



## **FACULTY FELLOWSHIP PUBLICATION PROGRAM (FFPP) 2015-2016**

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. 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 3 credit hours of course release time for the spring semester, a discipline-based writing group, and the guidance of a senior faculty member.

**We are pleased to announce the following participants in the Faculty Fellowship Publication Program for 2015-2016:**

### **Academic Director**

**Shelly Eversley**

Associate Professor

Baruch College

Department of English and American Literature

### **CREATIVE WRITING**

#### **Mentor**

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

#### **Fellows**

**Leah Anderst**, Assistant Professor, Queensborough Community College, Department of English  
*The Autobiographical Documentaries of Marlon Riggs*

This project is comprised of two interconnected articles both dealing with the autobiographical documentaries of Marlon Riggs, chiefly his two feature films *Tongues Untied* (1989) and *Black Is...Black Ain't* (1994). I'm interested in exploring the ways that, through these hybrid, experimental documentaries, Riggs seeks to shape and revise cultural memory. I'm also interested in the ways that

these films impact viewers. Through autobiographical disclosures, the films seem to call out to viewers, to invite them to share the filmmaker's experiences. I'll argue, however, that even as they ask for viewers to witness, Riggs resists empathy from his viewers.

**Jillian Báez**, Assistant Professor, College of Staten Island, Department of Media Culture

*Consuming Latinas: Media Audiences and Citizenship*

My book project, *Consuming Latinas: Media Audiences and Citizenship*, provides the first in-depth ethnographic analysis of how Latina/o audiences engage with Latina/o-oriented media. It asks how do Latina/o audiences, particularly women, make sense of and engage with Latina/o-oriented media? Ethnographic research was conducted with a diverse group of Latinas in Chicago including women varying in ethnicity, class, age, and sexual orientation. The rich data reveals that Latina audiences read media images through the lens of citizenship. More specifically, the book argues that Latina audiences engage with media in search of recognition and belonging in both the U.S. and abroad.

**Rebecca Devers**, Assistant Professor, New York City College of Technology, Department of English

*Captivation: Television's Imprisoned Women as Comic Revisions of Early American Captivity Narratives*

This article will examine the recent popularity of such television series as *Orange is the New Black* and *Unbreakable Kimmy Schmidt*, arguing that they perform similar functions as (and therefore represent modern trajectories for) early American captivity narratives like that of Mary Rowlandson. In the examined shows, women find themselves in unconventional domestic spaces (prison and a bunker, respectively) and resort to adapted but recognizably conventional domestic activities as coping mechanisms throughout their imprisonment. The article's expected implications will address the dual nature of domesticity as both a physical praxis and a generator of shared cultural identity.

**Matthew Garley**, Assistant Professor, York College, Department of English

*Choutouts on the Bideo: The Translanguaging Practices of US-Latina/o Hip Hop Artists and Fans*

U.S.-Latina/os feature prominently in long-standing debates about immigration, assimilation, and culture, and the Latina/o hip hop community presents a unique window into language contact in colloquial spaces. This study investigates the use and mixture of Spanish and English varieties in both hip hop lyrics and fan contributions through the examination of artist-fan interactions in YouTube comments. Both primary texts (lyrics) and secondary texts (comments) are considered in the context of audiovisual semiotics in the music video. Repertoires of language mixing, code-switching, and other instantiations of translanguaging reveal that artists and fans are constructing complex linguistic and subcultural identities through these practices.

**Joy Sanchez-Taylor**, Assistant Professor, LaGuardia Community College, Department of English

*Fledgling, Symbiosis, and the Nature/Culture Divide*

*Fledgling* is Octavia Butler's final novel and one of her most important contributions to the science fiction/fantasy genres. After traveling to the Huntington Library to examine Butler's notes and drafts of *Fledgling*, I intend to complete a journal-length article using these primary source materials. My article, titled "*Fledgling, Symbiosis, and the Nature/Culture Divide*" examines how Butler uses themes of symbiosis to disrupt stereotypical views about the nature/culture divide. I argue that Butler compares

the symbiotic relations between humans and Ina to the symbiosis of DNA in her main character to suggest that it is the cultural aspect of symbiosis that is problematic.

**Jennifer Sears**, Assistant Professor, New York City College of Technology, Department of English  
*Williamsburg Stories*

This fiction collection humanizes terms linked to gentrification: racism, class-based tension, economic disparity, and displacement. In constant battle for space and dignity, Italian landlords, members of the precarious Dominican and Puerto Rican and longstanding Hassidic communities, innumerable tattoo artists and yogis, ambitious architects and realtors, wine and vintage shop owners, and hopeful rock stars and writers sulking over day jobs navigate differences on their rapidly changing landscape. Like the revived buildings, contemporary stories are layered over old ones drawn from research at the Brooklyn Historical Society, writings of former residents including novelist Henry Miller, and my experience as a Williamsburg resident since 2003.

**Jill Strauss**, Assistant Professor, Borough of Manhattan Community College, Department of Speech, Communication & Theater Arts

*Shared Legacies: Narratives of Race and Reconciliation by Descendants of Slave Holders and the Enslaved*

This anthology brings together the shared legacy of racism and slavery in the United States through the individual stories of descendants of enslaved people and enslavers. The complicated interdependent relationships between masters and their slaves shaped each other but are often considered separately or presented from only one point of view. Juxtaposing the stories of members of the national racial reconciliation organization, 'Coming to the Table,' presents a legacy of slavery, enslaving, or both, in their own respective voice. This multiple-perspective approach makes possible a theoretical analysis and contextualization of our national inheritance and efforts to challenge and transform this legacy by remembering, acknowledging, building relationships, and taking action in the present.

## EDUCATION

### Mentor

**Shelly Eversely**, Associate Professor, Baruch College, Department of English and American Literature

### Fellows

**Limarys Caraballo**, Assistant Professor, Queens College, Department of Secondary Education & Youth Services

*Intersecting Identities, Literacies, Curriculum, and Achievement: (Re)Framing Education Research, Policy, and Practice*

My research explores the theoretical, practical, and political implications of students' multiple identities and literacies in academic contexts. While studies that examine the compatibility of ethnic and racial identities with the project of schooling outline some of the broader issues at stake regarding the education of students of color, my situated analysis illustrates frequently overlooked interactions and

negotiations that significantly impact students' experiences and identities in classroom contexts, and ultimately their achievement. The study's findings build upon sociocultural theories and critical youth research to promote culturally sustaining educational environments in the interest of educational equity and social justice.

**Il Hwan Chung**, Assistant Professor, Baruch College, School of Public Affairs

*Uneven Playing Field? The Role of Collective Bargaining Agreements in Teacher Sorting: Evidence from New York*

A growing body of research has documented the unequal distribution of teacher quality across and within school districts. One argument is that the seniority preference rule can exacerbate teacher sorting because it allows more experienced and senior teachers to transfer to more desirable positions—advantageous schools with high performing or wealthy students. Using individual teacher data, I investigate whether the seniority preference transfer rule has an influence on teacher mobility, resulting in inequitable distributions of teaching workforce. This study contributes to this line of inquiry with analysis at the individual teacher level, which was not studied in past literature.

**Jennifer Collett**, Assistant Professor, Lehman College, Department of Early Childhood & Childhood Education

*Constructing language-learning identities: English language learners' identities with language*

In this proposal I outline a manuscript introducing a theory of how students learning English as a second language, who are more commonly referred to as English language learners, construct an identity with language. I refer to these identities as students' *language-learning identities*. Drawing upon data collected from an 18-month ethnography of 21 English language learners in elementary school, the manuscript identifies how students construct their *language-learning identities* from resources accessed through learning. These identities are used to understand the socialization processes that structure English language learners' academic and linguistic achievement in school.

**Jill Jeffery**, Assistant Professor, Brooklyn College, Department of Secondary Education

*Urban Students' Secondary-Postsecondary Writing Transitions: A Case Study*

This project investigates how one student negotiated writing transitions as she moved from a diverse high school on Manhattan's lower east side to an elite private university for which she received a scholarship designed to expand student diversity. Part of a longitudinal study of four writers' transitions, the project focuses on one case to provide richly contextualized descriptions of the kinds of writing activities in which the writer engaged, the types of writing that she saw as contributing to her ability to meet postsecondary writing expectations, and the resources upon which she drew to facilitate her transition.

**Carolyn King**, Assistant Professor, Queensborough Community College, Department of Mathematics & Computer Sciences

*Black Girls Count! An Analysis of Black Girls and High School Mathematics*

According to the National Science Foundation (NSF), one out of every 100 employed scientists and engineers in the United States is a Black female. This statistic prompts the examination of black females

and mathematics. What variables impact Black students' proficiency in high school mathematics as well as predict their enrollment in postsecondary math courses? This paper seeks to add to the discourse on achievement in mathematics by examining antecedent factors which impact outcomes in mathematics for a nationally representative sample of Black females. The findings of this study will help inform the development of interventions and strategies aimed at increasing the math proficiency of Black females and their enrollment in postsecondary math courses.

**Emalinda McSpadden**, Assistant Professor, Bronx Community College, Department of Psychology  
*The Digitally Cross-cultural Classroom: Exploring Student and Professor Interactions with Technology*  
Many community college educators struggle with the notion of technology as integral to classroom learning, concerned about changing the very nature of what classroom learning means. For students, there are similar concerns regarding classroom experience, especially if students come from different educational backgrounds, generations, or levels of technological expertise. This qualitative research study explores student and professor experiences of classroom-specific technology use; findings from this research indicate convergent and divergent themes among students and professors specific to their classroom technology experiences, providing valuable insights and fundamental guiding principles for assessing goodness-of-fit between users and classroom technology.

**Oksana Vorobel**, Assistant Professor, Borough of Manhattan Community College, Department of Academic Literacy & Linguistics  
*Adolescent English Language Learners' Collaborative Literacy Practices: Multimodal Expression of Self and Identity Negotiation*

The proposed article is a multiple-case study which investigates collaborative literacy practices of adolescent English language learners (ELLs) with the focus on their expression of self and identity negotiation through multimodal means in face-to-face and online contexts. Three adolescent ELLs and their teacher from Purple High School in the southeastern part of the USA participated in the study. Data collection included interviews, observations, researcher's and participants' e-journals, and artifacts. The findings of the study afford an insight into ELLs' multimodal expression of self and identity negotiation, providing a foundation for discussion and implications for educators, researchers, and administrators.

## ENGLISH

### Mentor

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

### Fellows

**Brian Averbuch**, Assistant Professor, College of Staten Island, Department of History  
*The Couriers of the Horizons: Islamic Spice Traders in the Indo-Pacific, 9th-11th Centuries C.E.*  
Participating in the FFPP will contribute crucially to publishing my book manuscript. I will revise two chapters to incorporate substantial new research and complete a book proposal. *The Couriers of the*

*Horizons* explores the rise of Islamic spice-trading networks across the tropical Indian Ocean and Western Pacific Rim. I argue that desires for Indo-Pacific spices, pearls, and aromatics significantly shaped early Islamic cultures, from Iran and Iraq to Egypt and Spain. Simultaneously, Arab and Persian spice traders forged early contacts between the Islamic world and the Pacific Rim, which contributed to the advent of Islamic societies across maritime Southeast Asia.

**Amina El-Annan**, Assistant Professor, Baruch College, Department of English

*Multiple Orients: Urban Dream Maps, Creative Currency and the Countercultures of Modernity*

Addressing both the utopian and profoundly alienated impulses of contemporary fiction, arts and counterculture, *Multiple Orients* documents and historicizes the emergent countercultures of a new politics of compassion, produced in different local contexts, but circulated globally. I argue that a set of circulating, hybrid 20<sup>th</sup> and 21<sup>st</sup> century texts produced by cosmopolitan artists and subjects in the Middle East and the United States mark the emergence of a distinctly global humanism born out of colonial subjection, displacement and cultural conflict, but figured in new forms, genre innovations and racial and cultural categories.

**Laura Kolb**, Assistant Professor, Baruch College, Department of English

*Outward Worth: The Rhetoric of Credit in Renaissance Drama*

My book-in-progress, *Outward Worth*, maps the varied terrain of the credit-driven marketplace as it was presented on stage between 1590 and 1632. Analyzing plays by Shakespeare and his contemporaries along with little-studied manuals on mathematics, housekeeping, and merchandizing, it argues that early modern writers identify the split between *being* and *seeming* as the defining feature of both monetary credit and theatrical performance. Placing critically neglected practical texts alongside well-known works of literature, it makes a case for both as crucial types of “equipment for living” in the slippery, indeterminate arena of early modern financial life.

**Lisa Sarti**, Assistant Professor, Borough of Manhattan Community College, Department of English

*The Aesthetics of Spectatorship in Italy: from Theatre to Cinematography, 1850 -1930*

*The Aesthetics of Spectatorship in Italy: from Theater to Cinematography, 1850 -1930* investigates the influence of optical trickery (Panoramas, Dioramas, Peepshows, and later on early cinematography) in orienting cultural trends and shaping a new spectatorship, from the mid-nineteenth century to 1930. Central to my inquiry is how cinematography replaced theatre as the leading entertainment in Europe and America. This study is more than documentary history, as it also offers a new theoretical approach to changing ways of seeing and audience manipulation in a marketplace of modernization. The historical, social, and cultural background in which Italian visual culture took root is not viewed in isolation but juxtaposed with that of France and England, where industrialization and economic advantage led to a flourishing of visual entertainment and invention. While investigating the reactions of both viewers and intelligentsia to the expressive potentiality of the new medium, I reposition and frame Italy in the socio-cultural European scenario. The Unification of Italy, the colonial enterprise in Africa, the Libyan war, and the rise of Fascism are brought into discussion. Interestingly, literature, the stage, and cinema addressed the same themes. This study calls attention to the modernization of Italian spectatorship, theorizing the viewers’ reactions and tastes as a way to control the economic success of

the show. Class mingling in optical shows and questions of artistic legitimacy helped erase the boundaries between “high” and “low” culture. What emerges as significant are the relational dynamics in spectatorship irrespective of class discrimination, which led to significant transformations both in staging techniques and modes of representation.

**Charlotte Walker-Said**, Assistant Professor, John Jay College of Criminal Justice, Department of Africana Studies

*Faith, Power, and Family: Christianity and Law in Interwar Cameroon*

This book examines African societies’ value-driven renovations of family structure and community life in the decades between the two world wars, when sweeping religious conversion and legal innovations inscribed new practices among Cameroon’s populations. The book examines African engagement with Christian marriage and family building as a corollary of intensive forced labor and the imperial renovation of customary law and reconsiders the history of missionary Christianity in Africa as it demonstrates how indigenous evangelists shaped the spiritual promises and moral commands of their Churches to determine the reconstitution of their cultural forms.

**Rebecca Taleghani**, Assistant Professor, Queens College, Department of Classical, Middle Eastern, and Asian Languages and Cultures

*Rescripting Human Rights: the Poetics and Politics of Syrian Prison Literature*

*Rescripting Human Rights: the Poetics and Politics of Syrian Prison Literature* examines the genre of prison writings in Syria from 1970 through the 2011 uprising and civil war. Through the experience of political detention, Syrian dissidents, writers, and intellectuals have produced a range of literary works that function as aesthetic interventions against the Assad regime’s mechanisms of political oppression. Analyzing how such texts represent vulnerability, physical and psychological torture, the time and space of detention, and writing as an act of resistance, this study argues that prison literature challenges the narrative conventions and limitations of human rights discourse.

## ENGLISH

### Mentor

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

### Fellows

**Sreenjaya (Ria) Banerjee**, Assistant Professor, Guttman Community College, Department of English

*Monograph Proposal for Architecture and Interiority in Modern Fiction, 1910 -1955*

Georg Simmel’s “The Metropolis and Mental Life” (1903) offers the established view that the twentieth-century city assaults the human psyche, turning men into mere automatons. *Architecture and Interiority in Modern Fiction, 1910-1955* instead positions protagonists vis-à-vis the buildings they frequent.

Offering rereadings of work by E. M. Forster, Virginia Woolf, T. S. Eliot, and Samuel Beckett, it reveals a nuanced, expressive relationship between the modernist subject and the built environment. It argues

that the novels' depictions of buildings create what, for Simmel, was lacking in the modern metropolis: space to construct a resistant counter to dominant cultural narratives.

**Megan Behrent**, Assistant Professor, New York City College of Technology, Department of English  
*Suburban Captivity Narratives: Domesticity, Feminism and the Liberation of the American Housewife*  
In this paper, I explore 1970s 'housewife' fiction as a modern form of captivity narrative, charting the protagonist's progress from captivity within the oppressive grip of domesticity to a new feminist consciousness. As foundational myths of American identity, captivity narratives employed female bodies and sexuality, in the service of political and territorial domination and cultural hegemony. As foundational texts of the feminist movement, housewife fiction of the 1970s subverts the conventions of the captivity genre, reclaiming female bodies and sexuality. In so doing, they articulate the suppressed feminist consciousness held captive by 1950s domesticity, to forge a new feminist identity.

**Alison Better**, Assistant Professor, Kingsborough Community College, Department of Behavioral Sciences & Human Services  
*Come Again: How Sex Stores Shape Women's Gender and Sexual Identities*  
This project focuses on sex stores in America as a site where women internalize, learn, and challenge societal expectations of how to be a gendered and sexual person. By looking at sex stores that focus on women as consumers and agents of sex and pleasure, I have been working to understand the importance of sex stores as both a community space and place for education about one's body, sex practices, and the pursuits of pleasure. This study is based on fieldwork at a variety of sex shops and 55 interviews of sex store patrons, owners, and staff.

**Allison Curseen**, Assistant Professor, Baruch College, Department of English  
*Minor Moves: Childish Gestures and Fugitive Performance in 19th-Century American Narratives*  
*Minor Moves* contextualizes midcentury narratives within antebellum America's overlapping anxieties about fugitive slaves and truant children. I regard depictions of children's physical movements (i.e. Pearl's stamping the ground or Topsy's turns) as minor performances that both highlight and resist the ideological linkages between (American) freedom and normative (white) development undergirding these narratives. Working at the intersections of Black Studies, Child Studies, and Performance Studies, I argue that these performances challenge the viability and desirability of U.S. notions of independence by calling attention to the sociality of mutual dependency and the lives of those who, though barred from development, nevertheless, grow.

**Sarah Hoiland**, Assistant Professor, Hostos Community College, Department of Behavioral & Social Sciences  
*Leader of the Pack: How One Women's Motorcycle Club Entered a Male-Dominated Subculture*  
Motorcycle clubs are defined by male membership and masculine characteristics surrounding individual identity and collective membership. A small, but significant number of female motorcycle clubs are part of this subculture. Members of women's motorcycle clubs come from all walks of life, but the notion of sisterhood is what creates a tight-knit group of women who thrive as a group. Through in-depth life history interviews with members and extensive participant observations, this project will describe the

collective identity and organizational hierarchy of the group, share the varied life history stories of members, and situate the motorcycle club within the larger subculture.

**María Julia Rossi**, Assistant Professor, John Jay College of Criminal Justice, Department of Modern Languages & Literature

*Queer Desire Is Not as Foreign as It May Seem. Translating Gay Literature in Latin America*

Translation involves a linguistic move but also cultural and ideological ones. What happens when literature involving sexual diversity is translated? And what is challenged when such texts are produced in cosmopolitan centers like London and translated in peripheral metropolises like Buenos Aires? How does this traffic of cultural goods involving sexual diversity challenge mid-twentieth century sexual imaginaries, both central and peripheral? My project focuses on translations depicting alternative sexual desires published in the continentally influential *Sur* magazine and publishing house. Close readings of translations reveal effects of censorship, prejudices, and creative ways for gay desire to speak its name.

**Henry Alexander Welcome**, Assistant Professor, LaGuardia Community College, Department of Social Science

*He's Dead, I Ain't: The Patriarchal Body and Possibility as Impossibility in the Stand-Up Comedy of Jackie "Moms" Mabley*

My research examines the ways in which oppression influences lived experiences of time. Oppressed individuals and groups are falsely led to believe that their lived experience is one of limited possibility. Privileged individuals and groups are falsely led to believe that their lived experience is one of extensive possibility. With existentialist thought as its lens, my project will frame the stand-up comedy of Jackie "Moms" Mabley—a very popular and influential Civil Rights era, black, queer comedienne—as a social and philosophical analysis of the false possibilities that are afforded to male and masculine heteronormative bodies in our patriarchal world.

## ENGLISH

### Mentor

**Carrie Hintz**, Associate Professor, Queens College, Department of English

### Fellows

**Anita Baksh**, Assistant Professor, LaGuardia Community College, Department of English

*An Archive of Silence: Indenture, Gender and Collective Memory*

Given that Indian indentured workers in British Caribbean plantation colonies in the late nineteenth and early twentieth centuries were often illiterate and could not speak or write English, their voices remain unheard in representations about their experiences. This paper argues that Indo-Trinidadian Canadian writer Ramabai Espinet's *The Swinging Bridge* (2003) intervenes in Caribbean historiography by offering a gendered perspective concerning Indian indentureship, foregrounding Indo-Caribbean women.

Drawing on postcolonial theory's ongoing engagement with colonial archives and archival practice, I argue that the novel functions as an alternative archive to the facts and raw materials found in official repositories of collective memory.

**George Fragopoulos**, Assistant Professor, Queensborough Community College, Department of English  
*The Desire of Letters: The Literary Correspondence of Laura (Riding) Jackson and Bernadette Mayer*

"The Desire of Letters: The Literary Correspondence of Laura (Riding) Jackson and Bernadette Mayer," examines a little known but important encounter between the aforementioned 20<sup>th</sup> century women poets. This project has two elements to it: the first is archival, and will include scholarly editions of these letters. The second part will take the form of a scholarly article that will examine the significance of this correspondence in terms of 20<sup>th</sup> century American poetics. The correspondence between (Riding) Jackson and Mayer can tell us much about the historical differences and similarities between modernist and postmodernist poetry and aesthetics.

**Miles Parks Grier**, Assistant Professor, Queens College, Department of English  
*Inkface: Othello and the Staging of Atlantic Literacy, 1604 -1855*

The corpses of Othello and Desdemona have always occasioned pronouncements about the character of women and of African men. My book project serves as a reminder that neither Moors nor women appeared in the earliest performances of *Othello* but were, instead, character types produced through cosmetics and costuming. The term "inkface" serves to reveal that Shakespeare and successors across two hundred fifty years treated black and white paint and cloth as versions of ink and paper and, thereby, linked the production of race and gender difference to the technology of writing. I argue that the playhouse practice of treating women as paper and men as ink helped audiences learn to see races and genders as distinguished by those who were meant to be readers and those who were meant to be read.

**Daly Guilamo**, Assistant Professor, Borough of Manhattan Community College, Center for Ethnic Studies  
*Paul Laurence Dunbar and Juan Bosch in Conversation: Jube Benson and Luis Pie Are One and the Same*

This manuscript compares Paul Laurence Dunbar's "The Lynching of Jube Benson" to Juan Bosch's "Luis Pie." Both short stories reveal the many ways in which U.S.-based African Americans' struggle against racism resonates with the undocumented Haitian immigrant experience in the Dominican Republic. The two writers portray lynching in a manner that critiques their own country's justice system, or lack thereof. Both stories' main characters ultimately suffer similar fates, alluding to similar oppressions throughout the African Diaspora. Ultimately, both writers' portrayal of lynching reflects a continuum of a legacy of irresponsible justice systems, backed by equally racist governments, in both the U.S. and the Dominican Republic.

**Robert Higney**, Assistant Professor, City College of New York, Department of English

*The Ends of Empire: Institutional Character and Modernist Realism*

"The Ends of Empire" examines the concept of the institution and the construction of character in the imperial British and Anglophone novel between 1900 and 1950. Accounts of the history of the novel in this period have found it difficult to move beyond a historical scheme that emphasizes modernism's turn inward and its break from Victorian authors' concern to represent total social worlds. Attending not only to canonical European writers, but also to authors from throughout Britain's empire, I argue that it is precisely by incorporating institutions into narrative that these modernists sustained, while modifying, the emphases of nineteenth-century realism. The project thus proposes new ways of drawing together a disparate set of 11 anglophone writers and of periodizing the history of the novel in the crucial period when English became a global literary language.

**Lucia C. Serantes**, Assistant Professor, Queens College, Graduate School of Library & Information Studies

*"[Print comics are] the closest thing you're going to get to holding an idea" (Shade, 24): Affordances of Comics Print and Digital Reading*

This proposal will expand on my doctoral dissertation, exploring the centrality of material features stemming from young adults' (YA) thoughts about their experiences of reading comics in print and digital formats. Three aspects are explored: 1) readers as conscientious objectors of technology; 2) the role of comics as objects and indexers in the reading experience; and 3) the act of collecting comics as the creation of an archive of the reader-self. I seek to further understandings about the role that reading in print still plays in the lives of YA readers, despite increased focus on youth and digital media.

**Tanya Zhelezcheva**, Assistant Professor, Queensborough Community College, Department of English

*The Praise of Things Felicitous: Thomas Traherne's Commentaries of Heaven and the Reinvention of Early Modern Encyclopedia*

This article provides a new reading of the unfinished alphabetically organized manuscript by Thomas Traherne (ca. 1638-1674), the *Commentaries of Heaven* (ca. 1673). It places the work in the context of the humanist commonplace book tradition, Baconian empiricism, and Cartesian rationalism. Bacon reimagines the purpose of the commonplace book: it should raise questions not accumulate sources. The article argues that Traherne uses Bacon's revision of the commonplace book and inductive method of thinking in order to resist the post-Cartesian culture of separation of thoughts and feelings. This analysis allows us to gain insight in the cultural forces in book formation.

## SOCIAL SCIENCES

### Mentor

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

### Fellows

**Zulema Blair**, Assistant Professor, Medgar Evers College, Department of Public Administration

*The Black Community and the NYPD: A Microscopic View of Their Training Guide*

After each racial incident that the NYPD is involved in, there are consistent calls for the re-training of police officers. Over the last fifteen years, 4million *Terry* stops, and 179 fatal shootings of unarmed individuals, one has to ask the question, what era triggered this form of policing; was this always there given the distrust that ensued between the Black community and NYPD, or was there something in particular that triggered this disconnect. Most likely, it is the curriculum. This paper will analyze the social and behavioral content that influences the NYPD curriculum development and its intended and unintended consequences.

**Shawna Brandle**, Assistant Professor, Kingsborough Community College, Department of History, Philosophy & Political Science

*Television News Coverage of Refugees in the US, UK, and Australia*

What does television news broadcast about refugees? Which countries' refugees get the most attention and is the coverage proportional to the actual number of refugees from those countries? How are refugees issues covered by television news – are refugee stories framed as human interest, humanitarian disasters, or international legal obligations of states? Does television news coverage of refugees differ across broadcasting countries? This paper seeks answers to these questions by comparing television news coverage of refugees across the American, British, and Australian cases from 2013-2015, using data from the UNHCR's annual reports as a baseline for refugee conditions in the world.

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

*Self and Subjectivity: Growing Up in a Middle Class Family in Istanbul, Turkey*

This paper focuses on the lives of Turkish women of a particular generation that came of age in the 1980s and analyzes the formation of a specific subjectivity in the intersection of 1) the legacy of Turkey's modernization project and its ideology of gender equality, 2) the impact of the country's transition to the open market economy in the 1980s on youth cultures, 3) urban, middle-class family structure, where husbands and wives have equal but separate roles and networks. This work will bring anthropological and psychoanalytic literature on self and subjectivity together to deepen our understanding of the personal and social conflicts an entire generation faces.

**Ozlem Goner**, Assistant Professor, College of Staten Island, Department of Sociology & Anthropology  
*A Social History of Power and Struggle in Turkey: State, Memory, Movements, and Identity of Outsiderness in Dersim*

This project analyzes the relationships between historical and everyday state formation and the making and remaking of the people and landscapes of Dersim, produced as the outsiders of state. A municipality composed of different minority identities, Dersim reveals both the nation-state formation in Turkey and the productions of movements and identities that challenge unitary visions of nationalism. Focusing on a historicity of a silenced massacre in Dersim in 1938, the project reveals how subjects transfer and transform history in different social movements, most notably the leftist movements of the 1960s and the Kurdish movement of the 1980s and 1990s. It is argued here that historicity is remembered and experienced in different ways and articulated at the conjuncture of local, national, and global relations of power and struggle.

**Amr Kamal**, Assistant Professor, City College of New York, Department of Classical and Modern Languages & Literatures

*Empire and Emporia: Fictions of the Department Store in the Modern Mediterranean*

My book offers a new reading of modern Mediterranean history and culture by shedding light on the role of 19<sup>th</sup>-century department stores in France and Egypt as urban spaces and literary symbols central to the creation of a pan-Mediterranean imaginary. Drawing on archival documents and literary works, I reconstruct the context of these sites, which reshaped the notion of citizenship in a region marked by the competition among the French, British, and Ottoman empires. I examine works by French and Egyptian authors—Emile Zola, Huda Sha'rawi, and Jacqueline Kahanoff—for whom the department store serves as a central image for the interrogation of personal, communitarian, national, and transnational identity.

**Diana Mincyte**, Assistant Professor, New York City College of Technology, Department of Social Science  
*Gender Politics in the Shadows: The Feminization of Informal Food Economies in Postsocialist Europe*

Through ethnography of informal raw milk markets in postsocialist Lithuania, this project examines the processes through which gender inequalities have been exacerbated in the context of European sustainable development reforms. It analyzes how poor women involved in semisubsistence economies respond to their criminalization and marginalization in the media and sustainable development policies, and how they deal with the stigma by seeking to pass as decent. Building on the insights from the informalities literature, I argue that these processes signal the emergence of the particular forms of racialization of gender politics and the deepening of the urban/rural divide in postsocialist Europe.

**Alexandra Moffett-Bateau**, Assistant Professor, John Jay College of Criminal Justice, Department of Political Science

*Re-Conceptualizing Membership in the Political Community*

This paper is concerned with redefining our understanding of what constitutes the political. Historically, mainstream political science has considered the political participation of people living below the poverty line to be virtually nonexistent. In contrast, policy feedback scholars have argued that people living in poverty do participate in politics but that their participation is significantly impacted by and organized

around the institutions they depend on for their financial well-being (Medicare, Medicaid, Social Security, the Supplemental Nutritional Assistance Program, etc.). This project intervenes in the space between these two narratives. My study looks at how the experience of living in public housing shapes the political identity and/or political participation of the individuals inhabiting those spaces. Using an ethnographic case study of a public housing project on the South Side of Chicago, ultimately, I reached a series of conclusions about the political impact of public housing:

- 1) The look and conditions of neighborhoods can dampen or encourage the political behavior of residents.
- 2) The spatial characteristics of neighborhoods—violence and aesthetics, for example—can determine how an individual describes and understands political engagement and whether or not they will become engaged.
- 3) The aesthetics of public housing play a fundamental role in structuring how women understand power in the American context and shape their political participation.

More broadly, this project successfully develops conceptual categories that provide the theoretical leverage needed to capture the politics of marginalized communities.

## **SOCIAL SCIENCES**

### **Mentor**

**Stephen Steinberg**, Distinguished Professor, Queens College, Department of Urban Studies

### **Fellows**

**Sarah Bishop**, Assistant Professor, Baruch College, Department of Communication Studies

*Model Citizens: The Making of an American throughout the Naturalization Process*

The goal of the proposed project is to offer a critical analysis of the print media involved in the U.S. naturalization process in order to elucidate the ways ideologies surrounding citizenship and nationalism are communicated to immigrant applicants in the United States. I intend to write a chronologically organized article that historicizes naturalization through a review of existing literature, examines of the N-400 form that comprises the naturalization application, investigates the visual and textual inclusions of the United States Citizenship and Immigration Services' *Guide to Naturalization*, and illuminates the sociopolitical role of the ceremony that concludes the naturalization process.

**Eduardo Contreras**, Assistant Professor, Hunter College, Department of History

*The Newcomers: Central Americans in a Pacific Coast Metropolis, 1910s to 1960s*

This article examines the historical experiences of Central American migrants settling in San Francisco between the 1910s and the 1960s. Propelled in part by U.S. economic undertakings and military intervention in the isthmus, they turned to this port city in pursuit of opportunity, safety, and survival. Historians have yet to consider the longstanding connection between U.S. corporate/military power and out-migration from the region. They have likewise neglected to historicize Central American lives in the United States. This essay thus unravels the linkages between U.S. imperial ambitions, constraints in

countries of origin, and migrants' personal aspirations. And it documents the emergence of a prominent Central American community in California long before the civil wars of the late twentieth century.

**Christian Gonzales**, Assistant Professor, LaGuardia Community College, Department of Social Science  
*Architects of Empire: U.S. Imperialism and the Making of Modern Indigeneity, 1763-1859*

My book manuscript *Architects of Empire: U.S. Imperialism and the Making of Modern Indigeneity, 1763-1859* investigates Cherokee, Choctaw, Seneca, and Mohegan efforts to contend with settler colonialism between the Seven Year's War and the Civil War. It argues that Natives shaped the development of American empire by directing processes of socio-cultural change within their communities. They controlled these processes by infusing Indigenous values and epistemologies into the cultural institutions and practices – like Christianity, formal education, and black slave holding – they adopted from the dominant society. Such manipulations produced modern Indigenous identities that supported the persistence of Native communities amidst the cultural and political change wrought by American expansion.

**Sophie Mariñez**, Assistant Professor, Borough of Manhattan Community College, Department of Modern Languages

*The Marassa Dynamics between Haiti and the Dominican Republic*

This project involves working on the *The Marassa Dynamics on an Island: Alternate Constructions of Haiti in Dominican Contemporary Literature*, a monograph that examines the dynamics between Haiti and the Dominican Republic through its literature. Most specifically, it focuses on Haiti in Dominican literature, from the colonial period to the present, it reviews negative stereotypes and excavates alternative paradigms with which to examine the relations between the two nations.

**Trevor Milton**, Assistant Professor, Queensborough Community College, Department of Social Sciences  
*Life After Prison: Ex-Convicts and the Reality of Prisoner Reentry*

As the American criminal justice system enters its fourth decade of panoptic police supervision, “tough on crime” adjudication, and mass incarceration, American society is now facing the mass community reentry of ex-prisoners—even after serving “life” sentences. How will these ex-prisoners fare in a world that they know so little about? Has our system of corrections succeeded in ‘correcting’ society’s most criminal members? With recidivism rates climbing as high as 80 percent for males in some municipalities, how do we expect ex-prisoners to reintegrate into the community without any relapses? This study will collect hundreds of hours of ethnographic interviews with ex-prisoners and then narrate the arduous experiences of avoiding carceral traps while attempting successful community reintegration.

**Elizabeth Nisbet**, Assistant Professor, John Jay College of Criminal Justice, Department of Public Management

*The Effects of Public Policy on Low-Wage Work*

This project will develop articles from research on home health and personal care aides working in homes. Policy shifts underway affect the home care sector in New York, including changes to Medicaid funding for services and labor regulations on compensation. Interviews (42) with researchers, interest

group representatives, and home care agency staff and a survey of aides concluding in December are exploring how the interplay of employer practices, policy, and industry characteristics affects work conditions. These data also shed light on how responsibilities for assuring labor protections and delivering care services are allocated across state, market, and other actors.

**Susanna Schaller**, Assistant Professor, City College of New York, Department of Interdisciplinary Arts and Sciences at the Center for Worker Education

*The Neoliberalization of DC: Business Improvement Districts, Progressive Planning and Place-Making in the Capital City*

Business improvement districts represent a strategy to restructure urban districts; their work is credited with reversing the decline of cities facing crisis and austerity. They refocused attention on the walkability, diversity, cultural capital and historical architecture of central city locations (Zukin 1995). Examining the Washington DC case, I argue that BIDs hailed as a progressive governance tool, in fact turn urban districts into “club goods” and reinscribe historically produced inequities in urban space (Warner 2012); I show how BIDs intensify conflict over urban space as they draw distinctive yet artificial boundaries between the commercial and residential spheres of neighborhood life.

## SOCIAL SCIENCES/ETHNIC STUDIES

### Mentor

**Vilna Bashi Treitler**, Professor and Chair, Baruch College, Department of Black and Latino Studies

### Fellows

**Allia Abdullah-Matta**, Assistant Professor, LaGuardia Community College, Department of English  
*Black Blood & Breath: Uncovering Coveted Words & Images*

This project explores the space(s) of Black women’s literary and visual texts that express “blood” (history/politics/culture) and “breath” (creative/artistic aesthetics) as combative discourse. The texts in this space uncover coveted words and images; this “uncovering” represents an interdisciplinary reading-practice of symbolism and imagery using an intersectional analysis, and diverse Black feminist, art historical, cultural studies, and African Diaspora epistemological standpoints. Situating art (Deborah Roberts & Sonia Boyce) and poetry (Sonia Sanchez and Ursula Rucker), this project addresses Blackness, an Africana body-politics and autonomy, and illustrates the complexities and politics of context, text, subtext, voice, image, and representation.

**Joshua Cohen**, Assistant Professor, City College of New York, Department of Art

*The “Black Art” Renaissance: African Sculpture and Modernism across Continents, 1905-1980*

My book tracks modernist appropriations of African sculpture by European and then African artists between 1905 and 1980. The book aims to show that the history of 20<sup>th</sup>-century European art cannot be considered in isolation from the history of 20<sup>th</sup>-century African art, and vice-versa. Taking Paris as its geographic nexus, the project explores significant correlations between culturally disparate artistic

practices. By chapter, the book's topics include: (1) Fauve encounters with so-called "art nègre" (1905-08); (2) Picasso's engagement with masks from Côte d'Ivoire (c 1912); (3) the Paris-based painting of South African modernist Ernest Mancoba (c 1938-59); and (4) state sponsored modernism in Senegal (1960-80).

**Keridiana Chez**, Assistant Professor, Borough of Manhattan Community College, Department of English  
*The Man-Eating Tiger: Wild Animal Politics and Colonial Indian Identity*

This article investigates how the figure of the tiger served as a contested site of the representation of Indian identity under British rule during the "long" nineteenth century. The colonized population resisted British imperialism with self-animalizing representations, asserting tigerness to contest the prevailing image of the emasculated Indian man. Yet the British also found the Bengal Tiger a useful figure to represent Indian men. Counterbalancing the portrayal of Indian men as effeminate vegetarians in need of British rule, the colonizers used the figure of the "man-eating" tiger to justify violent suppression.

**Kellie Carter Jackson**, Assistant Professor, Hunter College, Department of History  
*Force & Freedom: Black Abolitionists and the Politics of Violence*

*Force & Freedom* is the first book-length project to look into the lives, ideologies, and extraordinary leadership of abolitionist black Americans to explain the buildup to an intense political struggle culminating in the Civil War. I examine the political and social tensions preceding the Civil War and the conditions that led many black abolitionists to believe slavery might only be abolished by violent measures. I explore black abolitionists' shift from a campaign of moral persuasion of the 1830s to their push for more combative, intolerant, and violent strategies to end American slavery in the 1850s.

**Don Selby**, Assistant Professor, College of Staten Island, Department of Sociology & Anthropology  
*The Making of Human Rights in Thailand*

The book project studies the emergence of human rights in Thailand, emphasizing social actors' political and ethical experiments, articulating human rights with Buddhist morality, democratic struggles, and quotidian values like those valorizing motherhood. Based on 18 months of ethnographic fieldwork, the book examines ambiguities and disputes over the meaning and enactment of human rights, showing these disputes to define human rights in particular ways, and transfigure long-standing moral and political debates. Diverging from traditional (discursive and institutional), approaches to human rights, this book emphasizes social practice, arguing that much human rights work comes through showing, not just declaring, violations.

**Nicholas Rush Smith**, Assistant Professor, City College of New York, Department of Political Science  
*Resisting Rights: Vigilantism and the Contradictions of Democratic State Formation in Post-Apartheid South Africa*

Despite undergoing a celebrated democratization, enacting a lauded constitution, and transforming its legal institutions, vigilantism is a major public policy challenge in South Africa. The same is true for other transitional democracies. Why is vigilantism so common in South Africa? What does it reveal about difficulties in developing the rule of law? Based on nearly 20 months of field research and

overturning conventional wisdom, my book project argues that vigilantism is not the result of state failure. Instead, vigilantes challenge the extension of the state, and particularly the extension of rights. Such arguments have important implications for democratizing states everywhere.

**Sean Weiss**, Assistant Professor, City College of New York, Spitzer School of Architecture  
*Engineering, Photography, and the Construction of Modern Paris, 1857-1910*

This book examines the photographic practices of civil engineers during the dramatic urbanization of Second Empire (1852-1870) and early-Third Republic (1870-1940) Paris. It argues that engineers shaped the capital's public perception during a period of radical social and physical urban change. As engineers constructed vast infrastructural systems for circulating people, capital, and resources, they also established networks for publicizing their building campaigns by disseminating photographs at universal expositions, in publications, and the press. As photographs of colossal engineering projects circulated, the images helped construct official state spectacle, eclipsing the social upheavals that accompanied the city's seismic urban transformation.

## SOCIAL SCIENCES

### Mentor

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

### Fellows

**Kathleen Tamayo Alves**, Assistant Professor, Queensborough Community College, Department of English

*Body Language: Medicine and the Eighteenth-Century Comic Novel*

This project considers the intersections of eighteenth-century medical discourse and the comic novel. Medical claims of the fixity of gender and the inherent weakness of women saturated the cultural imagination of the 1800s. My work explores how the female body in comic works is expressed through Enlightenment medical language and aims to complicate the simplification of medical and literary discourse as purely reinforcing patriarchal ideology. By examining the appropriation of medical elements in the comic novel, I suggest that comic works reintegrate women's experiences in medical and cultural history as a corrective to the ostensible objectivity of the sciences.

**Natalie (Tasha) Kimball**, Assistant Professor, College of Staten Island, Department of History

*An Open Secret: The History of Unwanted Pregnancy and Abortion in Highland Bolivia, 1952-2010*

I propose to revise my book manuscript for publication. The book traces the history of unwanted pregnancy in Bolivia from 1952-2010. I examine policies on and social attitudes toward reproduction alongside women's personal experiences with pregnancy across periods of revolution, dictatorship, and redemocratization. I focus my analysis on La Paz and El Alto, cities marked by tremendous ethnic and cultural diversity and whose inhabitants utilize health practices from both western and Andean

traditions. This project demonstrates that women's reproductive experiences shaped both the evolution of health policy and changes in health care provisioning in Bolivia.

**Catherine Ma**, Assistant Professor, Kingsborough Community College, Department of Behavioral Sciences & Human Services

*Dodging Booby Traps: How the Breast is Best Ideology Undermines Maternal Breastfeeding Efforts*

With few mothers reaching the long-term breastfeeding goals set by the American Academy of Pediatrics, little emphasis has focused on the role of breastfeeding promotion in maternal breastfeeding efforts. Our multi-method study found that the Breast is Best ideology encouraged a reliance on outside breastfeeding experts which ironically, undermined maternal breastfeeding efforts. When mothers listened to their own bodies and trusted their instincts, they were more likely to have positive experiences and breastfed longer. We aim to create a new model of breastfeeding education that fosters maternal confidence as mothers learn to value that breastfeeding expertise can emanate from within.

**Emily Anne McDonald**, Assistant Professor, John Jay College of Criminal Justice, Department of Anthropology

*Risky Embodiments: Surgery and Travel in the 'Paris of South America*

This is a proposal to pursue work on a book project entitled *Risky Embodiments: Surgery and Travel in the 'Paris of South America*. The book explores the global market in "medical tourism" focusing on U.S. patients traveling to Buenos Aires. Through ethnographic fieldwork with patients, doctors, nurses and hospitals, I demonstrate that medical tourism emerges as the latest incarnation of a colonial-era project of circulating and intervening upon bodies in the effort to imagine nations, secure territory and produce biocitizens.

**Hyeyoung Oh**, Assistant Professor, Lehman College, Department of Sociology

*Healthcare Experiences of Low Income and Working Class Racial Minorities in NYC Post-Obamacare*

This project investigates the healthcare experiences of low income and working class racial minorities – a population associated with poor access to care and poor health outcomes in sociological scholarship – living in NY after the passage of the ACA. Utilizing ethnographic and interview methodology, this study examines whether this population is experiencing improvements in healthcare access and outcomes post-Obamacare. This is a multi-year project with the first stage of data collection (interviews n=30) complete. I will dedicate the Spring to synthesize this interview data into an article, which will be submitted for publication to a top general Sociology journal.

**Lili Shi**, Assistant Professor, Kingsborough Community College, Department of Communications & Performing Arts

*On Politics of Diasporic Belonging and Authenticity: A Transnational Feminist Inquiry on New York Chinatown Women's Transnational Birthing Experiences*

In the investigator's previous study on a feminist conceptual framework of acculturation and gender identity for New York Chinatown women – a CUNY DPDF project in 2013 – excessive narratives on pregnancy, birthing, and postpartum care were volunteered by the interviewees without being

specifically asked. In this study, the investigator revisits these data in the lens of transnational feminism to highlight women's birthing experiences in Chinatown as a significant diasporic gendering moment, where birthing experience is not just ethno-medical, but also politically transnational. She proposes three transnational feminist problematics at work that complicate these women's diasporic belonging: 1) authenticity in Chinese diasporic birthing knowledge and experience, 2) Chinatown as a psychological and emotional space of paradoxical diasporic belonging, and 3) the intra-diasporic (regional, generational, class) differences actively negotiated and expressed within transnational birthing experiences.

**Esther Son**, Assistant Professor, College of Staten Island, Department of Social Work

*Understanding the Health Care Experiences of Asian Children with Special Health Care Needs on Health Care Access, Service Utilization, and Quality of Care*

US minority children experience worse health care access, service utilization, and quality than White counterparts. However, research has focused on Hispanic and African American children. There is a paucity of information on health care experiences of Asian American children with special health care needs (CSHCN). This study used mixed methods to examine the health care experiences of Asian CSHCN. Asian CSHCN experience significant disparities in receipt of high-quality health care compared to White CSHCN. Parents of Asian CSHCN face challenges of interacting with health care providers. Implications for social work policy and practice will be highlighted by interpreting the findings.