of the classical past. The publishable products emerging from this project – at least three peer-reviewed articles – advance the scholarship on Du Bois, King, Newton, and Cleaver and the scholarship on classical reception.

## ENGLISH

### Mentor

**Matt Brim**, Associate Professor, College of Staten Island, Department of English/Queer Studies

### Fellows

**Tara Bahl**, Assistant Professor, Guttman Community College, Department of Interdisciplinary Studies

#### **Reimagining College Access Interventions: A Student-Centered Approach**

As high school college counselor caseloads increase, they have less time for one-on-one counseling to support students with post-secondary planning. Thus, for many students the process is depersonalized, focused on distributing information rather than a student-centered experience. Through narrative and ethnographic research, I examine a program that positions young people as paid college access professionals in their schools. Findings show that Youth College Counselors (YCC) transform college planning into a student-centered, meaningful experience for peers by relying on the unique position they hold in schools. This suggests that schools should actively include students in interventions toward reimagining college planning.

**Álvaro Baquero-Pecino**, Assistant Professor, College of Staten Island, Department of World Languages & Literatures

#### **Rethinking Otherness: Narratives of Violence in Contemporary Cinema from Spain and Latin America**

This proposal approaches violence by means of the study of contract killers in contemporary cinema. I focus my analysis on the film industries from Spain, Brazil, Mexico, and Colombia, and the role these films play within the context of globalization. For that purpose, I rethink the terms “otherness” and “trauma” in order to show how these productions help establish stereotypes linking immigration and criminality. Understanding the ideological implications of these cinematic portrayals is key to a deeper understanding of the dynamics of exclusion caused by globalization and neoliberalism that lead to xenophobic and ethnocentric discourses about immigrants.

**Melissa Dinsman**, Assistant Professor, York College, Department of English

#### **Weaponized Modernism: Surveillance in WW II British Literature**

Weaponized Modernism explores the ways in which British and Anglophone writers exposed the trauma of World War II’s devastating impact on British-based civilians. By writing explicitly about surveillance—

perception and deception—and by weaving the methods of wartime technologies such as radar, V2 rockets, and cryptography into the form of the narratives, midcentury authors were able to indirectly express the stress of the British home front subject to bombings, propaganda campaigns, and invasive spying by both the Nazi enemy and their own government.

**Meghan Fox**, Assistant Professor, LaGuardia Community College, Department of English  
**"Betwixt and Between": The Liminal Subjects and Hybrid Forms of Modernism**

This project advances scholarship on genre, gender, and sexuality in literary modernism by revealing previously unexamined connections between queer subjectivity and hybrid literary forms. I argue that the modernist authors under consideration, including Djuna Barnes, Virginia Woolf, Gertrude Stein, H.D., and Jean Rhys, employ hybridity to challenge traditional conceptions of subjectivity in relation to gender, sexuality, and national belonging. My research reveals that these modernist writers theorized and deployed hybridity as a representational strategy decades before the concept became central to postcolonial theory, and they anticipated the formal and political imperatives of postmodern literature, particularly in relationship to sexual politics.

**Carly Gieseler**, Assistant Professor, York College, Department of Performing & Fine Arts  
**Pranktainment: Extreme Sports, Pranks and Stunts at the Cultural Edge**

This monograph explores “pranktainment” – a cultural and media trend that focuses on extreme sports, pranks, and stunts. The popularity of this craze can be seen in the diverse examples explored throughout this book including: risk-taking troupes like Oxford University’s Dangerous Sports Club and Nitro Circus; reality series such as *Jackass* and *Impractical Jokers*; clip shows including *Tosh.0* and *Ridiculousness*; and aerial artistry and social media through “Outlaw Instagrammers.” Exploring these performances and representations, I hope to reveal how pranktainment resists and reiterates white, hetero masculine privilege, political and labor ideologies, public shaming and kinship, and transcendence through risk.

**Lara Kattékola**, Assistant Professor, LaGuardia Community College, Department of English  
**Teaching the Black Sheep of the English Department**

The lack of Technical Writing programs within our CUNY system/geographical region illustrates the undervalued status of technical writing. That contingent faculty are often assigned to teach the technical writing “service” course for non-English majors reveals the English departmental hierarchies at play because the most marginalized faculty members are teaching the most marginalized courses. If urban college students are ill-equipped to meet 21<sup>st</sup> century workplace demands, which require them to communicate productively with colleagues and clients at home and abroad, then our technical writing indifference will only serve to further perpetuate societal inequalities. My project strives to avoid this scenario.

**Adele Kudish**, Assistant Professor, Borough of Manhattan Community College, Department of English  
**Affect in Lafayette's *La Princesse de Clèves***

My article, “Affect in *La Princesse de Clèves*,” applies the discourse of affect – that is, pre-emotional, non-verbal corporeal reactions, such as blushing, paling, speechlessness, and astonishment – to interpret the way in which language and communication fail in Marie de Lafayette’s early modern novel

*La Princesse de Clèves* (1678). This project underscores Lafayette's and other early modern thinkers' deeply pessimistic worldview and disbelief in the possibility of self-knowledge, and, moreover, it adds to the nascent body of research that marries some aspects of cognitive science with early modern literary studies.

## SOCIAL SCIENCES

### Mentor

**Lina Newton**, Associate Professor, Hunter College, Department of Political Science

### Fellows

**Bradley Bergey**, Assistant Professor, Queens College, Department of Secondary Education & Youth Services

#### **Motivations for a Teaching Career among Men of Color**

The proposed manuscript addresses the severe under-representation of men of color in the US teaching workforce by examining why men of color choose to become teachers. Drawing on recent developments in expectancy-value theory, the paper will investigate how self-beliefs and perceptions relate to career commitment and satisfaction, and how these relate to race and gender identity. Multivariate analyses are used to analyze survey data from a large, diverse sample of pre-service teachers. The paper will provide a fresh perspective on the scarcity of men of color in the teaching field through novel empirical and theoretical contributions.

**April Burns**, Assistant Professor, Guttman Community College, Department of Interdisciplinary Studies

#### **Accounting for Individual Success in the Context of Group Marginalization: First-Gen College Graduates Consider the Origins and Relational Consequences of Their Disparate Attainment**

This article explores how first-generation college graduates explained disparities in educational attainment existing between them and their families. Attributions for educational successes/failures reveal understandings of educational opportunity and the specific social policies likely to be supported (Furnam, 1982; Skitka, 1999). Attributions also influence how we understand the efforts and educational outcomes of significant others, and varied here by specific graduate-family relationship (i.e., parents versus siblings). A Factor Analysis of survey data, a qualitative analysis of an open-ended survey item, and bivariate analyses reveal relationships between attribution type and factor components (e.g., Family Support for college going; Educational Tension; Family Closeness).

**Ellen-ge Denton**, Assistant Professor, College of Staten Island, Department of Psychology

#### **The Association between Measures of Stress and Suicidal Behavior among High-Risk Institutionalized Youth, in Guyana**

Guyana, a low-and-middle-income country, has the highest rate of female youth suicide, in the world. Although studied mostly in developed countries, the increased global prevalence of youth suicide is a preventable public health concern. There remains a need to broaden the suicide research literature to

represent people of color from non-western settings. The current study summarizes CUNY research funded data that examines the role of youth stress on suicide behaviors. Findings from this investigation identify risk and protective factors that relate to youth suicide and ultimately contribute to suicide prevention approaches generalizable to all clinical health populations – including underrepresented groups.

**Adriana Espinosa**, Assistant Professor, City College of New York, Department of Psychology  
**Perceived Discrimination Predicts Poor Adaptation among Immigrant Adolescents through Its Effect on Self-Esteem**

I propose a study of the relation between perceived racial discrimination by immigrants during adolescence and their adaptation to U.S. society in early adulthood, and, moreover, explain this relation by means of self-esteem. The manuscript will contribute to the scarce literature on racial discrimination among immigrants. I have analyzed the data for the manuscript. With support from FFPP, I will have the time to write the manuscript and submit it for publication to a peer-reviewed journal. This manuscript will extend my research on the health and adaptation of immigrants and other marginalized groups, and increase my ability to secure tenure.

**Halil Ege Ozen**, Assistant Professor, College of Staten Island, Department of Political Science & Global Affairs

**Welcoming Outsiders: An Assessment of Public Attitudes Toward Refugees**

The goal of this study is exploring the sources of negative attitudes among natives in countries that are hosting Syrian refugees. It argues that the source of negative attitudes toward refugees, such as seeing them as a threat to the economy, security, and welfare are conditional on individuals' social and political identity. In order to test the proposed theoretical argument, an original face-to-face survey among over 1,100 respondents in Turkey was conducted. I expect that people who identify themselves with groups that have been systematically discriminated and repressed by the state apparatuses, express significantly lower negative attitudes towards refugees.

**Celia Sporer**, Assistant Professor, Queensborough Community College, Department of Social Science  
**Stress, Coping and Burnout in Emergency Medical Service Providers**

Emergency Medical Service (EMS) providers are considered among the most highly stressed occupational groups both due to the nature of the work itself and the environment they work in. While repeatedly made, this assertion is often done so based on anecdotal evidence and/or with limited empirical support. This project collected stress, coping and burnout data from over 1200 EMS providers across the United States. Segments of the data have been analyzed for my dissertation and have been showcased at several conferences. The goal of this project is to turn the data into a minimum of two articles for publication in academic journals.

**Ryan Yeung**, Assistant Professor, Hunter College, Department of Urban Policy & Planning  
**Did the Medicaid Expansion Improve Student Outcomes?**

In 2010, President Barack Obama signed the Patient Protection and Affordable Care Act (ACA), commonly called Obamacare. An important component of the ACA was the Medicaid Expansion, which

expanded Medicaid to millions of additional Americans. However, as states are not required to expand Medicaid, many Americans have not enjoyed the benefits of the Medicaid Expansion. This study uses variation between Expansion and non-Expansion states to estimate the effect of the Medicaid Expansion on children, specifically their educational outcomes. My hypothesis is that the Medicaid Expansion did indeed improve outcomes for students in Expansion states. If I observe that the change in outcomes in Expansion states exceeded the change in outcomes in non-Expansion states, my hypothesis would be supported.

## SOCIAL SCIENCES/ETHNIC STUDIES

### Mentor

**Katherine Chen**, Associate Professor, City College of New York, Department of Sociology

### Fellows

**Jacob Apkarian**, Assistant Professor, York College, Department of Behavioral Sciences

#### **The Legitimacy Paradox in Corporate Credit Rating**

Financial rating agencies have been experiencing a recent crisis of public confidence. In response, they have increased the transparency surrounding their rating processes. With this increased transparency, agencies are faced with a paradox in which they must present a rating process that depends upon highly subjective indicators of credit risk as objective in order to achieve legitimacy. I plan to write a research paper using findings from a content analysis of rating methodology documents and participant observation at a corporate credit assessment workshop to demonstrate that major rating agencies strategically perform objectivity as a mechanism for maintaining legitimacy.

**Carol Giardina**, Assistant Professor, Queens College, Department of History

#### **Cold War Women's Rights: "The American Myth of the Already Liberated American Women"**

This study examines the impact of Cold War competition on American feminist protest and progress toward equality. The Cold War ideology of domesticity sought to limit women's participation in the workforce, higher education, politics, and the sciences. Meanwhile, the socialist world appeared to promise women exciting opportunities for purposeful life outside the home. Beginning with Sputnik's launch in 1957 and continuing through the feminist movement's peak influence in the 1970s, this study investigates how U.S. feminists and policymakers engaged this contradiction. With today's underutilization of women in STEM and a new Cold War heating up, this research merits urgent attention.

**Tim Keogh**, Assistant Professor, Queensborough Community College, Department of History

#### **Suburbs in Black and White: How Jobs Created Inequality in Affluent America**

*Suburbs in Black and White* is the first history of the nation's wealthiest mass suburb, New York's iconic Long Island, and uses the region as a case study to understand why poverty and racial inequality grew in suburbia at the height of post-World War II prosperity. While scholars view housing as the driver of mass

suburbanization, I show how suburban jobs were the critical factor, and how discrimination and deindustrialization limited black upward mobility in the suburbs too, leading to disproportionate black unemployment and poverty. Unfortunately, liberal policymakers interpreted poverty as uniquely 'urban' phenomenon, attacking segregation as the primary barrier rather than jobs, to the detriment of the urban and suburban poor. They ignored the fact that poverty was growing fastest in the suburbs, which now has higher concentrations of poor people than cities.

**Stuart Parker**, Assistant Professor, Kingsborough Community College, Department of Behavioral Sciences & Human Services

#### **Outline of a Theory of Racial Dispossession**

The notion that we currently live in a color-blind society that gained salience during Obama's presidency has clearly disappeared, but discussions concerning race are still mired in polarized confusion. Part of that confusion is an outcome of a lack of understanding regarding the dynamics of race in this country that results in significantly different experiences of living in the same country between Whites and members of communities of color. This project aims to increase the potential for more honest and effective dialogue by explicating the concept of dispossession. This fellowship will support work on an article titled, Outline of a Theory of Racial Dispossession.

**Emma Tsui**, Assistant Professor, School of Public Health and Health Studies, Department of Community Health & Social Services

#### **Mobilizing Stories: Experiments in Peer Interviewing and Digital Storytelling to Improve Working Conditions for Home Care Workers**

Home care workers make up a large and rapidly growing sector of the American health care workforce. These workers are exposed to a range of physical and emotional stressors on the job and they typically work in isolation. This paper describes and analyzes two efforts in which home care workers were asked to produce stories about their experiences on the job, with the goal of creating connections between workers and using the stories to improve working conditions. The paper analyzes the circumstances of story production, the narratives produced, and the potential uses and unintended consequences of mobilizing these story products.

**Linta Varghese**, Assistant Professor, Borough of Manhattan Community College, Center for Ethnic Studies

#### **'The Good Employer': Mutual Interest as Organizing Strategy in the Domestic Worker Movement**

The proposed article examines the use of "mutual interests" between domestic workers and their employers as an organizing frame in the U.S. domestic worker movement. Using interviews, press and campaign materials and participant-observation at Hand in Hand: the Domestic Employers Network, I analyze how unequal race, immigration and class positions are negotiated within this frame and how this produces the "good employer" as ally to the domestic worker. I will consider how this model, while it names unequal power relationships that shape domestic work, centers co-responsibility between worker and employer, and what impacts this has on transforming the industry.

**Alexander Zevin**, Assistant Professor, College of Staten Island, Department of History

***The Economist and the Making of Modern Liberalism***

The FFPP will help me to write an article for submission to a peer-reviewed journal in the field of modern British studies, relating to my primary area of research on the history of liberalism, financial capitalism and empire. A successful submission would represent my first contribution to a journal of this kind, and an important milestone for me as a scholar. With the input of both junior and senior colleagues in writing groups, during a semester with time to devote to drafting and revising, it is a goal that looks achievable.

## **SOCIAL SCIENCES**

### **Mentor**

**Anahí Viladrich**, Professor, Queens College, Department of Sociology

### **Fellows**

**Warren Benfield**, Assistant Professor, Borough of Manhattan Community College, Department of Social Sciences, Human Services & Criminal Justice

**Growth versus Distribution; Pro-growth Policies and Poverty Reduction in the Caribbean**

Pro-Poor Growth is necessary for sustained poverty reduction and enhanced ability of the poor to participate in economic activities. It requires the combination of growth policies with poverty reduction strategies in order to enhance equitable distribution within society. Fiscal policy is a key component of the growth strategy that promoted greater economic integration of the poor but a clear understanding of the relationship between growth, inequality and poverty is required. That is the concern addressed in this paper. The proposal also highlights the influence of sectoral composition of growth and how increased levels of poverty reduction may be achieved through appropriate policies.

**Charles Cange**, Assistant Professor, Lehman College, Department of Health Sciences

**The Long-term Effects of Trauma on Conflict-Affected Populations**

This fellowship will fund the completion of a current book manuscript and the development of a new scholarly article for a peer-reviewed journal. The project narrative presents extant and new scholarship that will contribute to Public Health, Anthropology, Sociology, Social Work, Political Science, and Middle East Studies as well as offer a new framework for Post-Conflict and Refugee Studies. In addition, this narrative delineates how a FFPP-supported course reduction, in concert with writing group meetings and senior faculty guidance, will aid in the successful publication of a book manuscript and an article. At its conclusion, this project will disseminate research on conflict-affected populations to a global audience.

**Sherry Deckman**, Assistant Professor, Lehman College, Department of Middle & High School Education  
**Race, Diversity, and Belonging in an Undergraduate Black Student Organization**

The proposed manuscript documents how race and racial difference are negotiated in one Black undergraduate student organization with members of diverse racial backgrounds. While much of the existing literature on racial diversity in higher education takes the perspective of students of color integrating predominantly White institutions, my project offers an in-depth examination of what “diversity” means in a context in which Black students constitute the majority, and White, Asian, and Latino/a students are the “diversifiers.” Thus, the project will reveal unique insights about race and power on the contemporary, university campus, and suggests ways to productively address issues of difference.

**Maggie Dickinson**, Assistant Professor, Guttman Community College, Department of Interdisciplinary Studies

**No Free Lunch: Why the Growing Food Safety Net in the U.S. Fails to End Hunger**

Despite unprecedented growth in the 21st Century, the food safety net in the U.S. still fails to end hunger and food insecurity. No Free Lunch traces the day to day experiences of food insecure families and individuals as they try to make ends meet. These portraits vividly illustrate the broader forces that shape the experience of food insecurity, including a growing low wage labor market, a work first approach to welfare that fails to account for the caring labor women and men engage in, and the reliance on charity as a response to hunger.

**David Lee**, Assistant Professor, New York City College of Technology, Department of Humanities  
**Identifying Indirect Directives in Multimedia Health Promotion**

There is growing evidence that audiences react negatively to controlling language in health and safety messages. Indirect directives are commands and suggestions phrased as statements, such as the slogans “Seat belts save lives” and “Quitting smoking now greatly reduces serious risks to your health.” Indirect directives are preferable in public health campaigns, but the literature lacks a clear distinction between direct and indirect directives. Empirical examples from posters and science museum exhibits help illustrate this distinction. This paper will combine insights from health message design and speech act theory to help better specify what constitutes controlling language.

**Tashana Samuel**, Assistant Professor, Guttman Community College, Department of Interdisciplinary Studies

**Mindfulness and Growth Mindset: A Combined Approach as an Educational Intervention in Alleviating Math Anxiety While Promoting Self-Efficacy in First-Year Community College Students**

Math anxiety is characterized as an overwhelming feeling of helplessness and panic that many students have concerning their ability to solve mathematical problems. This self-doubt about math achievement is a disruptive cycle, in which math anxiety hinders learning, resulting in poor performance, thereby confirming the initial belief of low self-efficacy. The proposed research seeks to investigate whether

mindfulness (non-judgmental focus on the present moment), combined with growth mindset theory (skills can be developed through effort, and not merely innate) embedded within math classes as a pedagogical tool could mitigate math anxiety while also increasing self-perceived competence in community college students.

**Angelina Tallaj**, Assistant Professor, Guttman Community College, Department of Interdisciplinary Studies

**Performing Blackness in a Mulatto Society: Negotiating Racial Identity Through Music in the Dominican Republic**

This book will center on Dominican racial, ethnic, and national identities as they have been and are currently being negotiated and expressed through music and music cultures. Most studies of Dominican identity have focused on the building of the Dominican nation as anti-Haitian and anti-black. According to this narrative, Dominicans lack a collective black identity as a nation. I will study Afro-Dominican genres of music to destabilize these essentialized notions of Dominican identity; these musical genres and the culture and history surrounding them provide a text through which to examine how the Dominican population articulates blackness as embodied knowledge and expressive culture.

## English

### Mentor

**Nivedita Majumdar**, Associate Professor, John Jay College of Criminal Justice, Department of English

### Fellows

**Tuli Chatterji**, Assistant Professor, LaGuardia Community College, Department of English

**Deconstructing Spaces, Meeting the Glocal: A Postcolonial Approach**

Chatterji's essay "Deconstructing Spaces, Meeting the Glocal: A Postcolonial Approach" continues the conversation for the need of a postcolonial intervention in the field of composition studies. Though Chatterji confirms the importance of a multicultural pedagogy, she raises the alert that a conversation without dissent and conflict might lead students to exoticize other cultures and perpetuate the image of the teacher as a benevolent colonizer. By facilitating students to contextualize their multilocal experiences, Chatterji theorizes a framework of strategic negotiation of immigrant students with their colonial/postcolonial practices that serve as complex counter narratives to dominant discourses of inequality and oppression.

**Sumanth Inukonda**, Assistant Professor, LaGuardia Community College, Department of Humanities

**Media, Globalization and Nationalism: The Case of Separate Telangana**

This book proposal examines the relationship between media, nationalism and globalization in the Telangana region of India from the standpoint of marginalized groups in the region, with a particular focus on the media practices of Telangana student activists and their production of pamphlets, use of online forums and access to mainstream television, radio and print media. Changing media

environments including digitization and social media are actively reshaping the nature of resistance and social movements. This study of the process of mediation integrates a focus on activist agency, including teachers and students, through media performance while also taking into account the structural constraints imposed by media political economy. This book argues that far from declining in presumed significance, nationalism encompasses both hegemonic and counter-hegemonic mediated processes of power struggle, processes that draw increasingly from resources that are both internal and external to geographic domains of conflict, and in a manner that re-patterns power relations at the local, national, regional and global levels.

**Rochell Isaac**, Assistant Professor, LaGuardia Community College, Department of English

**Blues Talk: The African American Humanistic Impulse**

This study seeks to challenge and displace the prevailing and privileged notion that Humanism is an entirely European construct. Instead, I contend that Black Humanism is a strategy and philosophy of liberation that emerged and evolved out of the Black experience and Black religiosity. The aim of Black liberation theology was and is to eradicate forms of oppression that leads to human suffering, and, as such, provides systematic guidelines for forging cohesive human relationships. Taking stock of the current socio-economic and political climate, this study argues that people of African descent must themselves become vehicles of social change and activism. Our current times of global capitalism, identity politics, and broad partisanship demand that our politics commit to engaging each other with respect and fostering relationships based on a foundation of “seeing” and “knowing” the other.

**Václav Paris**, Assistant Professor, City College of New York, Department of English

**Living Epic: Modernism, Evolution, and the Nation**

A comparative investigation of diverse national narratives from around the world, *Living Epic* considers the ways in which modernist fiction imagines nationhood. My claim is that between 1900 and 1930, innovative authors, such as Gertrude Stein, James Joyce, Jaroslav Hašek, Virginia Woolf, and Mário de Andrade turned to the literary genre of the epic in order to offer an alternative to then-current scientific (biological or social-evolutionary) narrations of nationality. In support, I look closely at how they made use of queer themes, eschewing representations of biological reproduction as a basis for community and dynamic of historical progress.

**David Puglia**, Assistant Professor, Bronx Community College, Department of English

**Reclaiming Native Words: Cultural Appropriation, Intellectual Property, and the Trademarking of Vernacular Speech**

In this essay, I examine the trademarking of vernacular speech in the United States and question the cultural appropriateness of the trademarking and copyrighting of tradition. Cultural property, cultural appropriation, and intangible cultural heritage have been trendy topics among scholars in the twenty-first century. Subjects of inquiry are frequently native peoples or residents of ancient villages. In this essay, I probe how these same notions apply to ethnic, working-class, and underserved Americans in urban environments. I argue for a reconceptualization of cultural appropriation in modern urban America while simultaneously enumerating the new challenges that arise from the promotion of equity, diversity, and inclusion in the modern urban environment.

**Fatoumata Seck**, Assistant Professor, College of Staten Island, Department of World Languages & Literatures

**Postcolonial Fiction as Economic Criticism**

My work brings to light the influence of post-colonial neoliberal reforms on the Senegalese social fabric through the examination of both cultural production and cultural practice. Using a postcolonial approach, I outline methodologies for studying economic processes through fiction. I explore the renewed burden of commitment of African writers that surfaced in the aftermath of neoliberal reforms and the subsequent mistrust in free market ideology. My analysis of it focuses on postcolonial reading of the economy, political leadership and social activism. I cover decades of evolution in genres and forms of engagement in the light of dramatic political and economic shift.

**Jean Tsui**, Assistant Professor, College of Staten Island, Department of World Languages & Literatures

**Affective Betrayal of Translated Political Modernity: Music, Classics, and Morality in Late Qing China (1894-1911)**

My research examines how the presence of “emotion” in writings published during the early 1900’s exposes the fragility and fragmentation of Chinese modernity. After the 1895 Sino-Japanese War, Chinese intellectuals competing for political interests rendered Western modern concepts in rhapsodic musical rhythm and sensational visual images. To explicate how the musical, visual, and sensational effects of their writings disrupted the consistency of the constructed “discourse,” my project studies the composition of a “text” as the production of an aesthetic “object.” Focusing on epistemic uncertainties created by their affective representations, I argue that the reception of Chinese political modernity was predicated on rational reflexivity as well as embodied aesthetic ambivalence that defies discursive conceptualization.

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For more information on FFPP, contact [Maryann.Mckenzie@cuny.edu](mailto:Maryann.Mckenzie@cuny.edu) 646-664-3307 at the CUNY Office of Recruitment and Diversity.