



FACULTY FELLOWSHIP PUBLICATION PROGRAM (FFPP) 2016-2017

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 2016-2017:

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

Louis Bury, Assistant Professor, Hostos Community College, Department of English

What Poetry Are We Going To Write

This creative non-fiction book project, *What Poetry Are We Going to Write*, takes its title from a line in Jack Spicer's "A Poem Without a Single Bird in It." Weaving together poetry criticism, art criticism, and

autobiography, the book meditates on how individuals make decisions in the face of large, seemingly intractable dilemmas. In particular, the book examines art with an ecological bent as a way to think through the often-paralyzing collective action problems that lie at the heart of anthropocentric climate change. However, rather than pretend art can offer any easy answers, I suggest that, in its openness to uncertainty, art models an attitude toward the future that can help us better negotiate the precarity of the present.

Sean Edgcombe, Assistant Professor, College of Staten Island, Department of Performing & Creative Arts

A Queer Bestiary: Ritual Anthropomorphism Resurrected in Contemporary Queer Performance

My project is the first to consider how contemporary queer performance artists have included historic rituals of anthropomorphism and animal symbolism in their work. In examining five diverse queer performers from around the globe, this manuscript unpacks how the symbolic and ritual notions of animals in various cultures, from sacred idols to scapegoats, have been layered into selected contemporary performances. I argue that queerness has existed since ancient times (as *sacred ambivalence*) while also shedding light on how these antecedents might further illuminate inspired contemporary queer performances and inversely how such traditions may be read retroactively in a queer context.

Crystal Endsley, Assistant Professor, John Jay College of Criminal Justice, Department of Africana Studies

Girl Gone Global: Performance and Poetry Meets Girls' Rights Policy

Girl Gone Global is a project that positions the writing and poetry performance of girls of color around the world in dialogue with the policy and social issues affecting them. My objective is to explore and analyze the impact of a creative writing and arts programs that centralizes writing and performance as tools of social change in the lives of participating girls. *Girl Gone Global* features data collected from Ethiopia, Tanzania, and a refugee program in the United States.

Ellen Mareneck, Assistant Professor, Bronx Community College, Department of Communication Arts & Sciences

Teaching Theatre Arts at BCC: Lessons from the Field

In teaching our Introduction to Acting Course at Bronx Community College, the faculty are faced with one overarching question: How do we teach a course that encompasses a foundational level of acting and theatre knowledge to students many of whom have never seen live theatre, nor are familiar with the typical Western theatrical canon? In my proposed study, I describe the intersection of formal acting techniques (improvisation, character exploration, mask work) as a method to connect historical and global styles to students' lived realities and knowledges.

Benjamin Miller, Assistant Professor, Queensborough Community College, Department of English

The History of Push Pin Projects in Television and Cinema

This article is a researched history of a media trope and its relation to audience desire. "Crazy Walls" or what I call "Push Pin Projects" (PPP) are often essential devices for cinema and television storytelling. The trope involves a heroic investigator piecing together criminal conspiracies with simple office

supplies. The hero pins photos on a board, and tries to bring individuals or institutions to justice. By researching the history of this trope as it appears in television and cinema, I argue this now ubiquitous trope is an expression of audience desire for transformational politics in 21st century life.

Sarah Ohmer, Assistant Professor, Lehman College, Department of Latin American, Latino and Puerto Rican Studies & Africana Studies

When Spiritual Healing Meets Text: New Approaches to Literature by Black Women in Cuba, U.S. and Brazil

This fellowship funds the development of a new scholarly article for a peer-reviewed journal, and the completion of a current book manuscript. The project narrative below presents scholarship that will contribute to literary criticism, gender studies, and African Diaspora studies, with the study of Black women's literature from Cuba, Brazil, U.S., and a new framework for literary analysis and trauma narrative studies. The project narrative also outlines how writing group meetings, senior faculty guidance, and a course reduction will support the successful publication of an article, and a book manuscript completion to disseminate globally relevant research on Black women's traumas.

EDUCATION

Mentor

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

Fellows

Laura Ascenzi-Moreno, Assistant Professor, Brooklyn College, Department of Childhood, Bilingual & Special Education

How We Listen to Emergent Bilingual Readers in Elementary School: Fashioning the Reading Assessment Process for Linguistic Diversity

For too long, the most prominent literary scholarship has ignored the needs of emergent bilingual students, or those students who speak two or more languages. Nowhere is it more important than for teachers to understand the intersection of multilingualism and schooling than in reading development. Reading is the cornerstone of schooling. I plan to address this gap in scholarship by preparing a manuscript on how teachers adapt and use data from reading assessments to support emergent bilinguals' reading development in elementary school. This work will foster diversity by bringing voices of teachers who work with emergent bilinguals to the table.

Carmen Brown, Assistant Professor, Hunter College, Department of Curriculum & Teaching
The Efficacy of a Methods Course Assignment to Support the Requirements of a Teacher Performance Assessment

With the requirements to become certified to teach in New York State becoming more demanding, there is a renewed effort to prepare teacher candidates. In addition to passing certification exams, teacher candidates are expected to demonstrate a meaningful level of content and pedagogical

knowledge through a portfolio-based teacher performance assessment (edTPA). To support the alignment of coursework with the edTPA, the purpose of this inquiry was to determine the efficacy of redesigned assignments in existing methods courses. The analysis revealed that although the teacher candidates perceived the assignments as valuable in supporting the edTPA, they had suggestions for improvement.

Kirsten Cole, Assistant Professor, Borough of Manhattan Community College, Teacher Education Department

Talking about Race and Racism with Young Children: Teachers and Families Learning Together

In an era when awareness of race and the insidious effects of racism are at the forefront of our national conversation, early childhood teachers and families must find ways to provide young children with a culturally and developmentally appropriate approach to learning about racial identity and the impact of racism on our world. Many teachers and parents feel unequipped to guide children in this critical component of their growth and learning. This research will document the work of early childhood teachers to design curriculum that addresses these topics and their efforts to partner with families in this important conversation.

Cara Kronen, Assistant Professor, Borough of Manhattan Community College, Teacher Education Department

Middle Class Parents, School Choice, and Urban Public Schools

Gentrification literature in certain cities has focused on middle-class parents who, believing that there will be improvement in an urban neighborhood and its schools, move into a city (Cucchiara, 2013; Makris, 2015; Posey-Maddox, 2014; Stillman, 2012). This project focuses on middle-class parents who choose to send their children to schools in Yonkers, New York, a struggling, high-poverty urban school district with a poor reputation. This work uses data from interviews to explore why a small subset of middle-class parents, who are generally thought to have other options (Ball, 2003; Carter, 2012; Kahlenberg, 2001) remain in a struggling public school system, what they look for in schools, and how they negotiate school choice.

Xuchilit Perez, Assistant Professor, Hunter College, Department of Special Education

Teacher Preparation and Context in Urban Settings

Despite the reform efforts and progress of equity minded teacher education programs to better equip teachers to teach in urban settings, research continues to report a pressing need for high quality teachers who understand the need for culturally-responsive teaching. Faced with structural forces working against historically underserved students, scholars and researchers expect teacher education to address inequalities through the promotion of multicultural education coursework and student-teaching placements in urban settings. This qualitative study used interviews and observations to trace four participants' perceptions about their student-teaching experience in inclusive, urban classrooms and their opportunities to learn within this context.

Ting Yuan, Assistant Professor, College of Staten Island

(Re)authoring the Dialogic Selves: Digital Literacy Creations in an Urban Classroom

My research examines early elementary students' experiences in the interplay of remixed conventional and digital literacy practices (e.g., digital storytelling)—how these practices might coexist, mutually influence each other, and (re)shape the early childhood literacy teaching and learning of today. In this proposal, I outline a manuscript based on an ethnography in a second grade urban classroom. My situated analysis illustrates “low-performing” young students’ (re)appropriations of curricular, cultural, and technological symbolic resources, as they negotiated their literate identities in the classroom. The findings point to theoretical and pedagogical implications in leveraging and expanding students’ multimodal literacy repertoires for inclusivity and diversity.

ENGLISH

Mentor

Moustafa Bayoumi, Professor, Brooklyn College, Department of English

Fellows

James Cantres, Assistant Professor, Hunter College, Department of Africana and Puerto Rican/Latino Studies

A Rush of Wind to the Head: West Indian Migrants and the End of Empire in London, 1948-1970

This project examines patterns of identification that developed among the Caribbean migrant community in post-war London. Covering the period from the arrival of the *SS Windrush* from Jamaica in 1948 to Member of Parliament Enoch Powell’s infamous “Rivers of Blood” speech in 1968, this project situates the development of networks of communication and Caribbean radical politics both in the metropole and abroad. *A Rush of Wind to the Head* categorizes the mechanisms by which migrants reconfigured pan-Caribbean consciousness. This study explores how identity developed into the following: organic collective action, political mobilization, manifestations of shared consciousness, and patterns of communication. These mechanisms developed concomitantly alongside burgeoning racialized consciousness, which emerged from the experience of alienation and discrimination in Britain. Ultimately, the hostile environment in London shocked the migrants out of their colonial island identities, and their collective trauma then contributed to the making of a new post-colonial, metropolitan identity.

Régine Joseph, Assistant Professor, Queens College, Department of European Languages and Literatures
Culture & Duvalierism: The Haitian Renaissance of the Turbulent Sixties

Culture and Duvalierism investigates the mounting tension between literary expression and the suppression of radical politics within Haiti at the height of the Cold War. It focuses on the literary generation that emerged under the dictatorship and state-sponsored violence of François Duvalier at the turn of the 1960s, in order to explore how aesthetic forms develop under highly politicized contexts. With close readings of archival material, the poems of *Haiti Littéraire*, and the novels of established

writers Jacques Stéphen Alexis and Marie Chauvet as well as emerging literary voices Nadine Magloire and Frankétienne, this study considers how the turbulent sixties compelled writers to reassess the literary conventions and ideologies of prior generations. By attending to issues of form, expression and representation, *Culture and Duvalierism* shows, in specific terms, how this decade of “siege” ushered in new possibilities for the 21st-century Haitian novel.

Tshombe Miles, Assistant Professor, Baruch College, Department of Black and Latino Studies

Not So Black and White: Making Race, Power, Nation and Abolition in Ceará Brazil, 1838-1884

This book explores the multiple responses against slavery and racial oppression in Ceará, the first state in Brazil to abolish slavery (1884). It documents the elites, and the popular class had a different understanding of slavery and racial oppression and defended the abolition of slavery for various reasons. Moreover, this study compares and contrasts how people of African ancestry and self-identified white elites imagined what life after slavery would become. My work is one of the first studies to document the various processes of how slavery ended in Ceará, given different actors.

Elizabeth Toohey, Assistant Professor, Queensborough Community College, Department of English

If Walls Could Talk: Reading the Illegible Arab in Laurent Cantet’s *Entre les murs*

This project examines the 2008 film *Entre les murs*, acclaimed for its depiction of an inner-city Parisian classroom as a battleground between a European male teacher and his largely immigrant students, and its casting of local adolescents alongside the former teacher François Bégaudeau, from whose autobiographical novel the film was adapted. My work considers the intersections of prevalent themes in postcolonial and post-9/11 literature as they have saturated the current cultural imagination, exploring particularly the representation of Arab immigrants as “other,” the use of language to enculturate and dominate, and the motif of surveillance, as they appear in this film.

Ilgin Yorukoglu, Assistant Professor, Borough of Manhattan Community College, Department of Social Sciences, Human Services and Criminal Justice

Acts of Belonging: Perceptions of Citizenship among Queer Turkish Women in Germany

Especially since the terrorist attacks of September 11, 2001, the mainstream discourse on integration and multiculturalism operates on an idea of “clash of civilizations” and sexual and feminist politics have been utilized in the service of this narrative. This narrative has only strengthened after the more recent terrorist attacks in Europe. “Integration measures work hand in hand with the ‘war on terror’.” *Acts of Belonging: Perceptions of Citizenship Among Queer Turkish Women in Germany* suggests that this framing of a “clash of civilizations” is not only a misunderstanding but also an exploitation of what belonging means. This work aims to change the main question by asking “how do we belong” instead of ‘where’ or ‘who’. Using “belonging” as an idea through which other concepts can be discussed it develops general insights about how coherence, diversity, conflict, belonging and security relate to each other.

Meryem Zaman, Assistant Professor, Borough of Manhattan Community College, Department of Social Sciences, Human Services and Criminal Justice

Conflicting Patriarchies: Pakistan and the Islamic Revival

Islamic revivalist movements' incorporation of women as members in urban Pakistan is the cause of a contentious discourse which plays out in newspapers, TV shows, and everyday encounters. Urban Pakistanis paint piety movements as promoting regressive gender roles, while female members of these movements describe significant daily conflicts related to their participation. This paper explores the ways in which Pakistani piety movements conform to and modify existing ideals of gendered virtue. I make the argument that it is these movements' framing of women as individual moral agents that creates conflicts around female participation in piety movements in urban Pakistan.

ENGLISH

Mentor

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

Fellows

Amanda Almond, Assistant Professor, New York City College of Technology, Department of Social Science

The Impact of Microaggressions, Self-Care, and Self-Compassion on the Empowerment of Women-Identified Graduate Students and Early Career Psychologists

Women enrolled in graduate programs for health service psychology through professionals within the first 10 years of their careers are being investigated. Measures include multi- and intersectional microaggression in their institution or workplace; self-compassion; self-care behaviors; psychological empowerment at work; and physical and mental health. Hypotheses include microaggressions predicting decreased feelings of women's empowerment/flourishing; Self-compassion and self-care as mitigating microaggressive experiences to promote feelings of empowerment and flourishing; and self-compassion and self-care predicting higher levels of career satisfaction and empowerment. The scope of this research is to identify the organizational structures and individual responses to gender, racial, age, disability, mothering, and sexual orientation microaggression from colleagues that contribute to the resilience of women in psychology across the career span.

Jillian Hess, Assistant Professor, Bronx Community College, Department of English

Archival Forms: Commonplace Books, Scrapbooks, and Other Nineteenth-Century Technologies

My project offers a theory of technological development based on nineteenth-century commonplace books, which were personal collections of quotations and information. Between 1790 and 1900 the tradition evolved from handwritten quotations in blank books to cut-and-pasted newspaper clippings in scrapbooks. Simultaneously, the quotations readers recorded changed dramatically. While Romantic writers liberally revised the words (and often the meaning) of texts they transcribed into their commonplace books, Victorians endorsed a growing celebrity culture as they preserved cartoons and

photographs of their favorite writers alongside quotations. My project demonstrates how new systems for arranging gathered information in commonplace books facilitated stylistic trends.

Sharmila Mukherjee, Assistant Professor, Bronx Community College, Department of English
Episteme of Inequality: Wealth-Formation in Postcolonial India

Aravind Adiga's 2008 Man Booker Prize-winning novel, *White Tiger* has been hailed as a paradigmatic narrative of postcolonial wealth-formation in the 21st century, and as a novel that speaks to the "shining" India of globalization in its transformative moment of an emergent centrality on the global stage. I argue that *White Tiger*, by using multiple discourses is also a transnational novel whose primary motive is to offer a trenchant critique of global neoliberalism, and its underlying epistemes of violence and inequality. The novel, I claim, projects the 21st century postcolonial nation of India as Capital's colony – a thriving and free "market," if you will – whose well-being, in turn, I predicated on the phagocytizing of the human capital of the other India that is hidden from the gazes of those who admiringly gawk at "shining" India of Capital.

A. Lavelle Porter, Assistant Professor, New York City College of Technology, Department of English
The Blackademic Life: Academic Fiction, Higher Education and the Black Intellectual

The Blackademic Life: Academic Fiction, Higher Education and the Black Intellectual is a study of the academic novel as a central component of African-American literary and intellectual culture. In this study I examine how some of the most noteworthy black writers, including Sutton Griggs, Nella Larsen, W. E. B. Du Bois, Ralph Ellison, Paule Marshall, Alice Walker, Percival Everett, and others, have used this genre as a means to disseminate representations of black intellectuals, to aestheticize the black educational experience, and to critique the university as an institution.

Sohomjit Ray, Assistant Professor, College of Staten Island, Department of English
The Spectacle and the Specter: Same-Sex Desire in Neoliberal India

In 1991, the Indian economy underwent extensive liberalization, with changes like greater deregulation and privatization becoming commonplace. In the following years, representations of same-sex desire became more visible and more prevalent in the cultural and literary landscape of India. In *The Spectacle and the Specter: Same-Sex Desire in Neoliberal India*, I view these two developments to be interrelated, and offer readings of literary and cultural texts written in English, Hindi, and Bangla to understand, clarify, and track the effects of these interrelations in the Indian public sphere. I argue that representations of same-sex desire in India after 1991 emphasize and replicate the neoliberal rhetoric of individuality and personal responsibility, and circumscribe the possibility of social and economic justice for sexual minorities.

Andrea Silva, Assistant Professor, York College, Department of English
Paratextual Remediation in the Early English Book Trade

Paratextual Remediation the Early English Book Trade seeks to demonstrate the value of nonauthorial paratexts for the study of the early modern book trade and the remediation of new and emerging technologies. This book examines paratexts designed and produced by printers and booksellers and the unique user/marker relationships between these "print agents" and their readers, calling attention to

the ways paratexts both reinforced and subverted cultural capital. By establishing print agents as producers of knowledge and tastemakers, this book proposes new ways to evaluate and contextualize the labor of mediation within and beyond the early modern period.

ENGLISH

Mentor

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

Fellows

Lisa Blankenship, Assistant Professor, Baruch College, Department of English

Changing the Subject: A Theory of Rhetorical Empathy

In this book project I explore empathy as a stance and strategy of engaging across marked social differences. I define *rhetorical empathy* as a choice and habit of mind that invents and invites discourse informed by deep listening and its resulting emotion and is characterized by narrative and personal experience. I conduct rhetorical analysis of online texts that feature discursive engagement across difference, focusing on gay rights rhetoric and the social media presence of Humans of New York, offering alternatives to win-at-all-costs rhetoric for public engagement as well as classroom practices.

Rosanne Carlo, Assistant Professor, College of Staten Island, Department of English

The Ethos Appeal: Material and Place-Based Approaches

“The Ethos Appeal: Material and Place-Based Approaches” provides an overview of the history and usage of ethos, and offers a theory that expands this usage through analysis of professional and student nonfiction writings on material objects and places. I argue that rhetorical ethos is not only an appeal connected to style, voice, and ethics, but also a process of habituation, related to our practices of everyday interaction in places and with things. I further discuss how rhetorical ethos, constructed in material and place-based writings, encourages identification(s) between reader and writer that aid in communication across cultural, racial, and ideological differences.

Jennifer Maloy, Assistant Professor, Queensborough Community College, Department of English

Supporting Translingual Writing at Linguistically Diverse Community Colleges

My project argues the importance of implementing translingual approaches to composition in community college writing programs. As the linguistic diversity of community colleges continues to increase, two-year writing programs must rethink the design of their programs to ensure that all multilingual students are supported, particularly in entry-level developmental and ESL courses. My project expands research I have conducted on the linguistic backgrounds of CUNY community college students across two semesters and combines it with qualitative interview data to argue community colleges implement self-directed placement of students to ensure their language diversity is respected and engaged in writing classrooms.

Jorge Matos, Assistant Professor, Hostos Community College, Library

The Narrative of Race in the Willowbrook State School, New York 1947-1975

This article proposes to revise the historical narrative regarding the infamous Willowbrook State School in Staten Island, New York. In 1972, Willowbrook was the nations' largest mental institution and is canonized in Disability Rights history as a pivotal milestone. The same year, a nationally televised scandal revealed the horrible living conditions which existed for over five thousand children and adults. But less known is that a disproportionate number of its residents were of Puerto Rican and African-American descent. This article will interrogate the silences and erasures of both groups within this narrative in Disability Studies, Puerto Rican/Latino Studies and African-American Studies. Despite a foundational ethos of liberation and empowerment sustaining all of these fields, continuing representational silences of disabled bodies of color persist. Their silence underscores the necessity of reassessing the historical memory of these disciplines and the social movements from which they originated.

Olivia Moy, Assistant Professor, Lehman College, Department of English

A Gothic Inheritance: Ann Radcliffe and the Victorian Poets

A lonely damsel's imprisonment within a castle or convent cell; the eavesdropping of a prisoner next door; the framed image of a woman with a mysterious past. These are familiar themes of 1790s British gothic novels, which exploded onto the scene with milestone works like Ann Radcliffe's *The Mysteries of Udolpho* and Matthew Lewis' *The Monk*. They are also key features, however, of canonical nineteenth-century poems, from Tennyson's "Mariana" to Browning's "My Last Duchess." While most scholars recognize gothic poetry only in a small subset of poems that include ghosts, graveyards or superstition, I argue that gothic tropes became definitive of what we now regard as quintessentially "Victorian" poetic forms: the dramatic monologue, women's sonnets, and Pre-Raphaelite picture poems. *Ann Radcliffe and the Victorian Poets* explores feminist arguments and interdisciplinary crossings between painting and poetry, focusing on both canonical and lesser-known poems of major Victorian poets. Close reading fiction by Ann Radcliffe, Matthew Lewis and Mary Wollstonecraft, and poems by Robert Browning, Elizabeth Barrett Browning, Christina Rossetti, D. G. Rossetti, and G. M. Hopkins, I offer a revisionist history that demonstrates how innovations in Radcliffe's 1790s sensation fiction contributed to the evolution of major Victorian verse forms.

Simon Reader, Assistant Professor, College of Staten Island, Department of English

Notework: An Aesthetics of Inquiry

Notework proposes a new method for interpreting nineteenth-century archival materials in light of twenty-first century reading and writing practices. Instead of seeing authors' notes as meaningful only when they are located in a timeline leading to a novel, poem, or other published work, I approach them as examples of a coherent genre. Theorizing the notebook as a "shelter of inconsequence," this project draws upon the seemingly unrelated fields of queer theory and book history in order to elaborate an aesthetics of open-ended inquiry and non-systematic documentation.

SOCIAL SCIENCES

Mentor

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

Fellows

Matthew Crain, Assistant Professor, Queens College, Department of Media Studies

First Watch: The Rise of Surveillance Advertising

This book manuscript gives internet surveillance a much needed origin story by chronicling the development of its most important historical catalyst: web advertising. Set in the 1990s, the project offers an institutional history of the online advertising system and considers the political-economic and social consequences of the web's embrace of consumer monitoring. Drawing on a range of primary sources from government, industry, and the press, I argue that the true legacy of the dotcom era is the concentration of massive surveillance capacity in corporate hands and the generalization of commercial monitoring across digital platforms. Drawing upon a political economy of media framework, the rise of surveillance advertising is contextualized within the structural imperatives of capitalism.

Tomoaki Imamichi, Assistant Professor, LaGuardia Community College, Department of Social Science

Perceptions of Nuclear Energy and Radiation in Japan

The topic of perceptions of nuclear energy and radiation in Japan is highly interesting viewed from the current situation and from a historical context. Having grown up in Tokyo, Japan, and given my background in Environmental Psychology, I have closely followed the unfolding of the Fukushima Nuclear Disaster. Part of my project includes a web-based survey of 300 Japanese-speaking participants on the perceptions of nuclear energy and radiation in Japan. Preliminary findings have been presented at the 2016 International Congress of Psychology and I am hoping to further develop into articles for submission to an academic journal.

Kiran Jayaram, Assistant Professor, York College, Department of History and Philosophy

Hitting the Books and Pounding the Pavement: Haitian Educational and Labor Migrants in the Dominican Republic

My book project provides the first major anthropological treatment of Haitian university students and urban workers in contemporary Dominican Republic. It asks: what do migrant lives reveal about a globalized country's political economy and migrant-resident relations? Using ethnographic data, I argue that educational migrants were motivated more by a desire to improve Haiti and help their families than by market calculation or cosmopolitanism. In contrast to prevailing understandings of Haitian-Dominican scholarship, labor migrants' knowledge undermines explanations of their lives based upon xenophobia or market-driven models of migrant incorporation. This work contributes to anthropologies of political economy, the state, and mobility.

Elia Machado, Assistant Professor, Lehman College, Department of Earth, Environmental, and Geospatial Sciences

Risk Preparedness and Perception in Rural Guatemala: Implications for Disaster Risk Reduction

It is now well established that disasters result from interacting physical and social processes. Among these, risk perception and preparedness are key determinants of human behavior through all disaster phases, and hence risk reduction. Yet much less is known about the specific factors shaping risk perception and preparedness and how they modulate vulnerability to disasters where it is often the highest: developing countries. My goal for the FFPP is preparing a manuscript for submission presenting the findings of a collaborative project using focus groups and questionnaires to examine these critical issues in Santa Catarina Ixtahuacán, a rural municipality in Guatemala.

Mary Anne Madeira, Assistant Professor, Queens College, Department of Political Science

Power Hierarchies and the Development of South American Regionalism

How has the distribution of power within and outside of South America affected by the region's politician and economic integration processes. This book chapter, an invited contribution to a book on power and regionalism, draws upon theories of international politics and regional integration developed in the context of other regions, and assesses their utility in understanding the power dynamics of regional integration in South America. I consider the role of the global hegemon, the United States, as well as the role of the aspiring regional hegemon, Brazil. I also analyze the ways that secondary powers in South America both contest and legitimate Brazilian leadership in MERCOSUR and other regional organizations.

Keisha Thompson, Assistant Professor, Kingsborough Community College, Department of Behavioral Sciences and Human Services

Unearthing Black Identity in the Twin Island Republic of Trinidad and Tobago

This project focuses on the 1970 Black Power Revolution in Trinidad and Tobago. There seems to be a pronounced silence about the events of that year and its subsequent effects. Subsequent generations have little to no knowledge of this movement and have been socialized to believe that race does not play an important role in Caribbean society. By utilizing interviews, newspaper accounts and other published material, this project seeks to understand that silence, and begin to document the experiences and perceptions of the revolution and its implications so that this historical information is not lost for generations to come.

SOCIAL SCIENCES

Mentor

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

Fellows

Kristopher Burrell, Assistant Professor, Hostos Community College, Department of Behavioral and Social Sciences

Outsmarting Racism: Black Intellectuals and Theorizing Northern Racism, 1945-1968

This book manuscript studies the diversity of black intellectual thought in New York at midcentury, and is guided by three questions. How did black intellectuals theorize northern racism? In what ways did they think about racial discrimination in New York as similar and difference from the South? And how did a movement for racial equality function somewhere that prided itself on liberal principles? While New Yorkers take pride in the city's cosmopolitanism, it rarely seemed a liberal bastion for blacks. Therefore, black intellectuals used the city's reputation to challenge political officials to make good on their expressed liberal values.

Michelle Holder, Assistant Professor, John Jay College of Criminal Justice, Department of Economics

Afro Latinos in the U.S. Economy

The book project *Afro Latinos in the U.S. Economy* will outline the current position and status of Afro Latinos in the world's largest economy. Very little research has been thus far disseminated in the field of economics on the contributions of Afro Latinos to U.S. productivity. While this group constitutes a comparatively small segment of the U.S. population, they form the nexus between this country's two largest minority groups – African Americans and Latinos. The goal of this book is to provide a foundation in the economic dimensions of Afro Latinos in the U.S. which can be used to supplement research conducted on this group in other major social science disciplines.

Crystal Jackson, Assistant Professor, John Jay College of Criminal Justice, Department of Sociology

Friendship and Social Support as Strategic Resistance to Criminalization for Politically Active U.S. Sex Worker Rights Advocates

This article will show that friendships between sex worker rights activists and organizers can be considered powerful "wins" of organizing efforts. My research is grounded in a growing critique of the overemphasis in academic work of both unions and of disruptive protest as the zenith of worker rights efforts. Drawing on participant observation at a 2010 national sex worker rights conference and 17 semi-structured interviews conducted in 2011-2012 with attendees, I will illustrate how these friendships enable social support for marginalized, criminalized workers by empowering workers, engendering worker solidarity, and creating a sense of community.

Molly Makris, Assistant Professor, Guttman Community College, Department of Urban Studies

Gentrification and School Desegregation: What Makes Advantaged Parents Opt Into a “Bad” School

This study examines a gentrified city in which school segregation has been maintained through school choice. Despite the overwhelmingly white wealthy demographics of the city, one elementary school has historically been majority low-income Black/Latino. In 2016, a group of white advantaged parents chose to opt into this school. This qualitative research documents the factors that led to integration in kindergarten after years of entrenched segregation, which parents chose to opt in, the influence of school choice, how parents perceive their responsibilities in this, and the implications of this sudden shift for the long-term health and demographics of the school.

Debra Schultz, Assistant Professor, Kingsborough Community College, Department of History

The Politics of Civil Rights Memory

This research examines public representation and memory of the civil rights movement. Based on analysis of key sites and interviews with curators, site managers, and civil rights veterans, it explores such questions as: How do people charged with preserving the memory of the Movement see their mission? Are there ways to represent multiple, competing narratives of the Movement? What is the role of personal experience and personal narratives? What is at stake in the ways the public learns about the Movement? Do memorialization efforts address ongoing issues of racial justice?

Jonathan Scott, Assistant Professor, Bronx Community College, Department of English

C.L.R. James and the American Communist Hypothesis

This article focuses on two key elements in the thought of the Caribbean intellectual C.L.R. James: (1) his originary definition of “America,” and (2) the distinctly American contribution he made to what French philosopher Alain Badiou calls “the Communist Hypothesis.” James’ new definition of America was first advanced early in his career, in his enormously influential history of the Haitian Revolution, *The Black Jacobins* (1938), which he then deepened and nuanced over the next several decades, especially in his book-length manuscript *Notes on American Civilization* (1945) and *Beyond a Boundary* (1963). Both works are revisited in the light of today’s emergent Latin American nations.

SOCIAL SCIENCES/ETHNIC STUDIES

Mentor

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

Fellows

Monique Guishard, Assistant Professor, Bronx Community College

Beyond Anarcha and Dorothy Height: (Re)Imagining Research Ethics Training with Renewed Courage

This project aims to disrupt the erasure of Black women’s contributions in social scientific research ethics training. Black women have played instrumental roles, as: coerced subjects, unintended participants, civil rights activists, researchers and/or historians in ethics scholarship. Black women

assisted in the development of ethical guidelines and have highlighted ant-Blackness within these selfsame frameworks. Starting with a juxtaposition of Anarcha's forced participation in J. Marions Sims' gynecological experiments and the pioneering work of Dorothy Height, and ending with my own efforts, to advocate for decolonial research and ethical praxes, I will rework and reimagine ethics trainings that refuse their erasure.

Allison Hahn, Assistant Professor, Baruch College, Department of Communication Studies

Nomads, New Media and the State

I am applying to the Faculty Fellowship Publication Program to complete my academic book project, *Nomads, New Media, and the State*. This text asks how new media and social media platforms facilitate political deliberation amongst the Maasai of Tanzania and Kenya, and Mongolians of Mongolia and China. With the support of CUNY and independent grant funding, I have completed the field research necessary for this project and begun drafting the text. As a member of the FFPP program, with mentorship from senior faculty and fellowship of junior faculty, I aim to produce a complete draft by June 2017.

Leigh La Berge, Assistant Professor, Borough of Manhattan Community College, Department of English

Wages Against Artwork: The Social Practice of Decommodification

This project is an academic monograph that traces the unlikely intersection of the contemporary arts movement that critics have labeled "social practice" with the logic of companies like AirBnb and Lyft that commentators now call the "sharing economy." Social practice artists are understood to have abandoned the traditional artwork for intermedial work that not only aestheticizes social questions but also provides a platform for ameliorating perceived wrongs; while the "sharing economy" designates the economic use of informal private space such as one's car or home for profit. Critiquing a range of arts practitioners, my book explores how the sharing economy and social practice arts function as practical and theoretical adjuncts to each other. I argue that this art offers a site for criticism and understanding of this economy and that reading the two in conversation makes possible the deduction of a new critical theoretical term, *decommodified labor*, or the transformation of labor into an act that is no longer monetarily compensated.

Andrea Morrell, Assistant Professor, Guttman Community College

Prison Town: Race, Work, and the Making the Carceral State in Upstate New York

In 1985, Elmira, New York, a small, multiracial city of just under 30,000 people in central New York State, reeling from the loss of thousands of manufacturing jobs was chosen as the site of another new state prison. Already home to the Elmira Correctional Facility, built in 1876, the prison was one of thirty-nine new prisons built under the leadership of Governor Mario Cuomo. I show how new prisons have not and will not replace manufacturing work, but assert the significance of expanded access to middle income wages and political power for a small group of white working-class men in corrections work.

Seiji Shirane, Assistant Professor, City College of New York, Department of History
Empire's Southern Gateway: Colonial Taiwan in Japan's Imperial Expansion into South China and Southeast Asia, 1895–1945

Between 1895 and 1945 the Japanese transformed its first colony of Taiwan into an imperial center for southern expansion. Japanese authorities mobilized colonial institutions and Taiwanese subjects to economically exploit and later administer South China and Southeast Asia. One of the key imperial innovations by the Japanese was to mobilize its overseas Taiwanese subjects in South China. With ethnic and linguistic ties to China, the Japanese valued the Taiwanese as imperial intermediaries – as merchants, teachers, doctors, and later, during the Sino-Japanese War (1937–45) and Pacific War (1941–45), as military translators, laborers, nurses, and "comfort women" (coerced prostitutes).

Filip Stabrowski, Assistant Professor, LaGuardia Community College, Department of Social Science
How to Be a Good Airbnb Host (While Saving the World)

My proposed project is a research-based scholarly article for a peer-reviewed journal in the field of cultural and urban anthropology. The article will explore how the online "homesharing" platform Airbnb challenges existing regulations by producing a new form of domestic property. Drawing upon discourse analysis of Airbnb ad campaigns and city council testimonies, as well as participant observation in the Airbnb community "meeting" and the 2016 "Airbnb Open" – an annual event bringing together Airbnb members for "talks, performances, and conversations" related to the practice of "home-sharing" – the paper explores the centrality of the figure of the Airbnb "host" in this process.

SOCIAL SCIENCES

Mentor

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

Fellows

Judith Anderson, Assistant Professor, Borough of Manhattan Community College, Center for Ethnic Studies

Black Activism in Present-Day Argentina

I examine the separate murders of two black activists in Buenos Aires, Argentina. Acosta, an Afro-Uruguayan was murdered in 1996. His family sent the case to the International Criminal Court. Ba, a Senegalese activist, was killed in 2016. Activists are invoking the memory of Acosta's murder to protest Ba's murder. I open with a commentary on how blacks are viewed in the political sphere by discussing the fictional Omar Obaca, a parody of Barack Obama. Obaca, introduced during Argentina's last presidential campaign, is an Internet sensation among Argentines yet most remain unaware of the activism of their own black population.

Melissa Fuster, Assistant Professor, Brooklyn College, Department of Health and Nutrition Sciences

The Politics of Hispanic Caribbean Cuisines: A book manuscript

The proposed project is a book manuscript, "Politics of Hispanic Caribbean Cuisines." The book is based on more than three years of fieldwork in New York City, complemented by archival research. It will link scholarship from public health nutrition, social sciences, Latino and Latin American studies to gain a better understanding of the migration and transnational experiences of Caribbean communities, and how these experiences affect health behaviors and outcomes. The project is part of a larger research agenda and tenure plan, built through community-based research addressing health issues in minority, diverse populations.

Eugena Griffin, Assistant Professor, Hostos Community College, Department of Behavioral & Social Sciences

Examining Minority Mental Health from a 3-Fold Framework: Enhancing Treatment Delivery

This project will produce peer-reviewed articles, along with a training manual that will fill the gaps within the minority mental health literature by incorporating cultural psychosocial stressor as a contributor to mental health etiology and outcomes among Blacks. To date, Blacks are misdiagnosed or given ineffective treatment due to failure of mental health practitioners to provide services from a multicultural perspective. It is essential that in academic training, developing health professionals have literature and a detailed training manual that aid in a comprehensive understanding of the relationship of varying cultural experiences, including ethnic group discrimination on quality health, health care, diagnosis, and treatment.

Yana Kucheva, Assistant Professor, City College of New York, Department of Sociology

Pathways to Housing Desegregation by Race and Income

Patterns of residential mobility across neighborhoods reproduce patterns of racial segregation and concentrate poverty. The extent to which the levels of residential segregation are amenable to changes in the geographic mobility behavior of households is still unknown. Therefore, in this project, I implement quantitative models of the decision to move along multiple neighborhood dimensions. These models allow me to simulate under what conditions of household residential mobility, lower levels of racial and income segregation can be achieved. Therefore, my project will generate important insights into whether policies aimed at changing to where households move can also decrease residential segregation.

Jin Young Seo, Assistant Professor, Hunter College, Bellevue School of Nursing

Health Seeking and Healthcare Utilization among Korean Immigrant Women Working in Nail Salons in New York City

Majority of nail salons in the Greater NYC are run by Korean immigrant women. Nail salon workers are exposed to potentially toxic chemicals and hazardous ingredients in their workplace. Long-term exposure to toxic chemicals may cause adverse health problems among nail salon workers. The purpose of this study is to identify health problems and safety concerns among Korean immigrant women working in nail salons of the Greater NYC and to understand their experiences of health seeking and

health services utilization related to their occupation. During FFPP fellowship, the applicant will work on data collection, analysis, and manuscript preparation.

Kara Murphy Schlichting, Assistant Professor, Queens

Beyond Gatsby's Gold Coast: Diversity on Greater New York's Coastal Periphery in the Early 20th Century

This project focuses on socio-economic and racial minorities traditionally overlooked in the history of urban planning and suburbanization in greater New York, challenging a lingering scholarly bias that the city's coastal suburbs were open only to the wealthy. The periphery was in fact a diverse and contested territory where competing social groups debated "appropriate" regional growth and waterfront use. In the coastal periphery's recreational and residential spaces a diverse public attempted to realize their right to regional amenities. The way participants confronted this diversity reveals the exclusionary social goals and property regimes that underlay 20th-century resort development and suburbanization.