

Research on Race, Gender, and Ethnicity at UM: Perspectives on Diversity

by the

CONSORTIUM ON RACE, GENDER, AND ETHNICITY
AT THE UNIVERSITY OF MARYLAND

February 2004

This report has been prepared by

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Acknowledgements

A special thank you to the President's Diversity Panel whose work in 2000, chaired by Drs. Claire Moses and Raymond Johnson, called for the creation of this report by the Consortium on Race, Gender, and Ethnicity.

This report was created with support from the Office of the President, the Office of the Provost, the Office of Research and Graduate Studies, and The Ford Foundation. We express our appreciation to all of our generous supporters.

Additional thanks are due to the graduate students who contributed to this report, including Katherine Broadway, Linchun Li, Keeley McGill, and Mia Reddy.

Table of Contents

COMMENTS FROM CAMPUS ADMINISTRATIVE LEADERS

President C. D. Mote, Jr., Provost William W. Destler, and
Vice President J. Dennis O'Connor *i*

INTRODUCTION TO INTERSECTIONAL RESEARCH

CRGE Director Bonnie Thornton Dill *1*

UNIVERSITY OF MARYLAND RESEARCH CENTERS *3*

CRGE OVERVIEW *3*

FACULTY RESEARCH *16*

FACULTY RESEARCH INTERESTS, LISTED BY KEYWORDS *28*

RECENT FACULTY BOOK PUBLICATIONS *30*

Comments



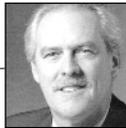
C. D. MOTE, Jr., PRESIDENT

I am proud to endorse the Consortium on Race, Gender, and Ethnicity's (CRGE's) report, "Research on Race, Gender, and Ethnicity at UM: Perspectives on Diversity." CRGE was charged in 2000 by the President's Diversity Panel to identify and promote diversity research at the university. This report demonstrates that the University of Maryland (UM) has an unusual wealth of resources in this area and an exciting community of researchers who study the meaning and consequences of racial, ethnic, and gender categories across many layers of social interaction. As the nation's first research center that focuses on the intersections of categories of differences, CRGE has made a wonderful contribution to the university by gathering this information and making it available. The outstanding research being conducted at UM is a spur to interdisciplinary work on these important topics at universities everywhere.



WILLIAM W. DESTLER, SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST

This report highlights the University of Maryland faculty members who have established themselves through their scholarship as leaders in research on race, gender, ethnicity, and other dimensions of difference. This kind of scholarship is highly important to the campus as it advances our understanding of these vital issues. After reviewing the numerous research centers and projects that focus on these issues, the outstanding caliber of UM faculty becomes self-evident. As Dr. Mote has mentioned [above], the exceptional community of scholars that exists here fosters interdisciplinary connections and can only advance the understanding of all. I encourage you to spend some time reading about these fascinating and exciting research projects.



J. DENNIS O'CONNOR, VICE PRESIDENT AND DEAN OF RESEARCH AND GRADUATE STUDIES

The vast array of scholarship on diversity contained in this report is impressive for its emphasis on interdisciplinarity, its connection to crucial issues of the day, and its ability to bridge the gap between the academic environment and other communities. Policy makers, activists, and the general public are involved in many of the projects described in the following pages. The work on diversity being done at UM is truly scholarship in every sense of the word – faculty getting out from behind their desks and interacting to expand our knowledge relevant to current social contexts. This report makes clear the enormous strides the University of Maryland is taking to be in the forefront of research on diversity and, in doing so, raises our profile as a national leader.

Introduction

THE INTERSECTIONS OF RACE, GENDER, AND ETHNICITY BONNIE THORNTON DILL, CRGE DIRECTOR

The Consortium on Race, Gender, and Ethnicity (CRGE) at the University of Maryland is developing as a leading national think tank devoted to scholarship at the intersections of race, class, gender, ethnicity, and sexuality. Intersectional scholarship reflects an intellectual and social justice mission that reformulates the world of ideas to incorporate the many contradictory and overlapping ways that human life is experienced and shares this knowledge with those who will use it to create a society in which all voices are heard. CRGE consists of a group of University of Maryland (UM) programs and scholars representing a range of disciplines and interest areas with an interdisciplinary approach to the study of identity, inequality, and development of social policy.

CRGE has written this report to capture the vast amount of work on the UM campus that focuses on issues of race, gender, ethnicity, class, sexuality, and their intersections. The approach we highlight here has its roots in the systematic study of the intersections of these dimensions of difference. The key insight is that people's identities and experiences are situated within socially constructed systems organized around characteristics such as race, gender, class, and sexuality, and that these identity systems cannot be studied in isolation but only as they interact and mutually shape and reinforce each other. This kind of analysis initially sprang from the work of women scholars of color around the U.S. Through interdisciplinary fields, such as women's studies, ethnic studies, critical race studies, and gay, lesbian, and transgender studies, they sought to shift the lens through which humanity and social life are viewed, identifying new issues, new forms, and new ways of viewing.

Though diverse in subject matter and format, intersectional work is characterized by 1) an analytical strategy that begins with the experiences and struggles of previously excluded and oppressed groups – primarily people of color – and examines the ways multiple sectors influence their life choices and chances; 2) examination of the nature of power and its implementation in maintaining interconnected structures of inequality that affect individual and group identities and experiences; and 3) efforts to promote social justice and social change by linking research and practice, thus creating a holistic approach to the eradication of disparities. While not all of the work in this report is itself intersectional, all of it contributes knowledge about previously underrepresented groups that can benefit and enhance intersectional scholarship.

Centering the Experiences of People of Color

The intersectional approach to the study of disparities is a product of a historical moment where social issues, political ideology, and social theory came together to initiate a new approach to studying people's lives. It is an approach that recognizes the many ways identity is shaped and begins the work of investigating its relationship to systemic inequality. Intersectional knowledge is the distinctive knowledge of previously excluded communities and multiply oppressed groups. For example, much previous scholarship focused on race, studying the experiences of Black men. Other work focused on the experiences of White women, leading to omissions in knowledge about the experiences of women of color. Intersectional scholarship tells, interprets, and analyzes the stories of Black, Latino/a, Native American Indian, and Asian American women and men and of gay men, lesbians, and transgender people of all racial and ethnic groups in the U.S. It studies migrations around the globe and the interactions between that and global transfers of capital. It examines the effects of race in this society, not just on people of color, but also on Whites.

There are many UM scholars whose work makes significant contributions to our understanding of these issues. For example, Kandice Chuh's scholarship on racialized formations interrogates the category of race and its implications for the U. S. legal system. The David C. Driskell Center for the Study of the African Diaspora aims to foreground interdisciplinary explorations of the arts and culture to illuminate and understand communities of African descent and their role in modern culture. These and other examples throughout this document demonstrate that,

when the experiences of people of color are at the center of the analysis, issues surrounding the formation of identity are intrinsically linked to structures of inequality.

Interconnected Structures of Inequality

Much of the inequality that shapes people's lives is built directly into the structures of government, the judicial system, housing patterns, economic traditions, educational structures, and patterns of interaction between individuals. But it is not built through one aspect of identity at a time; the racial experience of one individual is as much shaped by her gender, as both race and gender experiences are shaped by social class. Thus the intersectional approach is centered within systems of ideological, political, and economic power that are shaped by society-wide historical patterns of race, class, gender, and sexuality. Ideological, political, and economic systems shift and change over time and in different cultural environments. Individuals and groups experience them differently according to their social, geographic, historical, and cultural location. By their very nature, these systems also foster resistance from those who are not situated in positions of power.

It is essential that these structures be considered in a study of inequality, as their influence can shape the life course of individuals and groups. For example, this report highlights the work of Professor Jeffrey Milem, who is renowned for work that lends support to affirmative action programs even as they come under assault from conservative organizations. Dr. Milem's scholarship is on the cutting edge of exploring the importance of considering race, gender, and ethnicity as implicated throughout our social institutions, particularly higher education. The University of Maryland has research centers devoted to similar work. The African-American Women's Labor Studies Project is dedicated to the multidisciplinary study of work in the lives of Black and other racial/ethnic women through both traditional scholarship and community work. Revealing the structured interconnections among social categories is an important reformulation of traditional conceptualizations.

Promoting Social Justice and Social Change

Intersectional knowledge is grounded in the everyday lives of people of diverse backgrounds and is seen as an important tool that promotes social justice. The social justice agenda of the intersectional approach is key to its use in analyzing inequalities of power and privilege and it also provides a platform for uniting the different kinds of work that need to be included in the pursuit of social justice: advocacy, analysis, theorizing, and education. Because intersectional work validates the lives and stories of previously ignored groups of people, it is seen as a tool that can be used to help empower communities and the people in them. The production of this knowledge implicitly offers the potential for creating greater understanding among groups of people. Dr. Ruth Fassinger's work explores African American, White, Latina, Asian American, lesbian, and disabled women's experiences with careers and triumph over obstacles to high levels of achievement. The Center for Curriculum Transformation is also an important UM resource for changing university curricula to incorporate forms of diversity, particularly gender, race, class, sexuality, and ability, and to contribute to the expressed goal of the campus to achieve "excellence through diversity" by creating an inclusive campus and classroom climate.

Throughout this report, it will become apparent that the University of Maryland, in addition to housing CRGE (the country's first research center established to promote intersectional scholarship), is a national leader of this kind of work. This leadership is established through our superior research programs and faculty whose scholarship brings issues of race, gender, ethnicity, class, and sexuality to the forefront and creates new theory, methodology, and pedagogy to better understand our world and promote social justice.

University of Maryland Research Centers

CONSORTIUM ON RACE, GENDER, AND ETHNICITY

BONNIE THORNTON DILL, DIRECTOR
RUTH E. ZAMBRANA, DIRECTOR OF RESEARCH

The Consortium on Race, Gender, and Ethnicity (CRGE) is a research center on the University of Maryland (UM) campus. CRGE advances research and scholarship as well as faculty and graduate student development that examines the intersections of race, gender, ethnicity, and other dimensions of difference. Established in 1998 with support from the College of Arts and Humanities, College of Behavioral and Social Sciences, the Office of Research and Graduate Studies, and the Office of the Provost, CRGE has become a resource for UM scholars whose work explores the formation, impact, and consequences of social categories.

As one of the early recipients of a Ford Foundation grant in the program area of interdisciplinary knowledge-building, CRGE fosters campus-wide collaboration. In one of its early programs, CRGE funded 38 interdisciplinary working groups in 16 departments, involving 26 faculty and over 100 graduate students on the UM campus. CRGE has continued to build on this foundation to become an established academic research center with strong ties to degree-granting departments and to a number of other programs and initiatives on campus.

One of the primary strengths of the Consortium is the considerable expertise and experience of its directors, Drs. Bonnie Thornton Dill and Ruth E. Zambrana. Dr. Dill has directed CRGE since its inception and also serves as professor and chairperson of the Department of Women's Studies. She is a highly renowned scholar with an international reputation for her work on intersections and African American women and families. Dr. Zambrana is CRGE's director of research and also serves as professor and graduate

director of women's studies. Dr. Zambrana's scholarship examines the intersections of race, ethnicity, and socioeconomic status. Her work is focused on racial and ethnic disparities in women's and children's health with a specific focus on Latino(a) groups in the U.S.

In addition, Dr. Amy McLaughlin, CRGE assistant director and faculty research associate, pursues research on violence against women. Dr. Lory J. Dance, a faculty associate in CRGE and associate professor of sociology, has special research interests that include the sociology of education, urban sociology, youth cultures, U.S. race and ethnic relations, and qualitative methods with an emphasis on ethnographic research.

CRGE faculty members oversee research program areas within their academic specialties. Current areas are Health and Social Well-being of Low-Income Women, Children and Families, directed by Dr. Zambrana; Intersections, Identities, and Inequalities, directed by Dr. Dill, and Education, Urban Communities and Life-long Learning, directed by Dr. Dance.

The work of these scholars has been supplemented by the engagement of a number of other senior and junior researchers over the years who are no longer housed in CRGE. Dr. Lynn Weber, professor and chairperson of women's studies, University of South Carolina, was a visiting scholar and co-leader of the research interest group on Intersections, Identities, and Inequalities in the academic year 2002-2003; Dr. Sandra Murray Nettles, UM professor of human development, now professor and chairperson of curriculum, foundations, and reading, Georgia Southern University, was CRGE's director of research and director of the research interest group on Resilience, Communities, and Life-long Learning, 1998-2002; and Dr. Tallese Johnson, faculty research associate with expertise in the field of poverty and welfare, was co-chair of the Poverty and Welfare research group in 2003.

Health and Social Well-being of Low-Income Women, Children, and Families

Poverty, resource-poor environments, and institutional forms of differential treatment are responsible for the disproportionate burden of poor health and early death of low-income people. To promote the development of interventions that safeguard the health and social well-being of low-income women, children, and families, comprehensive ethnic-specific knowledge is needed at the intersections of race and other dimensions of difference. Studies on the health of Latino and African American children and women are sorely lacking, and even fewer studies exist on the health of men of color. Bringing together interdisciplinary teams that ask the right questions and presenting findings to professional health care organizations and policy makers is the Consortium's goal in this research program area. Specific projects include "Providing a Research Synthesis for Promoting Relevant Child Health Policy" (geared toward Latino children) and "Promising Practices in Family Support for Latino Families with Young Children." Future research projects will focus on low-income Latino and African American women's preventive screening practices and the burden of chronic disease. The working group affiliated with these projects is currently pursuing a large grant on chronic illness.

Intersections, Identities, and Inequalities

This program area is focused on the development of theoretical, methodological, and pedagogical approaches to the study of intersections of race, gender, class, ethnicity, and other dimensions of inequality. It is an interdisciplinary research program

area that seeks to elaborate how dimensions of inequality intersect, creating new and distinct social formations. This includes promoting research that gives context to the lives and experiences of individuals and groups, as well as develops applications of knowledge to human problems. This scholarship embraces a wide range of approaches that permit complex and nuanced explorations. Intersectional analysis is also an effort to move beyond binary or oppositional analyses toward an understanding of the ways the ideological, political, and economic systems of power construct and reconstruct one another. An intersectional approach, grounded in lived experience, provides the intellectual foundation for the pursuit of social justice. Specific projects currently include: 1. building bibliographic resources on intersectional scholarship and 2. a working group on poverty and welfare that will bring together community members, scholars, and practitioners to address issues of welfare reform and economic insecurity both regionally and nationally. CRGE coordinates two working groups under this area: one on poverty and welfare and a writing group on intersections, identities, and inequalities. Each group brings together UM faculty and graduate students to work on their topics of interest.

Education, Urban Communities, and Life-long Learning

This research program is currently in an early stage of reformulation. The director is Dr. Lory J. Dance, Department of Sociology. Dr. Dance is the author of the book, *Tough Fronts: The Impact of Street Culture on Schooling* (Routledge Farmer, 2002). Together with Dr. Marvin Lynn, she has launched an interdisciplinary working group on qualitative methodology that brings together scholars with expertise in the use of these research approaches to study the intersections of race, gender and ethnicity. We encourage you to monitor our website (www.crge.umd.edu) to remain informed about the exciting changes and progress that this area will make in the near future.

Graduate Outreach

Since fall 2002, CRGE has offered fellowships for graduate students interested in the intersections of race, gender, and ethnicity. CRGE Interdisciplinary Scholarship Program (CrISP) scholars are first- and second-year graduate students from any of the following academic areas: American studies, family studies, human development, sociology, women's studies, history, and education. CRGE faculty mentors work

with each student's departmental advisor to help design an appropriate course of study complimentary to the department's expectations and the student's interests. Students receive a full fellowship and an additional half-time assistantship from CRGE. In return, students work 10 hours a week at the Consortium, engaging extensively in the experience of interdisciplinary scholarship. They also are given an opportunity to learn firsthand the processes of research, publication, and administration.

CRGE also reaches out to graduate students through a monthly graduate colloquium and a dissertation-writing group cosponsored with The David C. Driskell Center for the Study of the African Diaspora.

Our newsletter, *Connections*, is published bi-annually and keeps our affiliates and interested campus and community members abreast of the research and development taking place continually as CRGE grows and changes. To be added to our mailing list, please contact us, using the information below.

Future Plans

CRGE is continuing to grow and to expand its reputation for excellence in developing theoretical, pedagogical, and methodological insights into the importance of intersectional scholarship. We have received funding from The Ford Foundation, The Annie E. Casey Foundation, and the Robert Wood Johnson Foundation and will continue to seek grants from these and other foundations as well as government agencies.

We foresee creating long-lasting ties to other institutions with similar goals to create a national network of scholars engaged in this cutting-edge research.

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AFRICAN AMERICAN LEADERSHIP INSTITUTE (AALI)

RONALD WALTERS, DIRECTOR

The African American Leadership Institute is the nation's only university based leadership program of its kind. Established as a model program within the University of Maryland's James MacGregor Burns Academy of Leadership, AALI's core purpose is to develop leaders capable of tackling the challenges of the twenty-first century.

AALI facilitates the training and development of grassroots organizers, youth activists, and professionals from across the nation and is host to a variety of special events designed to raise the level of public dialogue on issues germane to African American leadership and politics. The program strives to provide the humane, effective, and timely leadership needed to improve overall quality of life and civic engagement.

In addition, AALI actively works to advance scholarly discourse on African American leadership through research and publication. Access to technology and valuable information resources are available through the program.

AALI also serves as the chief administrator for the Scholar/Practitioner Program (S/PP) of the W.K. Kellogg Foundation's Devolution Initiative.

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AFRICAN-AMERICAN WOMEN'S LABOR STUDIES PROJECT (AAWLS)

SHARON HARLEY, DIRECTOR

The African-American Women's Labor Studies Project and the Consortium on Race, Gender, and Ethnicity have firmly established the university's reputation for cutting-edge research, thus affirming UM's pioneer role in promoting diversity, multiculturalism, and collaboration within and beyond the academy.

AAWLS, supported by The Ford Foundation and housed in the Department of African American Studies, is dedicated to the multidisciplinary study of work in the lives of Black and other racial/ethnic women. While labor studies and Black research projects exist in several places throughout the U.S., only AAWLS is solely focused on the meanings and forms of labor in the lives of Black and other working women of color. AAWLS seeks to focus on policy, youth, and family education as it explores the lives of today's working women, while also acting to preserve the rich histories of Black and other racial/ethnic women workers and their families. The project uses community work as well as traditional scholarship to help develop a comprehensive understanding of these women and their work lives.

With the participation of an advisory board and a steering committee comprised of scholars, labor activists, and policy analysts, AAWLS is one of the first projects in the nation devoted to bringing together various groups of workers in an ongoing faculty research seminar: "Meanings and Representations of Work in the Lives of Women of Color." Seminar faculty include 23 women of color scholars from a variety of disciplines, including anthropology, English literature, film and cultural studies, history, law, photography, and sociology. Participants explore such issues as globalization, labor policy, and the everyday lives of African American, Asian American, Native American, Caribbean, and Latina working women.

Additional collaborative projects include yearly research seminars, postdoctoral fellowships, scholarly research publications, summer teacher/curriculum development institutes, community based public programs (conferences and workshops), newsletter, and website.

Forthcoming projects include establishment of an ongoing oral history project focused on Black women's work as beauticians and a documentary project that will search the U.S. for sources and collections specializing in Black women and work. Archival sources that include manuscripts, oral histories, visual collections, and more will be sought.



"The African-American Labor Studies Project is currently engaged in a faculty research seminar about the meanings and representations of work in the lives of women of color. By engaging in multicultural research as well as by collaborating with institutions on campus and throughout the U.S., our project builds upon the relationships that Bonnie Thornton Dill and the CRGE have made over several years."

—Sharon Harley, Director (photo: Opher Photography)

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CONSORTIUM ON RACE, GENDER, AND ETHNICITY (CRGE)

BONNIE THORNTON DILL, DIRECTOR

See page 3

CURRICULUM TRANSFORMATION PROJECT (CTP)

DEBORAH ROSENFELT, DIRECTOR

The Curriculum Transformation Project is designed to assist faculty members from all disciplines as they integrate scholarship on women, gender, and other forms of diversity into their courses and develop inclusive pedagogies that acknowledge “difference” as a resource in the classroom. In recent years, the project has emphasized the importance of incorporating international perspectives into women’s studies across the disciplines.

Initiated in 1989 with university support, the project is housed in the Department of Women’s Studies. The central component of the project is an annual summer institute for UM faculty members, sometimes including faculty from campuses throughout the state university system as well as, in recent years, faculty from institutions abroad. The project has supported individual pedagogical initiatives as well as organized and supported departmental workshops, faculty study groups, and topical polyseminars throughout the academic year.

CTP also maintains resources on curricular integration and sponsors programs on curriculum change and diversity issues. The project consults on multicultural and feminist curricular change regionally, nationally, and internationally and has participated in such national initiatives as the Association of American College’s American Commitments project and The Ford Foundation’s Women’s Studies/Area Studies/International Studies initiative (WSAIS).

CTP has received substantial external support. The project received grant monies most recently in conjunction with CRGE and the Department of African American Studies. These supported faculty exchanges at institutions in the West Indies, China, Korea, South Africa, Israel, and Hungary for the discussion of research and pedagogy on women and gender transnationally and facilitated the development of an international graduate women’s studies consortium.

Annual Summer Institute: Faculty selected to participate in the annual summer institute engage in three types of activities: 1) the discussion of representative multidisciplinary texts and articles that address the construction of gender and its intersections with race, class, nationality, ethnicity, sexuality, age, and physical ability and that explore experiences, status, and contributions of women in

different geographic and structural locations; 2) the exploration of related pedagogical issues; and 3) the redesign of courses to incorporate new material.

Summer institute participants receive a stipend for attending or released time for study groups during the academic year. In exchange, participants are typically expected to revise at least one of their regular courses or to develop new course offerings that are, ideally, required courses for majors or courses for the CORE general education program. They also make university wide or departmental presentations that have grown from their institute work. More than 160 faculty members from departments across the humanities, arts, sciences, and education participated between 1989-1999, with 25 additional faculty members from women’s studies programs abroad participating in 2000-2001.



“The Curriculum Transformation Project has worked with faculty since 1989 in an ongoing effort to bring scholarship on race, gender, class, sexuality, and other forms of diversity into the classroom.

CRGE’s presence on campus enables a productive collaboration between our units. CTP can now function as a pedagogical arm of CRGE, drawing on the expertise of its affiliated faculty, helping to think through the implications of intersectional work for the classroom, and cosponsoring projects that link research and pedagogy, as in our work on internationalizing women’s studies.”

—Deborah Rosenfelt, Director

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DEMOCRACY COLLABORATIVE: DEMOCRACY, DIVERSITY AND VOICE PROJECT (DDVP)

LINDA WILLIAMS, DIRECTOR

JESSICA GORDON-NEMBHARD, CO-DIRECTOR

The Democracy, Diversity and Voice Project is being established by the Democracy Collaborative at UM. Focus is on democracy, inclusion, and civic engagement among people of color. DDVP aims to become a major national effort in leading scholars and practitioners, globally, to improve race and ethnic relations and to address inclusion of other historically marginalized groups, including women. Our ultimate goal is to develop and implement a full research and practice agenda to describe the ways in which race, gender, and civil society connect in the U.S. and beyond. The collaborative will be a multi-level, multi-year project to understand and amplify the voices of people of color, women, and other marginalized groups in evolving democratic thought and practice.

Our first initiative in this regard was an April 2000 conference entitled “Wealth Accumulation: Global Impacts and Local Prospects: How Race and Ethnicity Matter.” In September 2002, the Democracy Collaborative brought together leading scholars and practitioners of color to form the Diversity, Democracy, and Voice Advisory Board.

The first comprehensive U.S. survey of civic engagement practices by people of color is currently in the planning stages. Additional projects will include the following: developing new models and forward-looking visions through the documentation of current socioeconomic conditions in communities of color and the forging of a new politic at the neighborhood level; researching successful past initiatives and transforming them into new models relevant to the current era; conducting comparative analyses on an entire range of ethno-racial groups and foregrounding the intertwined destinies of race, class, and gender; analyzing how whiteness becomes normalized and invisible, submerging the visibility of relations of dominance; studying successful alliances between Whites and people of color in democracy and equality movements; and broadening the civic debate. Research will identify the historical and continuing structural—particularly economic—barriers to meaningful participation and power among people of color.

DDVP seeks to move beyond the development of a research agenda in an effort to influence the world of practice through activist affiliations, public policy work, popular publications, and “on-the-ground” projects. Programs to advance economic democracy and the amplification of voices by people of color and women are vital to challenging the forces that threaten to undermine democracy.

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THE DAVID C. DRISKELL CENTER FOR THE STUDY OF THE AFRICAN DIASPORA

EILEEN JULIEN, EXECUTIVE DIRECTOR

The David C. Driskell Center for the Study of the African Diaspora seeks to cultivate a new generation of artists and scholars of the arts, culture, and social life of Africa and the Americas, to foster creative new research in and across the disciplines, and to educate the public at large about the place of African and African diasporic cultural and social life in the modern world.

The Driskell Center's distinction is its resolve to maintain, increase, and share the extraordinary collection of African and African American art assembled by Distinguished University Professor Emeritus David C. Driskell, for whom the center is named; to foreground interdisciplinary explorations of the arts and culture as dynamic, transnational processes through which to view and understand communities of African descent and their role in modern culture; to develop partnerships and projects with educational and cultural institutions at home and abroad in order to advance the study of the cultural and social life of Africa and the African diaspora.

The Driskell Center supports innovative research by sponsoring and co-sponsoring international symposia, regional conferences and workshops, exhibits, distinguished lectures, and colloquia at UM that bring together scholars, artists, students, and a diverse public to explore the cultural and social life of Africa and the African diaspora.

The center annually welcomes graduate and post-doctoral fellows whose research challenges static notions of African and American identities. While offering competitive fellowships and supporting cutting-edge research, the Driskell Center also reaches out to schoolchildren, undergraduate and graduate students. The Driskell intern at the University of Maryland Art Gallery and the Driskell theater fellow prepare activities for schoolchildren and their teachers. The center also is developing an online resource to make the creative arts more accessible to schoolchildren and the general public. Initiatives with local educators for curricular and teacher development are also underway.

Throughout the year, the Driskell Center offers a wide range of direct and indirect financial support for student and faculty research, for innovative teaching, visiting scholars and lecturers, campus events, graduate program enhancement, and prizes for research and creative work, including a biennial poetry slam and a summer arts institute. The Driskell Center also has assisted in organizing student programs in Salvador da Bahia and Brazil.

The majority of programming and research projects sponsored by the Driskell Center involve questions of race, ethnicity, and gender. Indeed, at the heart of the African diaspora—as a cluster of geographic spaces of shared historical experiences and as a rich imagined community—lie racial and gendered constructions of identity, making the field of diaspora studies a terrain, par excellence, for the theorizing of difference.



“Without minimizing the violence of our past, we must view the African diaspora — a vast array of peoples of varied experiences — not as an end product of history but as an opportunity to think through, in both scholarly and creative ways, the complexity of social and cultural life in the modern world. In the Driskell Center’s quest to meet this challenge, CRGE is an invaluable partner.” —Eileen Julien, Executive Director

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INTERNATIONAL CENTER FOR TRANSCULTURAL EDUCATION (ICTE)

BARBARA FINKELSTEIN, DIRECTOR

The International Center for Transcultural Education, known previously as The International Center for the Study of Education Policy and Human Values, is an initiative of the Department of Education Policy and Leadership. Its focus is research, outreach, leadership education, and professional development.

ICTE convenes networks of scholars, researchers, educators, oral historians, policy makers, education planners, and social advocates who are committed to the discovery of education policies, practices, and perspectives that transcend stereotypes, strengthen connections between people of different cultures and nations, and sustain collaborations among and between groups of people that typically do not communicate with one another.

Over its 22-year history, the center has earned an international reputation for the preparation and development of sophisticated and sustained transcultural and historical research and education initiatives that cross boundaries of nation, gender, race, class, generation, education level, and culture. Programs have engaged participants in collaborative efforts to explore diversity and image-making in education; reveal historically invisible and/or silenced voices; illuminate the educational foundations of discrimination and school achievement; and conceive of, as yet, unimagined forms of human community and ways of educating.

ICTE supports four major initiatives in research, curriculum transformation, and outreach: the Mid-Atlantic Region Japan-in-the-Schools Program; The Africa-in-the-Schools Program; The Latin America-in-the-Schools Initiative; and a newly created Oral History Institute. Research and scholarship across these initiatives is focused on the historical recovery of minority group voices and perspectives in education, especially the voices of young people and teachers in schools; treatment of minority and immigrant groups in education policies, purposes, and practices in diverse nations, cultures, and settings; the role of educators, education institutions, and curriculum developers as mediators of culture and status; images of culture as revealed in curriculum policies, teacher roles, classroom management strategies, and textbook contents; exploration of intersections between education

policies and community traditions, structure, and agency, and globalization and local education initiatives; and traditions and dilemmas of teaching about war and conflict in schools.

The Oral History Institute was created in cooperation with colleagues at CRGE and The David T. Driskell Center for the African Diaspora, as well as with faculty in the history and American studies departments and with historians from around the nation and world. It serves as a research, professional development, curriculum transformation, and advisory unit that prepares school reformers, education policy makers, archivists, museum educators, teachers, scholars, and community groups to learn the techniques of oral history; through this means, they are then able to generate and record the perspectives of less privileged and traditionally invisible individuals and groups.

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ISMS PROJECT: BUILDING LEADERSHIP FOR A DIVERSE DEMOCRACY

LAWRENCE DARK, EXECUTIVE DIRECTOR

The discrimination, hate, and fear that build up across the fault lines of difference deny us all the opportunity to share some of the fundamental promises of our democracy—life, liberty, and equal opportunity for happiness. Tension and distrust among diverse employees undermine our work lives. Isolation and ignorance undermine our home lives and communities. Disenfranchisement and apathy undermine our political system. For our country, the consequences are violence, injustice, civic disengagement, and abdication of leadership. In an increasingly global world, the results among nations are equally devastating.

The Isms Project believes part of the solution lies in helping young people understand the diversity of their world, reflect on their own prejudices, become more engaged across lines of difference, and take an active role in shaping the institutions that affect their daily lives. However, a lack of understanding of racial, class, gender, and religious differences stands as a formidable barrier, preventing real and lasting relationships and solutions. ISM (n.) bridges these fault lines of difference by facing them head on.

Launched in 1995 on a dozen campuses, ISM uses video and emerging media in one- and two-semester courses to help college students define and document their own cultural identities and understand others. In the past six years, ISM programs have reached thousands of students across the country, educating them about racism, sexism, and other “isms”; teaching them about diversity and social justice; and transforming their attitudes about leadership and community. ISM has documented success through the number of people reached, independent evaluations, and continued demand from campus constituents.

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MARYLAND INSTITUTE FOR MINORITY ACHIEVEMENT AND URBAN EDUCATION (MIMAUE)

MARTIN JOHNSON, DIRECTOR

The Maryland Institute for Minority Achievement and Urban Education is an administrative entity housed within the College of Education. The institute proposes to both improve minority achievement and radically change the nature of educational research by planning and implementing research and research-based technical assistance in partnership with Maryland school districts, the Maryland State Department of Education, and the District of Columbia.

Our goals are to develop large-scale research and technical assistance programs in partnership with the state and its school districts; to develop, implement, evaluate, and improve promising practices for increasing minority student achievement and for improving urban schools; to disseminate research-proven best practices across the nation; to provide a structure to involve faculty from other colleges and campuses, including historically Black institutions, in research collaboration and coordinated research-based K-12 outreach; to stimulate graduate and undergraduate instruction and research in the college; to sponsor colloquia and lecture series and to continue our emphasis on issues related to minority achievement and programmatic and course development activities; and to establish a unique partnership between the College of Education and the Maryland State Department of Education.

The institute is partnered with Prince George’s County Public Schools (PGCPS) on many innovative projects aimed at increasing achievement among its predominately African American school population. It has just completed two years of a corporate-funded partnership project involving Bladensburg High School, two schools within its feeder pattern, and one additional elementary school.

In September 2002, planning began to expand the current Bladensburg Project to include additional schools within PGCPS region II. The new project, “Bladensburg Scale Up,” involves two additional high schools (total of three), four additional middle schools (total of five) and two additional elementary schools (total of four). A first set of activities for the expanded project took place in the summer of 2003. Impetus for the expansion came from the school district, which cited student results, staff buy-in, and positive university collaboration and trust.

District-level collaborative research teams are at the heart of the institute's efforts within the school systems. Collaborative research teams bring university researchers together with leaders and professionals from the school district to plan and implement large scale, collaborative research and technical assistance efforts that are research or data driven and that are strategically linked to district plans for improving minority achievement. A collaborative research team consists of high-level, central-office, school-district administrators, building-level professionals, teachers, and tenured or tenure-track university faculty. Issues of race, gender, ethnicity, and other dimensions of social difference are discussed in the context of school demographics.

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MARYLAND POPULATION RESEARCH CENTER (MPRC)

SUZANNE BIANCHI, DIRECTOR

The Maryland Population Research Center, housed in the College of Behavioral and Social Sciences, endeavors to produce, support, and promote population research of the highest scientific merit. By drawing together leading scholars from diverse disciplines and programs, including African American studies, anthropology, criminology and criminal justice, geography, economics, family studies, survey methodology, and sociology, MPRC provides a rich intellectual environment for the cross-disciplinary training of graduate students from affiliated academic departments. Through research support, training, and mentoring, these young scholars are encouraged to engage in population research.

MPRC also partners with federal statistical agencies to conduct innovative

academic research, provide non-partisan, scientific evidence on population issues of importance to policy makers, and improve agency data collection. Fridays at noon, MPRC hosts a “brown bag” seminar series featuring visiting and MPRC speakers and scholars. MPRC offers a seed grant program that assists scholars in developing new ideas and aids them in seeking external research funding.

Four major areas of research supported by the center include the following: 1) *social and economic inequality*: The Russell Sage Foundation—inequality working group; U.S. labor market inequalities; policy and programs that impact the poorest of the poor; and race and socioeconomic inequality in crime and criminal justice outcomes; 2) *gender, work, family and fertility*: family change, new family forms and public policy; fertility processes and outcomes; man's role in the family and in fertility decision-making; work and family; and gender and intimate partner violence; 3) *life-course analyses of health and disability*: risky behavior of teens and young adults, and health and disability at the end of the life course; and 4) *data development for population research*: development of restricted-use data products; innovative data-collection efforts; and methodological studies to enhance data quality.

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MATERIAL CULTURE/VISUAL CULTURE WORKING GROUP (MC/VC WG)

MARY CORBIN SIES, COORDINATOR

ANGEL DAVID NIEVES, COORDINATOR

The Material Culture/Visual Culture Working Group, Department of American Studies, was founded during 2000-2001 as an interdisciplinary research interest group funded by CRGE. It is comprised of faculty and graduate students engaged in several research-related goals that include building a learning community within which we can share and critique each others' research, think cross-disciplinarily about important issues of common interest in our fields, and exchange information about courses, resources, and events.

Since our founding, we have focused on the study of African American material and visual culture and more generally on the material and visual culture of marginalized subgroups of North America. The group seeks to publicize the value of material and visual evidence for understanding the cultures of everyday life of American subcultures as well as to foster an environment in which scholars from different backgrounds can explore and refine research and theories for working with material and visual culture.

Several types of activities are sponsored each year. MC/VC WG is host to an invited speaker colloquia series; arranges "dinner and lunch seminars" for speakers to meet exclusively with graduate students for conversation and exchange of ideas; arranges research or pedagogy seminars or discussions; co-sponsors regional conferences; and sponsors mini-symposia to bring research and issues connected with material and visual culture to the community beyond the campus.

MC/VC WG explores dimensions of intersectionality by focusing on how people negotiate and experience differences of race, class, gender, ethnicity, and sexuality in and through their material and visual worlds. By doing so, scholars better understand cultural, social, and economic constructions of identity, difference, power, and marginality. In the fields of visual and material culture, there is a pressing need to do this work. Collection and documentation of African American material and visual resources is relatively undeveloped (with key exceptions in the realm of high art), and many resources are endangered. While we aspire to sophisticated understandings of intersectionality, we cannot neglect the more basic steps of collection, documentation, and bibliographic control of resources needed to do our research.

On every level, our activities demonstrate that people work out issues of cultural identity in intimate connection with the material and visual world (including their own bodies). We argue, further, that oppressed, marginalized, or impoverished groups are forced to develop different strategies for marking or making or claiming their own spaces. Some of these strategies are covert or quiet (to outsiders), mobile, or employ indirection.



"The study of how people interact with their everyday artifacts and built environments can provide stunning insight into the creative endeavors and underlying systems of power that structure both culture and society. Since 2000, CRGE has partnered with the Material Culture/Visual Culture Working Group to explore how African Americans experience and negotiate differences of race, gender, class, ethnicity, and sexuality in and through their material and visual worlds."

—Mary Corbin Sies, Co-Coordinator

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MARYLAND INSTITUTE FOR TECHNOLOGY IN THE HUMANITIES (MITH)

MARTHA NELL SMITH, DIRECTOR

The Maryland Institute for Technology in the Humanities is an interdisciplinary institute and electronic center devoted to exploring ways in which new media can be used in humanities research and teaching. Made possible by a major challenge grant from the National Endowment for the Humanities, MITH is a collaboration among UM's College of Arts and Humanities, libraries, and Office of Information Technology.

As a virtual space and intellectual hub for a collaborative community of scholars and practitioners of humanities computing, digital studies, and cyberculture, MITH is committed to mainstreaming digital humanities, to maintaining excellence through diversity, and to creating access to state-of-the-art digital resources for underserved constituencies. MITH, as an actual space, is housed in McKeldin Library, which also houses MITH's partner, the Electronic Text and Imaging Center.

MITH plays a leadership role in developing innovative technological resources for revitalizing, reinventing, and expanding humanities research and education. Exploring the profound effects of the new opportunities presented by digital culture, MITH serves college and pre-college faculty and students as well as members of our local, national, and international communities with technical resources, project consultation, and a broad array of programs.

Our commitment to diversity is evident in the projects we select for our fellows program. For example, DISC, the Disabilities Studies Database we built, is state-of-the-art in its field. Our programming and collaborations with other units, specifically The David C. Driskell Center for Study of the African Diaspora, LGBT Studies Program, Women's Studies Database, and National Women's Studies Association Database further enlarge our commitment to diversity. (See our projects page, www.mith.umd.edu/research/projectlist.html, for detailed information.)

Diversity issues are central to MITH's work. As one of the top three humanities computing centers in the country, MITH is the only center to focus on issues of diversity. Since mainstreaming and access are crucial ongoing concerns, the software tools we have developed and are developing (Virtual Lightbox, Versioning Machine, Imag.in.e) are low-cost, user-friendly, and designed to enhance the work of researchers, teachers, and students privileged enough to be at a "research one" institution as well as designed to enhance the work of those who do not enjoy the same advantage.

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To join our umd-mith mailing list, a low-volume announcement list for MITH events and updates, please email: <majordomo@majordomo.umd.edu>. No subject is required. In the body, type: subscribe umd-mith.

OFFICE OF HUMAN RELATIONS PROGRAMS,
OFFICE OF THE PRESIDENT (OHRP)

CHRISTINE CLARK, EXECUTIVE DIRECTOR

The Office of Human Relations Programs supports and collaborates on diversity related work with other departments and units and initiates campus-wide diversity related work on behalf of the Office of the President. OHRP further acts as a consultant to other campus units and departments seeking to develop their own diversity programming, co-facilitates diversity programming with units and departments that seek co-sponsorship, and facilitates campus-wide diversity programming on behalf of the Office of the President.

Through the affirmation of difference, the Office of Human Relations Programs envisions a university in which commitment to building a community of excellence is seen in the composition of leadership, faculty, staff, and students; through policies, procedures, and practices; within organizational structures; across the curricula; by its integration into co-curricular services and programs; and within the woven fabric of its interpersonal relationships.

OHRP staff serve on the editorial boards of three refereed journals and as associate editors for feature sections in five refereed journals. They also maintain active research agendas, some directly related to the work of the office, as it pertains to the “Words of Engagement” Intergroup Dialogue Program for students and staff, and to faculty involvement in campus-wide diversity efforts and multicultural curriculum change. Other involvement includes collaborative and /or individual pursuits regarding race, gender, class, language, and disability focused digital divides; White antiracist identity development and implications for multicultural teacher education; Christian privilege and building religiously, spiritually, faith-based, and secularly inclusive educational and workplace community; impact of the prison industrial complex on the public schooling of, especially, Latino and Black male youth; multicultural educational resources’ assessment and evaluation; and Asian Pacific American and South Asian women’s empowerment.

Four faculty focused OHRP programs that support diversity/intersectionality research include the Faculty Relations Sub-Committee of the Campus-Wide Diversity Initiative, the Faculty Support Award, the Faculty Research Forum, and the INTERACT Project. (See website for details.)

In accordance with the university “Human Relations Code,” the Office of Human Relations Programs defines multiculturalism as including—but as not being limited to — race, color, ethnicity; sex, gender, sexual orientation, or gender identity or expression; geographic origin, language, socioeconomic class background; physical, developmental, or psychological disability; religious, spiritual, faith-based or secular affiliation, or creed; age or generation; physical appearance; environmental concern; marital status or family configuration; employment status; and political affiliation or associations based on the exercise of rights secured by the First Amendment of the United States Constitution.

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University of Maryland Faculty Research

A

Renee Ater, Ph.D., Department of Art History and Archaeology (*Race/Ethnicity, African American, History, Arts*)

Dr. Renee Ater specializes in African American visual culture with an emphasis on the nineteenth and twentieth centuries. She is currently revising for publication two articles from her dissertation. The first, “Making History: Meta Warrick Fuller’s Ethiopia Awakening,” is under review at the *American Art Journal*. The second article highlights Fuller’s 1913 anti-war sculpture created as a result of her involvement with the Women’s Peace Party.

B

Elsa Barkley-Brown, Ph.D., Department of History, Department of Women’s Studies (*Race/Ethnicity, African American, Gender/Feminism, History*)

Dr. Elsa Barkley-Brown holds a joint appointment in history and women’s studies and is an affiliate faculty member in the African American studies and American studies departments. Her research is focused on African American political culture with an emphasis on gender. Dr. Barkley-Brown’s expertise also includes Black gender studies and Black women’s history, arts, and culture.

Maurine Beasley, Ph.D., Merrill College of Journalism (*Race/Ethnicity, Gender/Feminism, Women’s Work, History*)

Dr. Maurine Beasley’s expertise includes women in journalism with emphases on race and gender, history, media portrayal and participation of First Ladies in the media, women journalists in Washington, D.C., as well as international perspectives of women and journalism. Dr. Beasley is in the

early stages of research that will examine the extent of women’s global participation in journalism; she will compare the challenges and obstacles faced by women internationally to those faced by women in the U.S.

Ira Berlin, Ph.D., Department of History (*Race/Ethnicity, African American, History*)

Dr. Ira Berlin, Distinguished University Professor, has expertise in African American history and the histories of slavery, the Civil War, and labor. He has won numerous awards for his books on slavery, and is the founder of the Freedman and Southern Society Project, housed in the Department of History.

A. Lynn Bolles, Ph.D., Department of Women’s Studies (*Race/Ethnicity, African American, Caribbean, Gender/Feminism, Women’s Work, Anthropology, International Studies*)

Dr. Lynn Bolles’ expertise is embodied in the political economy of Black women, especially of the Caribbean. Using an anthropological perspective, her current research investigates women tourist workers in Negril, and Caribbean migration to the Washington, D.C., metropolitan area. In that research, Dr. Bolles uses interviews to examine how people gain their livelihoods through tourism. A second project, a Black feminist critique and analysis of the field of anthropology, is largely centered on the biography of Irene Diggs, a Black woman who taught anthropology for 30 years at Morgan State University.

Bonnie Braun, Ph.D., *Department of Family Studies (Family/Children/Child Development, Welfare/Economy)*

Dr. Bonnie Braun's expertise includes family policy, low-income families, welfare reform, and program evaluation. Within the context of welfare policies, "Rural Families Speak: Life in a State of Poverty" is an ongoing fifteen-state quantitative and qualitative study with the goal of measuring changes, over time, in the well-being of rural people and the counties where they live. "Sages of the Ages: Stories that Touch and Teach" is an inter-generational qualitative study focused on coping with life's tough challenges; it is based on stories collected from a diverse group of older adults.

C

John L. Caughey, Ph.D., *Department of American Studies (Asian, Anthropology, Religion, International Studies)*

Dr. John L. Caughey is chairperson of the Department of American Studies. His expertise within the discipline includes ethnography, life history, contemporary American cultures, migration back and forth between the U.S. and South Asia, and culture and imagination. His research in ethnography is centered on his interest in how contemporary individuals negotiate multiple frames of reference and senses of self, including multiple understandings of race, class, ethnicity, sexuality, religion, and other dimensions of difference. His research on life history deals with how migrations between India and the U.S. involve various kinds of dislocations and how they are reflected in, revealed by, and handled through various lands of imaginary experiences, including memories, daydreams, internal dialogues, and media experiences.

Charles Christian, Ph.D., *Department of Geography (Race/Ethnicity, African American)*

Dr. Charles Christian's research activities concentrate on human, social, and population geographies with special emphasis on urban and metropolitan America. Dr. Christian is interested in the racial and ethnic dynamics of communities, particularly the factors that contribute to the stability of communities and the conditions that influence residents' life chances. Working with Maryland's public policy makers at state and local levels, he helped create a public exchange forum for the Maryland Black Legislative Caucus (MLBC Annual Weekend Summit) to encourage a public policy agenda responsive to the needs of constituents. His research on preventing crime in Baltimore City is focused on various public policy programs, strategies, and initiatives to identify those who work, those who do not work, and those who represent promise in the prevention and reduction of crime.

Kandice Chuh, Ph.D., *Department of English (Race/Ethnicity, Asian American, Literature)*

Dr. Kandice Chuh's teaching and research interests focus on twentieth-century U.S. American literature, Asian American literature, critical race studies, contemporary theory, and law and literature. A faculty member of the English department, she is also an affiliate faculty member of the American studies and Asian American studies departments.

Dr. Chuh's current research includes twentieth-century U.S. racialized formations/representations, theories of representation and subjectivity, and the

intersections of law and literature. Her scholarship is informed by the recognition that among the most urgent critical issues arising in the related/overlapping fields of American literary studies, U.S. minority discourses, and critical race studies is the question of how to conduct comparative analyses between and among differently racialized U.S. social and cultural formations in ways that go beyond the Black-White binary of race relations that has, arguably, centered studies of racialized cultural work.

Christine Clark, Ed.D., *Office of Human Relations Programs (White, Diversity within Education)*

Dr. Christine Clark, director of the Office of Human Relations Program, is an affiliate faculty member in the Department of Education Policy and Leadership, the Department of Curriculum and Instruction, and the Maryland Institute on Minority Achievement and Urban Education. Dr. Clark's expertise includes multicultural/bilingual teacher education, multicultural organizational development, social justice education, critical pedagogy, and participatory action research. She is currently exploring several areas of research, including the prison industrial complex and schooling, White antiracist identity development, multicultural curriculum transformation across disciplines, the digital divide, and Christian privilege.

Carmen Coustaut, M.F.A., Department of Theatre
(*African American, Gender/Feminism, Arts*)

Professor Carmen Coustaut's expertise includes screenwriting, film production, and African American cinema. She has developed a seven-minute film entitled *Jolie* and is currently working on a fictional memoir entitled *My Father's Daughter*. *Jolie* examines images of working-class African American women in cinema while questioning the overemphasis of beauty and its effects on young girls and women. *My Father's Daughter* presents a story of resilience, growth, and the faith of an African American woman in spite of intra-family conflicts. Professor Coustaut's previous work is recognized through a variety of awards.

Sandra Messinger Cypess, Ph.D., Department of Spanish and Portuguese
(*Race/Ethnicity, Latin America, Gender/Feminism, Literature, International Studies*)

Dr. Sandra Messinger Cypess is chairperson of the Department of Spanish and Portuguese. Latin American women writers and theatre, and maternal figures in the representation of Mexican national identity, are her areas of special interest. She is currently researching Griselda Gambaro's role in Argentine theater in addition to writing a monograph on Elena Garro and her representation of Mexican national identity.

Dr. Cypess has an interest in examining the literary production of women writers and how their discursive strategies relate to nationalist discourses on culture produced by male writers. Her focus is on the difficulties women encounter in producing a public voice in the highly gendered societies of Latin America.

D

Lory J. Dance, Ph.D., Department of Sociology
(*Race/Ethnicity, Diversity within Education*)

Dr. Lory Dance's expertise includes the sociology of education with emphases on urban education, sociology of race relations, urban sociology, and critical theory. Thus far, her research explores the lives of students from urban, low-income communities, including their lives within and beyond the walls of school. Her approach is primarily ethnographic. In the future, she intends to conduct cross-national research that explores ethnic minority youth of other nations.

Christian Davenport, Ph.D., Department of Government and Politics
(*Race/Ethnicity, African, Social Movements, International Studies*)

Dr. Christian Davenport's expertise within government and politics includes human rights violations, discrimination and racism, social movements, comparative politics, and measurement. His recent project has several research undertakings in progress: "Rwanda's Semi-Willing Executioners" attempts to understand the micro-foundations of genocide and analyzes why actions vary across time and space during the period of interest.

Claudia DeMonte, Ph.D., Department of Art
(*Gender/Feminism, Arts, International Studies*)

Dr. Claudia DeMonte's area of expertise and current research is focused on women's issues in global art. Over the past five years she has collected, curated, exhibited, and lectured on art made by women from all over the world.

Bonnie Thornton Dill, Ph.D., Department of Women's Studies
(*Race/Ethnicity, African American, Gender/Feminism, Women's Work, Family/Children/Child Development, Welfare/Economy, History*)

Dr. Bonnie Thornton Dill is chairperson of the Department of Women's Studies and director of the Consortium on Race, Gender, and Ethnicity. She is also an affiliate faculty member of the African American studies, American studies, and Sociology departments.

Her research is focused on the intersections of race, class, and gender with an emphasis on African American women and families. Dr. Dill's current research project follows up on an earlier study of single mothers in rural southern communities. She also is working on a new edition of an edited volume about U.S. women of color and is continuing her work on intersectional research in U.S. higher education.

In addition to her scholarship, Dr. Dill has been active in curriculum transformation and diversity work for more than a decade. She served for several years as a member of the National Panel for the Association of American Colleges and Universities' project, "American Commitments: Diversity, Democracy and Liberal Learning." She was also a consultant to the National Center for Curriculum Transformation Resources on Women at Towson University as well as consultant to several other colleges and universities in their efforts to enhance and diversify their curriculum.

F

William W. Falk, Ph.D., *Department of Sociology (Race/Ethnicity, African American, History, Health)*

Dr. William Falk is chairperson of the Department of Sociology. His expertise includes the American South, rural African Americans, and labor markets. Dr. Falk's current areas of research include the return of African Americans to the South and the role of the military in their lives. His research explores "who" has returned, where they have gone, how differential migration (especially to rural and urban destinations) can be explained and what this means for the areas to which migrants move. Further, his work is focused on individuals who have served in the military and how this experience affects both residential decisions (especially return migration) and labor market participation.

Ruth E. Fassinger, Ph.D., *Department of Counseling and Personnel Services (Latina/o, Gender/Feminism, Sexuality, Health)*

Dr. Ruth Fassinger's expertise includes the psychology of women and gender (i.e., women and work, women's mental health, feminist therapy, and diversity among women), psychology of sexual orientation and identity, vocational psychology, and history of psychology.

Dr. Fassinger has several research projects in progress. One project funded by the National Science Foundation is focused on women in the U.S. chemical industry; quantitative and qualitative approaches are being used to document the experiences of both women and management. "Project Enhance," funded by the National Study of Women's Achievement, is focused on enhancing the participation of women in the U.S. chemical industry; a grounded theory approach is being used

to explore African American, Asian American, Latina, White, lesbian, and disabled women's career experiences and their experiences in overcoming obstacles to high levels of achievement. Dr. Fassinger also is researching the Latina experience of coping with sexual abuse; this study uses qualitative interviews to help understand the effects of the culture on coping with sexual abuse.

Barbara Finkelstein, Ed.D., *Department of Education Policy and Leadership (History, Family/Children/Child Development, Diversity within Education, Education/Children)*

Dr. Barbara Finkelstein is director of the International Center for Transcultural Education. Her expertise includes historical perspectives on child, youth, family, and education policies; oral history and biographical studies; and the history of teaching and learning. Dr. Finkelstein's current research includes five areas: children, youth, families, and schools in historical perspective; oral historical and biographical studies in education; comparative studies of global and local intersections; histories of gender and intergroup relationships in teaching, learning, and teacher education; and theoretical approaches to structure and agency in education.

H

Judith P. Hallett, Ph.D., *Department of Classics (Gender/Feminism, Sexuality, History, Literature, International Studies)*

Dr. Judith P. Hallett's expertise includes Latin language; literature, gender, sexuality and family in ancient Greco-Roman culture; and the classical

tradition in modern culture. As a feminist and new historicist critic, Dr. Hallett pays particular attention to issues of gender and to the larger cultural context in which literary works are created. Her current research on women's writing encompasses women's writing in ancient Rome as well as the construction of gender in a variety of Latin literary genres; the latter involves a close and traditionally philological study of relevant Latin texts. Edith Hamilton and the shaping of American classical studies is an additional area of current research.

June Hargrove, Ph.D., *Department of Art History (Race/Ethnicity, Gender/Feminism, History, Arts, International Studies)*

Dr. June Hargrove's expertise includes Orientalism in nineteenth-century art, primitivism in nineteenth-century art, body and gender in nineteenth-century art, and nationalism. Dr. Hargrove's current research projects are focused on public monuments in nineteenth-century France, Degas, Gauguin, and French painting. Her research on public monuments examines how the public sculpture of the Third Republic was used for political and ideological purposes. It also examines how these monuments reinforced a notion of the nation and the Republic that exploited or raised questions about ethnicity, gender, and sometimes race. Her study of Degas explores how his sculptures and paintings are indicative of attitudes toward gender, ethnicity, and race. Her research on Gauguin and on French painting explores how Gauguin's art and writing manifest the stereotypes of "Orientalism," primitivism, and gender through representations of women of color.

Sharon Harley, Ph.D., Department of African American Studies (*Race/Ethnicity, African American, Gender/Feminism, Women's Work, Social Movements, History*)

Dr. Sharon Harley's areas of expertise include African American women's labor studies and Black women's political activism. Dr. Harley's current research interests include how the work of women of color shapes and is shaped by class, sexuality, family, and workplace; shared and competing histories of racial oppression and exclusion; cultural constructions of gender; and changes in the global economy. She is director of the African-American Women's Labor Studies Project.

J

Martin Johnson, Ph.D., College of Education (*Race/Ethnicity, Diversity within Education*)

Dr. Martin Johnson is associate dean for urban and minority education and professor of mathematics education in the College of Education. Dr. Johnson also serves as the director of the Maryland Institute for Minority Achievement and Urban Education.

Eileen Julien, Ph.D., French and Italian Comparative Literature Program (*Race/Ethnicity, Caribbean, African, Gender/Feminism, History, Literature, International Studies*)

Dr. Eileen Julien is director of The David C. Driskell Center. Her research and teaching focus on the postcolonial cultures of Africa and the Caribbean (especially French-language novels and film). Dr. Julien's current projects examine the varied response to "modernity" of Senegalese

literature and arts; the potential and limits of gender as a category of analysis for specific West African texts; and the interplay of African literature and the social sciences. Her recently published article, "The Extroverted African Novel," analyzes the novel as a type of cultural flow, as a world historical form—rather than a "European" form—and examines the novel as it relates to local and to popular fiction and hegemonic texts.

K

Melanie Killen, Ph.D., Department of Human Development (*Race/Ethnicity, Latina/o, Gender/Feminism, Family/Children/Child Development, International Studies*)

Dr. Melanie Killen is the associate director of the Center for Children, Relationships, and Culture and the director of the NIH (National Institutes of Health) Graduate Training Program in Social Development at the University of Maryland. Her expertise includes social and moral development; social reasoning about intergroup relationships; and cultural influences on development. Dr. Killen currently is conducting research on the following topics: social reasoning about exclusions based on gender, race, and ethnicity; conflict resolution of Colombian children; evaluations by Spanish (Madrid) children on the exclusion of gypsies; evaluations by Korean children on parental expectations about gender-specific peer activities; implicit racial biases of U.S. children; and the conception of rights by U.S. children.

Seung-Kyung Kim, Ph.D., Department of Women's Studies (*Race/Ethnicity, Asian American, Asian, Gender/Feminism, Women's Work, Anthropology*)

Dr. Seung-Kyung Kim is director of the Asian American Studies Program and associate professor in the Department of Women's Studies. She also serves as an affiliate faculty member of the anthropology and American studies departments. Dr. Kim's research is focused on women factory workers, labor organizing, and the feminist movement in Korea. She is the author of *Class Struggle or Family Struggle?: Lives of Women Factory Workers in South Korea* (1997).

Steven Klees, Ph.D., Department of Education Policy and Leadership (*Race, Gender/Feminism, Welfare/Economy, Diversity within Education*)

Dr. Steven Klees' work has focused on comparative and international education with a disciplinary specialization in economics. He has produced research and development initiatives for organizations such as the World Bank, UNESCO, UNICEF, USAID, and a variety of national ministries and non-governmental organizations. Most of his work has been in Latin America, but he also has worked in a number of African and Southeast Asian countries as well as the U.S. Dr. Klees' interest in U.S. policy and practice has led him to work with U.S. school districts, state governments, and national educational organizations. His long-term research interests are concentrated on issues that concern the political economy of educational policy and social change. He is especially interested in how gender, race, and class intersect with educational and social inequalities.

Sally A. Koblinsky, Ph.D., Department of Family Studies (*Family/Children/Child Development*)

Dr. Sally Koblinsky is chairperson of the Department of Family Studies. Her expertise includes parenting in at-risk families, community violence, homelessness, and child development. Dr. Koblinsky's current research seeks to teach parenting strategies that increase the resiliency of children and reduce the behaviors that place children at future risk for drug use and interpersonal violence; that increase knowledge of substance abuse/violence prevention among parents; and that alter, in a constructive way, parental attitudes as they relate to alcohol, tobacco, and drug use, and the prevention of violence.

Susan R. Komives, Ed.D., Department of Counseling and Personnel Services (*Diversity within Education, Education/Children*)

Dr. Susan Komives' expertise includes student leadership development, leadership and organizational change, and futures of higher education/student affairs. Her current area of research, entitled Leadership Identity Development or LID, is the development of a grounded theory on how collaborative relational leadership develops over the life span. The study explores the emergent collaborative relational leadership most appropriate for work in communities and teams. The study also examines pathways to this leadership with an eye to race, ethnicity, and gender.

L

Bart Landry, Ph.D., Department of Sociology (*Race/Ethnicity, African American, Gender/Feminism, Women's Work, Families/Children/Child Development, Welfare/Economy*)

Dr. Bart Landry's areas of expertise include African American work, families, and middle-class life. His scholarship contributes significantly to the study of social stratification and Black life in the U.S. and to the study of U.S. middle-class life in general.

Mark P. Leone, Ph.D., Department of Anthropology (*Race/Ethnicity, African American, African, Anthropology, History, International Studies*)

Dr. Mark Leone's expertise includes historical archaeology and African American historical archaeology. His current area of theoretical concern is capitalism and its relationship to material culture. Focusing on West African religious traditions in North America, Dr. Leone explores the age, locations, and meanings of West African religious traditions transported to and surviving in North America. He also analyzes the material remains of African Americans in North America.

Jing Lin, Ph.D., Department of Education Policy and Leadership (*Race/Ethnicity, Asia, Gender/Feminism, Diversity within Education*)

Dr. Jing Lin specializes in international comparative education with a focus on East Asia and the social/cultural foundation of education. Her research has focused on the social and political transformations in China since 1978. She has given close attention to the issue of educational equality in that country's dramatic redistribution of power and opportunities, and her research has touched on a broad range of issues relating to education for ethnic minorities, women's social status and girls' education, reform policies and dilemmas facing primary and secondary education, expansion of higher education, and development of private education and new social stratifications. She has also done a significant amount of research and teaching on education for global peace, spirituality, and education.

Shirley Logan, Ph.D., Department of English (*Race/Ethnicity, African American, Literature, History*)

Dr. Shirley Wilson Logan is chairperson of the Conference on College Composition and Communication. Her research interests include nineteenth-century Black women's rhetoric, composition theory, and pre-twentieth-century African American literature.

Marvin Lynn, Ph.D., Department of Curriculum and Instruction (*Race/Ethnicity, African American, Gender/Feminism, Diversity within Education*)

Dr. Marvin Lynn is co-director of a new program area in minority and urban education. His expertise is race and ethnic studies: more specifically, critical race studies in education, urban education, and the sociology of education.

Dr. Lynn is currently working on a study entitled, “Black male teachers as inquirers and change agents in a low-performing school.” The study uses qualitative interviewing and observing as a method through which to explore how Black male teachers in the school community of Prince George’s County, Maryland, collaborate to put an end to the persistent underachievement of Black boys. Related to this is an exploration of the work of teachers in the school who make ongoing deliberate attempts to help minority students, particularly Black males, to “step over the achievement gap” into academic excellence.

M

Laura Mamo, Ph.D., Department of Sociology (*Race/Ethnicity, Gender/Feminism, Sexuality, Health*)

Dr. Laura Mamo’s expertise includes gender, race, and sexuality studies; sociology of science, medicine, and technology; contemporary theory/feminist theory; and qualitative research methods. Dr. Mamo has several research projects in progress: “Queering Reproduction: Lesbians and Assisted Reproductive Technologies” analyzes the material practices of achieving pregnancy among lesbian users of technologies of assisted reproduction. “Biomedicalization: Theorizing

Changes in U.S. Health Care” analyzes the historical changes in the organization of biomedical sciences, technologies, and healthcare delivery across the twentieth century. “Medicalization of Male and Female Sexual ‘Function’” examines the emergence of lifestyle pharmaceuticals from a science studies perspective. Finally, “Reconfiguring Kinship Through Assisted Reproduction” explores the commodification of donor semen and donor eggs in the fertility industry.

Amy E. McLaughlin, Ph.D., Consortium on Race, Gender, and Ethnicity (*Race/Ethnicity, White, Gender/Feminism*)

Dr. Amy McLaughlin is assistant director of the Consortium on Race, Gender, and Ethnicity and an affiliate faculty member of the Department of Women’s Studies. Her work addresses issues of violence and the threat of violence in the lives of women of color and White women.

Threat of violence is a factor that works to inhibit the freedom of women within a context of racial, ethnic, and gendered hierarchies; women’s choices throughout daily life are often made within a framework that balances safety and avoidance. Dr. McLaughlin is currently expanding her dissertation by investigating the intergenerational learning of fear among women, studying how beliefs about fear are shared among and taught by family members. Her work uses an intersectional approach to examine the social structures that support and contribute to the experience of fear in women’s lives.

Sonya Michel, Ph.D., Department of American Studies, Department of History (*Race/Ethnicity, White, Gender/Ethnicity, Women’s Work, History, Welfare/Economy*)

Dr. Sonya Michel’s research centers on gender, race, and social policy in the U.S., past and present and in comparative perspective. Her approach is interdisciplinary, drawing on both the humanities and social sciences. Starting with a historical foundation, she uses social and political theory to develop a framework for analyzing social policies and welfare state regimes and takes a cultural studies approach in developing an understanding of how representations of client and subject groups, as well as social knowledge, shape the politics of social policy. At the same time, she is interested in working with ethnographic data to probe the ways clients, individually and collectively, respond to, incorporate, and/or resist specific policies within the context of daily life.

In previous projects, Dr. Michel compares the role of middle-class (“maternalist”) women’s movements in early welfare states in North America, Western Europe, and the antipodes, and traces the history of child-care policy in the U.S. The current study has a dual focus: the development of a “public/private” system of social provision (specifically pensions and old-age insurance) in the U.S. since World War II and that system’s implications for White women, people of color, and sexual minorities.

Jeffrey F. Milem, Ph.D., Department of Education Policy and Leadership (*Race/Ethnicity, Diversity within Education*)

Dr. Jeffrey Milem's expertise includes racial dynamics on college campuses, campus racial climate, faculty role performance, and student persistence/retention. Dr. Milem is currently working with the American Association of Colleges and Universities on the Diverse Democracy Project and the Diversity and Global Learning Evaluation. His research is focused on racial dynamics in higher education, the educational outcomes of diversity, the impact of college on students, and the condition and status of the professorate – including the ways in which faculty effectively use diversity in their classroom teaching.

Melissa Milkie, Ph.D., Department of Sociology (*Gender/Feminism, Women's Work, Family/Child/Child Development, Health*)

Dr. Melissa Milkie's areas of interest are gender, social psychology, culture, and families. Her research has examined such topics as the impact of parental status on mental well-being, gender division of labor in family life, changes in parents' use of time and feelings about family life, and the supposed death of feminism. She is currently examining gender differences in parental strain and is the co-investigator for Dr. Leonard Pearlin's (Department of Sociology) National Institute on Aging-funded project, "Stress, Inequality, and Health among Older Adults."

Claire G. Moses, Ph.D., Department of Women's Studies (*Gender/Feminism, History, International Studies*)

Dr. Claire Moses is professor and former chairperson of women's studies, and an affiliate faculty member in the Department of History. Her research interests focus on the history of feminist theory and activism and on the history of French women. Dr. Moses is the editorial director of *Feminist Studies*, a leading journal of women's studies scholarship and theory.

N

Jessica Gordon Nembhard, Ph.D., Department of African American Studies (*Race/Ethnicity, African American, Welfare/Economy, Democratic Community Economic Development*)

Dr. Jessica Gordon Nembhard, political economist, is co-director of the Democracy, Diversity, and Voice Project of the Democracy Collaborative. She is also a consultant (formerly research director) to the Preamble Center, Washington, D.C. Her current areas of interest include democratic, community based economic development; alternative urban development strategies; cooperative economics; race and economic inequality; wealth inequality; and popular economic literacy.

Angel David Nieves, Ph.D., Program in Historic Preservation (*Race/Ethnicity, Gender/Feminism, Anthropology, History, Literature*)

Dr. Angel David Nieves is a professor in the School of Architecture and a trained researcher in the fields of anthropology, women's studies, architecture, American history, and African American history and literature. He synthesizes these areas of expertise in interdisciplinary courses on race, gender, class, sexuality, ethnicity, and research methods across the fields of ethnic studies, women's studies, Black studies, and geography. Dr. Nieves is an affiliate faculty member in the Department of American Studies and co-coordinator of the Material Culture/Visual Culture Working Group.

P

Sheri Parks, Ph.D., Department of American Studies (*Race/Ethnicity, Gender/Feminism, Family/Children/Child Development, Arts*)

Dr. Sheri Parks' academic interests revolve around popular American aesthetics with a particular focus on culture, family, and gender. In particular she is interested in the aesthetics of everyday experience, including mass media and other artifacts of popular culture. Her work in the field of popular mythologies is informed by content studies, aesthetic analysis, and ethnography. Dr. Parks hosts "Clear Reception," a radio talk show featured on public radio stations.

Carla Peterson, Ph.D., Department of English (*Race/Ethnicity, African American, Gender/Feminism, Family/Children/Child Development, History, Literature*)

Dr. Carla Peterson is an affiliate faculty member in the African American studies, women's studies, and American studies departments as well as a faculty member in the Department of English. Dr. Peterson's expertise includes nineteenth-century African American women writers and speakers in the northern U. S., African American novelists in the post-Reconstruction era, and gender and culture in historical literature. She is currently working on a social and cultural history of African American life in nineteenth-century New York as seen through "the lens" of family history.

R

Suzanne M. Randolph, Ph.D., Department of Family Studies (*Race/Ethnicity, African American, Family/Children/Child Development, Health*)

Dr. Suzanne Randolph's expertise includes African American families, HIV/AIDS, community violence, and evaluation of maternal/child health programs. Her program of research seeks to teach parenting strategies that increase the resiliency of children and reduce the behaviors that place children at future risk for drug use and interpersonal violence, as well as increase parents' knowledge of substance abuse and violence prevention. Dr. Randolph's project further explores how culture, racial identity, and experiences of racial discrimination are associated with parenting and child development.

Ana Patricia Rodriguez, Ph.D., Department of Spanish and Portuguese (*Race/Ethnicity, Latina/o, Latin America, Gender/Feminism, Literature, International Studies*)

Dr. Ana Rodriguez has expertise within the disciplines of U.S. Latino/a and Chicano/a literature, literary criticism, and cultural studies with a special focus on Central American cultural production in the U.S., Latina feminisms, Central American twentieth-century literature and cultural criticism, Central American postwar and neo-liberal cultural formations, and transnational migration cultures.

Dr. Rodriguez is trained to collect testimonies (the story of one individual representing a larger group) following the tradition of Latin American testimonies. She conducts, compiles, organizes, and frames interviews to magnify larger social issues. Her methodology, in this respect, is more anthropological and/or ethnographic, using inquiries that she poses to herself: Where am I as an *academic* in current cultural politics and production? How does my work contribute to a discussion of social issues today, especially in regards to migration and deportation? Dr. Rodriguez also conducts cultural analysis of popular texts, including "pulp fiction" (i.e., detective novels written by U.S. Latinos/as, television programming, and the more mainstream films such as those starring Jennifer Lopez and salsa by musicians such as Panamanian Ruben Blades). These texts inscribe social issues and problems that can be examined in mass culture.

Deborah Rosenfelt, Ph.D., Department of Women's Studies (*Gender/Feminism, Family/Children/Child Development, Diversity within Education*)

Dr. Deborah Rosenfelt is a faculty member of the Department of Women's Studies as well as an affiliate faculty member of the Department of American Studies. Prior, she served as professor and director of women's studies at San Francisco State University. In addition to teaching, Dr. Rosenfelt serves as director of the Curriculum Transformation Project, which is charged with making the university curriculum inclusive of gender, ethnic, racial, cultural, and other aspects of human diversity.

S

William Sedlacek, Ph.D., Department of Counseling and Personnel Services (*Race/Ethnicity, Asian American, Women/Gender, Diversity within Education, Religion*)

Dr. William Sedlacek's areas of expertise include diversity, racism and sexism, and alternative admissions measures to reflect equity in university level education. Dr. Sedlacek is currently engaged in the following research projects: potential underutilization of counseling services for Asian Americans, the prevalence of Christian privilege in campus organization, and the evaluation of multicultural services offices on campuses. He is also involved in a twenty-year longitudinal study of the Gates Millennium Scholars program, which will compare the progress of recipients to a similar group of students (of color, similar potential) whom did not receive aid.

Mary Corbin Sies, Ph.D., *Department of American Studies (Race/Ethnicity, African American, White, Gender/Feminism, Class)*

Dr. Mary Corbin Sies is the director of graduate studies for the Department of American Studies and co-coordinator of the Material Culture/Visual Culture Working Group. Dr. Sies' affiliate faculty positions include the graduate program in theatre and performance as well as women's studies, the Department of Architecture's historic preservation faculty, and the National Center for Smart Growth Research and Education. Her research and teaching interests span material culture studies, planning history, architectural history, urban history, and U.S. cultural and social history of the nineteenth and twentieth centuries.

Dr. Sies is an authority on American suburbs from 1850 to the present and is working on a collaborative project with historian Andrew Wiese of San Diego State University to investigate and map the relationships between Black and White suburbs in North American metropolitan areas from 1900 to 1950. Interested in theorizing and studying issues of race, gender, space, and the domestic built environment, she is considering how to rethink the field of historic preservation to center on the heritage buildings and landscapes of marginalized subgroups in the U.S. Dr. Sies is an avid follower of the developing field of cyberculture studies and employs information technology in her teaching.

Martha Nell Smith, Ph.D., *Department of English (Gender/Feminism, Sexuality, Cyberculture, Literature)*

Dr. Martha Nell Smith is chairperson of the Department of English and director of the Maryland Institute for Technology in the Humanities. Her expertise includes feminist theory and criticism; lesbian, gay, bisexual, and transgender studies; digital studies; American poetry; and women poets and writers.

Dr. Smith currently seeks to address the crises in academic publishing and education that have profound effects on the academy's reward structures (tenure and promotion) as well as its educational mission. Dr. Smith is also exploring new ways of telling a life story, while asking why audiences continue to be fascinated with life stories and what that suggests about their power and meanings, and why an understanding of the importance of life stories is crucial to our collective knowledge and the health of our society and culture.

Carol Anne Spreen, Ph.D., *Department of Education Policy and Leadership (Race/Ethnicity, Africa, Latin America, Diversity within Education)*

Dr. Carol Anne Spreen's teaching and academic experience is in the field of comparative education and international education policy with an emphasis on international studies of school reform, curriculum planning, and instructional leadership. Dr. Spreen's research centers on sociocultural studies of education reform, curriculum change, and school leadership, critical ethnographies of school communities, and international examinations of multicultural/intergroup practices in classrooms. Her regional

areas of work have included, but are not limited to, Africa, Latin America, and the U.S.

Dr. Spreen's area/disciplinary specializations include comparative sociological foundations of education and cultural anthropology with an emphasis on qualitative research—primarily case methods and ethnographic studies of school communities. Her research interests include equity, diversity, and social justice in curriculum and instructional planning, globalization and educational policy reform/policy borrowing, teachers as agents of change/curriculum-oriented instructional leadership, comprehensive school restructuring for diversity and excellence, comparative multiculturalism/anti-racist practices and pedagogies, and international comparisons of race, ethnicity, and identity in schooling.

Nancy Struna, Ph.D., *Department of American Studies (Race/Ethnicity, Gender/Feminism, Sexuality, History)*

Dr. Nancy Struna is a member of the American studies faculty and an affiliate member of the history and women's studies faculties. Her teaching and research focus on social and cultural production in the Atlantic world and directly engage the department's central intellectual directions: the cultures of ordinary life and the cultural constructions of identity and difference.

From her early work on the social history of labor-leisure relationships and sport, Dr. Struna has moved to the most ordinary of early American institutions, taverns, as sites for the exploration of change in the social relationships, patterns, and practices of ordinary life. One dimension of her research has led to a focus, in the short term, on the body

and sexuality in the context of street and tavern culture(s), beginning with the construction of prostitution in the colonial and early national periods.

W

Ronald Walters, Ph.D., Department of Government and Politics (*Race/Ethnicity, African American*)

Dr. Ronald Walters is director of the African American Leadership Institute. His areas of expertise are African American studies and American politics as well as formal political theory.

Mary Helen Washington, Ph.D., Department of English (*Race/Ethnicity, African American, Gender/Feminism, History, Literature, Social Movements*)

Dr. Mary Helen Washington's research interests include African American women writers and African American writing from the Cold War. Dr. Washington looks at non-canonical cultural texts from the 1950s to show how this literature finds its source, in great part and unapologetically, in radical and progressive political activism.

Barbara Weinstein, Ph.D., Department of History (*Race/Ethnicity, Latin America, Gender/Feminism*)

Dr. Barbara Weinstein has published two monographs on Brazilian social, economic, and political history: *The Amazon Rubber Boom, 1850-1920* and *For Social Peace in Brazil: Industrialists and the Remaking of the Working Class in São Paulo, 1920-1964*. She has published several essays on gender in Latin America, as well as numerous articles on industrial workers, slavery, and regional-

ism. Her current book project is tentatively titled "Region vs. Nation: São Paulo and the Formation of Brazilian National Identities."

Dr. Weinstein has been awarded fellowships from the National Endowment for the Humanities, the Social Science Research Council, the Guggenheim Foundation, and the Fulbright and Fulbright-Hays programs. She has been a Fulbright Lecturer at the University of Campinas (São Paulo) and the Hebrew University of Jerusalem. She also has served on the editorial boards of several journals, including *ILWCH*, *Radical History Review*, *Hispanic American Historical Review*, *Latin American Research Review*, and *The Americas*.

Daryle Williams, Ph.D., Department of History (*Race/Ethnicity, Latin America, Cyberculture*)

Dr. Daryle Williams is the author of several articles, book chapters, and a book on twentieth-century Brazilian cultural history. With the support of the Maryland Institute for Technology in the Humanities, Dr. Williams is pursuing a new research project on the cultural politics of world heritage in Argentina, Brazil, and Paraguay. Other research and teaching interests include the politics of memory, Latin American modernism, and humanities computing.

Dr. Williams has held grants and fellowships from the Fulbright Scholar Program, The Ford Foundation Postdoctoral Fellowship Program, and the Rockefeller Humanities Fellowship Program. In 1998, he co-directed the National Endowment for the Humanities Summer Institute for College Teachers "Crossroads of Atlantic Cultures: Brazil at 500." Dr. Williams is currently the associate

director of The David C. Driskell Center for the Study of the African Diaspora and associate editor of the *Hispanic American Historical Review*.

Linda Williams, Ph.D., Department of Government and Politics (*Race/Ethnicity, Gender/Feminism, Welfare/Economy*)

Dr. Linda Williams' areas of expertise include American politics, public policy, and political economics. Her research interests are race, class, gender, and politics; press, politics, and public policy; the American welfare state; urban politics; and public opinion and elections. She is director of the Democracy Collaborative's Democracy, Diversity and Voice Project.

Francille Wilson, Ph.D., Department of African American Studies (*Race/Ethnicity, African American, Women's Work, History*)

Dr. Francille Rusan Wilson is an intellectual historian and labor historian who specializes in the history of Black social scientists, Black labor movements, Black women and work, and the historiography of African American studies. She also writes and lectures about Black women's history, children's literature, and African American film history. She is a member of the executive board of the Association for the Study of African American Life and History and was appointed to the Organization of American History's 2002 Special Events and Publicity Committee. She is also a member of the program committee for the 2005 Berkshire Conference on Women's History and of the nominating committee for the Labor and Working-Class History Association.

Z

Clyde Woods, Ph.D., Department of African American Studies (*Race/Ethnicity, African American, Welfare/Economy, Arts*)

Dr. Clyde Woods' areas of expertise include urban, rural, and regional history; cultural studies; policy analysis; music and social theory; and poverty research. Dr. Woods currently is working on several projects that include an understanding of the historical construction and reproduction of a distinct southern Californian African American identity; identification of Black working-class consciousness, intellectual traditions, and intellectual movements as expressed through "popular music"; examination of short- and long-term impacts of welfare reform on racial disparities in urban and rural settings; and a rethinking of the historiography of local Black communities in the Baltimore-Washington corridor.

Y

Robert Yuan, Ph.D., Department of Cell Biology and Molecular Genetics (*Diversity within Education*)

Dr. Robert Yuan's areas of expertise are molecular biology and biotechnology. Although he does not do research on race, gender, and ethnicity in the traditional sense, Dr. Yuan is interested in a fundamental problem in science education: how to incorporate diversity themes into science courses and thus improve the performance of minority students in such courses. He is currently working on diversity topics in biology courses, such as the development of cross-cultural and interdisciplinary courses and the use of teams that are mixed by race/ethnicity, gender, major, and grade point average.

Ruth E. Zambrana, Ph.D., Department of Women's Studies (*Race/Ethnicity, Latina/o, Latin America, Gender/Feminism, Family/Children/Child Development, International Studies, Health*)

Dr. Ruth E. Zambrana's areas of expertise include women's health care, health status and outcomes; quality of life of low-income racial/ethnic populations; maternal, child, and adolescent health; racial/ethnic disparities; and mentoring the intellectual development of the next generation of scholars. Her recent research is aimed at the identification and examination of selective biological, family, social, and institutional factors associated with the quality of life for African American and Latino women with chronic health conditions. "An Intersectional Approach to Health Disparities: Understanding Women's Health," a recent paper, integrates the relatively new field of intersectional research with health disparities research in order to develop research approaches that are more effective and health care policies that are inclusive. She is director of research for CRGE.

Faculty Research Interests Listed by Keywords

Research at the University of Maryland falls under and between many categories of academic enterprise. We have assembled a list of keywords to cross-reference faculty specialty areas. As evident from the multiple listings, University of Maryland faculty members have diverse and often interdisciplinary research interests.

Anthropology

Lynn Bolles (16), John Caughey (17), Seung Kyung Kim (20), Mark Leone (21), Angel David Nieves (23)

Arts

Elsa Barkley Brown (16), Carmen Coustaut (18), Claudia DeMonte (18), June Hargrove (19), Sheri Parks (23), Clyde Woods (27)

Cyberculture

Mary Corbin Sies (25), Martha Nell Smith (25), Daryle Williams (26)

Diversity within Education

Christine Clark (17), Lory Dance (18), Barbara Finklestein (19), Martin Johnson (20), Steven Klees (20), Susan Komives (21), Jing Lin (21), Marvin Lynn (22), Jeffrey Milem (23), Deborah Rosenfelt (24), William Sedlacek (24), Carol Anne Spreen (25), Robert Yuan (27)

Education/Children

Barbara Finklestein (19), Susan Komives (21)

Family/Children/Child Development

Bonnie Braun (17), Bonnie Thornton Dill (18), Barbara Finkelstein (19), Melanie Killen (20), Sally Koblinsky (21), Melissa Milkie (23), Sheri Parks (23), Carla Peterson (24), Suzanne Randolph (24), Deborah Rosenfelt (24), Ruth E. Zambrana (27)

Gender/Feminism

Elsa Barkley Brown (16), Maurine Beasley (16), Lynn Bolles (16), Carmen Coustaut (18), Sandra Messinger Cypess (18), Claudia DeMonte (18), Bonnie Thornton Dill (18), Ruth Fassinger (19), Judith Hallett (19), June Hargrove (19), Sharon Harley (20), Eileen Julien (20), Melanie Killen (20), Seung Kyung Kim (20), Steven Klees (20), Jing Lin (21), Marvin Lynn (22), Laura Mamo (22), Amy McLaughlin (22), Sonya Michel (22), Melissa Milkie (23), Claire Moses (23), Angel David Nieves (23), Sheri Parks (23), Carla Peterson (24), Ana Patricia Rodriguez (24), Deborah Rosenfelt (24), Mary Corbin Sies (25), Martha Nell Smith (25), Nancy Struna (25), Mary Helen Washington (26), Barbara Weinstein (26), Ruth E. Zambrana (27)

Health

William Falk (19), Laura Mamo (22), Melissa Milkie (23), Suzanne Randolph (24), Ruth E. Zambrana (27)

History

Renee Ater (16), Elsa Barkley Brown (16), Maurine Beasley (16), Ira Berlin (16), Bonnie Thornton Dill (18), William Falk (19), Barbara Finkelstein (19), Judith Hallett (19), June Hargrove (19), Sharon Harley (20), Eileen Julien (20), Mark Leone (21), Shirley Logan (21), Sonya Michel (22), Claire Moses (23), Angel David Nieves (23), Carla Peterson (24), Nancy Struna (25), Mary Helen Washington (26), Francille Wilson (26)

International Studies

Lynn Bolles (16), John Caughey (17), Sandra Messinger Cypess (18), Christian Davenport (18), Claudia DeMonte (18), Judith Hallett (19), June Hargrove (19), Eileen Julien (20), Melanie Killen (20), Mark Leone (21), Claire Moses (23), Ana Patricia Rodriguez (24), Ruth E. Zambrana (27)

Literature

Kandice Chuh (17), Sandra Messinger Cypess (18), Judith Hallett (19), Eileen Julien (20), Shirley Logan (21), Angel David Nieves (23), Carla Peterson (24), Ana Patricia Rodriguez (24), Martha Nell Smith (25), Mary Helen Washington (26)

Race/Ethnicity

AFRICAN

Christian Davenport (18), Eileen Julien (20), Mark Leone (21), Carol Anne Spreen (25)

AFRICAN AMERICAN

Renee Ater (16), Elsa Barkley Brown (16), Ira

Berlin (16), Lynn Bolles (16), Carmen Coustaut (18), Bonnie Thornton Dill (18), William Falk (19), Sharon Harley (20), Mark Leone (21), Shirley Logan (21), Marvin Lynn (22), Jessica Gordon Nembhard (23), Carla Peterson (24), Suzanne Randolph (24), Mary Corbin Sies (25), Ronald Walters (26), Mary Helen Washington (26), Francille Wilson (26), Clyde Woods (27)

ASIAN

John Caughey (17), Seung Kyung Kim (20), Jing Lin (21)

ASIAN AMERICAN

Kandace Chuh (17), Seung Kyung Kim (20), William Sedlacek (24)

CARIBBEAN

Lynn Bolles (16), Eileen Julien (20)

GENERAL

Renee Ater (16), Elsa Barley Brown (16), Maurine Beasley (16), Ira Berlin (16), Lynn Bolles (16), Charles Christian (17), Kandace Chuh (17), Sandra Messinger Cypess (18), Lory Dance (18), Christian Davenport (18), Bonnie Thornton Dill (18), William Falk (19), June Hargrove (19), Sharon Harley (20), Martin Johnson (20), Eileen Julien (20), Melanie Killen (20), Seung Kyung Kim (20), Steven Klees (20), Mark Leone (21), Jing Lin (21), Shirley Logan (21), Marvin Lynn (22), Laura Mamo (22), Amy McLaughlin (22), Sonya Michel (22), Jeffrey Milem (23), Jessica Gordon Nembhard (23), Angel David Nieves (23), Sheri Parks (23), Carla Peterson (24), Suzanne Randolph (24), Ana Patricia Rodriguez (24), William Sedlacek (24), Mary Corbin Sies (25), Carol Anne Spreen (25), Ronald Walters (26), Mary Helen Washington (26), Barbara Weinstein (26), Daryle Williams (26), Francille Wilson (26), Clyde Woods (27), Ruth E. Zambrana (27)

LATINA/O

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LATIN AMERICA

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