

Tools For Social Justice: UM at The Intersections of Scholarship and Community



Pyramids for Lunch, © Margo Humphrey

Wednesday, September 22, 2004

11:00am – 6:30pm

Adele H. Stamp Student Union
University of Maryland



Margo Humphrey was born in Oakland, California. She received her Bachelor of Fine Arts degree from the California College of Arts and Crafts in Painting and Printmaking. She pursued Post Graduate study from The Whitney Museum of American Art Summer Program while attending Stanford University's Graduate School. She graduated from Stanford with honors and a Master of Fine Arts degree in Printmaking. She has been the recipient of numerous fellowships and awards, among them: The James D. Pheland Award, two National Endowment of the Arts Fellowships, and a Ford Foundation Fellowship. Humphrey's works are included in many prestigious national and international permanent collections. They include: The Museum of Modern Art, in New York City; The National Gallery of Art; Smithsonian Institution and the Permanent Collection of the United States Information Agency Arts America Program, Washington, DC.; The Bradford Galleries and the Victoria and Albert Museum in London, England; The Museum of Modern Art, Rio De Janeiro, Brazil; The National Gallery of Art, Lagos, Nigeria; The San Francisco Legion of Honor; The Margaret Pace Wilson Collection, in San Antonio, Texas; and The Dr. William H. Cosby and Camille Cosby Private Collection. Humphrey is also an author and illustrator of the children's book, "The River That Gave Gifts," a nominee for "National Literacy Week." Her commissions include: The San Francisco Foundation, The Tamarind Thirty Year Portfolio, The Oakland Ballet, stage sets and costumes for the Premier Production of "Peter and the Wolf", narrated by actor Danny Glover, and an installation for the exhibition, "Blues Aesthetic: Black Culture and Modernism," the Herron School of Art, Indianapolis, Indiana, and the University of Nebraska, at Omaha. She is currently an Associate Professor in the Department of Art.

Description of "Pyramids for Lunch"

This image gives homage to the capturing of the lost knowledge of the past from the continent of Africa. This knowledge has been hidden for a long time. By eating of the symbolic pyramids the dolls are gaining knowledge of the past and the secrets are being revealed to them by turning them into real people.

The Caption Reads:

Surprisingly enough everybody came ... Knowledge of the Old World will be restored by learning the secrets of the Ancient One, the source of I am to make them real and wise again.

The University of Maryland celebrates the first campus wide research and scholarship day on race, gender, ethnicity, and other dimensions of difference. This day will feature the work of UM scholars – faculty and graduate students – whose work contributes to expanding our knowledge about difference and diversity.

The Consortium On Race, Gender and Ethnicity

The Consortium on Race, Gender, and Ethnicity (CRGE) is developing as the nation's leading think tank devoted to work at the intersections of race, gender, and ethnicity. CRGE is an association of academic units and individual faculty on the University of Maryland campus whose mission is to promote, advance, and conduct research on gender, race and ethnicity with other dimensions of difference. This work reflects an ongoing intellectual and social justice mission to reformulate the world of ideas to incorporate the many contradictory and overlapping ways that human life is experienced, and convey this knowledge to those who can put it to work to create a society in which all voices are heard.

Afternoon Program

11:00	<i>Registration</i>	
11:45	<i>Welcome</i>	C.D. Mote, Jr. President, University of Maryland, College Park
	<i>Lunch</i>	
	<i>Opening Session</i>	William W. Destler Senior Vice President and Provost
12:15	<i>Luncheon Keynote Panel</i>	
	<i>Creating the Democratic University: Bridging the Gap Between Communities And Scholarship</i>	Dr. Bonnie Thornton Dill Director, CRGE, Chair and Professor of Women's Studies
		Cynthia M. Duncan The Carsey Institute University of New Hampshire
		Thomas Pérez University of Maryland School of Law
1:20	<i>Questions and Comments</i>	Bonnie Thornton Dill
1:45 – 3:15	<i>Panel 1: Power and Pedagogy</i> (Margaret Brent Room)	Deborah Rosenfelt Moderator
	<i>Historical Revisioning and Power of Pedagogy</i>	Ruth Fassinger
	<i>When Circular Motion Takes us Forward: The Lived Experience of Teaching for Social Justice</i>	Jennifer Pigza
	<i>Intergroup Dialogues: Transformative Pedagogy For Social Change and Social Justice</i>	Gloria Bouis
	<i>Running In Place: A Critical Appraisal of the School Politics that Promote the Under- achievement of African American Males in Prince George's County</i>	Marvin Lynn

	<i>Panel 2: Identities, Inequalities and Institutional Practices</i> (Prince George's Room)	Kandice Chuh Moderator
	<i>Schools as Breeding Grounds for Prison</i>	Christine Clark
	<i>Theorizing Race, Class, Gender and Place</i>	Mary Corbin Sies
	<i>Why Race Matters: Lessons Learned from the Attack on Affirmative Action</i>	Jeffrey Milem
	<i>Civic Disparities and Civic Differences: Ethno-Racial Civic Engagement in the United States</i>	Linda Williams
	Poster Session A (Colony Ballroom)	
3:30 – 5:00	<i>Panel 3: Art, Policy and Popular Culture</i> (Prince George's Room)	Ana Patricia Rodriguez Moderator
	<i>Of Eagles, Arrows, Olive Branches, and Presidents: Militarized Nationalism and the West Wing</i>	Shawn Parry-Giles and Trevor Parry-Giles
	<i>“Strange Fruit”?: Race Women’s Cultural Production and Labor Struggles</i>	Sharon Harley
	<i>Where Can I Be All of Who I Am? Playing Racial And Ethnic Issues on the American Stage</i>	Heather Nathans
	<i>The “New” South Africa in Black and White</i>	Angel David Nieves
	<i>Panel 4: Welfare Reform: Race, Gender and Ethnic Inequalities</i> (Margaret Brent Room)	Llewellyn Cornelius Moderator
	<i>Race, Ethnicity and Welfare Reform in Los Angeles</i>	Clyde Woods
	<i>Marginalized Rural Mothers</i>	Bonnie Braun
	<i>Historical Re-visioning Through Intersectional Interventions</i>	Claudia Lawrence-Webb
	<i>Reaching for More: The Fight for Higher Education in the Context of Welfare Reform</i>	Avis Jones De-Weever
	Poster Session B (Colony Ballroom)	
5:00	<i>Wine and Cheese Reception</i> (Colony Ballroom) Performance by Femmes De Chanson Art Exhibit with Margo Humphrey and students	

Keynote Lunch Panel:



C. D. Mote, begins his tenure as President of the University and Glenn L. Martin Institute Professor of Engineering after 31 years on the faculty of the University of California, Berkeley. He was recruited to lead the University of Maryland to national eminence under a mandate by the state. Since assuming the presidency, he has encouraged an environment of excellence across the University, and under his leadership, programs in the arts, academics, and athletics have flourished. In 2004, the University was ranked 18th among public research universities, up from 30th in 1998. President Mote has emphasized broad access to the university, enriched undergraduate curricula and launched the Baltimore Incentive Awards Program to recruit and provide full support to high school students of outstanding potential who have overcome extraordinary adversity during their lives.

President Mote has greatly expanded the university's partnerships with corporate and federal laboratories and brought to College Park the first Research Park sponsored by the People's Republic of China outside of the Mainland and its first Chinese language, literature and culture center. Under his leadership, the University has founded a new research park, University of Maryland Enterprise Campus, M-Square, located on a 115-acre site adjacent to the University of Maryland/College Park Metro. One of the first tenants is the Center for Advanced Study of Languages.

Dr. Mote is a leader in the national dialogue on higher education. He has testified on educational issues before Congress, talked and written in national media on the changing funding model in higher education, served as vice chair of the Department of Defense Basic Research Committee, and is a member of the Council of the National Academy of Engineering. He also serves as President of the Atlantic Coast Conference.

Internationally recognized for his research on the dynamics of gyroscopic systems and the biomechanics of snow skiing, he has several hundred publications, holds patents in four countries, and has mentored 56 Ph.D. students. President Mote has received numerous awards including the Berkeley Citation, Distinguished Engineering Alumnus award, three honorary doctorates, and membership on U.S. National Academy of Engineering, American Academy of Arts and Sciences, and the American Association for the Advancement of Science. He was elected to Honorary Membership in the ASME International. In its last ranking in 2002, "Washington Business Forward" magazine counted him among the top 20 most influential leaders in the region.



William W. Destler, Senior Vice President for Academic Affairs and Provost. He previously served the University as Vice President for Research and Dean of the Graduate School; Interim Vice President for University Advancement; Dean of the A. James Clark School of Engineering; and Chair of the Department of Electrical Engineering. He received his B.S. degree from Stevens Institute of Technology in 1968 and his Ph.D. from Cornell University in 1972. Dr. Destler's research interests have been primarily in the areas of high power microwave sources and particle beam technology, and he is the author or co-author of over 200 research papers on these and related topics. Dr. Destler is the recipient of numerous awards for teaching excellence, including the 1989 A.T.&T. Award for Excellence in Engineering Education for the Mid-Atlantic States. In 1992 he was named a University of Maryland Distinguished Scholar-Teacher. He has pioneered the offering of technological literacy programs to corporate audiences, and is presently involved in several innovative cross-disciplinary educational programs. Dr. Destler is a Fellow of both the IEEE and the American Physical Society.



Bonnie Thornton Dill is Professor and Chair of the Department of Women's Studies and Director of the Consortium on Race, Gender and Ethnicity at the University of Maryland. She received her Ph.D. and M.A. degrees from New York University, and a B.A. from the University of Rochester. Her research focuses on intersections of race, class and gender with an emphasis on African American women and families.

Dr. Dill is a pioneer in the fields of Black women's studies and comparative studies of women of color.

She remains among those in the forefront of creating a body of scholarship which places the lives, work and experiences of women of color at the center of analysis. In addition, she is actively engaged in building and maintaining institutional locations within higher education that support, nurture, promote and advance this scholarship.

Dr. Dill's published works include two books: *Women of Color in U.S. Society*, edited with Maxine Baca Zinn (Temple U. Press, 1994), and *Across the Boundaries of Race and Class: An Exploration of Work and Family Among Black Female Domestic Servants* (Garland Press, 1994). Her recently published articles include: "Between a Rock and a Hard Place: Motherhood, Choice and Welfare in the Rural South," in Sharon Harley, et.al., ed., *Sister Circle: Black Women and Work* (Rutgers University Press, 2002), "Poverty in the Rural U.S.: Implications for Children, Families and Communities," in Judith Blau, ed., *Blackwell Companion to Sociology* (Blackwell Publishers, 2001); "Race, Family Values and Welfare Reform" (with Maxine Baca Zinn and Sandra Patton) in L. Kushnick and J. Jennings, Eds., *A New Introduction to Poverty* (New York University Press, 1999); "A Better Life for Me and My Children: Low Income Single Mothers' Struggle for Self-sufficiency in the Rural South," *Journal of Comparative Family Studies* (1998); "African Americans in the Rural South: The Persistence of Race and Poverty," with Bruce B. Williams in, E. Castle, Ed., *The American Countryside* (U. of Kansas, Press, 1995); and "Theorizing Difference from Multi-racial Feminism," (with Maxine Baca Zinn), *Feminist Studies* (1996). Her work has been reprinted in numerous collections and edited volumes.

Dr. Dill has also served as a consultant to a variety of organizations and foundations including The Ford Foundation and The Annie E. Casey Foundation. She has also been active in curriculum transformation work, including serving on the Association of American Colleges and University's National Panel: American Commitments: Diversity, Democracy and Liberal Learning.

Because of her innovative work, Dr. Dill is the recipient of several prestigious awards for teaching and scholarship including a Distinguished Faculty Research Award from the Graduate School at the University of Maryland, and both the Jessie Bernard Award and Distinguished Contributions to Teaching Award given by the American Sociological Association. She was also awarded the Eastern Sociological Society's Robin Williams Jr. Distinguished Lectureship in 2001-02.



Cynthia Mildred Duncan, Director, Carsey Institute for Families and Communities, University of New Hampshire. Cynthia (Mil) Duncan became founding director of the Carsey Institute for Families and Communities at the University of New Hampshire in May 2004. She has a joint appointment in the College of Liberal Arts and the School of Health and Human Services, as Professor of Sociology and Professor of Health, Management and Policy respectively. The Carsey Institute supports interdisciplinary policy research in the social and health sciences, as well as analysis that informs community leaders in the northern New England region.

Prior to joining the Carsey Institute, Mil served as the Ford Foundation's Director of Community and Resource Development, a national and international program that supports sustainable development focused on racial justice, social equity, and inclusive civic engagement. From 1989-2000 she was a professor of Sociology at the University of New Hampshire, where she taught classes on poverty and inequality, political sociology, social change, and qualitative and applied methodology. She is the author of *Worlds Apart: Why Poverty Persists in Rural America* (Yale University Press 1999), which won the American Sociological Association's Robert E. Park Award, *Rural Poverty in America*, an edited collection on rural poverty, and numerous articles on poverty and development. She has also conducted research on social change and modernization in north Atlantic fishing communities. Before joining UNH's faculty she was Co-founder of the Aspen Institute's Rural Economic Policy program, and prior to that she was research director at the Mountain Association for Community Economic Development in Berea, Kentucky. She received her BA in English from Stanford University, and her MA and Ph.D. from the University of Kentucky. She serves on several policy and development-related boards.



Thomas Pérez is an assistant professor at the University of Maryland Baltimore Campus. Professor Pérez's most recent position was as Director of the Office of Civil Rights at the U.S. Department of Health and Human Services. In addition to a J.D. from Harvard Law School, where he served as Executive Editor of the Harvard Civil Rights/Civil Liberties Law Review, Professor Pérez holds a Master's Degree in Public Policy from the John F. Kennedy School of Government at Harvard. His experience in and deep commitment to public service will enable the Clinical Law Program to continue its successes in providing high quality education to our students and superb service to the community while developing a high level of scholarship and practice.

Presenters / Moderators:

Gloria Bouis

Office of Human Relations Programs

Ms. Bouis is the Associate Director and is responsible for planning, implementing, coordinating, and evaluating programs and training activities on human relations with particular emphasis on diversity, equity, and intergroup communication. She oversees the Words of Engagement: Intergroup Dialogue Program on campus and currently chairs the President's Commission on Ethnic Minority Issues. She also serves as internal consultant and resource person on race relations, Asian American community issues, Asian immigrant adjustment issues, and multicultural organizational development to individuals, campus units, student and community organizations. She was Co-Director of the Diversity Initiative, a campus-wide institutionalized effort to build a more inclusive learning community. The Diversity Initiative has been a nationally recognized model by the Ford Foundation, the American Council on Education, and by President Clinton's Initiative on Race. Prior to joining the University of Maryland in 1988, she was affiliated with Stanford University as researcher, community outreach coordinator, and instructor in the Special Languages Department. At the University of Maryland, she has received many awards including the Outstanding Advisor Award, Asian Achievement Award for Outstanding Service, the Women of Color Award given by the President's Commission on Women Issues, and the Outstanding Staff Award presented at the annual University Faculty and Staff Convocation.

Intergroup Dialogues: Transformative Pedagogy For Social Change and Social Justice

The Words of Engagement: Intergroup Dialogue Program brings together groups of students from various social identity groups including those with a history of tension or conflict between them. Facilitated by trained and experienced facilitators, participants confront those tensions in order to build bridges across groups through engagement in dialogue. The course pedagogy encourages active learning through many different mechanisms. Students take part in small, diverse groups (8-16) in which they dialogue about current social issues, write reflection papers, and participate in experiential activities and simulation games designed to illustrate course concepts. Readings for the course present historical and contemporary patterns of inequality, social identities, social justice, and social change. A recent evaluation (n=308) on the impact of intergroup dialogue on the participants showed relational learning outcomes in four major areas: a) social identity awareness, b) appreciation of the co-learning environment, c) communicating across differences, and d) building bridges across identity groups.

Bonnie Braun

Department of Family Studies

Dr. Braun (Assistant Professor) has teaching and research interests that include 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 intergenerational qualitative study focused on coping with life's tough challenges; it is based on stories collected from a diverse group of older adults.

Marginalized Rural Mothers

With only 25% of the U.S. and Maryland populations, families in small towns and rural areas are seldom studied. To bring attention to their lives, assets, and needs, the University of Maryland and 14 other states began a longitudinal, mixed-methods study in 1999 of 414 families of diverse races and ethnicity in 24 rural counties. The study is tracking the impact of public policy changes affecting rural families and their communities through 2008. The intent of this study is to give voice to these women and families to influence public policy and programming which will affect their quality of life.

Kandice Chuh (Moderator)

Department of English

Dr. Chuh (Assistant Professor) has teaching and research interests that focus on twentieth-century U.S. American literature, Asian American literature, critical race studies, contemporary theory, and law and literature. She is also an affiliate faculty member of the American Studies and Asian American Studies departments. Dr. Chuh's 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 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

Office of Human Relations Program (OHRP)

Dr. Clark is Director of OHRP and an affiliate faculty member in the Departments of Education Policy and Leadership, Curriculum and Instruction, and in 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, including the prison industrial complex and schooling, White antiracist identity development, multicultural curriculum transformation across disciplines, the digital divide, and Christian privilege.

Schools as Breeding Grounds for Prison

This presentation will explore how especially urban public schools are being structured to foster student "graduation" into the prison system. Further, it will uncover the "hidden curricula" in public schools that persistently reproduce institutionally raced and gendered status quos through the intellectual and emotional manufacture of primarily young, Latino and Black men into a sustaining inmate population. Finally, it will suggest strategies for reclaiming public education as an oppositional space for critical multicultural educators, students, parents, and their allies to fight for equality and social justice.

Llewellyn Cornelius (Moderator)

University of Maryland Baltimore, School of Social Work

Dr. Cornelius is currently an associate professor and the associate director of the Institute for Human Services Policy at the University of Maryland, School of Social Work. He received his doctorate from the University of Chicago, School of Social Services Administration and has extensive research experience in examining access to medical delivery and the outcome of care for African Americans and Latinos. He is a recipient of the University of Chicago's 1996 Elizabeth Butler young alumni award for his contributions to health care research on African Americans and Latinos and was inducted into the Honor Society of Phi Kappa Phi.

Avis Jones-DeWeever

Institute for Women's Policy Research

Dr. Jones-DeWeever is the Study Director for Poverty and Welfare Programs at the Institute for Women's Policy Research. Her work both examines the impact of welfare reform on the lives of women and families and searches for effective programmatic strategies aimed at poverty reduction. Prior to joining IWPR, Dr. Jones-DeWeever held research appointments at a number of for-profit and non-profit organizations including the Congressional Black Caucus Foundation and the Joint Center for Political and Economic Studies. She has also held staff appointments with the Ohio, Virginia, and Maryland State Legislatures. Most recently, she served on the faculty of the University of Richmond where her teaching and research interests focused on issues of race and gender inequality in the U.S.

Dr. Jones-DeWeever received her doctoral degree in Government and Politics from the University of Maryland, College Park where she specialized in public policy and the politics of race. Her areas of expertise include poverty in urban communities, inequality of educational

opportunity, and the impact of welfare reform on communities of color. Currently, she is engaged in the implementation of a project that seeks to highlight the struggles of women seeking to pursue higher education while under the constraints of welfare reform.

Reaching for More: The Fight for Higher Education in the Context of Welfare Reform

Despite the high economic pay-offs associated with college degrees, the “work first” emphasis of the 1996 welfare reform act led to the severe restriction of higher education opportunities for welfare participants. Faced with the pressure of balancing strict work requirements and increased bureaucratic hurdles, along with parenting responsibilities and the demands of college coursework, tens of thousands of welfare participants were forced to abandon their aspirations for higher education all together and turn to the perhaps never-ending cycle of low-wage work and perpetual poverty. This work takes a look at some of those who refused to let go of their dream. It examines the circumstances of student-parents currently navigating California’s CalWorks system while simultaneously pursuing the goal of higher education for the betterment of their lives as well as the lives of their children.

Ruth Fassinger

Department of Education, Counseling and Personnel Services

Dr. Fassinger (Professor) has expertise in 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.

She 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 studying the Latina experience of coping with sexual abuse; this study uses qualitative interviews to help understand the effects of culture on coping with sexual abuse.

Historical Revisioning and Power of Pedagogy

I have been developing and teaching a transformational history of psychology for the past 14 years to doctoral students at UMD. The presentation would include: a) brief summary of how the history of psychology has been recorded and disseminated; b) brief overview of the traditional history of the discipline (history written backward); c) discussion of why and how this history needs to be transformed, and the importance of incorporating diversity into the canon; d) highlighting of the most important elements of my recent offerings of the course, both content and pedagogical (e.g., diversity and media searches, creative projects, collaborative final exams, etc.); e) comments from students who have taken the course regarding the transformation of their own thinking about their chosen discipline; and f) brief discussion of some of the difficulties in offering a course – even at the graduate level – considered too “radical” by some.

Sharon Harley

Department of African American Studies

Dr. Harley (Chair and Associate Professor) has expertise in 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.

“Strange Fruit”?: Race, Women’s Cultural Production and Labor Struggles

This paper presentation examines the cultural production and radical political struggles of Black women, both within and outside organized international labor movements. Focusing specifically on the varied lives and activism of Nannie Helen Burroughs, Billie Holiday and Lousie Thompson Patterson, I seek to uncover black women’s cultural and labor struggles but also the forces and times that gave rise to their radicalization.

Claudia Lawrence-Webb

University of Maryland Baltimore County, School of Social Work

Dr. Lawrence-Webb is an Assistant Professor in the School of Social Work and an affiliated faculty member of the Women's Studies Program at UMBC. Dr. Lawrence-Webb is a licensed clinical social worker and received her certification as a marital and family therapist from the Philadelphia Child Guidance Clinic. She is an expert in child sexual abuse and specializes in family therapy with children and families of abuse and neglect, kinship care, marital and family therapy, and women's issues. In addition, she is a seasoned trainer having developed training for state social workers in Maryland through the School of Social Work, Training Department, UMB for five years. Dr. Lawrence-Webb's research and publications focus on clinical and policy issues in child welfare, kinship care, spirituality, the use of technology in social work and black feminist thought. She promotes undergraduate research through the UMBC Undergraduate Research Achievement Award Initiative. Prior to entering academia, Dr. Lawrence-Webb spent over 20 years in public child welfare, administration, training, consulting, and private practice. Dr. Lawrence-Webb is currently a board member of the Ruth Young Child Welfare Center of the School of Social Work, University of Maryland.

Historical Revisioning: Using the Flemming Rule to Examine Welfare Reform Regarding Race, Gender and Ethnic Inequality

As an administrative ruling, the Flemming Rule had and continues to have a significant relevance to the current discussions of welfare reform and its impact on disproportionately represented groups. Historical connections and relevance of the Flemming Rule will illustrate the built-in discriminatory processes that lead to inequality within the current welfare reform initiatives and a punitive approach to service delivery that continues to make morality a central tenet of its policies.

Marvin Lynn

Department of Education, Curriculum and Instruction

Dr. Lynn is an Assistant Professor and co-director of a new program area in minority and urban education. His areas of expertise include 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 observations as methods 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.

Running in Place: A Critical Appraisal of the School Politics that Promote the Underachievement of African American Males in Prince George's County

Based on interviews with teachers and 18 months of ethnographic observations in the school, this emerging study chronicles the researcher's attempt to conduct research in a low performing school in Prince George's County. As the researcher, along with two research assistants, attempted to foster conversations among teachers and administrators regarding the underachievement of African American males, they encountered a series of obstacles which ultimately derailed their efforts to examine the problem more closely. The research reflects how social forces such as race, class and gender bias against African American males may have played a role in the researcher's ability to examine the problem. In addition, the researcher reflects on conversations with African American male teachers in the school regarding how to best promote the achievement of underachieving African American male students.

Jeffrey Milem

Department of Education, Policy and Leadership

Dr. Milem (Associate Professor) has expertise in the 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.

Why Race Matters: Lessons Learned from the Attack on Affirmative Action

In this presentation, from the perspective of an insider and activist scholar, I discuss the work that policy makers, lawyers, and social scientists did to create an argument, rooted in solid social evidence, to support the University of Michigan's claim that diversity is a compelling interest to institutions of higher education and to society because of the educational benefits that can result from racial diversity on college campuses. In doing so, I present the highlights of work done by the American Educational Research Association's Panel on Racial Dynamics in Higher Education with a special focus on a chapter that I wrote for the panel that describes the benefits that can accrue from racial diversity in higher education. As part of this discussion, I describe the transformative nature of diversity on our campuses. Specifically, I argue that, if the educational benefits of diversity are to be achieved, very specific conditions must be in place on college campuses. In other words, the context in which diversity is enacted matters greatly. In the last part of the presentation, I describe a framework for understanding campus racial climate that can be a helpful guide in considering the types of changes that must occur on our campuses if the benefits of diversity that I described earlier are to be achieved.

Heather Nathans

Department of Theater

Dr. Heather Nathans (Assistant Professor) has published *Early American Theatre from the Revolution to Thomas Jefferson: Into the Hands of the People*, as well as essays in *The Journal of American Drama and Theatre*, *The New England Theatre Journal*, *The Pennsylvania History Journal*, and *Early American Studies*. She has received fellowships from a variety of institutions, including The McNeil Center for Early American Studies, The Gilder Lehrman Foundation, The Library Company of Philadelphia, The American Antiquarian Society, and, most recently, The Boston Athenaeum. She is currently at work on a new manuscript, *Lifting the Veil of Black: Studies in Sentiment and Slavery on the American Stage, 1787-1861*.

Where Can I Be All of Who I Am? Playing Racial and Ethnic Issues on American Stage

In the opening scene of his Pulitzer Prize-winning drama, *Angels in America*, playwright Tony Kushner refers to America as, "This melting pot that never melted." Throughout the late eighteenth and into the nineteenth century, the American stage struggled with the challenge of assimilating its diverse racial and ethnic populations into one culturally "acceptable" identity. Yet at the same time, those populations -- African, Jewish, Asian (to name only few) -- resisted the pressure to become "merely" American, fighting to retain more complex notions of their identities and heritage. In this paper I explore the ways in which nineteenth-century Jews and African Americans strove to find a space on the American stage that would let them explore and develop those identities, and the ways in which the dominant culture either supported or subverted that goal.

Angel David Nieves

School of Architecture, Planning and Preservation

Dr. Nieves is an Assistant Professor and an affiliate faculty member in the American Studies and Women's Studies departments. He completed his doctoral work in architectural history and Africana studies at Cornell. His research and teaching interests include memory culture, gender, and nationalism, the anthropology of space and place, ethnography, cultural heritage preservation of marginalized subcultures, and tourism and development. He is documenting community-based heritage conservation efforts in Cape Town and Johannesburg as part of a larger study of the intersections between nationalism and heritage conservation in former all-Black townships.

The "New" South Africa in Black and White

This presentation will critically examine the new strategies and tactics being devised by township residents to cope with the changing face of social and economic inequality in Langa, one of Cape Town's oldest formally planned townships. Understanding the cultural significance of historic sites in Cape Town's former all-Black townships requires an intersectional framework that cuts across a long-held 'tourist's gaze' based on white supremacy.

Shawn Parry-Giles

Department of Communication

Dr. Parry-Giles is an Associate Professor, an affiliate faculty member of Women's Studies, and the Director of the Center for Political Communication and Civic Leadership. She teaches and studies historical and contemporary political discourse as well as rhetorical, feminist, and media criticism. Her current projects examine the rhetorical presidency and presidential image construction in addition to the news media's coverage of Hillary Rodham Clinton. She offers courses in presidential and first lady discourse, contemporary political communication, and rhetorical and media criticism.

Trevor Parry-Giles

Department of Communication

Dr. Parry-Giles, Assistant Professor, teaches and studies rhetoric and political culture and legal rhetoric. Ongoing projects include analyzing the 20th century Supreme Court confirmation process, examining the construction of Bill Clinton's political and presidential image and studying his rhetorical presidency, and exploring the presentation of the presidency in popular culture.

Of Eagles, Arrows, Olive Branches, and Presidents: Militarized Nationalism and the West Wing

There is an inextricable link between the U.S. presidency, militarism, and nationalism that is evident throughout U.S. history. This presentation examines that link as it is enacted in the fictional White House of *The West Wing's* (TWW) President Josiah Bartlet. We situate our reading of TWW in the lengthy relationship between militarism and the presidency before examining the tensions evident from the drama's text as it grapples with the competing ideologies of realism and post-realism in its depiction of foreign affairs. Ultimately, we conclude that TWW articulates powerful tensions characteristic of contemporary U.S. political culture concerning nationalism, militarism, and the intersectionality of race, class and gender in the formation of U.S. national identity.

Jennifer Pigza

Department of Education, Policy and Leadership

Ms. Pigza is a doctoral candidate in education policy and leadership at the University of Maryland. She has almost 15 years of experience in higher education and non-profit and social service agencies. This work is the origin of her research interests in critical teaching, service-learning pedagogy, and higher education for the public good. With Marie Troppe, she coordinated UM's Engaged Campus (2000) project for Campus Compact. They also co-wrote "Developing an Infrastructure for Service-Learning and Community Engagement" (in Jacoby, Ed., 2003). Prior to her work in higher education, Jennifer worked with the Jesuit Volunteer Corps. She received her M.Ed. degree (1996) in higher education and student affairs administration at the University of Vermont and her B.A. degree (1990) in English literature at Loyola College in Maryland.

When Circular Motion Takes us Forward: The Lived Experience of Teaching for Social Justice

This presentation will discuss the emerging themes of an ongoing research project. The central question of my exploration: What is the lived experience of teaching for social justice in the context of higher education? This central question unfolds to reveal several layers of exploration such as: What is the teacher's experience of inviting college students to understand and become committed to social justice? What does it mean to re-present knowledge and learning in ways that challenge the dominant paradigm? How do faculty navigate an institution that may adhere to traditional models and expectations of the professorate? In what ways might faculty transform themselves, their students, and their communities in the process of teaching and learning for social justice?

Ana Patricia Rodriguez (Moderator)

School of Languages, Literatures, and Cultures

Dr. Rodriguez, Associate Professor, 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-cen-

ture 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 (Moderator)

Department of Women’s Studies

Dr. Rosenfelt, Professor, is also 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.

Mary Corbin Sies

Department of American Studies

Dr. Corbin Sies is an Associate Professor and also an affiliate faculty member of the Graduate Program in Historic Preservation, and the Women’s Studies Department. Her research and teaching interests span material culture studies, planning history, architectural history, urban history, and cultural and social history of the U.S. in the 19th and 20th centuries. She is an authority on American suburbs from 1850 to the present and is interested in studying issues of race, class, gender, space, and the domestic built environment.

Theorizing Race, Class, Gender and Place

This presentation identifies theoretical concepts useful for thinking about how North Americans experienced and shaped urban places in the nineteenth and twentieth centuries. The context for this exercise is a study of multiple relationships between white and black and affluent and working class suburbs that seeks to explain how these relationships shaped metropolitan built environments, lifeways, policies, and ideals. Understanding the relationships between different kinds of suburbs and the political cultures of their residents is indispensable to understanding the process of metropolitan development itself where relations of difference developed in much greater social and spatial intimacy than scholars have understood.

Linda Williams

Department of Government and Politics

Dr. Williams (Associate Professor) has expertise in the fields of 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.

Civic Disparities and Civic Differences: Ethno-Racial Civic Engagement in the United States

This research explores persistent civic disparities and differences among racial and ethnic groups that are in the numerical minority as they relate to the prospects for increasing the quantity, quality, equality and sustainability of civic engagement in America. Civic engagement is defined in terms of participation in civic and political activities; thus, both formal political activities, e.g. voting, volunteering and contributing to political campaigns, as well as informal political and nonpolitical activities engaged in through voluntary organizations and associations, e.g. protesting, volunteering, contributing to and membership in charitable organizations and churches, are within the scope of this paper. A key underlying theme of this work is that for people of color, civil society has been dual. There has been the external civil socie-

ty, which has more often than not marginalized them and their interests, and there has been the internal civil society that people of color have built themselves to contest their marginalization. It is in these internal civil societies that people of color have built networks of reciprocity and trust, which have facilitated the development of forms of collective action that clearly contested existing policies or practices directly affecting their communities.

Clyde Woods

Department of African American Studies

Dr. Woods (Assistant Professor) has expertise in the areas of 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.

Race, Ethnicity and Welfare Reform in Los Angeles

This presentation will highlight the intersectional research on welfare reform and poverty. The implications of TANF have produced disparate, racial, ethnic, gender and regional impacts. Poverty in Los Angeles and the impact of TANF will be discussed.

Poster Presenters

Elaine A. Anderson, Kate Kuvalanka and Marta McClintock-Comeaux

Department of Family Studies

A former Congressional Science Fellow, Dr. Anderson focuses her research on family policy issues, at risk families, and health policy. With over \$1 million in external funding, she has conducted policy analysis/research for the United States Senate, the Connecticut Legislature, the Minnesota Legislature, and for two Presidential Campaigns. She is a Fellow in the National Council on Family Relations. Dr. Anderson serves on numerous journal editorial boards, currently including the Journal of Family Relations and the Journal of Family and Economic Issues. She has edited three family policy books and written and collaborated on numerous policies.

Ms. Kuvalanka is a Ph.D. student. She received her master's degree with a specialization in Marriage and Family Therapy. Ms. Kuvalanka serves as the co-chair of the Board of Directors of COLAGE (Children of Lesbians and Gays Everywhere), a national non-profit organization, and was recently appointed to the President's Commission on Lesbian, Gay, Bisexual, and Transgender (LGBT) Issues at UMD. Recent awards include a 2004 Student Award by the UMD LGBT Scholarship Fund for her work to end discrimination against LGBT people, and a 2004 Distinguished Teaching Assistant Award from the Center for Teaching Excellence.

Ms. McClintock-Comeaux is a Ph.D. student. Her research interests include couple relationships, psychoeducational training programs, relationship violence, work/family balance, public policy, and gender/social justice issues. Ms. McClintock-Comeaux especially enjoys teaching undergraduate classes and has taught Individuals in Families and Couple Relationships. She earned her Master of Social Work degree from The University of Michigan and her Bachelor's degree in Secondary Education from Bucknell University. Recently Ms. McClintock-Comeaux was granted the opportunity to learn about families in a new way when she and her husband Patrick welcomed their first baby in July.

Non-Custodial Fathers and Mental Health

The purpose of this poster session is to investigate mental health characteristics of men involved in Responsible Fatherhood programs and to explore the relationships between fathers' depression and their social support, life stress, and geographic location. These data report on the evaluation of two urban and rural Responsible Fatherhood sites in Maryland and the well-being of the fathers. Of the 82 fathers who participated in this research, 69% resided in an urban location and 31% resided in a rural county. The vast majority (91.5%) of participants were African American and single (77.5%). Participant's mean age was 31.3, and their mean level of education was 10.7 years. Strategies are identified that can be utilized when working with similar often unheard populations to empower them for greater involvement with their children.

Elsa Barkley Brown

Department of History and Women's Studies

Dr. Barkley Brown is Associate Professor of History and Women's Studies and affiliate faculty in African American Studies and American Studies at the University of Maryland. Her area of research is African American political culture with an emphasis on gender.

The Iconography of Black Gender in the Early Twentieth Century

This project examines the constructions of manhood and womanhood in the iconography of black Americans in the late nineteenth and early twentieth centuries. Focusing principally on mass circulation images such as those found in newspapers, posters, and mutual benefit society literature, I ask about the ways in which black Americans constructed visual markers of gender identity in the years between 1890 and 1930.

Gloria Bouis and Christine Clark

Intergroup Dialogues: Transformative Pedagogy for Social Change and Social Justice

This poster session will illustrate the central feature of intergroup dialogue -- listening for understanding. Because intergroup dialogue brings together two groups of people from various social identity groups, especially those with a history of tension or conflict between them, participants must learn -- through a range of expressly dialogic communication practices -- how to confront those tensions in order to build cross-group community. Learning to listen to understand, not to gain advantage, is the pivotal dialogic communication practice. Participants who critically engage and apply themselves in the intergroup dialogue will learn about pertinent challenges and inequalities facing other identity groups on campus and in society.

Melissa K. Comber School of Public Affairs

Ms. Comber is a Ph.D. candidate. Her specialization is social polity, and primary research interest in civics education policy.

Civic Skills and Minorities: An Empirical Assessment

Civic skills enable citizen participation in the democratic process. Civic skills include the abilities to communicate with elected officials, organize for policy influence, understand and participate in one's polity, and think critically about civic and political life. Citizens without civic skills may not be capable of effective political participation. Civics education may teach civic skills, potentially bridging this gap. This study aimed to determine whether the correlation, if any, between civic skills and civics education is different for minorities aged fourteen to twenty-five. This study used two datasets - the International Association for the Evaluation of Educational Achievement Civic Education study and the Civic and Political Health of the Nation: A Generational Portrait. Whites, African-Americans, Latinos, and immigrants report receiving different levels of civics education. In terms of civic skill development, civics education has different effects on minority groups than whites.

Nicole Forry Department of Family Studies

Ms. Forry is a second year Ph.D. student. Her research interests include welfare reform, child care policy, and couple relationships. Prior to enrolling in the doctoral program, Nicole completed a Masters in Social Work from the University of North Carolina-Chapel Hill and worked at Duke University as a research associate and therapist.

Enhancing Economic Self-Sufficiency among Female-Headed Single-Parent Families

The prevalence of female-headed single-parent families has increased dramatically over the last twenty years. Associated with this trend has been an increase in the poverty rate among children. This poster will examine the causes and effects of poverty among female-headed single-parent families as well as risk and protective factors impacting poverty and negative child outcomes. Policy recommendations for enhancing economic self-sufficiency in single mother households will be offered.

Lisa Marie Gill Department of American Studies

Ms. Gill is currently a Ph.D. student. Originally from New York, under the tutelage of Sheri Parks, Ph.D., she is exploring the creation and circulation of the 1999 Malcolm X stamp.

From Angry to Currency: The Process of the Development of the Malcolm X Stamp

In order to fully appreciate the transformation of Malcolm, I will be looking at two major images of Malcolm X produced during the last decade of the twentieth century. The first image is the portrayal of Malcolm X directed and partly scripted by Spike Lee. With his movie Malcolm X, Lee sparked a mass marketed revival in Malcolm only to be rivaled with some of the notoriety Malcolm himself generated dur-

ing his lifetime. As such, I will be presenting in detail the phenomenon of the X-memorabilia. The second symbol to be presented will be the appropriation of the image of Malcolm X to a United States Postal Stamp. Released in January of 1999, the stamp is the singular most significant sign of Malcolm's transformation as an American icon.

Stephanie Kristen Grutzmacher

Department of Family Studies

Ms. Grutzmacher is a Ph.D. student. Her research interests include poverty and social welfare policy, food security, and international development programs.

Influence of Food-Related Life Skills on Food Security of Rural, Low-Income Families

Food security status describes the extent to which families are able to consistently access the quality and quantity of food needed for healthy, active living (Nord, Andrews, & Carlson, 2003). Food insecurity, considered a negative outcome of poverty itself, leads to many health and financial problems, further compromising the ability of low-income adults to earn income necessary to provide adequate food. Like many other poverty problems, food insecurity disproportionately affects women, blacks, and Latinos, especially those residing in rural areas. This study investigated the influence of food-related life skills on food security status over time in a sample of rural, low-income mothers. Mothers in food insecure households were more likely to have lower educational attainment and to be unemployed. Food insecure households were more likely than food secure households to possess lower levels of skills such as preparing a family budget, managing bills, and stretching groceries. The overall level of life skills among food secure mothers was significantly higher than the skill levels of food insecure mothers. These findings offer implications for policy revisions and programmatic approaches as to what role educational intervention may potentially play in supplementing food assistance programs and increasing opportunities to close disparities in well-being relative to gender, ethnicity, and class.

Kate A. Kovalanka, Martha McClintock-Comeaux and Leigh A. Leslie

Department of Family Studies

Dr. Leslie is an associate professor in the Department of Family Studies. She has published six chapters and over 30 refereed articles in journals such as the Journal of Marriage and the Family, Journal of Marital and Family Therapy, Journal of Social and Personal Relationships, and the Journal of Family Psychology. Her research interests are in gender issues, ethnic families and social support.

Children with Same-Sex Parents: Does Marriage Matter?

Currently, only one state in the United States (Massachusetts) explicitly allows lesbian and gay couples to enter into civil marriages. However, marriages of same-sex couples in MA are not recognized by the federal government and are not guaranteed to be recognized in other states. Without access to civil marriage, lesbian and gay parents and their children cannot rely on the same legal protections granted to all other families in the U.S. In order to better meet the financial and emotional security needs of children with same-sex parents, policies are needed that allow both parents of these children to be legally recognized. Legalization of same-sex marriage and second-parent adoptions in all states would provide this recognition and may also have a positive effect on societal attitudes toward lesbian and gay-headed families.

Katherine Kovalanka, Sally A. Koblinsky and Suzanne M. Randolph

Department of Family Studies

Dr. Koblinsky is Professor and Chair of the Department of Family Studies. She is author or coauthor of more than 50 articles and chapters that focus on parenting and child development issues, including community violence, homeless families, adolescent pregnancy prevention, and school-age child care. She has received funding from the federal government and private foundations for more than 25 community-based research and intervention projects involving at-risk families. She was co-author of a U.S. Department of Education grant examining the role of families and Head Start in promoting positive developmental outcomes for preschoolers in violent neighborhoods. She recently served as Principal Investigator of a USDHHS Center for Substance Abuse Prevention grant examining the effectiveness of a culturally specific parenting program in fostering the development of preschoolers in African American families at risk for substance abuse.

Dr. Randolph is Associate Professor and served recently as co-investigator for a USDHHS/SAMHSA/CSAP-funded study evaluating the

Effective Black Parenting program with Head Start parents at risk for substance abuse and for the NICHD Study of Early Child Care and Youth Development. She was evaluator for the Pathways to Prevention program, an infant mental health training project sponsored by the Early Head Start National Resource Center at ZERO TO THREE, and a member of the evaluation work group for the CDC Minority AIDS Initiative fielded by The MayaTech Corporation of Silver Spring, Maryland. Dr. Randolph was Principal Investigator for a Head Start community violence prevention study funded by the U.S. Department of Education and a Robert Wood Johnson Foundation-funded evaluation of Opening Doors, a program to reduce sociocultural barriers to health care. She was a member of the National Academy of Sciences Panel on Evaluation Methods for Assessing the Impact of Welfare Reform and is a Past National President of the Association of Black Psychologists.

Social Skills and Behavior Problems of African American Preschoolers Living in Violent Communities: The Role of Positive Parenting, Family Routines, Family Conflict, and Maternal Depression

Increasing numbers of African American families with young children in Head Start programs live in urban neighborhoods where they confront community violence on a regular basis. The main goal of this study was to identify parent and family characteristics that promote preschool children's social competence and reduce negative behaviors that have been linked to residence in violent neighborhoods. Findings revealed that low-income mothers/female caregivers who engaged in nurturant, consistent, responsive parenting, and who established family routines, were more likely to have preschoolers who demonstrated self control, cooperative behavior, and positively assertive child behavior. Findings suggest that parents and their children would benefit from parent education programs offered through Head Start centers and other community organizations that further emphasize the use of positive parenting techniques and family routines/rituals. Current findings also emphasize a special need to expand mental health services for parents of preschoolers who exhibit symptoms of depression.

Janet Liechty

Department of Family Studies

Ms. Liechty is a Ph.D. student. Her research interests include adolescent-family relations and eating disorders; family violence prevention; and work-family policies. Janet received her Masters in Social Work in 1990 from University of Maryland at Baltimore and has worked with individuals and families in mental health, healthcare, and school settings.

Teaching Critical Thinking in a Child Development Course: Questioning Standardized Tests of Intelligence and IQ Comparisons Between Racial Groups

This poster presents a way to critically examine "top ten" debates surrounding IQ testing of children in an undergraduate course on child development. The method needed to be brief, to be accessible to students, and to challenge the conventional framework, and yet successfully teach concepts related to defining and measuring intelligence. Students actively apply newly-learned standards of scientific merit to IQ tests and testing procedures; learn to differentiate the relevance of within and between group differences and how this challenges racialized interpretation of scores; explore recent research on genes-environment interactions and SES; and consider political vs. scientific motivations behind dissemination of findings. Instructor and students grapple with historical uses of IQ testing as a possible racist project as well as reprises in controversial books such as The Bell Curve. The exercise closes with a series of student and instructor generated questions to ask about IQ scores: Who gets to define intelligence? Who writes test questions? How has IQ testing been used constructively and destructively in the past? What are the ethnicities and genders of the testers? Who pays for IQ research? What is the purpose of widespread IQ testing? What is the purpose and social impact of continuing to publish charts depicting IQ comparisons between racially constructed groups?

Elisabeth Fost Maring, Sally A. Kobilinsky and Suzanne Randolph

Department of Family Studies

Ms. Fost Maring, Ed.M. is a Ph.D. student. She received her Master's in Education at Harvard University in Risk and Prevention for Adolescent Youth. She has worked as a family therapist with adolescents and families in crisis in Washington DC. Before beginning her doctoral studies, she was a project director at the Center for Substance Abuse Research (CESAR) at the University of Maryland.

Head Start Teacher's Perception of Community Violence: Effects of Children, Families, and Their Own Ability to Teach Effectively

Head Start teachers working in low-income, urban neighborhoods are confronting increasing levels of community violence, including gunshots, drug dealers near their schools, and gang-related activity. Given the dearth of research examining the impact of community violence on early childhood educators, this study examines 1) the challenges faced by Head Start teachers in educating young children and supporting their families in such high-risk environments, and 2) the services, resources, and programs that would help these educators more effectively address child and family needs. Focus groups were conducted with 20 African American Head Start teachers in high-violence neighborhoods of Washington, DC and Prince George's County, Maryland. Focus group teachers identified four major areas of challenge: teacher mental health; serious child behavior problems in the classroom; relationships with parents/parent education needs; and perceived lack of support from Head Start, law enforcement, and local community agencies. Teachers provided recommendations for services that would enhance their effectiveness in each of these areas. Suggestions are made for improving Head Start programs and policies to enhance child, family, and teacher well-being. The importance of addressing teachers' needs in order to promote social justice is also discussed.

Martha McClintock-Comeaux, Elaine Anderson and Kate Kavulanka

TANF and Marriage Education: Utilizing Marriage Legislation to Design a New Educational Curriculum that Meets the Needs of Low Income Families

In 2002, the Bush Administration linked the population of low-income families receiving government support with marriage by introducing incentives for states to prioritize marriage promotion as a solution to poverty utilizing TANF (Temporary Assistance to Needy Families) funds. Marriage education is one of the strategies commonly used and promoted as a tool to assist low-income families. However, the demographics from marriage education research samples indicate that marriage education programs were created for implemented with, and tested on married, white financially stable couples. It is likely that current marriage education curricula will not address the needs of low-income families. Thus, they must be adapted or rewritten to reflect the needs of families in this population.

This poster presentation will briefly review public policy changes in the last few years that defined marriage and impacted low-income families; present a brief overview of the demographics of low-income families; and present and explain key factors that must be included in the development and implementation of marriage education programs that address the needs of low-income families. Some examples of these ethnicity, literacy skill levels, multiple family development patters, multiple family structures and definitions, cultural competence, relationship violence, and sociocultural factors influencing couples.

Linda Oravec, Sally Koblinsky and Suzanne Randolph

Department of Family Studies

Dr. Oravec is a recent graduate of the Department of Family Studies Ph.D. program. She is an instructor in the Department as well as the Undergraduate Coordinator. Her research interests include family functioning, child welfare and family policy.

Competence in African American Head Start Children: Role of Parenting, Social Support, and Exposure to Family and Community Violence

In recent decades, urban African American families have faced an increasing number of environmental and familial stressors, including exposure to neighborhood and family violence. Both family and community level variables may help to protect children from the negative effects of violence, such as the presence of nurturant, consistent parenting and the availability of social support from family and friends. The purpose of this study was to examine factors that might increase the resilience of African American preschoolers in urban neighborhoods by examining the role of two potential protective factors, positive parenting and informal social support, and two potential risk factors, direct exposure to community and family violence, in predicting the children's social skills and behavior problems. Study participants were 223 African American mothers and other female caregivers who had a preschool child enrolled in a Head Start center in the Washington DC area. Analyses revealed that positive parenting significantly predicted greater child self-control and cooperation, and fewer internalizing and externalizing behavior problems. Greater informal social support significantly predicted higher levels of children's self-control, cooperation, responsibility, and assertion. Community violence exposure was a significant predictor of greater internalizing and externalizing problems, and greater family violence predicted internalizing problems. Implications of the findings for fostering resilience among young African American children in urban communities will be discussed.

Kelly Quinn

Department of American Studies

Ms. Quinn is completing a dissertation entitled *Making Modern Homes: A History of Langston Terrace Dwellings, A New Deal Community in Washington, D.C.* Currently in residence as a Smithsonian Pre-doctoral Fellow at the Archives of American Art. Ms. Quinn has received the Mary Savage Snouffer Fellowship from the College of Arts and Humanities and a dissertation fellowship from the American Association of University of Women. Her publications include "Planning History/Planning Race, Gender, Class, and Sexuality" (*Journal of Planning History*, 2002) and "Endeavors and Expectations: Housing Washington's Women" in *Embodied Utopias: Gender, Social Change, and the Modern Metropolis*, ed. Amy Bingaman, Lisa Sanders and Rebecca Zorach (Routledge, 2002). She has taught a number of undergraduate courses in the Departments of African American Studies and American Studies.

Learning from Langston: Thoughts on Using History as Strategy in D.C. Public Housing

Nestled in Northeast D.C., Langston Terrace Dwellings has served as home for generations of Washingtonians. This poster briefly introduces the history of Langston—a history I am chronicling in my dissertation, *Making Modern Homes*—while also documenting three sets of programs I enlist in classrooms on campus and beyond.

The first featured curriculum is derived from my teaching responsibilities on campus. Over the past five years, I developed a series of writing assignments that require students to examine such issues as the history of housing and the Civil Rights Movement in the United States by consulting primary sources. As a result, university students have produced a series of essays which appear in print in *Learning from Langston*, (1999) and are on-line at www.learningfromlangston.com. The second featured curriculum draws from work with young residents in the community itself. Whether in our first summer camp, *Learning at Langston*, on field trips to local cultural events, or during informal sessions on the playground, these children explore their neighborhood history through art activities to probe Langston's significance in Washington's history and, more broadly, in American history. The final piece presents my work as a storyteller. In a picture book and a performance piece entitled, "Before There was Bob the Builder, There was Robbie the Architect," I weave a biographical account of Langston's architect, Hilyard Robinson, with strands of social and cultural history for young audiences from pre-K to middle school. Each of these pieces suggests ways in which humanities scholarship can help disabuse and transform stereotypes of public housing.

Christine Pegoraro Schull and Jacqueline Wallen

Department of Family Studies

Ms. Pegoraro Schull is a Ph.D. student. She has experience teaching elementary school, K-12 science, and in a partial Spanish immersion program. Her research interests include: children's well-being, rural poverty, and ethnic families.

Dr. Wallen is an associate professor in the Department of Family Studies. She has done research with women and substance abuse treatment; treatment of post-traumatic stress disorder; adoption; evaluation of foster-child services, and work-family programs. She is currently on sabbatical, but will be teaching an overseas study experience in Oaxaca, Mexico in the winter term, "Cultural Competence in Human Services-A Mexican immersion experience".

Cultural Competency and Spanish and Spanish Language proficiency in Family Services: A New Approach

A crucial part of providing family services to foreign-born Spanish speakers is proficiency in the Spanish language and cultural understanding. This poster session will provide the latest findings related to native speakers of Spanish and their families, and resources for human service workers hoping to work with Spanish-speaking populations. Facilitators will describe and elicit discussion on a new approach that utilizes potential family scenarios in order to enhance Spanish language skills and cultural understanding: Cultural Understanding for Service Providers-Spanish (CUSP-S). Participants will be encouraged to discuss the ways in which family professionals can support children and families who have recently arrived in the United States or who prefer to speak Spanish.

The goals for this poster session are for participants to: 1) become familiar with a new approach to Spanish Language and cultural competence instruction for human service workers, 2) increase understanding of the diverse issues in human service delivery for Spanish-speaking populations in the United States, 3) to increase their ability as human services professionals to support families and children who are pri-

marily Spanish speakers.

Mary Corbin Sies and Angel David Nieves Art, Politics, Expressive Culture, and Representation

The Material Culture/Visual Culture (MC/VC) Working Group, now a Research Program Area for CRGE, is an interdisciplinary group of faculty and graduate students engaged in research on African American material and visual culture, and more generally on the material and visual culture of marginalized subgroups of North America. The group publicizes the value of material and visual evidence for understanding the cultures of everyday life of American subcultures and fosters an environment in which scholars from different disciplinary backgrounds can explore research and theories for working with material and visual culture. MC/VC approaches dimensions of intersectionality by insisting that we focus on how people negotiate and experience differences of race, class, gender, ethnicity, and sexuality in and through their material and visual worlds. Our work contributes to social justice work in two ways. We show how material and visual resources are vital components of embodying and expressing distinctive political cultures and identities. By understanding better how different groups interact with their material, spatial, and visual worlds, we can inform policies and policy-makers in such vital areas as housing, media representations, social welfare, and neighborhood revitalization.

Kimberlee Staking Department of Women Studies

Ms. Staking is a Ph.D. student. She received her Master's Degree in Art History at the University of Maryland (2000) and completed a Women's Studies Graduate Certificate (2001). Between 2000-2004, she worked at the Smithsonian's National Portrait Gallery and taught courses in Women's Studies and Art History at the University of Maryland on the College Park and Baltimore County campuses. As a feminist art historian she has concentrated her work on issues surrounding the production of art by and/or about women, with a focus on the institution of the museum. Her Master's thesis investigated these issues in the work of Nigerian born sculptor Sokari Douglas Camp. Her work explores the application of feminist pedagogies to the production of knowledge in visual culture. This approach opens the field of visual culture to encompass discourses of intersectionality and difference. Additional interests include democratization of the classroom environment through the use of new media technology and qualitative methods of writing.

Feminist Pedagogies and American Studies Methodologies to Decanter White Male Histories

Undergraduate students have little personal connection to the 1970s and no institutional understanding of the period that isn't heavily mythologized by hegemonic historical discourse. My students are particularly unaware of the restricted range of opportunities for women and minorities prior to the 70s as well as vast differences between their contemporary lived experience in 2004 and the lives of women in that period. This presentation demonstrates a four-pronged approach that has worked to ameliorate these difficulties in my introductory Women's Studies courses. Drawing on American Studies methodologies, including material culture analysis and the reflective personal essay, as well as Feminist pedagogical approaches to discussion and the use of IT tools and teaching space (technology theater), I have challenged my students to rethink and reevaluate their assumptions and understanding of the 1970s as a era of protest.

Rhonda Robinson Thomas Department of English

Ms. Thomas is a Ph.D. candidate. Her research examines how historical and political events influenced Afro-Atlantic writers' embrace of biblical rhetoric during the eighteenth and nineteenth centuries. She is currently a graduate fellow in the David C. Driskell Center for the Study of the African Diaspora where she is completing her dissertation, *Exodus: Literary Migrations of Afro-Atlantic Authors, 1760-1903*.

Black Women's Embrace of Exodus to Transgress 19th Century Domestic Space

The Biblical story of the Exodus—Moses leading the children of Israel from slavery in Egypt to freedom in the Promised Land—has resonated with people of African descent ever since their introduction to Judeo-Christianity in the African Diaspora. Although the exploits of the Hebrew leaders Joseph, Moses, Aaron and Joshua dominate the narrative, nineteenth-century African American women evoked these

stories to transgress the boundaries of domestic space when the ideology of the cult of true womanhood and white supremacy permeated the nation. This poster examines the speeches and writings of five Northern free black women, Maria W. Stewart, Harriet E. Wilson, Mary Ann Shadd Cary, Frances E. W. Harper and Pauline Hopkins, who appropriated the language of Exodus to build black communities and work toward an inclusive society. In *Doers of the Word* (1995), Carla Peterson suggests that such women engaged in public debate “by ‘achieving’ an additional ‘oppression,’ by consciously adopting a self-marginalization that becomes superimposed upon already ascribed oppressions of race and gender and paradoxically allowed empowerment” (17). Their embrace of Exodus enabled them to emerge front and center in African America’s fight to attain freedom and equality throughout the tumultuous nineteenth century.

Alexander Whalley Department of Economics

Mr. Whalley (Ph.D. candidate) is researching the economic determinants of educational decisions. He also works jointly with his advisor Professor Jeffrey Smith on research that examines how well participants can assess the impact of job training programs, and how well surveys measure job training. He holds an MA degree in Economics from the University of British Columbia and a BA degree in Economics from the University of Western Ontario.

Racial Differences in the Value of Education

This project seeks to answer the question: what are the determinants of racial disparities in education? Specifically, this project examines whether racial differences in uncertainty about the benefits of education can help to explain the lower level of attainment of African-Americans, as other research has suggested. The central finding is that the benefits of education are less uncertain for African-Americans, and thus education is more valuable for African-Americans than previously supposed. The implications of this result are that racial differences in educational attainment are driven by large racial differences in the costs of attaining a high-quality education, not in the benefit. Research into the nature of these costs, such as racial differences in access to high-quality education or losses in ‘identity’ capital from education, are likely to be fruitful in explaining differences in attainment.

Jessica M. Xavier Department of Public and Community Health

Ms. Xavier is a graduate student, pursuing a Masters of Public Health. She obtained her Bachelor’s of Arts in Government and Politics in 1981 from the University of Maryland. She is an openly bisexual, transsexual woman, a health care researcher working with transgender populations, a sexual minorities activist. From 1998 to 2000 she was the Principal Investigator for the bilingual Washington, DC Transgender Needs Assessment Survey (the subject of her poster), one of the largest studies of an urban transgender population conducted in the U.S. She has presented data from the survey at the 2000 U.S. Conference on AIDS, the 129th Meeting of the American Public Health Association (2001), and the XIVth International AIDS Conference in Barcelona in 2002. She also coordinated the first all-day institute on HIV/AIDS in transgender people at the 2002 U.S. Conference on AIDS. In addition to her graduate assistantship, she is a co-investigator of the Virginia Transgender Health Initiative, a statewide qualitative/quantitative survey of the transgender population of Virginia and serves on the Executive Committee of the National Coalition for Lesbian, Gay, Bisexual and Transgender Health and co-chairs its Disparities Working Group.

A Needs Assessment of Transgender People of Color in the District of Columbia

A bilingual, quantitative needs assessment of transgender people of color was conducted in Washington, DC from September 1999 to January 2000. The findings of this needs assessment provide ample evidence of the urgent need for increased medical and social services specific for this group of people. Specific recommendations include vocational training, creative solutions for emergency housing, health educational programs, training and education for the staffs of AIDS Service organizations, hospitals, and other health care delivery facilities, and increased outreach efforts to under-served transgender subpopulations, especially Latinas and Female-to-Males.

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