

COLLEGE OF STATEN ISLAND  
CITY UNIVERSITY OF NEW YORK

SOCIOLOGY-ANTHROPOLOGY PROGRAM

SELF-STUDY

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### History and Structure of the Program

The Sociology, Anthropology and Social Work Department has its origins in the merger of two CUNY colleges: Staten Island Community College (SICC), founded in 1956, and Richmond College, founded in 1965. When New York City hit hard financial times in 1975 it was decided to merge the two Staten Island CUNY units into The College of Staten Island. The then Social Science Division at Richmond College was subdivided in the merger and the anthropology and sociology faculty from Richmond joined the Psychology, Sociology, Anthropology and Human Services (PSA) division of SICC. An internal arrangement was concluded as to how to operate this rather bulky multidisciplinary department. "Programs," each with its own major, came into existence as sub-groupings in PSA. While Programs have no legal status in CUNY bylaws, they have served as internal mechanisms within Departments with multiple disciplines and degrees.

Sociology and Anthropology welcomed Human Services into its program in 1989. Once Social Work was established as a program, the PSASW Department (Psychology, Sociology, Anthropology and Social Work) had three majors: Psychology, Sociology and Anthropology, and Social Work. Each program exercised control over its major. In the late 90's it was decided by mutual consent that the Psychology Program should become its own department. PSASW then became SASW (Sociology, Anthropology and Social Work) with two programs, each with its own major. This self study document deals with the Sociology-Anthropology Program only.

The current governance of the Sociology-Anthropology Program reflects the Departmental tradition of program autonomy. The Sociology-Anthropology and Social Work Programs meet separately to discuss curriculum development, teaching, student advisement, program evaluation and faculty hiring; department wide matters are dealt with in meetings attended by faculty from both programs and presided over by the departmental Chairperson..

Currently The Sociology and Anthropology Program at CSI has a number of important strengths which give it a serious comparative advantage over other departments of Sociology and/or Anthropology. The very fact that this program houses both the disciplines of Sociology *and* Anthropology is in itself a strength. Such cohabitation between two disciplines, which while related often have little to do with each other, could easily have resulted in a split program, divided both in terms of research interests and methodology. In the case of CSI, however, the result has been a cohesive and exciting program, which draws in an integrated and thought out way on the overlapping critical traditions of both disciplines.

The research and publication profiles of the more recently hired faculty (see attached bios and CVs in appendices 4 and 5) have greatly strengthened this productive disciplinary collaboration. As we will discuss in more detail below, program faculty share research interests in domestic and international political economy, social stratification (and the ways in which it is reproduced and contested) and the relationship between culture and power more generally. A number of faculty have particular expertise in the areas of Marxist, feminist, and queer theory, and are producing important work on labor, race and



immigration. Recent hires have increased the program's diversity both in terms of themes and areas investigated and in terms of the range of cultural/national backgrounds represented. The geographical breadth of faculty research in the program covers Latin America and the Caribbean, South Asia, North America, Europe, East Asia and Africa. This makes for a fertile intellectual environment both for faculty members and students. While such diversity is not unusual in Anthropology departments, it is not common in Sociology departments, where most investigation takes place in and about North America (discounting Mexico) and Europe.

The Sociology and Anthropology Program is also cohesive in terms of methodology. The program is committed to the use and teaching of qualitative research methodologies, which too often get short shrift in traditional sociology departments. Several faculty members are indeed developing important new research methodologies, a good example being the performance sociology of Professor Grace Cho. Professor Cho is one of a handful of practitioners in the US of this new and exciting research methodology, which is gaining a lot of positive attention within the discipline. There is also a strong commitment to introducing students to a wide range of social research methods, and to drawing them into the research enterprise by allowing them to carry out actual fieldwork using methodologies such as ethnography and participant observation. The 200-level pilot fieldwork course on the Staten Island Ferry, developed by Professors Jeffrey Bussolini and Stephane Tonnelat, provides a wonderful example of our faculty's commitment to make Sociology and Anthropology come alive for students.

The American Sociological Association has recently renewed its commitment to the idea of a public sociology – that is, a sociology which produces critical and engaged scholars and scholarship, and whose mandate is to empower students and to speak truth to power. This orientation is especially important in a public university such as CUNY, and we are proud that all members of the Sociology/Anthropology faculty, both new and senior, subscribe to this idea of scholarship and pedagogy. The program has a well-established commitment to socially relevant and applied research with the community of Staten Island. For instance, Professor David Goode has a long history of working to ensure that the troubling legacy of Willowbrook is not forgotten, and Professor Garcia-Colon is currently developing links with immigrant communities on Staten Island with a view to future pedagogical initiatives and research collaboration on such issues as CSI's image among local immigrant communities<sup>1</sup>.

The Willowbrook Campus is the refurbished campus of the notorious Willowbrook State School, some would say the ground zero of the disability rights movement for persons with intellectual disability. Even before moving to Willowbrook campus, a program to train New York State employees who work with this population was planned by the Social Workers in PSA, and in 1989 a Certificate in Developmental Disabilities was created for this purpose, which was housed within the PSAS Department. Professor David Goode was hired to oversee and develop this Certificate in 1989. In 2001 the Certificate was replaced by a Minor in Disability Studies, which continues to be administered by Professor Goode.

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<sup>1</sup> The Financial Aid office has expressed interest in this research.

As for organization, normally the Chairperson is elected by the department as a whole for a three-year term.<sup>2</sup> The Chairperson manages the office staff; handles the departmental budget, making decisions about the allocation of funds (including travel funds); serves as liaison with other departments, programs, the Dean of Social Science and Humanities and the Provost; attends to students; oversees the progress of younger faculty through the ranks; and represents the SASW department before the administration and college faculty on the Personnel and Budget Committee (which votes on reappointment, tenure and promotion), the Faculty Senate and the College Council, among others.

There is a Department Executive Committee composed of four full time faculty, usually with representation from both programs, which is elected by the full department. The Executive Committee, more commonly known as the Appointments Committee, votes on faculty reappointment, tenure, promotion, sabbaticals and full-time hires. It also advises the Chairperson on the hiring and rehiring of adjunct faculty. The Executive Committee is the body to which student complaints are made. One faculty member, appointed by the Chair and given course release, serves as Course Scheduler. Other committees and sub-committees are formed as necessity dictates. All members of the Sociology-Anthropology Program participated in some way in gathering information for this self-study; most have attended meetings related to revision of the major; and a smaller number volunteered to work in a sub-committee on advising.

#### **General Education Course Offerings**

Students at CSI complete a series of General Education (GenEd) requirements, which may vary slightly according to the field of study they elect. All BA students must take ENG 111, ENG 151, COR 100 and PED 190 (a total of 12 credits), ideally within the first 36 credits. They must then complete between 28-47 credits (ideally within the first 60 credits) from among the following groups: Scientific Analysis (11 credits), Social Scientific Analysis (7-8 credits), The Contemporary World (4 credits) and Textual, Aesthetic, and Linguistic Analysis (6-8 credits). Depending on their major students will be required to complete a Pluralism and Diversity requirements (0-4 credits) and a foreign language (0-12 credits). A broad range of courses at 100 and 200 levels provides students with ample options in meeting these distributional requirements. The SOC/ANT program offers multiple sections of numerous courses that satisfy general education requirements. SOC 100 Introduction to Sociology, for instance, regularly has upwards of 10 sections. Courses such as SOC 240 (Minority Groups), SOC 260 (Class, Status and Power) and SOC 330/ANT 331 (Women and Work introduce the college community to the complex realities and causes of structural inequality of various kinds, linked to racial, ethnic, gender and sexual orientation.<sup>3</sup>

#### **Major, Minor, Certificate Programs and Faculty Links**

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<sup>2</sup> Professor Leigh Binford, the current chairperson, was hired following a national search specifically to fill this position. The SASW Department had been without a fulltime chairperson for more than a half decade.

<sup>3</sup> General Education throughout CUNY will likely undergo revision in the near future in order to better enable intercollege transfer.

### **Major, Minor, Certificate Programs and Faculty Links**

The SOC/ANT Program offers undergraduate majors and minors in Sociology/Anthropology, as well a minor in Disability Studies. The 35 credit major will be discussed in detail in a later section. For the Minor students complete SOC 100 and two of the three additional courses required in the Major: SOC 200 (Sociological Theory), SOC 201 (Sociological Methods) and ANT 201 (Cultural Anthropology). This totals 11 credits. To make up the required 19 credits, the student seeking the minor must complete 2 additional sociology or anthropology courses at or above the 200 level.

Many faculty were hired on lines that link them with other programs and departments: Crehan, Mukherjea, Bussolini, Volscho and Degiuli with the Women, Gender and Sexuality Program; de la Dehesa and García with the International Studies Program; and Bussolini with Science, Letters and Society (the education major). These faculty members play an active role in running these programs and teaching courses therein. The SOC/ANT program regularly offers courses that are cross-listed with these programs. In 2009-2010, Professor García-Colón played a key role, along with colleagues in other departments, in the creation of a certificate in Latin American and Caribbean Studies. Within the program, Binford (Mexico, Central America), de la Dehesa (Mexico, Brazil) and García-Colón (Puerto Rico and the Caribbean) have expertise in specific geographic areas of Latin America and the Caribbean, making the SOC/ANT program a major player, along with Modern Languages and History, in this certificate.

Professors Binford and Crehan have affiliate appointments in the Anthropology Program at the Graduate Center and Professors Bologh and Goode in the Sociology Program. Professor Goode also has appointments with Urban Education and the School of Professional Studies. Professor Mukherjea has an affiliate appointment in the Department of Health Studies. Professor Crehan also has an affiliate appointment in the Graduate Center's Women's Studies Certificate Program. These faculty regularly teach at the Graduate Center as well as serving on Ph.D. committees, and various Graduate Center committees. Professors Mukherjea, Toor and De la Dehesa have strong linkages with the Graduate Center's CLAGS (Center for Lesbian and Gay Studies), an important center for lesbian, gay, bisexual and transgender (LGBT) studies.

### **The Students**

More than 80 percent of the students who attend the College of Staten Island are Staten Island residents and commute via public or private transportation.<sup>4</sup> CSI is the only public, and thus affordable, institution of higher learning serving the island's half million residents.<sup>5</sup> The College offers both Associate and Bachelors' degrees. A recent survey carried out in 13

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<sup>4</sup> Students living on Staten Island report that they spend an average of 56 minutes commuting daily; those who reside off the island report 136 minutes daily roundtrip commuting time.

<sup>5</sup> St. John's University has a Staten Island campus; tuition alone runs over \$31,000 annually. Tuition, room and board at Wagner College (2400 students, including 400 postgraduates) cost \$44,160 for the 2010-2011 academic year. In spring 2011, annual tuition and fees at CSI ran \$4,830, about half that of nearby Rutgers University.

sociology and anthropology classes during the week of February 14-18, indicated that over four-fifths of students work at least part-time, averaging 28 hours per week. In order to serve this population, the college remains open late into the evening and offers classes both on Saturdays and Sundays. An open admission policy (at the Associate's level), low cost and ample access to financial aid makes the College an attractive education option—the only viable option in many cases—for working and middle class families, many of whom are first generation immigrants to the United States. Ninety-eight percent of those who apply are admitted, of which a quarter have compiled SAT reading scores of less than or equal to 450 (75 percent weigh in at less than 550). Test scores tend to be comparable to most other CUNY colleges but significantly lower than other public universities. For instance, only 18.7 percent of freshmen entering UCLA in 2006 scored below 550. The college offers a range of remedial programs to strengthen students' foundational (verbal and math) weaknesses, yet teachers in SASW and other departments frequently complain of students' reading and reasoning deficiencies. Many students also have difficulties in making the transition from high school to a college setting; they arrive with expectations that college is just an "extension" of high school, and that reading assignments, essays and tests need not be taken seriously. Their difficulties are compounded by the commuter campus, a difficult home life and demanding work schedules that sap time and energy from studies. A recent report in *The Nation* noted that New York City's working classes were particularly hard hit by the global financial crisis. According to one estimate, if New York City was a nation state, income distribution, as measured by the *gini* index, would rank fifteenth from the bottom internationally.

On the other hand, the college receives many bright, capable and energetic people, who flourish intellectually as a result of the sustained attention they receive from faculty and support staff. The many older, returning students—most of whom attend weekend classes—contain a particularly high proportion of these strong, highly-motivated students. Moreover, a significant proportion of students who enter with minimal academic qualifications do progress and obtain a bachelors degree, and many of those who do not ultimately graduate but obtain an A.A. degree do substantially benefit from their college experience at CSI.

The Verrazano School, which admits students with a 3.0 or higher GPA, provides a home and rigorous "Verrazano Classes" open to those admitted to its program. Like other departments and programs, the Sociology-Anthropology Program is asked to offer one or two classes each semester with enrollment restricted to Verrazano students. These classes tend to be at the 100 or 200 level and are more demanding than their non-Verrazano counterparts.

### **The Faculty**

The Sociology/Anthropology Program has traditionally had strengths in qualitative sociology and cultural anthropology. Hires since the split with Psychology in 2000 have built on these strengths. Recognizing the importance of also training Sociology-Anthropology majors in quantitative methods, in 2009 Dr Thomas Volscho, a sociologist with outstanding quantitative skills, was hired. Recent additions have succeeded in creating a program with

a broad comparative approach, taught by faculty with expertise that is not confined to the United States, who share a critical orientation and have particular strengths in qualitative sociology and anthropology. As stressed above, in this program the co-existence of sociologists and anthropologists had been turned into a strength. The faculty bios and Curriculum Vita (Appendices 4 and 5) evidence this assertion. The program houses sociologists who work in Italy (Degiuli), Mexico and Brazil (de la Dehesa), Pakistan (Toor) and Korea (Cho, Kim), as well as anthropologists who have carried out fieldwork in the stomping ground generally associated with Sociology: the United States (García-Colón), United Kingdom (Crehan) and Canada (Binford).<sup>6</sup> The program is notable for its commitment to theoretically-informed empirical work. There is a shared interest amongst both the sociologists and anthropologists in critical Marxism; Bologh has special expertise in Weber and Marx, Crehan in Gramsci, and Bussolini in Foucault and Agamben. But the as a whole the program's faculty is characterized by its theoretical sophistication. A second strength is the thematic coalescence of a number of faculty around certain core issues: gender and sexuality (Degiuli, Kim, de la Dehesa, Cho, Bologh, Crehan and Mukherjea), race/ethnicity (Arena, Kim, Cho, García-Colón, Volcho) and class (Crehan, Binford, García-Colón, Volscho, Arena). This diverse experience, preference for qualitative research and shared topical and theoretical interests has resulted in a cohesive and mutually supportive academic community. One reflection of this is a regular faculty seminar, initiated in the fall of 2010 and held off-campus, at which faculty exchange work in progress. The figure in Appendix 1 illustrates the Program's virtual erasure of disciplinary boundaries.

### **Program Evolution**

The program has grown very rapidly over the course of the last fifteen years, much more rapidly than the college as a whole. Table 1 on p. 7 provides information on the number of SOC/ANT majors and degrees granted, compared to overall college enrollment. Figure 1 (p. 8) then offers a visual read of the material in Table 1. There the base year of 1996 has been set at 100 for each variable covered in the graph. Figures cover the period 1996-2010. College undergraduate enrollment declined slightly during the latter half of the 1990s, then began a gradual upward climb that accelerated toward the end of the first decade of the new millennium. The number of BA degrees granted roughly followed this trend, albeit with a slight lag. However, the number of SOC/ANT degree students, as well as the number of SOC/ANT degrees awarded, grew throughout the period. There was, in fact, a veritable explosion of interest in SOC/ANT beginning in 2005. That year 189 students were majoring in SOC/ANT, more than double the number of a decade earlier. The number of majors reached 420 (or five times the number in 1996) in 2011. Alongside the increase in majors, we have seen an increase in overall demand for classes. As indicated in Table 2 (p. 9), from 2000 to 2010 the number of Sociology-Anthropology courses taught increased 107 percent from 71 courses to 147, counting summer courses and those offered during the winter intercession (Intercession courses were initiated in 2006). The fulltime faculty grew from 10

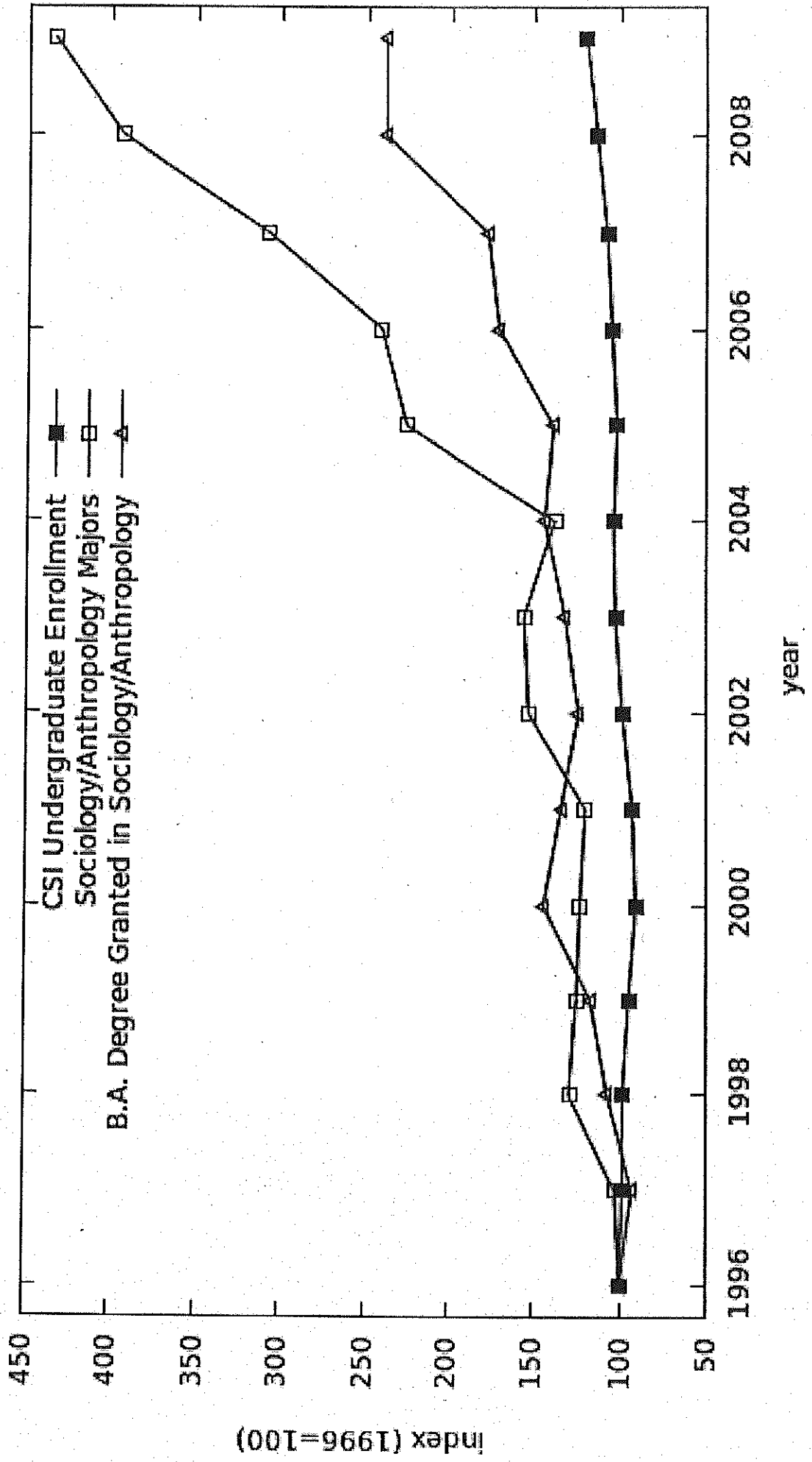
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<sup>6</sup> Of course the anthropologists work outside the Global North as well, and the sociologists on the faculty inside it. We provide these examples merely to illustrate the breakdown of what were considered traditional geo-political specializations.

Table 1: SOC/ANT Enrollment and Degrees Granted Compared to Overall CSI Figures, 1996-2009

	UNDERGRADUATE ENROLLMENT CSI		SOC/ANT MAJORS		CSI BA DEGREES GRANTED		SOC/ANT BA DEGREES GRANTED		CSI ALL DEGREES GRANTED
	Undergrad	Change 1996=100	SOC/ANT Majors	Change 1996=100	BA Degrees	Change 1996=100	SOC/ANT Degrees	Change 1996=100	
1996	10691	100	84	100	864	100	41	100	1704
1997	10640	99	87	103	955	111	38	93	1801
1998	10607	99	109	129	954	110	44	107	1741
1999	10130	95	105	125	985	114	48	117	1842
2000	9746	91	104	123	979	113	59	144	1681
2001	9914	93	101	120	912	106	55	134	1752
2002	10616	99	129	153	848	98	51	124	1763
2003	11101	103	131	156	874	101	54	132	1891
2004	11130	104	116	138	846	98	59	144	1797
2005	10920	102	189	226	1042	121	57	139	2102
2006	11263	105	203	241	980	113	70	171	2052
2007	11588	108	259	308	1018	118	73	178	2195
2008	12183	114	331	394	1060	123	98	239	2191
2009	12886	120	365	434	1085	126	98	239	2014

Fig. 1: CSI Undergraduate Enrollment, Majors and Degrees Granted in Soc/Ant, 1996-2009



in 2000 to 17 in 2009 before falling back to 16 in 2010; they taught a low of 33.1 percent of fall/spring courses in 2008 and a high of 53.2 percent in 2001. Largely because of the active research agenda of the program's faculty, few fulltimers choose to teach during the summer or winter intercession, for which reason they accounted for only 9 or 7.7 percent of 117 summer and winter sections taught between 2000-2010 (calculated from figures in Table 2).

Table 2: Teaching Distribution between Full Time and Part Time Faculty, 2000-2010<sup>7</sup>

Year	Fall/Spring		Summer/Win		Fa/Sp Total	% Fulltime Fa/Sp	Fulltime (N)
	Full	Part	Full	Part			
2000	31	38	---	6	69	44.9	10
2001	42	37	---	7	79	53.2	10
2002	42	42	3	4	84	50.0	10
2003	35	53	3	7	88	40.4	10
2004	38	53	---	6	91	42.2	12
2005	46	48	---	6	94	48.9	13
2006	36	62	1	10	98	36.7	13
2007	39	66	1	13	105	37.1	13
2008	36	74	---	16	110	33.1	14
2009	44	70	---	16	114	40.0	17
2010	51	70	1	17	121	42.4	16
Totals	440	613	9	108	1053	41.8	---

In 2000 fulltime faculty taught 45 percent of Fa/Sp courses. The percentage fluctuated over the next half decade, but underwent a marked decline between 2006-2008, reaching a low of 33.1 percent in 2008. New hires contributed to some recovery over the next two years, but continued growth in demand and attrition in the personnel ranks resulting from retirements could send these figures into another tailspin. Several factors have contributed to this decline, including the growing number of students in the major, the growing demand for general education courses at the college, and an increase in release time (known as "reassign time") granted to newly hired faculty in light of high expectations for research and publication for reappointment and tenure. In any case, it has been eight years since program faculty reached 50 percent on this metric.

Table 3 provides a year-by-year list of fulltime faculty from 1996-2011. Three hires in 1998 and one in 1999 gave the program a total of 10 members. The numbers stagnated over the course of the following five years—despite continuing increase in demand for SOC/ANT courses—due largely to a prolonged CUNY hiring freeze.<sup>8</sup> The freeze was lifted in 2004, after which the faculty grew steadily, reaching its highest point (17 fulltime members) in 2009. During the last two years, one resignation and two retirements (along with one hire)

<sup>7</sup> Warrick Bell of the Office of Institutional Research and Assessment supplied detailed figures covering a decade of course offerings and enrollments in the Sociology-Anthropology Program.

<sup>8</sup> The percentage of courses taught by fulltimers reached a decade-long high of 53.2 percent in 2001, then declined to 42.2 percent three years later.



Table 3: Faculty Study

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Yrs Service
Goode-S	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	22
Sigler-S	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	41
Crehan-A			X	X	X	X	X	X	X	X	X	X	X	X	X	X	13
Harney-S			X	X	X	X	X	Resigned									
Bologh-S	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	25
Ragir-A	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Retired	
Melman-C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Retired		
Sider-A	X	X	X	X	X	X	X	X	X	Retired							
Tonnelat-S									X	X	X	X	X	X	Resigned		7
Cho-S									X	X	X	X	X	X	X	X	7
Bussolini-S									X	X	X	X	X	X	X	X	7
Mukherjea-S									X	X	X	X	X	X	X	X	6
Toor-S										X	X	X	X	X	X	X	6
De la Dehe-S										X	X	X	X	X	X	X	6
García-A										X	X	X	X	X	X	X	5
Arena-S													X	X	X	X	4
Volscho-S														X	X	X	3
Kim-S														X	X	X	3
Degjuli-S														X	X	X	3
Binford-A															X	X	1
N Faculty	6	6	8	8	8	8	8	8	11	13	13	13	14	17	16	15	
N Majors	84	87	109	105	104	101	129	131	116	189	203	259	331	365	nd	420	
Major/Fac	14.0	16.8	13.6	15.4	14.9	14.5	17.9	18.6	10.5	14.5	16.0	19.9	24.0	21.9	nd	28.0	
N Degrees	41	38	44	48	59	55	51	54	59	57	70	73	98	98	nd	nd	
Degrees/Fac	6.8	6.3	5.5	6.0	7.4	6.8	6.4	6.5	5.4	5.5	5.9	5.6	8.7	7.1	nd	Nd	

scaled back the faculty to the current 15 members. We will attempt to make a case for new positions in the fall of 2011, though the current economic and budgetary climate gives scant cause for optimism. For instance, during the 2010-2011 academic year, the SASW Department received a mere \$6000 in travel funds to be allocated among 18 faculty members (15 in SOC/ANT, 3 in Social Work), an average of \$333 per person if distributed equally. Current projections indicate a 2.5 to 5 percent decline in resources next year. Meanwhile, demand for the program, both in terms of service courses and by majors, continues to expand. This combination is having two effects: first, as noted above, a high percentage (more than 50 percent) of classes are taught by adjunct faculty, resulting in growing pressure on the adjunct budget; second, following from this the fulltime "veteran" faculty has been subject to administrative pressures to teach more classes. The administration has systematically reduced reassigned time and denied the discretionary use of accumulated or "banked hours."<sup>9</sup>

Faculty hired since 2004 benefit from several initiatives designed to promote research and writing projects during their non-tenured years at CSI. Before 2008 new faculty entered on a five-year tenure clock. Beginning in 2004, the Professional Staff Congress, which represent CUNY faculty before the administration, negotiated 12 hours of release time for new faculty, equivalent to three 4-credit courses, to promote research. When the tenure clock was raised from five to seven years for those entering the college in 2008, these New Faculty Contractual Hours, as they are called, were doubled to 24 hours (six courses), which must be expended within five years. More recently, CUNY Central has offered an additional 3 hours of release time for untenured faculty accepted into the competitive Faculty Fellow Publication Program (FFPP). The FFPP involves a weekly seminar in which small groups of untenured faculty fellows work intensively with a seminar director and with one another on an extant writing project. Three of four untenured Sociology-Anthropology Program faculty members have been awarded these fellowships thus far. These programs are of enormous value in skill and confidence development and in moving forward research and writing agendas on the way to meeting one of the three principal expectations of departmental and college tenure committees. On the other hand, they also pull fulltimers out of the classroom at a time that the administration has expressed interest in increasing fulltime faculty teaching and reducing the number of adjuncts and thus the adjunct budget, which wisely viewed in administrative quarters to have spiraled "out of control." The weight of these contradictions fall squarely on the tenured or, in local parlance, "veteran" faculty,

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<sup>9</sup> "Banked hours" refer to teaching or other hours accumulated in excess of the contractual 10.5 contact hours per semester. With the exception of SOC 100 and ANT 100 (each a 3credit course) all classes involve 4 contact hours, and value 4 credits. Historically, faculty teaching three 4-credit courses in a given semester would "bank" 1.5 credits, which accumulated could be eventually used to reduce the teaching load in a future semester by, say, teaching two 4 credit courses and "burning" 2.5 hours of banked time. "Reassigned time" refers to administrative (e.g. scheduling, program coordination, departmental chair), research, union (grievance counselor) and other duties that by agreement with the administration fulfill part of the 10.5 hours contractual. Over the course of more than a decade, some faculty members built up sizable banks by accepting heavy teaching, administrative, etc. roles. In the context of the current budget crisis the free use or dispensation of banked hours has been disputed by the administration, which has also taken a more forceful role in the determination of reassign time. The President and Provost wish to see current banks reduced slowly and recently acquired that excess hours be "rolled over" with more regularity.

which is finding reassigned time harder to come by and is being urged to teach more.<sup>10</sup>

Finally, the availability of fulltime faculty in the classroom is likely to become more problematic in the near future if, as seems possible, the program experiences another round of retirements. Overall the Sociology-Anthropology Program boasts a young faculty. Ten of 15 faculty members, four of them untenured, will have 7 or fewer years of service by 2011. However, three others have more than 20 years; the remaining two (Crehan with 13 years at CSI and Binford with less than 1 year) arrived at the college later in their careers, for which reason they are closer to retirement than their respective years of service indicate (Binford has been teaching since 1984, Crehan since 1990). Another round of retirements seems inevitable in the near- to mid-term that could return the program to its 2007 size, when it registered 13 members, or even 2004 (11 fulltime faculty) but in a context of much higher demand for Sociology and Anthropology classes and a much larger number of majors than previously. The consequences for teaching of a smaller fulltime faculty will be partly (but only partly) mitigated as tenure track faculty “chew up” their contractual reassign time and assume more teaching duties. On the other hand, the administrative burden—which seems to be expanding constantly, particularly at the college level—will be apportioned out among fewer people, meaning additional work for each one. A recent concern discussed among departmental chairs in the College and certainly relevant to the SOC/ANT Program, concerns mid-career faculty occupational burnout that ensues following the tenure and promotion, when contractual release time has been expended and the faculty member assumes a more active teaching and service role. Burnout is likely to accelerate if most or all 4-credit courses are reduced to 3 credits in order to harmonize them with other CUNY campuses. The current 3-3 or 3-2 load would then expand to 4-3.

It is important to note the very high level of commitment to teaching and service characteristic of the CSI Sociology-Anthropology faculty. Reaching students who come from a great variety of backgrounds, are often poorly and unprepared for college level work and whose socioeconomic circumstances and family situation are often precarious presents a tremendous challenge that Sociology-Anthropology faculty, as well as adjuncts, have met with much hard work, creativity and commitment. While an inexact measure, departmental student course evaluations tend to be slightly above the average for the college. Appendix 2 provides syllabi for selected Anthropology and Sociology courses.

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<sup>10</sup> The picture is complicated further by some faculty members' affiliation at the CUNY Graduate Center, where they teach courses (maximum of one per academic year), advise theses and serve on thesis committees and carry out administrative work. CSI receives financial compensation when faculty members teach at the Graduate Center, and such teaching is accredited in Departmental Workload Reports, but it does not show up in calculations of full time faculty's contribution to on-campus teaching (as in Table 2), since the temporarily reassigned faculty member is replaced locally by an adjunct paid for by the Graduate Center. The percent of Fall/Spring courses taught by full time faculty will decline slightly if and when more Sociology-Faculty develop Graduate Center affiliations and are called upon to teach there. For instance, in the Fall 2011 semester, Binford and Crehan (Anthropology) and Goode (Sociology) are offering classes at the Graduate Center.

### **The Sociology and Anthropology Major**

Currently the Sociology/Anthropology major involves a minimum of 35 hours distributed over nine courses: four required courses and five electives that meet particular distributional requirements. Majors must take SOC 100 (Introduction to Sociology, a 3-credit course), SOC 201 (Methods of Sociological Research), SOC 200 (Sociological Theory) and ANT 201 (Introduction to Cultural Anthropology). The last three courses meet 4 hours weekly and count for 4 credits. The remaining five courses fall into two categories: (1) a 4 credit Anthropology course at or above the 200 level; (2) 16 credits of Sociology and/or Anthropology courses at or above the 200 level, of which 12 credits must be at the 300 level or above. SOC 100 stands as a prerequisite for many higher level courses, but it is possible to take 200, 300 and even 400 level Sociology and Anthropology courses before having completed all or even most of the four required courses listed above. In effect, a judicious (or evasive) course selection makes it possible for some majors to enter their senior year, or even the second semester of the senior year, without having taken Sociological Theory.

To graduate with honors in Sociology/Anthropology a student must have a 3.5 grade point average and must complete an honors thesis or project under the supervision of a SOC/ANT faculty member.

Most majors at CSI have minimum Grade Point Average (GPA) entry and retention—set by the program or department—which may vary from 2.0, the minimum acceptable overall GPA for graduation, to 2.75 (e.g., the Nursing Department). The Sociology-Anthropology major falls at the extreme low end, and many faculty members have suspected for some time that many students declaring the SOC/ANT major are fleeing from programs that have tightened their requirements in recent years: Business, Nursing and others. The Psychology Department, currently with about 706 majors, experienced a similar growth curve, and responded recently by tightening entry and retention requirements.<sup>11</sup>

In the fall of 2010 the anthropologist Leigh Binford was appointed as chair of the SASW department. He has spearheaded a thoroughgoing assessment of the major with a view to making it both more coherent and rigorous. As a first step we undertook a survey of students in 13, mostly upper division, courses with the object of throwing light on this matter. The survey asked students to list their major and whether they had declared SOC/ANT as their initial major or changed into it (see Appendix 3). If they had indeed changed, we inquired about the earlier major/s and the reasons for the change to Sociology-Anthropology. We also asked all respondents to rate the level of difficulty (on a five point scale) of the Sociology-Anthropology major in comparison to other majors. The results are telling. The 267 valid responses included 132 SOC/ANT majors, 55 percent of whom changed majors into SOC/ANT, most commonly from Education (13 cases), Nursing (12 cases), Business (10 cases), Psychology (8 cases), Biology (7 cases) and Liberal Studies (6 cases). These six programs accounted for over three-quarters of the students changing into Sociology-Anthropology. The remaining quarter were dispersed among 10 additional programs, with 1-4 cases each. It is notable that with the exception of Liberal Studies, all the mentioned programs have higher entry and retention requirements than SOC/ANT.

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<sup>11</sup> The information was provided by Professor Katherine Cumisky, Chairperson of the Psychology Department.

A number of respondents mentioned these as their reason for changing majors.

**Table 4: Student Evaluation of Sociology-Anthropology Major**

Difficulty of Sociology-Anthropology Major	Are you a Sociology-Anthropology Major?					
	Yes		No		Totals	
	N	%	N	%	N	%
Much easier than other majors	5	3.8	5	6.5	10	4.8
A little easier than other majors	37	28.5	18	23.5	55	26.6
About the same difficulty as other majors	77	59.4	49	63.9	126	61.0
A little harder than other majors	8	6.6	4	6.0	12	6.1
A lot harder than other majors	3	2.3	1	1.4	4	2.0
Totals	130	100.0	77	100.0	207	100.0

Many respondents also rated the Sociology-Anthropology major as “somewhat easier” than other majors. As Table 4 above demonstrates, majors and non-majors shared a similar perception of the SOC/ANT major. More than 30 percent of student respondents rate Sociology-Anthropology as “much easier” (4.8 percent) or “easier” (26.6 percent) than other majors, while only 8 percent rate it as “a lot harder” (2.0 percent) or “a little harder” (6.1 percent) than other majors.

Sociology and Anthropology faculty are discussing a series of proposals to inject more rigor into the major without debilitating the program’s strong contribution to the general education of non-majors (see below). While looking to increase our expectations in some 200 and most 300 and 400-level courses, we are committed to continuing our service role to General Education and other programs—exemplified best by the number of sections in 2010 and enrollment of SOC 100 (Introduction to Sociology, 35 sections and 1440 students), SOC 240 (Minority Groups, 15 sections and 578 students), SOC 260 (Class, Status and Power, 10 sections and 342 students) and ANT 201 (Cultural Anthropology, 11 sections and 304 students). These four courses accounted for 51.1 percent of all 2010 sections and 55.1 percent of the 4833 students enrolled in Sociology or Anthropology courses in 2010. It bears mention that, unlike colleges and universities with abundant large lecture halls that can accommodate outsized introductory classes, the unusual configuration of the College of Staten Island—a product of its equally unusual history—places limits on our ability to offer large sections. With the exception of the Performance Arts building (1-P), the campus lacks large auditoriums.<sup>12</sup> Whereas most public colleges and universities offer classes with a range of sizes, the overwhelming majority of classes at CSI tend to fall in the 35-45 range. A new classroom building, currently in the planning stages, will help alleviate the problem, but construction is several years away at least. Mid-size classes may be conducive to student participation in introductory level courses, but the absence of large lectures acts as a barrier—in the context of the current budgetary situation and human resource distribution—to offering smaller classes at 300 and 400, levels.

<sup>12</sup> The auditoriums in this building are not set up to be classrooms though they are often used as such.

### **Sociology and Anthropology Course Analysis**

Table 5 provides an eleven year (2000-2010) class-by-class breakdown for Sociology and Anthropology with information on the number of annual sections and enrollment. We have included all courses listed in the catalog, whether or not they have been taught. We used this material to assess the value of retaining, delisting or eliminating courses. A lengthy planning meeting on 18 February 2011 resulted in the decision to eliminate ANT 100 (Introduction to Anthropology) and SOC 120 (Social Problems) from the curriculum. ANT 201 (59 sections and 1642 students over the last 11 years) has in practice substituted for ANT 100 (0 sections, 0 students); SOC 120 has been taught twice in 11 years with a total enrollment of 87 students, and overlaps with the more popular SOC 245 (Contemporary Social Issues) with 20 sections and 625 students. The great deal of redundancy in the course descriptions convinced us to eliminate the former and retain the latter.

We also decided to delist a series of courses which have not been taught or only occasionally taught and which have little demand among fulltime faculty, adjunct faculty or students. These include the following: In Anthropology, ANT 202 (Physical Anthropology), ANT 245 (Early Civilizations), ANT 350 (Foraging Societies), ANT 460 (Personality and Culture); in Sociology, SOC 255 (Sociology of the Arts), SOC 292 (The Individual in Society) and SOC 380 (Sociology of Organizations). Delisted courses remain in the curriculum but removed from the catalog. Delisting is generally preferable to elimination because reversing the decision does not require action on the part of the College Curriculum Committee, whereas restoring a previously eliminated course entails beginning anew.

Also we have several courses recently placed on the books that urgently need teaching. ANT 367/SOC 367 (Globalization and the World System) has not been taught since its creation several years ago, but is of immense relevance to the undergraduate population in general and Sociology-Anthropology majors in particular. Furthermore, we have a number of faculty members with the requisite knowledge and who are interested in teaching this course. SOC 280 (Sociology of Politics) is another important course that has been neglected but that will likely be resuscitated by a faculty member aware of the course's relevance for understanding the world today.

We are working to devise a curriculum that (1) ensures that students will have courses available to meet General Education requirements, particularly in the Social Scientific Analysis and Diversity sections; (2) offers a broad range of courses covering the most important themes in Sociology and Anthropology; (3) offers faculty the opportunity to exploit their expertise in the classroom; and (4) that address themes, issues and approaches relevant to the contemporary world. To this end we will anticipate introducing new courses in the near future, as well as updating course catalog descriptions of many courses currently on the books. The latter process has already begun.

Table 5: Anthropology and Sociology Courses, Enrollments and Sections, 2000-2011

		ANTHROPOLOGY: COURSES, SECTIONS AND ENROLLMENTS, 2000-2010											Totals												
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010													
ANT100	5	142	4	100	4	112	3	93	4	106	4	109	4	117	5	159	7	206	8	194	11	304	59	1642	
ANT201																									
ANT202																									
ANT205																									
ANT225	1	Nd	1	48	2	48	2	50	1	22	1	24	1	26	1	28	1	25	1	20	1	24	11	267	
ANT305																									
ANT312																									
ANT331																									
ANT345	1	26																							
ANT350																									
ANT365																									
ANT367																									
ANT370																									
ANT390																									
ANT450																									
ANT460																									
	7	168+	8	165+	12	287	11	346	12	302	12	331	11	338	13	403	16	480	21	524	24	627	147	3971	

SOCIOLOGY: COURSES, SECTIONS AND ENROLLMENTS, 2000-2010

COURSE NUM.	YEAR																												Totals
	2000		2001		2002		2003		2004		2005		2006		2007		2008		2009		2010		Totals						
SOC100	19	938	24	539	27	1177	35	1199	28	1259	28	1199	34	1328	35	1391	48	1363	34	1390	35	1440	347	13223					
SOC120	0	---	---	---	---	---	2	87	---	---	---	---	---	---	---	---	---	---	---	---	---	---	2	87					
SOC200	4	116	4	114	5	125	4	141	4	125	4	129	5	132	4	139	6	180	7	225	7	207	54	1633					
SOC201	4	141	4	129	4	138	4	117	4	137	4	136	5	173	6	177	6	189	6	174	6	184	53	1695					
SOC202	0	---	1	29	1	41	1	42	1	44	1	38	1	41	1	51	1	40	1	45	1	45	10	416					
SOC210	1	3	2	35	1	14	1	22	1	20	---	---	---	---	---	---	---	---	---	---	---	---	6	122					
SOC212	2	110	3	117	2	84	2	87	3	117	3	115	3	125	4	162	4	151	4	174	4	152	35	1394					
SOC220	6	300	7	311	6	257	5	217	5	224	5	204	5	208	5	217	6	250	6	244	6	240	63	2672					
SOC225	2	75	2	80	1	49	1	46	2	86	1	40	1	40	---	---	---	---	---	---	---	---	10	416					
SOC226	4	131	4	133	3	110	3	124	3	112	2	83	3	111	3	131	3	91	3	131	3	135	34	1292					
SOC230	4	180	4	163	4	139	4	171	4	177	4	155	4	175	4	178	4	183	5	186	4	173	45	1880					
SOC232	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---					
SOC238	0	---	---	---	1	40	1	39	1	37	1	32	1	39	2	80	2	79	2	81	2	80	13	507					
SOC240	3	111	3	177	8	357	9	383	9	437	13	513	15	605	14	613	14	609	15	625	15	578	118	5008					
SOC245	0	---	1	13	1	26	1	23	1	24	1	40	3	116	3	96	3	109	3	111	3	67	20	625					
SOC250	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
SOC255	0	---	1	6	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
SOC260	2	113	3	114	3	133	4	176	4	157	4	160	5	197	6	245	8	309	8	304	10	342	58	2250					
SOC270	0	---	1	24	1	29	1	31	1	14	---	---	1	24	1	36	1	38	1	45	1	45	9	286					
SOC274	4	168	5	101	4	117	2	102	5	71	2	76	2	68	2	77	2	74	2	67	2	74	33	995					
SOC275	1	71	2	58	2	66	1	55	2	45	1	45	1	43	1	1	+	45	1	45	1	42	14+	516					
SOC278	1	28	1	17	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	2	45					
SOC280	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
SOC292	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						



SOCIOLOGY: COURSES, SECTIONS AND ENROLLMENTS, 2000-2010 (CONTINUED)

	2000		2001		2002		2003		2004		2005		2006		2007		2008		2009		2010		Totals	
SOC301	1	9	1	11																			2	20
SOC302																								
SOC305																								
SOC312																								
SOC325													1	27	2	61	2	63	2	60	3	55	10	266
SOC330																								
SOC340			1	293	1	293	1	29	1	17	1	22	1	35	1	28	1	27	1	35	1	33	9	255
SOC350	1	25	1	27	1	22	1	15	1	23	1	18	1	33	1	27	1	26			2	67	11	283
SOC360																								
SOC367																								
SOC370																								
SOC371	2	38					1	49	1	35	1	30	1	35	2	64	3	88	3	103	3	103	13	423
SOC372	1	31	1	39	1	40	1	36	1	37	1	34	1	34	1	35	1	33	1	36	1	34	10	331
SOC374	2	69	1	34	1	46	2	78	2	43	2	60	2	64	1	35							10	353
SOC376																								
SOC378					3	52	2	38	3	51	2	47	2	31	2	42	2	37	2	24	2	32	20	354
SOC380																								
SOC410	1	14	2	35	2	34	2	42	2	24	1	19	1	23	1	35	1	35	1	22	1	35	15	318
SOC420																								
SOC427						1	27																	
SOC	64	2699	78	2306	84	3152	92	3285	88	3435	88	3345	102	3792	106	4058	122+	4116	113	4269	115	4206	1056	38554
Totals																								
ANT	7	168+	8	165+	12	287	11	346	12	302	12	331	11	338	13	403	16	480	21	524	24	627	147	3971
Totals																								
Grand Total	71	2867	86	2471	96	3439	103	3631	100	3737	100	3676	113	4130	119	4061	138+	4596	134	4793	139	4833	1203	42525

### Revamping the Major

During the last six months, the SOC/ANT faculty has discussed modifications to the major. The rapid growth of the program from 101 majors in 2001 to 365 in 2009 and likely exceeding 400 today can be taken to affirm the value that undergraduate students attribute to Sociology and Anthropology, but it can also be cause for alarm if a substantial proportion were attracted to SOC/ANT because they failed to meet the minimum GPA requirements of another program. We do not wish to discourage students from pursuing SOC/ANT, but neither do we wish to become a "program of last resort" for weak students seeking an easy route to a degree. Too many poorly-prepared students in upper division—especially 300 level—classes discourage instructors from asking more of the class. Several possibilities exist for ramping up the entrance to the major. We can create a more rigorous gateway course—or convert a currently-existing course into the gateway—and require that students achieve a minimal level of mastery of the materials, as reflected in the grade. Alternative to, or along with, the aforementioned criterion, it would be possible to raise the minimum GPA for admission to the program and the minimum GPA in SOC/ANT courses necessary to remain in good standing within it.

Besides raising the requirements for entry and continuation, we are also looking at redesigning the program so as to provide a more sequenced learning experience. Currently students usually take SOC 100 prior to other SOC/ANT courses but no recommended order exists for the three-course group of SOC 200, SOC 201 and ANT 201, and indeed, some students do not take one or more of these courses until the year or even semester before graduation. In other words, they attend 200- and 300-level Sociology and Anthropology classes without having taken Sociological Theory (SOC 200) or Methods of Sociological Research (SOC 201). Obviously, we cannot require that these two courses be completed before students advance to all higher numbered 200 or 300 level courses, because many such courses, especially 200 level ones, are used by students throughout the college to meet General Education distributional requirements and/or are tied to other majors, minors and certificate programs. Each semester we offer multiple sections of Marriage and the Family (SOC 220), Minority Groups (SOC 240) and Class, Status and Power (SOC 260). Each class (as well as many others) is open to students who have completed ENG 111 (or ENG 151) and COR 100. Any effort to ramp up the prerequisites would have a drastic effect on enrollment. On the other hand, we are investigating the possibility of limiting a section or sections of these courses for SOC/ANT majors. Note that in the spring of 2010 and fall of 2010, we offered 3-5 sections, 5-8 sections and 4 sections, respectively, of SOC 220, 240 and 260, with total enrollments of 240, 578 and 342, respectively.

Discussions for revamping the major are ongoing, but thus far have produced six suggestions:

1. Elimination of SOC 100 as a requirement for the major. SOC 100 would be converted exclusively into a service course for General Education and other certificates and programs.
2. Creation of a new gateway course in "Social Analysis" that would introduce students to fundamental sociological and anthropological concepts, theories and methodologies. The course would be set at the 200 level and would be a

prerequisite for most other courses required for the major, although it might be taken concurrently with some courses.

3. The definition of “tracks” that draw upon the strengths of different groups of faculty members and that would make it possible for students to pursue particular interests—in gender studies, political economy, etc.—in a more systematic fashion. In crafting this self-study we attempted to define the major tracks. Pursuing a track would be optional as opposed to required for SOC/ANT majors.
4. The creation of a capstone (400-level) course that would be taken during the student’s last year and ideally last semester. We would like this capstone course to have a limited enrollment (no more than 20) and to have a strong research component, allowing students to put to work the knowledge and skills gained in previous courses. We will be working out the specifics of the capstone with the SOC/ANT faculty in the coming months.<sup>13</sup>
5. We have yet to decide on minimum entry GPA and retention GPA, and we wish to consult with other departments before doing so. Setting GPA entry requirements too high could have a drastic effect on the number of majors, lending the program an elitist character. Other, non-GPA strategies exist to improve the program’s standards, and we want to investigate all possibilities before making a decision.
6. Finally, as part of revamping the major we are working towards revamping the advising process. A Sub-Committee on Advisement, composed of the Chair, Professor Mukherjea and Professor Kim, met to identify problems with the current advising process and begin the task of devising solutions. One key problem turns around the randomness with which advising takes place; students cue up to receive assistance from the fulltime faculty member/s scheduled for that day’s advising slots. No regular, ongoing relationship exists between individual students and individual faculty members unless the latter take the initiative in establishing one. As a result, SOC/ANT majors often see a number of different advisors over the years following their entrance into the major. No tracking of majors occurs, nor is basic information gathered about them, for which reason program faculty have generally vague ideas about who elects the SOC/ANT major and why. We want to systematize the process, individualize it and increase our expectations for students’ role in taking responsibility for their course and career choices by, at the least, arriving for advising with the necessary materials (transcript) in hand, a basic knowledge of the requirements and after having thought about the courses they might want to take. This process will be assisted by the development of a computer data base of majors containing Email and home addresses.

### **Conclusions**

The Sociology-Anthropology Program in the SASW Department has grown tremendously over the course of the last decade, from 71 sections and more than 2800 students attending Sociology and Anthropology classes in 2000 to 139 sections and 4833 students in 2010. During the same period overall college enrollment grew by about 20 percent. Between 1996 and 2011, the number of majors increased from 84 to 420. Faculty growth has not

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<sup>13</sup> Professor David Goode suggested the formation of a capstone course in a 2003 internal document titled “A Plan for Outcome Assessment of the Department of Sociology, Anthropology and Social Work.”

kept pace, with the result that each faculty member on average attends more majors, and a growing number of classes are being taught by adjunct faculty. Over half the majors gravitate to SOC/ANT from other programs and departments, many of which have more demanding entry and/or retention requirements. The SOC/ANT major requirements are lax, out of date and do not take into account the real strengths of faculty hired over the last seven or eight years. Finally, the program is being pressured from several directions: growth in demand, an absolute decline in resources and higher expectations of faculty with respect to teaching, service and research and publication.

Even as the members of our program struggle alongside other faculty members, students, their families and significant portions of the public in general to roll back the assault on public education and free up additional resources for CUNY, CSI, SASW and the SOC/ANT Program, we are working to improve our program by revising the SOC/ANT major, streamlining the advising process, developing tracks that draw on the strengths of a hardworking, young and dynamic faculty and making that program ever more relevant to the contemporary world. This document represents a first effort at critical self-evaluation and provides tentative first steps to address some of the problems that we have identified.

**Appendix 1**  
**Shared Faculty Research Orientations**

Animal Studies: Bussolini, Goode, Mukherjea.

Critical Political Economy: Arena, Binford, Bologh, Crehan, Degiuli, Garcia, Kim, Toor, Volscho.

Disability Studies: Goode.

Classical/Cultural Theory: Bussolini, Bologh, Cho, Crehan, Kim, Mukherjea.

Gender and Sexuality: Bologh, Cho, Crehan, Degiuli, De la Dehesa, Kim, Mukherjea, Toor.

Globalization: Binford, Bologh, Degiuli, De la Dehesa, Garcia, Kim, Toor, Volscho.

International Migration and Transnational Studies: Binford, Cho, Degiuli, De la Dehesa, Garcia, Kim.

**Appendix 2**  
**Selected Course Syllabi**

**Syllabus 1: ANT 201-9842: CULTURAL ANTHROPOLOGY**

Spring 2011

Professor Kate Crehan (email: kate.crehan@csi.cuny.edu)

Thursday: 6.30-9.50 (Rm: 4S 218) Office: 4S 213 (Tel: 718 982 3773)

Office hours: Tuesday & Thursday: 5.15-6.15 (4S-213)

This course looks at cultural anthropology *is*, and what cultural anthropologists *do*.

Key questions we will explore are:

How and when did cultural anthropology originate?

What is the value of studying cultural anthropology?

What has been the history of anthropology both in the US and elsewhere?

What research methods do cultural anthropologists use?

What is the relationship between cultural anthropologists and those they study?

**REQUIRED TEXTS**

This course is based on close and careful reading of the assigned texts. You are **required** to buy the course reader available from the CSI bookstore. This reader contains all the assigned readings. You must keep up with the reading and do each week's assigned reading **prior** to that class.

**Articles and Extracts from Books**

Kate Crehan 2008 'The Term 'Culture': Some Notes' in the Course Reader

Claire E. Sterk 2001 'Tricking and Tripping: Fieldwork on Prostitution in the Era of AIDS' in *Applying Cultural Anthropology: an Introductory Reader* (Fifth Edition) edited by Aaron Podelefsky and Peter J. Brown, Mountain View, California: Mayfield Publishing Company

Steve Striffler 2002 'Inside a Poultry Processing Plant: An Ethnographic Portrait' *Labor History*, Vol. 43, No.3

Stuart Hall 1992 'The West and the Rest: Discourse and Power' in *Formations of Modernity* edited by Stuart Hall and Bram Gieben, Cambridge UK: Polity Press

David Hurst Thomas 2000 *Skull Wars: Kennewick Man, Archeology, and the Battle for Native American Identity*, New York: Basic Books (extracts)

Karl Kroeber and Clifton Kroeber 2003 'Editors Introduction' in *Ishi in Three Centuries* edited by Karl Kroeber and Clifton Kroeber, Lincoln: University of Nebraska Press

Herbert Luthin and Leanne Hinton 2003 'What Ishi's stories can tell us about Ishi' in *Ishi in Three Centuries* edited by Karl Kroeber and Clifton Kroeber, Lincoln: University of Nebraska Press

Orin Starn 2003 'Ishi's Spanish Words' in *Ishi in Three Centuries* edited by Karl Kroeber and Clifton Kroeber, Lincoln: University of Nebraska Press

Bronislaw Malinowski 1961 [1922] Introduction to *Argonauts of the Western Pacific*, Illinois: Waveland Press

Shirley Leckie 2000 Introduction to *Angie Debo: Pioneering Historian*, Norman: University of Oklahoma Press

George Brown Tindall and David E. Shi 1999 [5<sup>th</sup> Edition] *America: A Narrative History*, New York: W.W. Norton & Company (extract)

V. S. Naipaul 1964 'The Baker's Story', *The Kenyon Review*, Vol. 26, No. 3 (Summer)

American Anthropological Association (AAA) Statement on Race 1998

Audrey Smedley 2007 'The History of the Race ... And Why It Matters', AAA

Hortense Powdermaker 1966 'Mississippi' in *Stranger and Friend: The Way of an Anthropologist*, New York: W.W. Norton & Company

Karen Ho 2009 *Liquidated: An Ethnography of Wall Street*, Durham: Duke University Press (extract)

**CLASS READINGS AND TOPICS**

WEEKS 1-3: WHAT IS CULTURAL ANTHROPOLOGY?

Reading: Kate Crehan 'The Term "Culture": Some Notes'

Claire Sterk 'Tricking and Tripping: Fieldwork on Prostitution in the Era of AIDS'

Steve Striffler 'Inside a Poultry Processing Plant: An Ethnographic Portrait'

Stuart Hall 'The West and the Rest: Discourse and Power'

February 3: Introduction

Kate Crehan 'The Term "Culture": Some Notes'

February 10: Contemporary Anthropology

Reading: Claire Sterk 'Tricking and Tripping'

Steve Striffler 'Inside a Poultry Processing Plant'

February 17: Anthropology's Historical Roots

Reading: Stuart Hall 'The West and the Rest: Discourse and Power'

WEEKS 4-5: ANTHROPOLOGY IN NORTH AMERICA I: SALVAGE ANTHROPOLOGY

Reading: David Hurst Thomas *Skull Wars* (extracts)

Karl Kroeber and Clifton Kroeber 'Editors Introduction' to *Ishi in Three Centuries*

Herbert Luthin and Leanne Hinton 'What Ishi's stories can tell us about Ishi'

Orin Starn 'Ishi's Spanish Words'

February 24: The Vanishing Indian: *Ishi: the Last Yahi*

Reading: David Hurst Thomas *Skull Wars* (extract 1)

Karl Kroeber and Clifton Kroeber 'Editors Introduction' to *Ishi in Three Centuries*

March 3: Understanding Ishi

Reading: Herbert Luthin and Leanne Hinton 'What Ishi's stories can tell us about Ishi'

Orin Starn 'Ishi's Spanish Words'

WEEKS 6-7: MALINOWSKI AND THE ORIGINS OF PARTICIPANT OBSERVATION

Reading: Bronislaw Malinowski Introduction to *Argonauts of the Western Pacific*

March 10: Malinowski and the Origins of 'Participant Observation'

Reading: Bronislaw Malinowski Introduction to *Argonauts of the Western Pacific*

March 17: Malinowski's Participant Observation

Reading: Bronislaw Malinowski Introduction to *Argonauts of the Western Pacific*

WEEKS 8-10: PERFORMERS, ANTHROPOLOGISTS AND HISTORIANS

Reading: Shirley Leckie Introduction to *Angie Debo: Pioneering Historian*

George Brown Tindall and David E. Shi *America: A Narrative History* (extract)

David Hurst Thomas *Skull Wars* (extract 2)

V.S. Naipaul 'The Baker's Story'

March 24: Anthropology and Ethnohistory: Writing Native American History

Shirley Leckie Introduction to *Angie Debo: Pioneering Historian*

George Brown Tindall and David E. Shi *America: A Narrative History* (extract)

David Hurst Thomas *Skull Wars* (extract 2)

March 31: Performance by Staceyann Chin (Venue TBA)

Reading: V.S. Naipaul 'The Baker's Story'

April 7: Comparing Anthropologists, Historians and Performers

WEEKS 11-13: ANTHROPOLOGY IN NORTH AMERICA II: ANTHROPOLOGISTS AND AFRICAN AMERICANS

Reading: Audrey Smedley 'the History of the Idea of Race ... and Why it Matters'  
American Anthropological Association Statement on Race  
Hortense Powdermaker 'Mississippi'

April 14: The Idea of Race

Reading: Audrey Smedley 'the History of the Idea of Race ... and Why it Matters'  
American Anthropological Association Statement on Race

**APRIL 17-26: SPRING BREAK**

April 28: Participant Observation in the Jim Crow South

Reading: Hortense Powdermaker 'Mississippi'

May 5: Participant Observation in the Jim Crow South (continued)

Hortense Powdermaker 'Mississippi'

WEEK 14: STUDYING Up

Reading: Karen Ho *Liquidated: An Ethnography of Wall Street* (extract)

May 12: An Ethnography of Wall Street

Reading: Karen Ho *Liquidated: An Ethnography of Wall Street* (extract)

***COURSE REQUIREMENTS***

This course is structured around the close and careful reading of texts. Students will be expected to have done the reading assigned for each class *prior to that class*. You will also be expected to participate in class discussions of the material. There will also be various in-class written assignments. Make sure you always bring an appropriate note pad to class so you can take notes.

***Assignments and Grading***

Each student will be expected to write **three essays** of 2-3 pages each. I shall give you at least **four** essay assignments, of which you are required to do the **first** one and **two** others. You have the option of doing more than three, in which case your three highest grades will be counted towards your final grade. There will also be a number of **required** written assignments which will not be given a separate grade but will count towards your final grade.

**Remember to keep copies of all your written work.**

Students' final grades will be calculated as follows:

3 essays (20% each)

60%

Attendance, participation (this will include satisfactory completion of in-class, and other required assignments)

and general commitment to the course:

40%

***Attendance and Behaviour in Class***

Students are expected to show up on time to class and to attend *all* classes. Talking or other disruptive behaviour in class will not be tolerated and disruptive students will be asked to leave the class and to visit the Dean of Students. Class discussion is a key part of this course. For this to be productive it is important that we all (professor and students) respect each other and listen with respect to what others have to say.

Students are not allowed to eat in class and head- or ear-phones are not to be worn, regardless of whether the players are running. Cell phones must be switched off or turned to vibration mode. Students are not permitted to leave, take calls or to text during class. Please use the rest room before or after class or



during the break.

Please note carefully the following course policies on attendance and timely submission of written work:

1. *Two absences will be excused, no questions asked. More than two absences (whatever the reason) will reduce your grade. If you arrive late, or leave early (again whatever the reason) it will count as ½ an absence.*
2. *The grade for any papers submitted after the deadline may be reduced by one full letter.*

### ***Plagiarism - Cheating***

CSI's policy on plagiarism and cheating is clear: Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments (including but not limited to term papers, essays, and reports) ... copying the work of others and submitting it as one's own; and misappropriating the knowledge of others. The sources from which one derives one's ideas, statements, terms, and data, including Internet sources, must be fully and specifically acknowledged in the appropriate form, failure to do so constitutes plagiarism. Violations of academic integrity may result in failure in a course and disciplinary actions with penalties such as suspension or dismissal from the college.' (*Undergraduate Catalog*, 2007- 2009: 48)

### ***Office Hours***

Students should come to my office hours (4S-213 (ex.3773) 5:15-6:15, Tues and Thurs) to discuss questions they have about the course. E-mail ([kate.crehan@csi.cuny.edu](mailto:kate.crehan@csi.cuny.edu)) is a good way to reach me.

## Syllabus 2: SOC 200

College of Staten Island Professor Roslyn Bologh

Soc. 200 Sociological Theory, Section 3611 Th. 4:40 - 8:10 4S 211

Office Hours, 4S 208 Th. 3:30 - 4:30 Tel. 718 982 3776. Please call if you will be absent.

[Roslyn.Bologh@csi.cuny.edu](mailto:Roslyn.Bologh@csi.cuny.edu)

Required Texts: *Sociological Theory in the Classical Era*, Text and Readings by Laura Desfor Edles and Scott Appelrouth, Pine Forge Press, Sage 2005 Please purchase scantron forms at the Bookstore.

### Attendance

Attendance is important. It is difficult to do well or even pass the exam if you miss even one class. If you are absent you must get the notes from somebody and talk with that person about the notes. Please write down the names and telephone numbers of two students in the class. You may be absent twice. That is the same as missing two full weeks of classes-- that is the same as eight 50 minute sessions. If you are absent a third time, it must be for an emergency, and you must provide written proof of the emergency. If you are absent a fourth time, you will not have been present enough to pass the course! Leaving before the end of the class will count as either 1 absence or 1/2 an absence. If you must leave before the end of class, please speak to me at the beginning of the class.

### Decorum

- When you first come in please arrange your chairs in a semi circle facing the front - except for exam days.
- Phones must be turned off. (If there is an emergency, see me at the beginning of class.) No Texting!
- It is not acceptable to leave the room during class. There will be a break for that.
- When somebody is speaking, be respectful and do not engage in side conversation.

### Evaluation

Written assignments (25%): a one page essay for each of the readings that you do each week. For each theorist you must develop essays that show how you have met each of the goals and objectives listed above. (see below for format.). Three exams - one on Durkheim (25%), one on (Weber 25%), one on Marx (25%).

Class participation can affect your grade.

- Raising **questions**, identifying or describing events or experiences that **illustrate** the ideas, **comparing** or contrasting the theorists, or **restating** the ideas in your own words, and **helping** other students may affect your grade positively.
- Disrupting the class by coming **late**, **leaving early**, engaging in **side conversation** while the class is in progress and somebody is speaking, or **stepping out** of the classroom during class time may affect your grade negatively.

**Goals and Objectives:** Students should be able to identify, explain and apply two theories for each of the three theorists and to compare and contrast their theories.

- Students should be able to apply **Durkheim's** theory of suicide by forming hypotheses about social conditions today that are likely to cause an increase or decrease in suicide rates. Students should be able to apply Durkheim's theory of religion to the social rituals, representations (identities) and sentiments of groups and societies.

- Students should be able to apply **Weber's** theory of modes of legitimate domination to contemporary or historical societies or organizations and to identify the advantages and

disadvantages of each form, especially the modern. Students should be able to identify and explain Weber's socio-political theory of conflict (among individuals, groups, values, and value spheres) and struggles for power (*realpolitik* or political realism) and relate this to imperialism, to the idea of a balance of power, and to international relations today.

Students should be able to identify and explain **Marx's** theory of class struggle (including conflict of interests) and revolutionary change. Students should be able to identify and explain Marx's theory of money and capital (surplus value) and to apply that theory to a discussion of economic issues today. - Students should be able to contrast the theories of Marx and Weber with respect to the origins (ideal/ religious versus material/technological origins) of capitalism, social classes and rich and poor countries today. Students should be able to contrast Durkheim's theory of social solidarity with Weber's theory of conflict; and Durkheim's theory of anomie/egoism and occupational groups regulating the economy, with Marx's theory of alienation and class control over capital.

**Syllabus:** This syllabus is subject to revision. If you are absent you must check with a classmate to make sure you learn of any changes.

### **Weekly Assignments:**

**Format:** Make sure your name, date and Soc. 200 Spring 2008 is written on top. To be presented each week and collected at the end of the semester. Be sure to keep backup copies! For each reading, come in with essay(s) -- one or more for each of the readings -- (type-written): What do you think the main idea or ideas are that the author is making; what do you find particularly interesting or important and why. Can you apply the idea(s) to something today or in the past? Each essay should be on one page (between one and three paragraphs) single or double spaced. You may need to write more than one essay if you have more than one reading. Be sure your name and date is on each page. You may revise your essay each week after we go over the material in class and you have a better understanding of it.

**Format:**

- 1. Explain in your own words the major idea(s) of the reading.
- 2. Give a quotation from the text, indicating the page number, that you find interesting and valuable.
- 3. Explain what you think the quotation means.
- 4. Apply the idea(s) to something in today's world (or to a historical event or phenomenon)? Or: Tell why you find the idea(s) important, interesting, valuable or controversial for us today.

**Jan. 31:** Welcome and Introduction

**Feb. 7:** Durkheim: Read pp. 80-89 (introduction to Durkheim and to *Rules of the Sociological Method*); Read 97-99 (introduction to the *Division of Labor*); Read 105-108 (introduction to *Suicide*). Bring in essay(s).

**Feb. 14:** Read pp 109- 121 in text on *Suicide*. Bring in essay(s)

**Feb. 21:** Read pp. 121-134 Durkheim: *The Elementary Forms of Religious Life*, Bring in essay

**Feb. 28:** Durkheim – Exam

**Mar. 6:** Weber: Read, Overview of Weber pp 126-137 in Russell (handout). Overview of Weber on rationalization, introduction to the Protestant Ethic, and Weber on the *Protestant Ethic and the Spirit of Capitalism*, text, pp. 135-160. Explain the Protestant Ethic and how it contributed to the rise of capitalism

**Mar. 13:** Read handout, pp 57-101 of *Societies and Social Life* by James W. Russell; and from the text: "Class, Status, Party," pp. 161-2 (disregard table); 163-164 (Read the section identified as B. "Determination of class situation by market situation"); p. 165 (last sentence and p. 166 up to but not including E (Status Honor); p. 167 -168 Sections F and G. Ethnic segregation and caste; Status privileges; p, 170 - 71; and "Types of Legitimate Domination" (Traditional, Rational-Legal Bureaucratic, Charismatic) pp. 174- 180.

**Mar. 18** Midterm grades due

**Mar: 20:** Read handout from Russell, *Past Societies*, pp.40-57 (Feudalism); handout on Patrimonialism from Weber, *Economy and Society*, Vol 1, pp 228, 231-232; Vol 2, p. 975; and read On Bureaucracy, pp. 181-182; and read paragraph on p 184; right hand column just before the subheading, "The Position of the Official Within and Outside of Bureaucracy." Read last paragraph on p. 187- 188 (top first paragraph only). Read James W. Russell, on politics - domination and legitimation (handout).pp. 144-5, 147-9, 153-4. Weber on politics, handout from Weber, *Political Writings*, ed by Lassman and Speirs, p.XII- XVII, and *The Nation State and Economic Policy (Inaugural Lecture)*, 1895, pp. 16,17, bottom p. 20-28, also handout from Mommsen, last sentence of p. 29, and top of p.30 quote by Weber. Explain Weber's political realism -- the primary importance of national power, power politics and foreign relations -- and the need for a political leader who understands this. Explain how the economic transformation of the country from agrarian feudalism ruled by the landowning, military nobility (Junkers) to urban, industrialized capitalism composed of bourgeoisie and proletariat required a change in the government. Explain what Weber means when he said that due to the Caesarism of the previous leader, Bismark, no class had the political will or political education (political background and experience) to know how to lead the nation. Read Bologh, *Love or Greatness*: last sentence of 127-top of 128 (values, conflict, need for power), pp. 24-25 (political realism or Realpolitik), 43-44 (power state and greatness), 73-76 (imperialism).

**Mar. 27** Weber - Exam (Apr. 2 is last day to withdraw without permission)

**Apr. 3.** Marx: Handout on Primitive Accumulation, pp. 431-436. Explain the myth or legend that claims to explain why some people became rich capitalists and others poor workers. Compare with Protestant Ethic thesis. What is Marx's different explanation? Read text, pp 18-40. (Core Ideas and "German Ideology").

**Apr. 10.** *Capital*, pp, 49.-64 (text. Commodities (use value, exchange value); fetishism of commodities; formula for capital- form of circulation: CMC, MCM.

**Apr. 17** Bring in newspaper articles on the economy. Read *Capital*, contd. Read handout, by Marx "The Working Day," pp. 364-373, text, pp. 40-49 on Alienation.

**Apr. 24** Spring Break: Collect newspaper articles on the economy.

**May 1** Bring in newspaper articles on the economy. Read *Communist Manifesto*, pp. 64-78. Explain what happens when productive growth (productive power or forces of production) is fettered. (For

class lecture and discussion: Difference between productivist capitalism and speculative, non-productivist capitalism; productivist socialism and utopian socialism.)

**May 8** Bring in newspaper articles on the economy: Russell on Lenin p 109-116. Read Mommsen, "Older Theories of Imperialism" pp. 1-20, 29-30, especially quote by Weber, p. 30, and excerpts from Lenin, *Imperialism, the Highest Stage of Capitalism*, (pp. 225, 226-7, 234-5, 236-7, 242-3, 252-3, 255-8, 270-1.) Explain the theory of capitalism resulting in imperialism (relate to Weber, and to decline of Empires and Super Powers including US). Explain how Hobson (and Keynes) thought the problem could be solved within capitalism. Explain how productivist socialism would solve the problem and how that is different from utopian socialism.

Review - Marx

Hand your essays from the whole semester.) (Keep a copy for yourself.) Staple all the essays for each theorist separately with a separate title page for each, such as "Essays on Durkheim" "Essays on Weber," and "Essays on Marx." Include also on the title page your name, address, telephone number(s); email address and date. Hand in news articles with your name on them.

**May 15** Final Exam (same room, same time).

## Syllabus 3: SOC 201

Professor Francesca Degiuli  
F: 8:00-12:05 Room 123  
3S Room 117

Office: 4S 211  
Office Hours: F: 2:30-3:30  
francesca.degiuli@csi.cuny.edu

### Soc.201 Methods of Sociological Research Fall 2010 Section 3766

In this class we will explore the different methods sociologists use to collect and analyze data. During the semester we will examine various methods of research including: questionnaires, interviews, participant observation, and the use of historical and literary sources. In addition, we will begin to think about what it means to study the *social*: we will explore how to design a research project, how to select the subjects, and how to choose the most appropriate method to answer the questions we want to ask. In the process we will also investigate the potential problems generated by the research process looking in particular at ethical issues.

The course is useful and relevant beyond academic scholarship because it will provide you with important skills for making sense of the social world. These skills involve: organizing and mapping ideas, conducting interviews and analyzing evidence, thinking through problems, and the ability to evaluate social research.

I hope you will enjoy the course and find it challenging and intellectually stimulating.

#### **Course Requirements**

##### **Attendance and Class Participation (15%)**

You are expected to attend class regularly and to come prepared, having completed the reading. PLEASE NOTE: **You will not do well in this class if you do not do the readings.** Participating in discussions is one of the best ways to learn. You are expected to contribute your insights to the class. The culture of the class will, I hope, be a congenial one for self-expression. Doing excellent written work is not enough to demonstrate adequate performance in an advanced university course. I will therefore call on people -- at random -- to participate in discussion. Preparation is obviously paramount. Whatever you do, don't just sit there. Say anything you can defend against reasoned argument. Treat your colleagues' contributions with respect (which means taking them seriously and challenging them as well as extending basic courtesy).

Occasional homework assignments, in-class writing assignments, and in-class group activities, to be graded on a credit/no credit basis, will also factor into your participation grade. If you are absent when we have an in-class assignment, you cannot get credit for it. If you are absent on the day a homework assignment is due, be sure to turn it in before the class, in my mailbox at the sociology office Bldg. 4S, 223.

**First Midterm (25%)** The midterm exam will take place in the classroom and will entail a mix of multiple choice questions and short answers. The questions will test your knowledge of the material covered in class and assigned at home for the first five weeks of class. The exam is scheduled for Friday October 8th

**Second Midterm** (25%) The second midterm will cover material for the second portion of the class, following the same format as the first midterm. This midterm is scheduled for Friday, November 12th

**Final Exam** (35%) The final exam is scheduled for Friday, December 17<sup>th</sup>. The format of the exam will be the same as the previous two midterms, however the testing will be cumulative, meaning that the questions for the exam will cover the entire material of the class.

**Please note:** Exam dates are not negotiable. There will be no make-up examinations.

**Textbooks Required for the Class:**

Chambliss, Daniel F. and Schutt, Russell K. (2010.) *Making Sense of the Social World*. Los Angeles: Pine Forge Press. **Please remember to bring your textbook to class.**

**WEEK ONE:** Friday, August 27<sup>th</sup> **Introduction to Sociological Methods**

Introduction to Course: Review of Course Material and Requirements

**WEEK TWO:** Friday September 3<sup>rd</sup> **Why is it important to study the social world? A look at the relationship among science, society, and social research.**

**Text:** Chapter 1 p.1-20

**Friday, September 10<sup>th</sup> is a holiday – No class.** The college, however, will follow a Friday schedule on Tuesday, September 14.

**THIRD MEETING:** Tuesday, September 14<sup>th</sup> **Thinking about Social Research. The process and the problems we may encounter.**

**Text:** Chapter 2 p.21-47

**There will be no class on Friday, September 17<sup>th</sup>.** Class will resume the following week.

**WEEK FOUR:** Friday, September 24<sup>th</sup> **Engaging with the Ethical Issues of Social Research.**

**Text:** Chapter 3 p.48-72

**WEEK FIVE:** Friday, October 1<sup>st</sup> **Conceptualizing a research project and thinking about measurement.**

**Text:** Chapter 4 p.73-106

**WEEK SIX:** Friday, October 8<sup>th</sup> **First Midterm Exam**

**WEEK SEVEN:** Friday, October 15<sup>th</sup> **How to select the research subjects: thinking about sampling.**

**Text:** Chapter 5 pp.107-129

**WEEK EIGHT:** October 22<sup>nd</sup> **Causation and Experimental Design**

**Text:** Chapter 6 p. 130-161

**WEEK NINE:** October 29<sup>th</sup> **Conducting Survey Research**

**Text:** Chapter 7 p.162-190

**WEEK TEN:** November 5<sup>th</sup> **An Introduction to Quantitative Analysis**

**Text:** Chapter 8 p.191-120

**WEEK ELEVEN:** November 12<sup>th</sup> **Second Midterm Exam**

**WEEK TWELVE:** November 19<sup>th</sup> **An Introduction to Qualitative Methods**

**Text:** Chapter 9 p.221-248

**Thanksgiving break.** The college will be closed from Thursday, November 25<sup>th</sup> to Sunday, November 28<sup>th</sup>

**WEEK THIRTEEN** Friday, December 3<sup>rd</sup> **Qualitative Data Analysis**

**Text:** Chapter 10 p.249-277

**WEEK FOURTEEN:** Friday December 10<sup>th</sup> **Reviewing, Proposing, and Reporting Research**

**Text:** Chapter 12 p.305-324.

### **Attendance and Behavior in Class**

Students are expected to show up on time to class and to attend *all* classes. Talking or other disruptive behaviour in class will not be tolerated and disruptive students will be asked to leave the class and to visit the Dean of Students. Students are not allowed to eat in class and head- or earphones are not to be worn, regardless of whether the players are running. Cellular phones and beepers must be switched off or turned to vibration mode. Students are not permitted to leave to take calls, text or use the rest rooms during class. **Please note carefully the following course policies:**

1. Two absences will be excused, no questions asked. Further absences will negatively affect your participation grade.
2. Attendance will be taken at the beginning of class. If you arrive to class after I've called roll or leave class more than 15 minutes early, it will count as 1/2 an absence.
3. The grade for any papers submitted after the deadline will decrease by 1.5 points for each day of delay.
4. You can only be exempted from these rules by a doctor's note.

### **Plagiarism - Cheating**

CSI's policy on plagiarism and cheating is clear:

Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments (included but not limited to term papers, essays, and reports) and other written assignments; using concealed notes or crib sheets during examinations; copying the work of others and submitting it as one's own; and



misappropriating the knowledge of others. The sources from which one derives one's ideas, statements, terms, and data, including Internet sources must be fully and specifically acknowledged in the appropriate form, failure to do so, intentionally or unintentionally, constitutes plagiarism.

Violations of academic integrity may result in failure in a course and disciplinary actions with penalties such as suspension or dismissal from the college.

*(Undergraduate Catalog, 2002-2003:46)*

### **Office Hours**

Please feel free to come to my office hours to discuss any questions you may have about the course. I am available to meet in 4S-211 (ex.3768) on Fridays (2:30-3:30pm), or by appointment at other times. E-mail is a good way to reach me.

## **Syllabus 4: Ant. 331/Soc.330/WGS.330 - Women and Work Section– Fall 2010**

Professor Francesca Degiuli  
4S Room 218  
Class time: T-F: 12:20 – 2:15

E-mail: francesca.degiuli@csi.cuny.edu  
Office Hours: T: 2:30-3:30  
Office: 4S 211

### **Ant. 331/Soc.330/WGS.330 - Women and Work Section– Fall 2010**

This class will challenge the category woman by looking at women's labor as rooted in specific historical, economic, and geographical contexts throughout the world. We will pay particular attention to the ways in which race/class/gender intersect and shape women's relationships to work, home, and the global economy. Specific issues to be addressed include the gendered division of labor, production/reproduction, and women's agency and resistance to exploitation.

#### **Course Requirements**

##### **Attendance and Class Participation (15%)**

You are expected to attend class regularly and to come prepared, having completed the reading. PLEASE NOTE: **You will not do well in this class if you do not do the readings.** Participating in discussions is one of the best ways to learn. You are expected to contribute your insights to the class. The culture of the class will, I hope, be a congenial one for self-expression. Doing excellent written work is not enough to demonstrate adequate performance in an advanced university course. I will therefore call on people -- at random -- to participate in discussion. Whatever you do, don't just sit there. Say anything you can defend against reasoned argument. Treat your colleagues' contributions with respect (which means taking them seriously and challenging them as well as extending basic courtesy).

Occasional homework assignments, in-class writing assignments, and in-class group activities, to be graded on a credit/no credit basis, will also factor into your participation grade. If you are absent when we have an in-class assignment, you cannot get credit for it. If you are absent on the day a homework assignment is due, be sure to turn it in before the class, in my mailbox at the sociology office Bldg. 4S, 223.

**Midterm Examination (25%)** The midterm will be a take home exam and it will cover lecture/discussion, films/videos and readings for the first 5 weeks of class. The list of questions will be distributed on Friday, October 8th and the exam will be due in class Friday, October 15th. Of this list, you will select three questions out of six. Answers must be typed and doubled spaced. Do not write more than 3 pages for each answer and no less than two.

**Final Examination (25%)** The final exam will cover material from it will cover lecture/discussion, films/videos and readings for the second portion of the class, following the same format as the midterm. Questions will be distributed on Tuesday, December 7th and will be due in the instructor office Tuesday, December 14<sup>th</sup>. Again answers must be typed and doubled spaced. Do not write more than 3 pages for each answer and no less than two.

**Interview Paper (35%)** There is a 5-6 pages paper due Tuesday, November 23rd. For this paper you will be expected to interview a woman about her work. The text of the paper will open with a short description of the woman's personal and employment background. Focus on her most recent position, incorporation of portions of the interviews into your discussion, and an attempt to render a

critical analysis of her experience will be required. You will be expected to use at least three sources from class material and two external sources in your paper and to provide a bibliography. Please do not interview family members unless you made specific arrangements me.

**Please note: Due dates are not negotiable. There will be no make-up examinations. Papers are due in-class on the dates indicated without exception. Papers turned into the sociology department office, or slid under office doors will receive a zero, unless prior arrangements have been made either with the teaching assistant or myself. This policy is not flexible. No incompletes will be granted.**

**Textbooks Required for the Class:**

Dubek, P. and Dunn, D. (eds.) 2006. *Workplace/Women's Place*. Los Angeles: Roxbury Publishing  
Course Packet available at CSI Bookstore. **Please remember that you are required to bring the textbook to class and that all the readings need to be completed before our Tuesdays meetings.**

**Friday, August 27 Intro to Women and Work**

Introduction to Course: Review of Course Material and Requirements

**Blackboard:** Ask a Working Woman Survey:

<http://www.aflcio.org/issues/jobseconomy/women/wwsurvey2006.cfm>

**WEEK ONE: August 31-September 3 Turning Girls into Workers: The Socialization Process**

**Text:** Mendelson Freeman "Parental Influence and Women's Careers" p.18-27

Orenstein, Peggy "Shortchanging Girls: Gender Socialization in Schools" p.28-37

**There will be no class on Friday, September 10<sup>th</sup>**

**WEEK TWO: September 7 and September 14 Workplace Inequality in the U.S.: Gendered Structures and Their Consequences**

**Text:** Introduction p.53-58

England, Paula et al. "Women's Employment Among Blacks, Whites, and Three Groups of Latinas: Do more privileged women have higher employment." p.59-68.

Williams, C. "Gendered Jobs and Gendered Workers." p.69-72

Reskin, B. "Sex Segregation in the Workplace." p.73-76

**There will be no class on Friday, September 17<sup>th</sup>**

**WEEK THREE: September 21-24 Workplace Inequality in the U.S.: Gendered Structures and Their Consequences (continued)**

**Text:** Larson, C. "The Penny Pinch." P.77-82

Claes, Marie-Therese "Women, Men, and Management Styles." p.83-87

The Federal Glass Ceiling Commission "The Glass Ceiling." p.88-94

Ragins, B.R. et al "Gender Gap in the Executive Suite: CEO and Female Executives Report on Breaking the Glass Ceiling" p.95-109

**WEEK FOUR: September 28-October 1 Work and Family: A difficult balance**

**Text:** Introduction p.119-122

Hochschild, A. "The Second Shift: Working Parents and the Revolution at Home" p.123-133

Hochschild A. "The Time Bind" p. 134-141

**Video** <http://www.nytimes.com/interactive/2010/01/18/world/europe/Bennhold-women.html>

**WEEK FIVE: October 5-8 Work and Family: A difficult balance (continued)**

**Text:** Stone, P. and Lovejoy, M. "Fast-Track Women and the 'Choice' to Stay at Home." p.142-156

Blair-Loy, M. and DeHart, G. "Family and Career Trajectories Among African-American Female Attorneys." p.157-167

Gerson, K. and Jacobs, J. "The Work-Home Crunch." p. 168-176

**WEEK SIX: October 12-15 Women and Work Across the Spectrum**

**Text:** Introduction p. 177-183

Amott, T.L. and Matthaei, J.A. "Race, Class, Gender, and Women's Works: A conceptual framework" p.184-193.

Roth, M.L. "Selling Women Short: A research note on gender differences in compensation on Wall Street" p.207-215

Gomez, Maria et al. "Voces Abriendo Caminos (Voices Forging Paths): "A Qualitative Study of the Career Development of Notable Latinas" p.216-232

Yoder, Janice D. and Aniakudo P. "Outsider Within the Firehouse: Subordination and Difference in the Social Interactions of African American Women Firefighters" p.251-263

**WEEK SEVEN: October 19-22 Women and Work Across the Spectrum (continued)**

**Text:** Preston, Jo Anne "Gender and the Formation of a Women's Profession: The Case of Public School Teaching" p.233-250.

Ehrlich Martin, S. "Police Force or Police Service: Gender and Emotional Labor" p. 264-271

Krasas Rogers, J. and Henson, K.D. "Hey, Why Don't Wear a Shorter Skirt?": Structural Vulnerability and the Organization of Sexual Harassment in Temporary Clerical Employment" p. 272-283.

Kang, Miliann "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nails Salons" p. 284-297.

**WEEK EIGHT: October 26-29 The Impact of Globalization on Women and Work**

**Course Reader:** Moghadam, V. (1999) "Gender and the Global Economy" in *Revising Gender* ed. by Ferree, Myra Marx, Lorber, Judith, & Hess, Beth B., Thousand Oaks, CA: Sage, pp 128-160

Chang, G. (2000) "The World Bank, "Welfare Reform", and the trade in migrant women" in *Disposable Domestic: Immigrant Women Workers in the Global Economy*. Cambridge, MA: South End Press, pp. 123-146

**WEEK NINE: November 2-5 Productive and Reproductive Work. The New International Division of Labor**

**Course Reader :** Global Woman. Nannies, Maids and Sex Workers in the New Economy

Edited by Ehrenreich, B. and Hochschild, A. - Intro

Ehrenreich: "Maid to Order"

Degiuli, F. (2007) "A Job with No Boundaries: Home Eldercare Work in Italy" in *The European Journal of Women Studies*, Vol. 14, No. 3, pp.193-207.

**WEEK TEN: November 16-19 Factory work and Sweatshop labor**

**Course Reader:** Ehrenreich, B. and Fuentes, A. "Women in the Global Factory"  
Nisonoff, Laura "Men, Women, and The Global Assembly Line"

**WEEK ELEVEN: November 23 Gender and Factory Work**

**Course Reader:** Salzinger, L. (2004) "From Gender as Object to Gender as Verb: Rethinking how Global Restructuring Happens" in *Critical Sociology*, 30, 1, pp. 43-62  
Caraway, T (2005) "The Political Economy of Feminization". In *Politics & Gender* 1: 399-429

**Thanksgiving Break: November 25-28**

**WEEK TWELVE: November 30-December 3 Globalization and Sex Work**

**Course Reader:** Global Woman: Bales, Kevin "Because She looks like a child"  
Kempadoo, K. (1998) "Globalizing Sex Workers' Rights" in *Global Sex Workers: Rights, Resistance and Redefinition*. New York: Routledge, pp.1-24.

**WEEK THIRTEEN December 7-10 How to improve women's working conditions and signs of women's resistance**

**Text:** Introduction p.309-311

Dubek, P. "Are We There Yet?: Reflections on Work and Family as an Emergent Social Issue." p.312-323

**Course Reader:** Heald, Susan (2004) "Feminism and Teaching about Globalization: contradictions and insights" in *Globalisation, Societies, and Education*, vol. 2, n. 1, pp.117-125.

Barndt, Deborah (2002) "Cracks in the Corporate Tomato: Signs of Hope" in *Tangled routes: women, work, and globalization on the tomato trail*. Lanham, Md: Rowman & Littlefield Pub., pp.341-360

**Attendance and Behavior in Class**

Students are expected to show up on time to class and to attend *all* classes. Talking or other disruptive behavior in class will not be tolerated and disruptive students will be asked to leave the class and to visit the Dean of Students. Students are not allowed to eat in class and head- or earphones are not to be worn, regardless of whether the players are running. Cellular phones and beepers must be switched off or turned to vibration mode. Students are not permitted to leave to take calls, text or use the rest rooms during class. **Please note carefully the following course policies:**

1. Two absences will be excused, no questions asked. Further absences will negatively affect your participation grade.
2. Attendance will be taken at the beginning of class. If you arrive to class after I've called roll or leave class more than 15 minutes early, it will count as 1/2 an absence.
3. The grade for any papers submitted after the deadline will decrease by 1.5 points for each day of delay.
4. You can only be exempted from these rules by a doctor's note.

**Plagiarism - Cheating**

CSI's policy on plagiarism and cheating is clear:

Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments (included but not limited to term papers, essays, and reports) and other written assignments; using concealed notes or crib sheets during examinations; copying the work of others and submitting it as one's own; and misappropriating the knowledge of others. The sources from which one derives one's ideas, statements, terms, and data, including Internet sources must be fully and specifically acknowledged in the appropriate form, failure to do so, intentionally or unintentionally, constitutes plagiarism.

Violations of academic integrity may result in failure in a course and disciplinary actions with penalties such as suspension or dismissal from the college.

*(Undergraduate Catalog, 2002-2003:46)*

### **Office Hours**

Please feel free to come to my office hours to discuss any questions you may have about the course. I am available to meet in 4S-211 (ex.3768) on Fridays (2:30-3:30pm), or by appointment at other times. E-mail is a good way to reach me.

Appendix 3  
Self Study Instrument

**Sociology-Anthropology Program Survey (Majors and Non-Majors)**

In an effort to improve the program, we would like to get your feedback on your experience of the Sociology-Anthropology Survey at CSI. Please take a moment to answer the following questions. If you have already taken this survey in another class, please do not respond a second time.

1.) Can you tell us a little about yourself?

- a.) Age \_\_\_\_\_
- b.) Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
- c.) Parents' occupation/s \_\_\_\_\_
- d.) Did either of your parents attend college? Yes \_\_\_\_\_ No \_\_\_\_\_
- e.) Do you work during the school year? Yes \_\_\_\_\_ No \_\_\_\_\_
- f.) If you answered "yes," how many hours do you work per week? \_\_\_\_\_
- g.) If you answered "yes," what kind of job do you have? \_\_\_\_\_
- h.) Do you live on Staten Island? Yes \_\_\_\_\_ No \_\_\_\_\_
- i.) On average, how long time wise is your commute? \_\_\_\_\_
- j.) About how many credits had you completed entering this semester? \_\_\_\_\_
- k.) What is your overall college GPA? \_\_\_\_\_

2.) Are you a SOC-ANT major? Yes \_\_\_\_\_ No \_\_\_\_\_

3.) If you are a SOC-ANT major, was SOC-ANT the first major that you declared?  
Yes \_\_\_\_\_ No \_\_\_\_\_

- a.) If you answered "no," what was/were your prior major/s? \_\_\_\_\_
- b.) If you changed majors, why did you change? Explain in the space below.

- 4.) How do you rate the SOC-ANT major in terms of difficulty? (MARK ONE BOX)
- Much easier than most other majors
  - A little easier than most other majors
  - About the same degree of difficulty as most other majors
  - A little harder than most other majors
  - A lot harder than most other majors
- 5.) Through the courses I have taken in the major, I have learned various ways of thinking about society in sociology and anthropology. (MARK ONE BOX)
- Strongly disagree
  - Disagree moderately
  - Agree moderately
  - Strongly agree
- 6.) Through the courses I have taken in the major, I have learned various research methods used in sociology and anthropology to study society: (MARK ONE BOX)
- Strongly disagree
  - Disagree moderately
  - Agree moderately
  - Strongly agree
- 7.) Through the courses I have taken in the major, I have acquired a greater awareness of globalization and the increasing interdependence of societies: (MARK ONE BOX)
- Strongly disagree
  - Disagree moderately
  - Agree moderately
  - Strongly agree
- 8.) Through the courses I have taken in the major, I have acquired a greater awareness of how social institutions and practices shape individuals' everyday lives: (MARK ONE BOX)
- Strongly disagree
  - Disagree moderately
  - Agree moderately
  - Strongly agree
- 9.) Through the courses I have taken in the major, I have acquired a greater awareness of the structural dimensions of social inequalities: (MARK ONE BOX)
- Strongly disagree
  - Disagree moderately
  - Agree moderately
  - Strongly agree
- 10.) Through the courses I have taken in the major, my writing skills have improved: (MARK ONE BOX)
- Strongly disagree



- Disagree moderately
- Agree moderately
- Strongly agree

11.) In completing my major in sociology/anthropology, I was generally able to find sections of the major requirements (Soc100;Soc 200; Soc201; Ant201) that fit my schedule. (MARK ONE BOX)

- Strongly disagree; please explain \_\_\_\_\_
- Disagree moderately; please explain \_\_\_\_\_
- Agree moderately
- Strongly agree

12.) In completing my major in sociology/anthropology, I was generally able to find 300/400 Soc/Ant classes that fit my schedule. (MARK ONE BOX)

- Strongly disagree; please explain \_\_\_\_\_
- Disagree moderately; please explain \_\_\_\_\_
- Agree moderately
- Strongly agree

13.) What are your plans after graduation?

- a. I have a job; if so, what is it? \_\_\_\_\_
- b. I am looking for a job; if so, in what area? \_\_\_\_\_
- c. I have been accepted in graduate school; If so, where and in what field?  
\_\_\_\_\_
- d. I would like to apply to graduate school; If so, in what field?  
\_\_\_\_\_
- e. Don't know/Other; Please explain \_\_\_\_\_

14.) In the space below, please indicate what you consider to be the strengths of the Sociology/Anthropology major and any suggestions you have for improving the major:

**Appendix 4**  
**Course Listing and Descriptions (Spring 2011)**

**Sociology/Anthropology Courses**

**Anthropology**

- ANT 100 Introduction to Anthropology
- ANT 201 Cultural Anthropology
- ANT 202 Physical Anthropology
- ANT 205 Native American Societies
- ANT 225 Multicultural Literacy
- ANT 305 Power and Society in Latin America
- ANT 306 Latinas/os in the United States (Effective Spring 2011)
- ANT 312 Food, Self, and Society
- ANT 331 Women and Work
- ANT 345 Early Civilizations
- ANT 350 Foraging Societies
- ANT 365 Political Anthropology
- ANT 367 Globalization and the World System
- ANT 370 Urban Anthropology
- ANT 390 Human Evolution (Effective Spring 2011)
- ANT 450 Anthropology of Philosophy and Religion
- ANT 460 Personality and Culture

**Sociology**

- SOC 100 Sociology
- SOC 120 Social Problems
- SOC 200 Sociological Theory
- SOC 201 Methods of Sociological Research
- SOC 202 Gender, Race, Ethnicity, and Class
- SOC 210 Sociology of Health and Medicine
- SOC 212 Criminology
- SOC 220 Marriage and the Family
- SOC 226 Socialization of the Child
- SOC 230 Sociology of Women
- SOC 232 Sociology of Aging
- SOC 238 Sociology of Men
- SOC 240 Minority Groups
- SOC 245 Contemporary Social Issues
- SOC 250 Sociology of Religion
- SOC 255 Sociology of the Arts

SOC 260 Class, Status, and Power  
SOC 270 The Community  
SOC 274 Social Welfare  
SOC 275 Sociology of Education  
SOC 280 Sociology and Politics  
SOC 292 The Individual in Society  
SOC 301 Computerized Research Analysis  
SOC 302 Contemporary Sociological Theory  
SOC 305 Power and Society in Latin America (also  
ANT 305)  
SOC 306 Latinas/os in the United States (also ANT  
306)  
SOC 312 Food, Self, and Society (also ANT 312)  
SOC 325 Social Thought  
SOC 330 Women and Work (also ANT 331)  
SOC 340 Ethnicity and Immigration  
SOC 350 Psychosocial Aspects of Disability  
SOC 360 Sociology of Work and Leisure  
SOC 367 Globalization and the World System  
SOC 370 Urban Sociology  
SOC 371 Media and the Margins  
SOC 372 Institutions of Control  
SOC 374 Mass Media in Modern Society  
SOC 376 Social Change  
SOC 378 Social Planning  
SOC 380 Sociology of Organizations  
SOC 410 Sociological Issues  
SOC 420 Birth and Death  
SOC 427 Sociology of Language

### **Course Descriptions**

#### **ANT 100 Introduction to Anthropology**

3 hours; 3 credits

An overview of human physical and social evolution, and the range of diversity in contemporary human societies. The development of language and communication; tribal and peasant societies in the modern world; ethnicity, race and gender; migration and urbanization. (social science)

#### **ANT 201 Cultural Anthropology**

4 hours; 4 credits

Case studies of specific societies—tribal, peasant, and urban—to illustrate the variety of anthropological approaches to understanding social relations. Discussion of contemporary social issues in comparative perspective. (social science) (p&d)

Prerequisites: ENG 111, COR 100, and either ANT 100 or SOC 100

### **ANT 202 Physical Anthropology**

4 hours; 4 credits

The evolution of non-human primates and human populations, with special focus on physical variation and its sources among contemporary human groups. The emergence of human forms of social organization and symbolic communication.

(social science)

Prerequisites: ENG 111, COR 100, and either ANT 100 or SOC 100

### **ANT 205 Native American Societies**

4 hours; 4 credits

Origins of Native North American societies and their transformation following contact with Europeans. Special emphasis on the diverse ways native people have coped with, adapted to, and resisted continually changing circumstances from colonial times to the present.

(p&d)

Prerequisites: ENG 111, COR 100, and either ANT 100 or SOC 100

### **ANT 225 Multicultural Literacy**

(Also COM 225)

4 hours; 4 credits

An exploration of culture as it is defined by various disciplines and understood through prisms of class, race, gender, ethnicity, and the nation state. The class approaches literacy and culture from interdisciplinary perspectives, drawing on anthropology, sociology, literary theory, media studies, and gender studies. (social science) (art & com.) (p&d)

Prerequisites: ENG 151, COR 100; and any 100-level ANT, COM, HST, POL, SOC, or WGS course.

### **ANT 306 Latinas/os in the United States (Effective Spring 2011)**

(Also SOC 306/AMS 306)

4 hours; 4 credits

An examination of the sociological and anthropological literature on Latinas/os in the United States. The main goal is to acquaint students with the most important economic, political, and social aspects that contemporary Latino communities are experiencing. Using ethnographies, the course will focus on community formation, social movements, race and ethnicity, gender and sexuality issues, immigration, and transnationalism. Class discussions will also address differences based on national origin, class, and generation. This is a reading and writing intensive course in which students are expected to conduct primary research.

(p&d)

Prerequisites: ANT 201 and one of the following: SOC 200, SOC 201, SOC 240, or SOC 260

### **ANT 312 Food, Self, and Society**

(Also SOC 312/WGS 312)

4 hours; 4 credits

A sociological and anthropological examination of the ways in which the production and consumption of food shape and are shaped by the self and the social world. A major theme of the course will be the gendering of food through topics such as women's traditional roles as home cooks, women laborers in global food production, and female body image.

Particular attention will be given to the meaning of practices of eating; preparing and sharing food for the individual, family, community, and nation; and how these practices are influenced by larger forces such as social inequality and globalization. Students are expected to conduct primary research.

Prerequisites: ENG 151, ANT 201, or SOC 201, or by permission of the instructor

### **ANT 331 Women and Work**

(Also SOC 330, WGS 330)

4 hours; 4 credits

The social and cultural constraints affecting women's participation and attainments in the world of work. Conflicts between work role expectations and gender role expectations (e.g., femininity, nurturance, maternity). The effects of class background and race/ethnicity on women's occupations, professions, and incomes. (p&d)

Prerequisites: Any 100-level sociology or anthropology course and any 200-level sociology or anthropology course or permission of the instructor

### **ANT 345 Early Civilizations**

4 hours; 4 credits

Case studies in the rise of civilization, in light of anthropological theory, using examples from Mesopotamia, Egypt, India, China, and Central and South America. The social and cultural changes associated with the rise of cities and empires, slavery, the emergence of writing and monumental architecture.

Prerequisites: ANT or SOC 100 and any of the following: ANT 201, SOC 200, SLS 240 or permission of the instructor

### **ANT 350 Foraging Societies**

4 hours; 4 credits

Studies of small bands of hunters and gatherers in which basic human biological evolution and cultural development have taken place over three million years. Their social organization, gender and family relations, the tensions and alliances of gift-based economies, religions without leaders, and politics without chiefs. The contemporary situation of such societies. (p&d)

Prerequisites: ANT or SOC 100 and ANT 201 or permission of the instructor

### **ANT 365 Political Anthropology**

4 hours; 4 credits

The central topic in political anthropology is the emergence of the state and urban society from tribal societies. This course will examine different explanations for the emergence of states and show the importance of this problem to anthropology as a whole.

Prerequisites: Any 100-level sociology or anthropology course and any 200-level sociology or anthropology course or permission of the instructor

### **ANT 367 Globalization and the World System**

(Also SOC/INT 367)

4 hours; 4 credits

This course explores major issues and current approaches in sociological thinking on globalization and the world system. Globalization will be examined as a multifaceted phenomenon, encompassing changing economic and political forces and the movement of people, ideas, images, and technologies across national boundaries. Particular attention will be given to how global forces structure inequalities both across nations and within them.

Prerequisites: (SOC 200 or SOC 240 or SOC 260 or ANT 201) permission of the instructor.

### **ANT 370 Urban Anthropology**

4 hours; 4 credits

The social and cultural organization of urban life examined from two perspectives: detailed and comparative studies of households, neighborhoods, homeless shelters, and other urban institutions, and the transformations in the Third World involving mass migrations and industrial relocation.

Prerequisites: Any 100-level sociology or anthropology course and any 200-level sociology or anthropology course or permission of the instructor

### **ANT 390 Human Evolution (Effective Spring 2011)**

(also PSY 390)

4 hours; 4 credits

The evolution of Human life history. Close reference to the actual fossil record and archaeological sites as grounds for inferences that can be drawn concerning evolutionary changes in human growth and development, the social life of prehistoric peoples and the development of language and culture. Using methods of anthropology and comparative psychology, the course will emphasize the evolution of human psychological capabilities such as language, moral reasoning, long-term reciprocity, and culture.

Prerequisites: ANT 202 or BIO 108 or BIO 180, or PSY 232 or PSY 239 or PSY 242 or PSY 288

### **ANT 450 Anthropology of Philosophy and Religion**

4 hours; 4 credits

The intellectual confrontation with nature and the attempt to reduce nature to a knowable and controllable form. A survey of philosophical and religious systems as efforts by people

to define their place in the world. Special topics will include witchcraft, magic, ritual, and esoteric religious systems.

Prerequisite: Any 100-level sociology or anthropology course and any 200-level sociology or anthropology course, or permission of the instructor.

### **ANT 460 Personality and Culture**

4 hours; 4 credits

Examination of the different ways of understanding "human nature" in specific social contexts. Topics will include the development of anthropological theories of personality and culture, and Western and non-Western concepts of personhood and mental health. (p&d)

Prerequisites: ANT 201 and any of the following: PSY 212, PSY 226, PSY 236, PSY 242, SOC 200, SOC 201, SOC 226, SOC 292, or permission of the instructor.

### **SOC 100 Sociology**

3 hours; 3 credits

A study of modern society with emphasis on such fundamental groupings as the family, class, the community, the state, the interaction between cultures and the individual, and the processes by which institutions come into being and develop, and important social theories. (social science)

### **SOC 120 Social Problems**

3 hours; 3 credits

Conditions defined by sociocultural groups and institutions as social problems, as well as potential solutions, are examined from various sociological perspectives. Emphasis is given to problem issues prevalent in contemporary metropolitan settings such as physical and mental health issues, access to social services, poverty, and prejudice and discrimination. (social science)

### **SOC 200 Sociological Theory**

4 hours; 4 credits

Nineteenth- and early 20th-century European sociological theory as it bears on our own time. How Marx, Weber, and Durkheim analyze society, culture, religion, the economy, modes of domination, suicide, alienation, charisma, and other social phenomena. Cultural and gender biases in social thought.

Prerequisites: SOC 100 and one 200-level SOC course

### **SOC 201 Methods of Sociological Research**

4 hours; 4 credits

How sociologists collect and analyze data. Examination of various methods of research, including questionnaires, interviews, participant observation, and the use of historical and literary sources.

Prerequisites: ENG 111, COR 100, SOC 100

Majors are advised to take this course within the first 15 credits of sociology/anthropology.

### **SOC 202 Gender, Race, Ethnicity, and Class**

(Also WGS 202)

4 hours; 4 credits

How gender, race, ethnicity, and class interact with each other and influence personal identities, opportunities, and life experiences. The effects of these factors on attitudes and ideology, from the perspectives of scholars to those of political groups within and among nation states. The effects of political economy and the division of labor on gender, race, and class. (social science) (p&d)

Prerequisites: ENG 111, COR 100

### **SOC 210 Sociology of Health and Medicine**

4 hours; 4 credits

Examination of the norms, values, beliefs, role relationships, and organizations of medical practice as a form of human behavior. Emphasis on the social processes that occur in the medical setting. Analysis of the medical environment from a sociological perspective. (social science)

Prerequisites: ENG 111, COR 100, SOC 100

### **SOC 212 Criminology**

4 hours; 4 credits

Sociological research and theory on crime and criminal behavior. Social, cultural, economic, and psychological factors affecting crime. The definition of crime in historical and cross-cultural perspectives: interpersonal violence, organized crime, corporate crime, and political violations of human rights. (social science)

Prerequisites: ENG 111, COR 100, SOC 100

### **SOC 220 Marriage and the Family**

4 hours; 4 credits

Marriage and the family as social institutions. The historical development of these institutions, with special emphasis on the personal and social problems of the matrimonial relationship and of modern family life. (social science)

Prerequisites: ENG 111, COR 100

### **SOC 226 Socialization of the Child**

4 hours; 4 credits

The socialization of the child will be examined in detail in the context of social, cultural, economic, and political institutions; various sociological and psychological theories concerning child rearing. Adolescent socialization, moral development, and the impact of factors such as sex, birth order, social class, and ethnicity will be discussed. (social science)

Prerequisites: ENG 111, COR 100; SOC 100 or PSY 100 or permission of the instructor



### **SOC 230 Sociology of Women**

(Also WGS 230)

4 hours; 4 credits

Social and cultural forces affecting women's lives. The problems, struggles, and accomplishments of women in social and historical contexts. Changing sex roles and relationships as affected by ethnicity, race, and class. (social science) (p&d)

Prerequisites: ENG 111, COR 100

### **SOC 232 Sociology of Aging**

4 hours; 4 credits

Social implications of aging in contemporary society. The changing roles, relationships, and opportunities of people as they grow older, affected by social, cultural, medical, political, and economic conditions. Issues related to the elderly who need care. (social science)

Prerequisites: ENG 111, COR 100; and SOC 100 or permission of the instructor

### **SOC 238 Sociology of Men**

(Also WGS 238)

4 hours; 4 credits

Comparative, historical perspectives on the male gender role and male domination through social institutions and male gender role socialization. Issues regarding the relationships of men with each other as well as between men and women. (p&d) (social science)

Prerequisites: ENG 111, COR 100

### **SOC 240 Minority Groups**

4 hours; 4 credits

Social, political, economic, and historical factors affecting minority group status. The roots of prejudice and discrimination; analysis of their psychological and social causes and consequences in modern societies. Emphasis will be placed on a comparison of different cultures in a global context. (cont. wld.) (p&d)

Prerequisites: ENG 151, COR 100

### **SOC 245 Contemporary Social Issues**

(Also SLS 245)

4 hours; 4 credits

A study of selected contemporary social problems such as poverty, criminal justice, ethnicity, or race relations from the perspectives of political science, economics, and sociology. The emphasis will be on urban problems. The course will explore the types of questions that might be raised about the topics by persons trained in the social sciences and will explore the methods used to answer such questions. Relationships between modes of

inquiry, types of questions asked, and the answers obtained. An emphasis on developing ability to read, understand, and think critically about writings in the social sciences. (social science)

Prerequisites: A minimum GPA of 2.75, ENG 111, ENG 151, COR 100

### **SOC 250 Sociology of Religion**

4 hours; 4 credits

The relationship between religion and society from historical and cross-cultural perspectives. Effects of religion on the culture of groups and societies. The effects of social structure and social change on religion; emergence of new religious forms. (social science)

Prerequisites: ENG 111, COR 100, SOC 100

### **SOC 255 Sociology of the Arts**

4 hours; 4 credits

The relationship between the arts and other institutions of contemporary society (e.g., economics, politics, religion). The structure of different art worlds, and the function of both High and Popular art forms in both strengthening and weakening class boundaries. (social science)

Prerequisites: ENG 111, COR 100; and SOC 100 or permission of the instructor

### **SOC 260 Class, Status, and Power**

4 hours; 4 credits

Historical and comparative analysis of social classes and strata—their emergence, persistence, and change—in different types of societies. The effects of class, status, and power on the quality of life and social relations. Recent changes in class structure. (p&d) (cont. wld.)

Prerequisites: ENG 151, COR 100

### **SOC 270 The Community**

4 hours; 4 credits

Processes of neighborhood identity formation, cohesion, conflict, decline, and revitalization. The role of women, and ethnic and class-determined groups in community institutions and community organizing. Staten Island as a case study. (social science)

Prerequisites: ENG 111, COR 100; and SOC 100 or permission of the instructor

### **SOC 274 Social Welfare**

(Also SWK 274)

4 hours; 4 credits

The social welfare system in the contemporary state. Social functions and the historical, economic, and political foundations of the welfare system, including the structure of transfer payments and the social relations that it establishes. (social science)

Prerequisites: ENG 111, COR 100, SOC 100

**SOC 275 Sociology of Education**

4 hours; 4 credits

The changing social and cultural context of contemporary American education. The relationship between education and social inequality, social mobility, and social change. Issues and debates regarding contemporary education. This course does not meet New York State requirements for teacher certification. (social science)

Prerequisites: ENG 111, COR 100

**SOC 280 Sociology and Politics**

4 hours; 4 credits

The social background of political elites and movements, bureaucracy and the problem of political power, conflict and social class, and industrial and postindustrial society. Readings from classical theorists and contemporary empirical work. (social science)

Prerequisites: ENG 111, COR 100, SOC 100

**SOC 292 The Individual in Society**

4 hours; 4 credits

The social context and meaning of individual behavior and face-to-face interaction. An examination of sociological theory and research, from the classic writings of Mead to recent phenomenologists and critics of psychotherapy. (social science)

Prerequisites: ENG 111, COR 100

**SOC 301 Computerized Research Analysis**

4 hours; 4 credits

This course will help students to acquire quantitative research skills by introducing them to important computer applications in the social sciences. It covers data management and analysis using appropriate software packages such as SPSS. Topics on social statistics will focus on the understanding of principles, selection of procedures, and interpretation of results.

Prerequisites: SOC 201; MTH 102, MTH 113, or a higher-level mathematics course

**SOC 302 Contemporary Sociological Theory**

4 hours; 4 credits

Theoretical traditions and schools of thought within contemporary sociology including those of functionalism, conflict theory, exchange theory, neo-Marxism, feminism, ethnomethodology, world-systems theory, and historical-comparative theory. Underlying assumptions and cultural biases in social thought.

Prerequisite: SOC 200

**SOC 305 Power and Society in Latin America**

(Also ANT 305/INT 305)

4 hours; 4 credits

This course will offer students a general overview of the political, economic, and cultural forces shaping Latin American societies. It will focus particular attention on social inequalities and the effects of contemporary global changes on the region. Readings and class discussions will address both specific countries and trends affecting the region more broadly.

Prerequisites: SOC 200 or SOC 240 or SOC 260 or ANT 201 and permission of the instructor.

### **SOC 306 Latinas/os in the United States**

(Also ANT 306/AMS 306)

4 hours; 4 credits

An examination of the sociological and anthropological literature on Latinas/os in the United States. The main goal is to acquaint students with the most important economic, political, and social aspects that contemporary Latino communities are experiencing. Using ethnographies, the course will focus on community formation, social movements, race and ethnicity, gender and sexuality issues, immigration, and transnationalism. Class discussions will also address differences based on national origin, class, and generation. This is a reading and writing intensive course in which students are expected to conduct primary research. (p&d)

Prerequisites: ANT 201 and one of the following: SOC 200, SOC 201, SOC 240, or SOC 260

### **ANT 312 Food, Self, and Society**

(Also SOC 312/WGS 312)

4 hours; 4 credits

A sociological and anthropological examination of the ways in which the production and consumption of food shape and are shaped by the self and the social world. A major theme of the course will be the gendering of food through topics such as women's traditional roles as home cooks, women laborers in global food production, and female body image. Particular attention will be given to the meaning of practices of eating; preparing and sharing food for the individual, family, community, and nation; and how these practices are influenced by larger forces such as social inequality and globalization. Students are expected to conduct primary research.

Prerequisites: ENG 151, ANT 201, or SOC 201, or by permission of the instructor

### **SOC 325 Social Thought**

(Also SLS 325)

4 hours; 4 credits

Analysis of key trends in social theory from ancient times to the present. Includes the study of thought concerning the early organization of human society, the development of agricultural and feudal societies, the effects of industrialization and the modern age, and the already-significant impacts of the computer age and the Internet. The course is especially concerned with major social questions in science, philosophy, urbanism, and political economy. Emphasis on reading and discussing original sources (social science)

Prerequisites: A minimum GPA of 2.75, ENG 111, ENG 151, and a 200-level Social Scientific Analysis course

### **SOC 330 Women and Work**

(Also WGS 330, ANT 331)

4 hours; 4 credits

The social and cultural constraints affecting women's participation and attainments in the world of work. Conflicts between work role expectations and gender role expectations (e.g., femininity, nurturance, maternity). The effects of class background and race/ethnicity on women's occupations, professions, and incomes. (p&d)

Prerequisites: Any 100-level SOC or ANT course and any 200-level SOC or ANT course or permission of the instructor.

### **SOC 340 Ethnicity and Immigration**

4 hours; 4 credits

Social, cultural, and historical factors affecting ethnic group experience and socioeconomic status, both in the United States and among immigrants in other societies. Comparison of immigrant groups of first, second, and third generations. The role of women in different ethnic groups. (p&d)

Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor

### **SOC 350 Psychosocial Aspects of Disability**

4 hours; 4 credits

The psychosocial impact of disability, differential development, and social adjustment among disabled groups, friendships, intimacy, and sexuality. The changing role and status of the disabled in our society with particular emphasis on the issues of stigmatization and labeling. (p&d)

Prerequisites: SWK 107 and SOC 100

### **SOC 360 Sociology of Work and Leisure**

4 hours; 4 credits

Analysis of the world of work and the separate world of leisure, and their social and economic pre-conditions and consequences. Theories of occupations and professions, career patterns, and their relationship to the social structuring of class, status, power, race, and gender.

Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor.

### **SOC 367 Globalization and the World System**

(Also ANT 367/INT 367)

4 hours; 4 credits

This course explores major issues and current approaches in sociological thinking on globalization and the world system. Globalization will be examined as a multifaceted phenomenon, encompassing changing economic and political forces and the movement of people, ideas, images, and technologies across national boundaries. Particular attention will be given to how global forces structure inequalities both across nations and within them.

Prerequisites: SOC 200 or SOC 240 or SOC 260 or ANT 201 and permission of the instructor.

### **SOC 370 Urban Sociology**

4 hours; 4 credits

The social structure and culture of city life. Issues of urban politics, racial and ethnic relationships, housing, crime, cultural institutions, economics, communications, city planning and design. Historical origins of the city in the Western world; the future of cities worldwide. New York City as a case study.

Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor.

### **SOC 371 Media and the Margins**

(Also COM 371)

4 hours; 4 credits

An examination of the role of the mass media as cultural institutions that shape the images and self-images of marginalized groups. The course engages with definitions based on, but not limited to, age, disability, ethnicity, gender, race, and sexuality. (p&d)

Prerequisites: COM 150 or a 100-level and a 200-level ANT or SOC course

### **SOC 372 Institutions of Control**

4 hours; 4 credits

How leading social institutions (family, schools, mass media, government, and the economy) shape and control U.S. society. The role of racism, sexism, violence, and economic exploitation as forms of social control. Existing patterns of domination and subordination.

Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor

### **SOC 374 Mass Media in Modern Society**

(Also COM 374)

4 hours; 4 credits

Sociological analysis of the mass media: their comparative histories and organizations, and their political and social effects. Their persuasive role in propaganda and public opinion, and their function in providing information and entertainment for the common culture.

Prerequisites: COM 150 and a 200-level ANT or SOC course

### **SOC 376 Social Change**

4 hours; 4 credits

Analysis of societal and cultural transformations. Leading theories of social change. Empirical case studies in interpersonal relationships and race relations as well as technological, economic, and political changes. The role of mass media, communities, and organizations.

Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor

### **SOC 378 Social Planning**

(Also SWK 378)

4 hours; 4 credits

Analysis of the underlying assumptions and values embedded in social policy with respect to such issues as poverty, homelessness, education, drug abuse, family violence, community development, human rights, and affirmative action. Cross-cultural models of social planning and the planning process.

Prerequisite: SOC 274

### **SOC 378 Social Planning**

(Also SWK 378)

4 hours; 4 credits

Analysis of the underlying assumptions and values embedded in social policy with respect to such issues as poverty, homelessness, education, drug abuse, family violence, community development, human rights, and affirmative action. Cross-cultural models of social planning and the planning process.

Prerequisite: SOC 274

### **SOC 410 Sociological Issues**

4 hours; 4 credits

Detailed exploration of selected social issues according to student interest (e.g., homelessness, health care, substance abuse, domestic violence), as affected by such variables as social class, race, religion, gender, technological change.

Prerequisite: SOC 201 or permission of the instructor

### **SOC 420 Birth and Death**

(Also WGS 420)

4 hours; 4 credits

An exploration of the different sociological renderings of birth and death in contemporary societies. Understanding the concepts of birth and death from a sociological perspective offers an excellent opportunity to explore the intersections of race, class, gender, spirituality, and age. This course will be heavily geared toward feminist and critical perspectives. It will explore recent technological innovations and their implications for representations of conception, birth, and death.

Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor

**SOC 427 Sociology of Language**

(Also ENL 427)

4 hours; 4 credits

Areas of discussion include language and class, language and sex, language and race, and language and ethnicity.

Prerequisite: ENG 151



## Appendix 5 Faculty Bios

### John Arena, Assistant Professor

Jay Arena was born and grew up in the upstate New York community of Fulton. During the summers he worked on his father's vegetable farm and during the area's long winters he played lots of basketball. He graduated in 1985 from Le Moyne College in Syracuse New York, where he majored in Political Science. While studying at Le Moyne in the early 1980s, amid numerous lectures and community organizing efforts opposing and favoring U.S. intervention in Central America, he developed a continuing interest in Latin American politics and their domestic reverberations.

In 1985 he moved to New Orleans where he worked for several years as a community and labor organizer, with much of his work focused around the city's public housing communities. In 1992-1993 he backpacked throughout South America and then entered the graduate program in Latin American Studies at Tulane University in New Orleans. After receiving his M.A. he took a job in Venezuela as an English teacher. After returning to New Orleans Jay was struck by the parallels between the neoliberal policies he saw implemented in Latin America in the early 1990s and the public policy agenda that was taking hold in his adopted city during the latter part of the decade. Thus, his research interests, when he entered Tulane University's Ph.D. program in Sociology in 1997, gravitated toward the politics of neoliberalism as played out in the majority black city of New Orleans. Consistent with those concerns, his dissertation analyzed the privatization of New Orleans' St. Thomas public housing development, with a theoretical lens placed on the political dynamics of neoliberal privatization within the context of a majority black city.

As a public sociologist he is interested in the public application of sociology to bring attention to, and change, oppressive conditions that restrict people's lives. Thus, he has published in academic journals and social justice-oriented publications, as well as given community lectures in New Orleans and other locales, on the St. Thomas case and the insights it provides for combating contemporary poor people removal initiatives. He also helped form a New Orleans based anti-privatization group, C3/Hands Off Iberville. The group incorporated insights from his research in their organizing efforts to defend a public housing community facing displacement at the hands of real estate developers and state officials.

After defending his dissertation in 2007 Jay taught at Loyola University and Delgado Community College in New Orleans. In 2008 he accepted a tenure-track position in the Sociology program of the Sociology, Anthropology, and Social Work Department at the College of State Island, City University of New York. Since hurricane Katrina, he has extended his research on privatization, by examining how the process operates in the context of a post-disaster environment, and the community organizing efforts that have emerged in the city, particularly around public housing. His forthcoming book, *Driven From New Orleans: How Non-Profits Betray Public Housing and Push Privatization*, combines the

pre and post-Katrina context to underscore the crucial political role that non-profits play legitimating and facilitating racialized processes of privatization and poor people removal.

### **Leigh Binford, Professor and Chair**

Leigh Binford was born in Memphis, Tennessee. After attending local High Schools, he entered Memphis State University, where he majored in Biology and minored in Chemistry until his senior year, when he changed the major and minor to Anthropology and Psychology, respectively. He hitchhiked to the West Coast and enrolled in an M.A. program in Anthropology at California State University Long Beach. Six years, eighty credit hours (the program required only 32) and one library thesis (on "Male-Female Relations in the Highlands of New Guinea") later, he received his degree in 1977. A budding interest in Political Economy that developed at CSULB received nourishment at the University of Connecticut's graduate program in Social Anthropology. There Binford worked under Scott Cook, James Faris, Ben Magubane and Norman Chance and gained his initial experience doing fieldwork in the Valley of Oaxaca, Mexico. For his thesis Binford shifted his focus to the southern Isthmus of Tehuantepec and researched agrarian class relations. He defended the dissertation in 1983. He then worked for a year at the University of New Hampshire before being offered a tenure-track job at UConn. His former teachers and advisors became transformed into colleagues. He remained at UConn until 1997, then accepted a position in the graduate Sociology Program of the Social Science and Humanities Research Institute, Benemérita Universidad Autónoma de Puebla in Puebla México. He returned to the United States in 2010 to chair the Department of Sociology, Anthropology and Social Work of the College of Staten Island, City University of New York. He has also worked at Michigan State University (1990-1991) and the University of Illinois (2006-2007).

His work focuses on the relationship between social being and social consciousness under conditions of exploitation and oppression. He is interested in the processes through which everyday forms of resistance, which concede power even as they seek to minimize its deleterious effects, result (or fail to result) in social movements that have the goals of reconfiguring institutional relationships to the benefit of the majority. This has taken him into areas of violence, the state and political memory in the case of El Salvador, and the state and transnational processes as regards undocumented Mexico-United States migration and Mexico-Canada contract labor migration. Binford's career trajectory, teaching experience and academic interests have involved deep engagement with both Anthropology and Sociology, as well as immersion in the academic cultures of the United States and Mexico. He has trained sociology as well as anthropology students; employed survey research, focused interviews and participant observation; has carried out fieldwork in Latin America (highland and lowland areas of Mexico), the urban United States and rural Canada; and has published in sociology as well as anthropology journals on topics that range from peasants and peasant-artisans to violence and civil war, contract labor migration (managed migration programs), undocumented migration in transnational settings, testimonial literature, and history and memory. His work has appeared in print in Mexico, El Salvador, the United States, Canada, the United Kingdom and Israel.

### Roslyn Bologh, Professor

Reflecting on my career in Sociology, what strikes me is the continuity of my interests. I became committed to the major in Sociology as an impressionable 18 year old undergraduate after reading Emile Durkheim's *Elementary Forms of the Religious Life*, which I found eye-opening. Sociology seemed to offer what I had hoped to find, but did not find, when I took a course in Philosophy-- great ideas that would give profound insights about social life. I am still thinking about Durkheim's writings -- this time, on morality, in relation to a paper I have been asked to peer review for a journal on the topic of ethics and organizational leadership and in relation to feminist work on the ethic of care.

In Graduate School I was again attracted to theory -- but this time, my mind was pulled in three different directions, embodied in three different Professors, and three different perspectives. One influence was Joseph Bensman who taught from his Weberian perspective for which macro level power was the critical variable. The second influence was Peter McHugh, an early student of Harold Garfinkel, who felt Garfinkel did not have sufficient "analytic nerve." Peter stressed analyzing the grammar of everyday life -- a phenomenological approach focusing on uncovering the presuppositions underlying the social phenomena of everyday life. The third influence was George Fischer who brought the practice of a close reading of Marx's texts to the Graduate Center, which influenced a whole cohort of scholars who came out of the GC. He shaped his teaching practices around the principles of radical, participatory democracy and feminist theory.

It seemed to me that Marx was doing the same kind of analysis that Peter McHugh was stressing: analyzing the presuppositions and production of everyday social phenomena -- in this case, money and capital. George encouraged me to do a phenomenological type analysis of Marx's *Grundrisse* for my dissertation -- ideas developed further in my first book, *Dialectical Phenomenology, Marx's Method*, published by one of the most respected international publishers at the time, in an interesting series called "The International Library of Phenomenology and Moral Sciences." The book was listed under philosophy.

Throughout the rest of my academic career I have continued to engage with great ideas, often from a feminist perspective. My second book took on the ideas of Max Weber -- his emphasis on power and conflict -- a very different perspective from that of Marx who also stressed power and conflict. It seemed to me that Weber had theorized and explicitly justified in his theorizing the very politics that was running U.S. foreign policy. (This was before I learned that Hans Morgenthau, the father of international theory of "political realism," late in life explained that the ideas he presented had really come from Weber.) Being influenced by both Marx and Feminism, I wrote a book trying to problematize Weber's theorizing and get people to address it.

Following the Weber book, my primary research interest has been in the area of analyzing macro political economy both in the US and globally. My aim has been to translate the economic news into a language that ordinary people can understand, and to do so from a

critical analytical perspective. My concern since the mid 1990s has been the danger of non-productive, financial speculation (Wall Street) creating a major crisis. Here is a short history of my activities: November 2010, "Forestalling a Turn to the Right, One Tactic" at Conference, The Economic Crisis and Left Responses, Pace University, NYC. August 2006 Organizer and Presider, Session on Teaching Marx and Marxist Sociology, American Sociological Association, Montreal, Ca. November, 2005 "Modern Crisis Theory and Its Relationship to Current Economic/Financial Conditions" The New Space, New York, NY. August 2005 Co-Organizer, Memorial Tribute to George Fischer, American Sociological Association, Phila., Pa. August 2003 Presider, Session on "The Crises of Globalization," American Sociological Association, Atlanta, Ga.. August 2000 Organizer for Special Session, "Liberation for What," at the American Sociological Association, Washington, D.C. (invited speakers: Dorothy E. Smith, Anne Rawls, Meera Nanda). June 2000 Co-organizer of conference on "Beyond Wall Street: A Future for New York" N.Y.C. Feature speakers: Bill Tabb, James Parrott, Michael Jacobs, Barbara Bpwem, Adolph Reed, Doug Henwood. December 1999, "The Current Global Financial Crisis," Invited lecture, Faculty Seminar, Columbia University, The Political Economy of War and Peace. March 1998, "The Spectre of Financial Crisis and the Responsibility of the Left," Conference, Borough of Manhattan Community College, N.Y.C. August 1997 "Postmodernism and Identity Politics: a Critique," American Sociological Association, Toronto, Ontario. March 1997 "The Limits of Conventional Wisdom On The Left" invited paper, presented on a panel with Robert Heilbroner, Borough of Manhattan Community College, N.Y.C. February 1997 Co-Organizer of Conference, with Cindi Katz: "New York, A Region at Risk: Responding to the Third Regional Plan of the Regional Plan Association of New York" Graduate Center, CUNY. May 12, 1995, Organizer of Conference on "The New World (Dis)Order and International Political Economy: A Gender Perspective," Graduate Center, CUNY.

#### **Jeffrey Bussolini, Associate Professor**

Jeffrey Bussolini was born in San Luis Obispo, California, and then lived briefly in Granbury, Texas, before growing up primarily in Los Alamos, New Mexico; in each of those places his parents worked in the nuclear industry. As such, he is a third-generation Los Alamosan on his mother's side (her parents having moved there in the 1940s) and a third-generation Italian immigrant on his father's side. While primarily growing up in New Mexico, he also spent a few years on an off living with family in Italy. He attended the Georgetown University School of Foreign Service where he concentrated in Science and Technology in International Affairs and Humanities in International Affairs. During that time he also worked as a security-clearance holding employee of the Los Alamos National Laboratory, the Department of Energy, Brookings Institution, the National Security Council and other government organizations. Finally realizing that issues of weapons proliferation and international security were best addressed outside of the government frame, he decided to attend graduate school and to focus instead on the scholarly and critical analysis of national security institutions and practices. Since the early 1990s he has pursued ethnographic and historical-comparative research into national security.

In 1994 Jeffrey moved to New York to undertake studies in the sociology and philosophy programs at the City University of New York Graduate Center. He also made extensive use

of the New York City University Consortium to study philosophy and classics in several schools throughout the city including Fordham and the New School. During graduate school he pursued three tracks of research and study: ethnographic and historical analysis of national security; philosophical evaluation of issues pertaining to security such as sovereignty and state power; and interactive and phenomenological studies of feline-feline and feline-human interaction. He was also Fellow in Ancient Greek Studies at the Latin-Greek Institute. For three years while in graduate school, he took part in the French Ministry of Education/ Ministry of Culture Co-tutelle du Thèse Program sponsoring parallel doctoral study at French universities: in this case the History of Technology department of the École des Hautes Études en Sciences Sociales and the Philosophy department of the Sorbonne (Université de Paris I). His theses concerned the history and political effects of nuclear weapons development and especially the Wen Ho Lee Affair against this backdrop. In sociology he worked with Stanley Aronowitz, William Kornblum, and Barbara Katz Rothman; in philosophy he worked with Babette E. Babich, Joan Stambaugh, and Michel Tibon-Cornillot.

Since coming to the College of Staten Island in the fall of 2003, Jeffrey has brought practices and standards of high excellence in teaching (in an institution that sorely needs them) and world-leading research in four distinct areas (study of national security institutions, qualitative and interactional studies with felines, contemporary and historical philosophical analysis, and the analysis of television and film). He has taught incoming students in the FIRST program each year, and teaches Introduction to Sociology using a unique curriculum that he designed in 1995 and has regularly updated (this curriculum has been emulated and adopted at other institutions). He regularly teaches Social Thought in the Science, Letters, and Society program and focuses on the pedagogical, epistemological, and geographical dimensions of pre-Socratic thinkers. He has also taught graduate-level research methods and urban sociology through a field-based project on the Staten Island Ferry in which many students took part in gathering ridership data and impressions from passengers and crew. Since coming to the college he established the latest instantiation of the Center for Feline Studies/Feline Interaction Laboratory, the first laboratory of its kind focusing on the non-invasive study of feline interactions as part of the intense renewed interest in ethology and the social studies of nonhuman animals. In the last few years he has contributed influential concepts in several fields of research: the notion of the 'professionally paranoid' actor in national security, the concept of the dispositive in a longstanding philosophical and legal tradition with contemporary import, the idea of 'intertextuality of casting' to emphasize the crossover of creative professionals across different shows and media, and the new field of study of 'ailourography' which brings meticulous techniques of qualitative social analysis to bear on the inquiry into feline interactions. These concepts have all been taken up and used by other leading scholars in the relevant fields, and are an indication of the ongoing influence of his research. He recently guest-edited an issue of Foucault Studies journal bearing on the various points of philosophical interaction between Michel Foucault and Giorgio Agamben. In addition to corresponding with Agamben, this entailed extensive work in original languages (French, Italian, Ancient Greek, Latin) and translation of many passages not yet rendered into English in other locations.

### Grace Cho, Associate Professor

Grace Cho was born in Busan, Korea of a Korean mother and American father. She grew up in her father's hometown in rural Washington State, and later moved to the Northeast to go to college. She received a BA in Portuguese and Brazilian Studies from Brown University in 1993, a Masters in Education (M.Ed.) from Harvard University in 1996, and a PhD in Sociology and Women's Studies from the City University of New York in 2005. Throughout her schooling, Grace was active in community organizing work and education. While living in New England, Grace worked with various community organizations that served immigrant communities. Upon completing her M.Ed. she moved to New York to become the founding director of the Cypress Hills Child Care Corporation's Head Start program. At the CUNY Graduate Center, she was a volunteer for the College and Community Fellowship, a program that assists formerly incarcerated women achieve their educational goals.

In 1998, Grace pursued a PhD at CUNY to study the traumatic effects of U.S. militarism on the Korean diaspora. Her thesis formed around the theory of "transgenerational haunting," the phenomenon that an unspoken trauma can be passed from one generation to the next through the unconscious. She argued that the "yanggongju" – a pejorative Korean word for a woman who provides sexual labor for the U.S. military as a sex worker, companion, or wife—is the "ghost" that haunts the diaspora. While working on her dissertation, Grace found that traditional sociological methods of investigation were insufficient to study the effects of unspoken trauma, and therefore, she developed an experimental methodology that combines autoethnography, performance, and psychoanalytic dreamwork. Both the methods and subject matter were considered quite radical at the time.

Grace joined CSI in 2004 to find herself in the company of other creative sociologists. Her first book, *Haunting the Korean Diaspora: Shame, Secrecy, and the Forgotten War* was published in late 2008 by the University of Minnesota Press. It is the recipient of the American Sociological Association's Asia and Asian America Section 2010 book award. It has also been nominated for a 2011 Association for Asian Studies book award. Her book has developed both a popular and academic following, thus taking her to universities, book stores, and performance spaces in cities throughout the U.S., Canada, and Korea. She donates 75% of the book royalties to the Koonja Mitchell Memorial Scholarship at the CUNY Graduate Center, a women's studies award that she established in memory of her mother. The other 25% is donated to Nodutdol for Korean Community Development towards their campaign to end the Korean War. Grace has also toured the U.S. and Korea as a contributing performance artist for *Still Present Pasts: Korean Americans and the Forgotten War*, a collective art project based on the oral histories of Korean War survivors.

Grace's other published work has appeared in *Qualitative Inquiry*, *Cultural Studies-Critical Methodologies*, *Women and Performance*, *Women's Studies Quarterly*, *Feminist Studies*, *The Journal of Korean Adoption Studies* [Forthcoming], and *The Journal of Asian Studies* [Forthcoming]. Grace is currently working on a memoir that explores the role of food in healing trauma. She plans to publish some of this work in popular food magazines as well as academic journals about food and culture. A short excerpt of the memoir was chosen by the editors of Harper Collins as one of the top ten out of 2000 entries in their essay contest

addressing the question, "what does it mean to cook well?" and is currently published on their website. Grace has also won several awards and honors for her cooking. She was winner of the 2010 cook-off at the Park Slope Food Coop with her "Bibimbap Reinvented," and the 2011 Rising Circle Cake Pageant with her blood orange and fresh ricotta cake, and a contributor to *Edible Brooklyn's* new cookbook [forthcoming summer 2011].

#### **Kate Crehan, Professor**

Kate Crehan was born in Britain. She has lived in the US for twenty years. Throughout her thirty years career as an anthropologist one of her central concerns has been the complicated relationship between the circumstances within which people live their lives and the ways in which they understand those circumstances. In one way or another all her research has been about exploring the complex paths (leading both ways) between the realm of ideas, and that which those ideas describe. This concern links her work on early missionaries in South Africa, post-colonial rural Zambia, and her forthcoming book *Community Art: an Anthropological Perspective*, a study of community art in East London. It also explains her interest in the work of Antonio Gramsci, one of the most interesting theorists of power and culture. Her first research project using primary sources was for her M.A. thesis. Intrigued by the sudden emergence of a number of missionary societies in Britain at the end of the eighteenth century, all concerned with 'saving the heathen languishing in the dark of pagan superstition', she focused on the experiences of the first South African missionaries, using the archives of the London Missionary Society (LMS) to explore the three-way encounter between the indigenous Khoisan people, the Dutch and British settlers, and the LMS missionaries. Her PhD research was carried out between 1979 and 1981 in rural northwestern Zambia. A basic question her dissertation addressed was how the people of this remote rural community were tied into the various wider economic and political systems within which they and their community were embedded. And this question has continued to be a central focus of her work. It was while working on her dissertation that she began to develop her interest in Gramsci.

In 1987 she was awarded the Smuts Research Fellowship in African Studies (a three-year post-doctoral research fellowship) at the African Studies Centre, University of Cambridge, U.K. During this fellowship she undertook another nine months of fieldwork in northwestern Zambia. A book based on this research, *The Fractured Community: Landscapes of Power and Gender in Rural Zambia*, was published by the University of California Press in 1997. Building on her previous research, the book attempts to tease out some of the strands of the complex tangle of power relations within which the lives of those living in two small rural communities in 1980s Zambia were knotted. Drawing on Gramsci's problematic of hegemony, it explores the day-to-day realities into which 'hegemony' translated in the lives of individual men and women. The book also continues the exploration of the production of knowledge in which she has been engaged since the beginning of her graduate career. A major section of the book, for instance, deals with the local discourse on evil. She argues that this discourse, which primarily takes the form of various witchcraft beliefs, can be related to the non-market mechanisms through which the distribution of the social product is organised. *The Fractured Community* was written during her time as a tenure track professor at the New School.

In 1998 she moved to the College of Staten Island, City University of New York, where she is now a Full Professor. She is also an associate of both the PhD Program in Anthropology and the Certificate Program in Women's Studies at CUNY's Graduate Center. In addition to *The Fractured Community* and *Community Art: an Anthropological Perspective* (forthcoming from Berg Press), her books include *Gramsci, Culture and Anthropology* (Pluto Press and the University of California Press, 2002). She has also published numerous articles.

#### **Francesca Degiuli, Assistant Professor**

Francesca Degiuli was born in Turin, Italy. The city, located in the northwestern area of Italy, is a lively industrial area, famous for, among other things, its cars. In some ways, Turin could be defined as the Detroit of Italy because its fortunes and misfortunes have always been linked to that of Fiat, the largest Italian car manufacturer. Work and its complex relations have always defined the mood of the city, and because of that work has always been one of the main interests of Dr. Degiuli. Her first approach to the study of work in its multiple forms happened while pursuing a B.A. in History at the "Universita' degli Studi di Torino." There she took many courses in an area called "history of Political and Labor Movements" and wrote a thesis titled "Suicide among the working class between the 1800 and the 1900: The Italian Case."

History, however, felt too removed from the contemporary world and for some time Dr. Degiuli struggled to find a new framework. This struggle brought her to experiment with different disciplines and mediums, and after a brief foray in historical documentary film-making, Dr. Degiuli decided to pursue a Ph.D in Sociology. In August 1999 she joined the Sociology Ph.D program at the University of Santa Barbara, California under the guidance of two very different but equally wonderful mentors: Professor Richard Appelbaum and Professor KumKum Bhavnani. Dr. Appelbaum provided Dr. Degiuli with knowledge and insights on contemporary globalization processes and their influences in the restructuring of work, while Dr. Bhavnani led Dr. Degiuli to discover the practice of qualitative methods and the complexities of gender, race, and class intersectionalities.

Since then Professor Degiuli has developed her own research and teaching agenda, which is guided by broad questions about the theoretical connections between political economy and culture. Specifically, she is now interested in how these connections affect work in terms of both ideology and labor markets and in how they generate, preserve, and challenge intersecting inequalities, particularly those based on race, gender, class, and nation. She began to explore these questions in her Master's Thesis "The Introduction of Temporary Work in Italy: How Flexibility becomes Routine," which I defended, with honors, in 2002. In the MA she examined the role of Italy's nascent temporary help industry in diffusing and normalizing the ideology of labor associated with increased labor market flexibility and in constructing the *perfect temporary employee* along gender and race lines. Based on the thesis published one article in an edited volume titled "Labour, Globalisation and The New Economy," and a second article "Bringing Gramsci back in: The Introduction of Temporary Work in Italy" was published in *Work, Employment, and Society*.



Her doctoral dissertation, *Laboring lives: A Look at Transnational Work Practices. The case of Eldercare Work in Italy* expanded on her interests in political economy, work, gender and im/migration. Based in Turin, Italy, this ethnographic project examines how the job of home eldercare assistance, an unexplored subset of domestic work, is shaped by the convergence of three major global trends: changes in labor market participation, ageing, and im/migration. Italy, with its negative growth rate and inadequate State policies to respond to a progressively older population, provides an important case study for understanding the complexities of eldercare. Increasingly, Italian families are no longer able or willing to offer assistance to the elderly, yet they are reluctant to institutionalize elder relatives or obtain support from the welfare state. They prefer to hire eldercare assistants, and im/migrant women of various nationalities increasingly fill these positions. The presence of, often undocumented, migrant women workers is, therefore, key to sustaining the lives of Italian families who otherwise would collapse under the weight of productive and reproductive work. Dr. Degiuli's research explores an organization of care that is only apparently based on the national, individual unit of the family but, in practice, relies on global political, social, and economic processes to function. Based on this project Dr. Degiuli has currently three publications: one in the *European Journal of Women Studies*, one in *Aging and Society*, and one, forthcoming, in *Modern Italy*.

In addition to her experience and interest in research, Dr. Degiuli is equally committed and passionate about teaching. She firmly believes that active engagement and critical thinking are the cornerstones of a meaningful learning *and* teaching experience. Her approach to teaching is influenced by feminist and critical pedagogical insights that challenge the "banking system" of learning – whereby the student is assumed to be the empty receptacle into which the professor deposits knowledge. The goals for her classes include the development of critical thinking skills, acquiring the ability to work collaboratively, developing competence in applying theoretical concepts to contemporary situations, and making connections between what we study and how we live.

#### **Rafael de la Dehesa, Associate Professor**

Rafael de la Dehesa has taught at CSI since 2004, initially as a substitute lecturer, and since 2005, as a tenure-track professor. He came to CSI with a strong interdisciplinary background, having completed his undergraduate degree in French and English Literature at the University of Texas at Austin; a Masters Degree in Portuguese and Brazilian Studies at Brown University; a second Masters Degree in International Relations at the Johns Hopkins School of Advanced International Studies; and a Doctorate in Government at Harvard University. His recent research has focused on sexual politics in Latin America. In 2010, he published his first book *Queering the Public Sphere in Mexico and Brazil: Sexual Rights Movements in Emerging Democracies*, with Duke University Press. In the book, he traces the interactions of community activism, newly constituted democratic public spheres, changing international norms, and institutions of political representation, offering a critical analysis of the possibilities opened to activists by emerging democratic arrangements as well as their limitations. In conducting his research, Dr. de la Dehesa has also established a broad international network of colleagues with whom he has collaborated on various projects. For instance, he developed *Sexualidades: A Working Paper Series on Latin American and*

*Caribbean Sexualities*, an on-line working paper series designed to disseminate research on sexuality by scholars in Latin America, translated into English, Spanish, and Portuguese, which he currently co-edits with colleagues in Brazil and Canada. He has also been actively involved in Sexuality Policy Watch, an international network of scholars and activists working on sexualities. At CSI, de la Dehesa has contributed to the curriculum, creating two new courses in the department (Soc/Ant/Int 305 Power and Society in Latin America and Soc/Ant/Int 367 Globalization and the World System) and participating with other faculty on campus to develop the Latin American, Caribbean and Latina/o Studies Certificate Program.

#### **Ismael García-Colón, Associate Professor**

Dr. Ismael García Colón (PhD University of Connecticut, 2002) joined the College of Staten Island as an Assistant Professor of Anthropology in the Fall of 2006. He obtained his B.A., Magna Cum Laude, in Anthropology from the University of Puerto Rico, Río Piedras in 1992 and his Ph.D. in Anthropology from the University of Connecticut in 2002. Previously, García Colón worked at the Center for Puerto Rican Studies at Hunter College, CUNY (1999-2003, 2005-2006), and taught Puerto Rican and Hispanic Caribbean studies at Rutgers University (2003-2005). He was recently promoted to Associate Professor effective in January 2011.

García Colón is a historical and political anthropologist with interests in political economy, oral history, and Caribbean, Latin American and Latina/o studies. His ethnographic work include documenting Puerto Rican and Latino labor history in the New York and interviewing former landless workers in Puerto Rico for more than a decade. His research explores how development policies formed and transformed modern subjectivities in Puerto Rico during mid-twentieth century. García Colón is the author of *Land Reform in Puerto Rico: Modernizing the Colonial State, 1941-1969* (University Press of Florida, 2009). His publications have also appeared in *Latin American Perspectives*, *CENTRO Journal*, and *Latino Studies*. He is currently conducting a study of the Puerto Rican experience in U.S. farm labor (1940s-present), and its relation to the formation of the colonial state in Puerto Rico.

#### **David Goode, Professor**

David Goode studied Sociology at Queens College of the City University of New York, (B.A. 1969, M.A.1973), and received a Ph.D. in Sociology from U.C.L.A. (1980). While at UCLA he studied ethnomethodology with Harold Garfinkel and Melvin Pollner and became involved in research on children who were born deaf and blind during the rubella epidemic of the mid-1960s. On the basis of that research he wrote *A World Without Words*, a book that has been translated into Danish and French and in 1995 given the Charles Horton Cooley Award, an international award in sociology.

During the mid-1980's Goode coordinated the federal efforts in developing disability policy based upon the concept of quality of life. In 1994 he edited an international reader on the topic, *Quality of Life of Persons with Disabilities: International Perspectives and Issues*, which also appeared in a French edition in 2000. He has written and lectured internationally on the topics of children with multiple disabilities, disability policy and disability history. Goode's most recent book, *Playing with My Dog Katie*, published in 2006 by Purdue University Press, is an ethnomethodological analysis of the author's play with his dog and has been described

as "...one of the most important books in the field of human-animals interaction,,," (*Qualitative Sociology Review*, Vol.3(3), December, 2007). Since 1998, Goode has been involved in writing a history of the Willowbrook State School based upon oral histories and historical documents. In 2010 he completed a manuscript, "A History and Sociology of Willowbrook State School," which has been submitted for publication. He coordinates the Annual Willowbrook Memorial Lecture (since 1993) and helped establish the Willowbrook Collection at the College of Staten Island Library Archives.

In 1995 Goode was honored by being selected the Bengt Nirje Annual Lecturer, University of Uppsala, Sweden. In 1996 he was awarded the Certificate of Homage from COFACE, a European Confederation of Family Organizations for the Disabled, for his action in favor of disabled persons in the European Community. He also has served as a consultant to the HELIOS I and II Programs of the European Community. He is the recipient of other honors and awards.

For several years Goode helped design and implement a community action research project related to quality of life in group homes located on Staten Island. He teaches courses in the sociology of disability both at the College, the School of Professional Studies and the Sociology Program at the Graduate Center. He has served as the Acting Chair of SASW, and as Deputy Chair.

#### **Hosu Kim, Assistant Professor**

Born and raised in South Korea, Hosu Kim came to the U.S. in pursuit of graduate studies in the mid 1990s immediately after finishing her undergraduate degree in Industrial Engineering from Dong-A University. Kim's first stop was Terre Haute, Indiana, in which she began a new intellectual journey into the field of American Sociology and life in the U.S. Upon finishing her master's thesis, Kim realized her intellectual thirst had not quite been satiated and so decided to continue her graduate study. Her next intellectual home was The City University of New York's Graduate Center, where under the guidance of Patricia Clough, Barbara Katz Rothman, and Hester Eisenstein, Kim completed her Ph.D. in Sociology and earned a Certificate in Women's Studies in 2007. Prior to her appointment at College of Staten Island in 2009, she worked for Fordham University (2007-08) and Drake University (2008-09) as a visiting assistant professor.

Kim is currently working on a book manuscript based on her dissertation research and a collection of in-depth interviews with Korean birthmothers. Since 2003 she has examined the phenomenon of transnational adoption from South Korea with a focus on Korean birthmothers. Her dissertation, *A Virtual Mothering: A cultural critique of the emergent figure of Korean Birthmother in popular media* examines the cultural politics of loss deployed in various figures of Korean birthmothers in popular media such as reality television shows and the Internet. Her work appears in *Qualitative Inquiry*, *Scholars and Feminists Online*, *International Korean Adoption: A Fifty-Year History of Policy and Practice* ed. by Kathleen Bergquist, et.al., and *Affective Turns* ed. by Patricia Clough & Jean Halley. *A Flickering Motherhood*, one of her published works, has been translated into Korean and appeared in *Theoria: A Journal of Feminist Theories and Practices* (Vol. 19, 2008). She has

been invited to present papers at several colleges and universities in the U.S., at a feminist-scholar's colloquium, and at adoption conferences in Seoul, Korea. Kim has produced and performed auto-ethnographic pieces. One of them, *The Taste of 6.25*, part of "Still Present Pasts" ([www.stillpresentpasts.org](http://www.stillpresentpasts.org)), a multi-media art exhibit on Korean Americans' collective memories about the Korean War, is currently on a national tour of major U.S. cities.

In addition to her intellectual work, what Kim finds thrilling and meaningful is her community work. Since 2001, she has been involved in Nodutdol for Korean Community Development, which is based in Queens, NY. From 2001 – 2005, Kim volunteered as a coordinator and a primary teacher for the Korean language program. In addition, she has been involved in peace campaigns and has volunteered for various workshops in progressive movements for economic, racial, and social justice in Korea and the U.S.

#### **Ananya Mukherjea, Assistant Professor**

Ananya Mukherjea was born in Calcutta, India and grew up in a bilingual, new immigrant household just north of Tampa, Florida. She moved to New York City in 1996 and began her education in the doctoral program in sociology at the CUNY Graduate Center. While a student there, she also worked part-time for an Asian immigrant community-based organization as an HIV/AIDS prevention worker (doing risk reduction workshops, safer sex street outreach, and developing peer education literature) and bilingual (Bengali-English) client advocate and interpreter. She also acted as a liaison between community-based HIV prevention workers in Calcutta, India and New York City, and the topic for her dissertation (below) grew out of this experience. Also during this time, Mukherjea became a founding board member for the New York City Prison Moratorium Project and, in this capacity, visited many area classrooms and two halfway houses for troubled young people to talk about the problems with the prison industrial complex and the need to drastically reduce the US prison population, which, during that period, topped 1,000,000 for the first time. She also became involved, along with a vibrant set of CUNY-based affinity groups, in the anti-globalization movement that flourished from the mid-1990's through the first several years of the second Bush administration.

Having had these experiences, and working with actively engaged scholar-activists, like Barbara Katz Rothman, Hester Eisenstein, Patricia Clough, and Neil Smith, at the Graduate Center gave Ananya Mukherjea a keen view of the close relationship that has always existed between American sociology and efforts towards social justice. She feels committed, in her scholarship and in her pedagogy, to working to facilitate a louder, clearer voice for those who are often politically unheard or socially marginalized. Her dissertation was a study of how politically vulnerable and legally liminal populations (sex workers and undocumented immigrants) in Calcutta and New York organized to prevent the further spread of HIV in their communities and, in so doing, also organized their communities to advocate for better representation and resources overall. Dr. Katz Rothman supervised this dissertation.

Since coming to the College of Staten Island on a women's studies line in the fall of 2004, Ananya Mukherjea has developed her research interests in girls' studies, in exploring issues

that particularly impact teenage girls and young women and in seeking to represent their perspectives on these issues. Both of her currently open and ongoing projects are in this area. The first is a study of the politics of developing microbicides for STD prevention -- which would allow receptive sexual partners to have greater influence on effecting safer sex but which, in their "beta" versions, often put those receptive partners at greater risk for infection -- and of marketing the HPV vaccines in the US. The second is a study of the investments that girls and young women make in the current publishing "phenom" of paranormal romance, a genre of fiction that many women assert truly presents and prioritizes the feminine perspective in romance and relationships, albeit with some throwbacks to prefeminist gender roles and sexual standards. Mukherjea is particularly interested in how these books, which are selling into the many multi-millions of dollars, intersect with the post-Bush-era cultural turn to abstinence-before-marriage ideology and, as well, in using discussion of these books to more accurately comprehend how women understand their own desires, sexual ideals, and sexual experiences. Mukherjea's research has always been two-part: (1) her primary area of research is the sociology of health and medicine and, in particular, the politics of how infectious diseases are managed -- HIV, HPV, and influenza -- looking both at the macrosociological and microsociological levels of inquiry and seeking to integrate the two; (2) her secondary area of research is the sociology of popular culture and everyday life, an area that allows her to use the Birmingham School-grounded cultural studies methods that she trained in through the 1990's and to attend to the important area of microsociology. The strong analytical thread that runs through all of her work is feminism and the perspectives of gender and sexuality studies.

#### **Phil Sigler, Associate Professor**

Phil Sigler was conceived in April of 1938 in a working class town in Western Pennsylvania. As his mother was a Rosie the Riveter during World War 2 and his father was a combat Seabee, his early childhood was significantly shaped by that international conflict. As the Great Depression lingered in Western Pennsylvania long beyond the war, Sigler was blessed with knowing and seeing material deprivation. Phil graduated from high school in 1956 and entered the United States Marine Corps shortly thereafter. He later benefitted from the GI Bill.

Sigler attended both Youngstown University and Westminster College, graduating from the former in History in 1962. He was published in college magazines and acted in theater. He also spent a summer as an actor-in-residence at Williams Bay, Wisconsin in 1961. Paul Newman and Harrison Ford were the most distinguished alums of that playhouse. Eschewing a career in the theater for lack of talent and interest, Sigler attended Ohio State University and in nine months gave birth to an M.A. in 1963. His undergrad alma mater, YU, invited him back to be a full-time instructor in History in 1963.

in 1965 Phil won a Ford Foundation Fellowship at a joint program in African Studies at Boston U. and Harvard and earned his Ph.D. in 1969, doing a doctoral dissertation on "The Attitudes of American Free Blacks and Slaves toward Settling in Africa, 1817 - 1865." The bulk of the research for that study was conducted at the Library of Congress in D.C., which is the repository of the correspondence of The American Colonization Study. Sigler was also

hired at Boston U as a full-time instructor from 1966 - 1968 at the College of Basic Studies. There Sigler won the first of 5 Outstanding Teacher Awards.

Sigler was hired in 1970 at The Staten Island Community College of The City University of New York to be a professor in the College Discovery Program. By that time Phil was sure that he wanted to devote himself to the teaching part of the professoriate. He has and continues to do so. Unfortunately, his career was rudely interrupted by three separate stints as Department Chair and a long stint as Deputy Chair. Though he was teaching Social Science during his Boston University days he was placed in the Sociology Department in 1976. He continues to be housed in that division and is completing his 48th year as a full-time college teacher.

In the summer of 1984 he walked from Manhattan to Los Angeles and wrote a book about his day-to-day experiences entitled *One Step At A Time*. He is currently pursuing a 50 year teaching career at the college level.

#### **Saadia Toor, Assistant Professor**

Saadia Toor was born and brought up in Lahore, Pakistan. She got her B.A. in socio-economic development from Mount Holyoke College in 1993. She returned to Pakistan after graduation to work in the field of development, and in 1995 joined Cornell University for graduate work. She received her PhD in Development Sociology from Cornell in 2005. She joined the department of Sociology, Anthropology and Social Work the College of Staten Island in 2005.

Much of Toor's scholarship focuses on the relationship between culture and power in different contexts. Her forthcoming book with Pluto Press, *The 'State of Islam'? Culture and Cold War Politics in Pakistan*, uses the lens of cultural politics to explicate the history of Pakistan. Two of the chapters from this book have already been published: 'Containing East Bengal: Language, Nation and State Formation in Pakistan, 1947 - 1952' in *Cultural Dynamics* (2009) and 'A National Culture for Pakistan: The Political Economy of a Debate' in *Inter-Asia Cultural Studies* (2004).

Toor has also explored issues of gender and sexuality within the larger framework of culture and power. Both 'The State, Fundamentalism and Civil Society' - her contribution to an edited book devoted to feminist critiques of the Pakistani nation-state - and 'Moral Regulation in a Postcolonial Nation-State: Gender and the Politics of Islamization in Pakistan' analyze the cultural politics of gender in Pakistan at different historical moments. 'Engendering Violence: Boundaries, Histories, and the Everyday' - the co-authored introduction to a collection of essays which came out of a South Asian feminist pre-conference event that she helped organize - addresses the complex relationship between gender, community and violence in South Asia. "'Indo-Chic": the Cultural Logic of Consumption in Post-liberalization India' was an early explication of the gendered cultural politics of globalization as they were unfolding in and through India in the early 1990s. She recently contributed a chapter on the relationship between Islam, imperialism and gender/sexuality to the new edition of *Introducing the New Sexuality Studies*, a popular textbook.

Some of Toor's work also has a strong policy focus, as reflected in two articles on child labor in Pakistan, 'The Political Economy of Child Labor in Pakistan: Coming of Age in the New World Order' (2001), solicited for a special issue of the *Annals of the American Association of Political and Social Science*, and 'Child Labor in Pakistan's Export Industries' (also solicited) in *The World of Child Labor: An Historical and Regional Survey* (2009), and an article on the structural dimensions of food security in Pakistan for the Woodrow Wilson Center for International Scholars.

#### **Thomas Volscho, Assistant Professor**

Thomas Volscho grew up in Southington, Connecticut. He attended Central Connecticut State University for two years (1998-2000), where he decided to major in sociology after taking an introductory class with Professor Stephen Adair. He entered the Honors Program and then transferred to the University of Connecticut where he completed his B.A., M.A., and Ph.D. in Sociology. There he studied quantitative methods under David Weakliem, political sociology with Davita Glasberg and racism studies with Noel Cazenave. In his M.A. Thesis, he used data from the Luxembourg Income Study to examine what determined the market-generated and government-mediated distribution of income in 14 OECD countries. He published several papers on income inequality that examined how institutional arrangements such as unions and minimum wage policies impact income inequality. He also published a statistical critique of research by an evolutionary psychologist from the London School of Economics. In 2008-2009 he wrote a dissertation on the link between racism and the sterilization of women in the United States. He began work at the College of Staten Island as Assistant Professor of Sociology in the Fall of 2009.

Professor Volscho has published an article from his dissertation in *Wicazo Sa Review: A Journal of Native American Studies* and has a second article forthcoming in *Critical Sociology*. Professor Volscho is currently working on a book that explains the economic system prevailing in the United States since 1979 to present as a function of the economic crises of the 1970s. He is drafting a book manuscript. Part of this project involves studying the rise of the super-rich. In collaboration with a political scientist from the University of Tennessee (Nathan Kelly) he is using time-series methods to study how politics, taxes, and public policy resulted in the rising income share of the top 1 percent (this paper is currently under review at a major sociology journal). Professor Volscho is interested in developing a quantitative methods course for students at the College of Staten Island that provides students with training in data analysis.

**Appendix 6  
Faculty CVs**

**CURRICULUM VITAE**

**John (Jay) D. Arena, Ph.D.**

Address:

Department of Sociology, Anthropology, and Social Work  
College of Staten Island  
City University of New York  
2800 Victory Blvd, 4S-225  
Staten Island, N.Y. 10314  
Email: john.arena@mail.csi.cuny.edu  
Phone: 504-520-9521

**EDUCATIONAL RECORD**

Ph.D. 2007 Tulane University, Sociology

**Dissertation Title:** Winds of Change Before Katrina: New Orleans' Public Housing Struggles Within a Race, Class, and Gender Dialectic

M.A. 1995 Tulane University, Latin American Studies.

**Thesis Title:** The Political Process Model and Labor Insurgency in Mexico, 1970-1992

B.A. 1985 Le Moyne College, Political Science.

**LANGUAGES**

Spanish (fluent).

**AREAS OF SPECIALIZATION**

Race and Ethnicity; Urban Sociology; Development; Labor and Social Movements; Historical Sociology; Public Sociology; Political Sociology

**PROFESSIONAL EMPLOYMENT EXPERIENCE**

**Assistant Professor of Sociology**

Department of Sociology, Anthropology, and Social Work  
College of Staten Island  
August, 2008 to Present



**Assistant Professor**

History, Political Science and Sociology Department  
Delgado Community College  
August, 2007 to May, 2008

**Visiting Professor**

Department of Sociology  
Loyola University New Orleans  
January, 2007 to May, 2007

**Instructor**

Department of Sociology  
Tulane University  
August, 2000 to July, 2003

**Teaching Assistant**

Department of Sociology,  
Tulane University  
August, 1997 to May, 2000

**OTHER JOB EXPERIENCE**

- English Instructor, Centro-Venezolano Americano, Caracas, Venezuela, 1996-1997.
- Case Manager for Emotionally Disturbed Children, Volunteers of America, New Orleans, 1990-1992.
- State-Wide Organizer, Louisiana Coalition Against the Death Penalty, 1988-1990
- Organizer, Mississippi Alliance of State Employees, Jackson, MS. 1988
- Field Organizer, Service Employees International Union, Local 100, New Orleans, 1986-1987
- Case Worker, St Mary of the Angels, Social Apostolate, New Orleans, 1985-1986

**PUBLICATIONS**

## Books

*Forthcoming.* Driven From New Orleans: How Non-Profits Betray Public Housing. (Under Contract with University of Minnesota Press).

**Refereed Journal Articles**

*Forthcoming.* "The Contested Terrains of Public Sociology: Theoretical and Practical Lessons from the Movement to Defend Public Housing in Pre and Post-Katrina New Orleans," in Societies Without Borders.

*Forthcoming*. "Bringing In the Black Working Class: The Black Urban Regime Strategy," in Science & Society.

2003. "Race and Hegemony: The Neoliberal Transformation of the Black Urban Regime and Working Class Resistance," in American Behavioral Scientist, Vol. 47. no. 3, November, pp. 352-380.

### **Chapters in Books**

*Forthcoming*. "Black and White, Unite and Fight?: Identity Politics and New Orleans Post-Katrina Public Housing Movement," in Neoliberal Deluge: Hurricane Katrina, Late Capitalist Culture, and the Remaking of New Orleans, Cedric Johnson, ed.

Minneapolis:  
University of Minnesota Press.

2011. "A Right to the City?: Race, Class, and Neoliberalism in Post-Katrina New Orleans," pp. 261-284, in Urban Society: The Shame of Governance, Levon Chorbajian and Robert Grantham, eds. Cornwall-on-Hudson, New York: Sloan Publishing.

2007. "Whose City Is It?: Public Housing, Public Sociology, and the Struggle for Social Justice in New Orleans Before and After Katrina," pp. 367-383. Through the Eye of Katrina: Social Justice in the United States, Richelle Swan and Kristen Bates, eds. Durham: Carolina Academic Press.

2004. "Repression, Racism and Resistance: The New Orleans Black Urban Regime and a Challenge to Racist Neoliberalism," pp. 365-396, in Race and Ethnicity: Across Time, Space and Discipline, ed. Rodney Coates, Boston: Brill Press. 2004.

### **Encyclopedia Articles**

2006. "Black Urban Regime," in Blackwell Encyclopedia of Sociology, ed. George Ritzer, Blackwell Press.

### **OTHER PUBLICATIONS**

2010. "Return to Iberville: Birthplace of Jazz, Graveyard of New Orleans Public Housing?" Counterpunch, September 23. Available at: <http://www.counterpunch.org/arena/09232010.html>

2009. "Voluntarism Will Not Rebuild the Gulf Coast: Building a Political Movement Can." Counterpunch, July 30. Available at: <http://www.counterpunch.org/howells07302009.html>

2009. "Has Change Come to Post-Katrina New Orleans? Bush, Obama, and the First 100 Days." MRZine, April 26. Available at: <http://www.monthlyreview.org/mrzine/arena260409.html>

2008. "Non-Profit Gate-Keepers and the Visit of U.N. Human Rights Investigator

Doudou Diène to New Orleans: A Critique." *ZNET*, June 11. Available at:  
<http://www.zmag.org/znet/viewArticle/17892>.

2007. "New Orleans, Public Housing, and the Non-Profit Industrial Complex: A Social Movement and Public Works Alternative." *Counterpunch*, July 10. Available at:  
<http://www.counterpunch.org/arena07102007.html>.

2006. "Which Side Are You On?: Public Housing, Racism, Sociology and the Struggle for Post-Katrina New Orleans," in *Political Sociology: States, Power, and Societies*, Fall 2006. (Newsletter of the Political Sociology Section of the American Sociological Association).

2006. "The Contradictions of Black Comprador Rule: Understanding New Orleans Mayor Ray Nagin's 'Chocolate City' Comment." *ZNET*, January 26. Available at:  
<http://www.zmag.org/content/showarticle.cfm?ItemID=9597>.

2005. "The War at Home: New Orleans, Public Housing, and the Chilean Option." *ZNET*, November 12. Available at: <http://www.zmag.org/content/showarticle.cfm?ItemID=9102>.

## TEACHING

**Courses Taught:** Urban Sociology; Class, Status, and Power; Minority Groups ; Gender, Race, Ethnicity, and Class; Social Movements in Post-Katrina New Orleans; Latin American Social Structure; Global Social Change; Social Problems; Introduction to Sociology

## HONORS AND GRANTS

Faculty Fellowship Publications Program Awardee, City University of New York, Spring 2010.

Faculty Fellowship, Center for Place, Culture and Politics, 2009-2010. City University of New York. Graduate Center. Fall 2009 – Spring 2010.

PSC-CUNY Grant. Title: Winds of Change Before and After Katrina: New Orleans' Public Housing Struggles Within a Race, Class, and Gender Dialectic, PSCOOC-40-315, \$3516, December 1, 2008, PI (Awarded April 2009).

"Bringing New Orleans' Public Housing Residents Home Campaign: Making the Right of Return a Reality." Grant from the Unitarian Universalist Service Committee. (\$20,000), 2006.

"Ending the 'Sounds of Silence'?: The Impact of the Zapatista Uprising on the Mexican Labor Movement." Grant from the Stone Center for Latin American Studies. (\$2000), 1994.

Fellowship from the Stone Center for Latin American Studies, Tulane University, 1993-1995.

## PAPERS PRESENTED AT CONFERENCES

2009. "A Critique of the Role of Non-Profits in Post-Katrina New Orleans." Meeting of the Association of Humanist Sociology, New Orleans, La., November 13.

2009. "Identity Politics and New Orleans Post-Katrina Public Housing Movement." Meeting of the Southern Sociological Society, New Orleans, La., April 3.

2008. "Killing Us Softly: Identity Politics and New Orleans Post-Katrina Public Housing Movement." Annual Meeting of the Urban Affairs Association, Baltimore, MD., April.

2006. "The War at Home: New Orleans, Public Housing, and the Chilean Option." Annual Meeting of the American Sociological Association, Montreal, Canada, August.

2006. "Race, Class, and Privatization: The Case of New Orleans' St. Thomas Public Housing Development." Annual Meeting of the Southern Sociological Society, New Orleans, La., March.

2005. "Bringing Back In the Black Working Class: A Critique of the 'Underclass' and Urban Politics Literature." Annual Meeting of the American Sociological Association, Philadelphia, Pa., August.

2004. "Infusing class analysis into urban regime theory: a model for understanding racist neoliberalism and class conflict within a majority black city." How Class Works Conference, SUNY Stony Brook, June.

2003. "Labor, Globalization, and the Struggle of the Charleston 5." Annual Meeting of the American Sociological Association, Atlanta, Ga., August.

2001. "The Color of Hegemony: Black Workers, the Black State, and the Challenge to Neoliberalism." Annual Meeting of the Association of Black Sociologists, Anaheim, CA. August.

2001. "Racist Political Repression in the Workplace: The Case of the Avondale 28." Race, Gender and Class Conference, New Orleans, La. October.

2000. "The Black Urban Regime, the Union Bureaucracy and the Working Class: The Case of New Orleans." Annual Meeting of the Southern Sociological Association, New Orleans, La. April.

1998. "From Class Society to Civil Society: The Decline in Labor Militancy in Mexico, 1983-1994." XXI International Congress of Latin American Studies Association, Washington, D.C. September.

1995. "The Political Process Model and the Development of Worker Insurgency in Mexico, 1970-1983." IX Southern Labor Studies Conference, Austin, Texas. November.

## INVITED LECTURES

2009. "Challenging the Disaster Capitalism Agenda in Post-Katrina New Orleans: Lessons from the Battle for Public Housing." Hobart College, Geneva, N.Y., April 10.

2007. Katrina Speaker Series. April. Lawrenceville School, Lawrenceville, New Jersey.

2006. Organization for Change: Contemporary Activism in Post-Katrina New Orleans. TIDES Class, Tulane University, New Orleans, La. October 17.

2006. Panelist. *The Other Davos*. Zurich, Switzerland. Invited by ATTAC. January.

2005. "Whose City Is It? The Struggle for New Orleans Before and After Katrina." December 10. Syracuse University, Syracuse, New York.

2005. "No More St. Thomases: Iraq, Iberville and the Working Class Fightback." April. Community forum sponsored by C3/Hands Off Iberville, New Orleans, La.

### PROFESSIONAL ACTIVITIES

2009. Organizer. "The Disaster Capitalism Tour: The Case of Public Housing." Meeting of the Southern Sociological Society, New Orleans, La., April 3.

2009. Presider and Organizer. "Disaster Capitalism, Non-Profits, and Post-Katrina New Orleans: The Case of Public Housing." Meeting of the Southern Sociological Society, New Orleans, La., April 2.

2008. Organizer: Forum on Affordable Housing at College of Staten Island. "From New Orleans to New York: Race, Class, Gender and the Struggle for Affordable Housing." Panel Discussion on November 18 and November 19.

2008. Organizer of the Martin Luther King Commemoration Forum. "Social Justice and the Reconstruction of New Orleans." Delgado Community College, New Orleans, La., April 14.

2006. Presider. "Critical Forum on Hurricane Katrina." Southern Sociological Society, New Orleans, La., April.

2003. Presider and Organizer. "Neoliberalism and Class Conflict Under the Black Urban Regime: the Case of New Orleans." Association of American Geographers, New Orleans, Louisiana, March.

Presider 2001. "Racist Class Oppression in the Deep South." Annual Meeting of Race, Gender and Class Conference, New Orleans, La.

Organizer of the Labor and Sociology Series, Tulane Department of Sociology, 1997-2002.

- Spring 2002. "Entwined Fates: The Roots of Inter-Racial Labor Struggles in Louisiana." (with the African Diaspora Lecture Series) Michael Goldfield, Wayne State University.
- Fall 2000. "The Left Strikes Back: Social Movement Responses to Neoliberalism in Latin America". James Petras, SUNY Binghamton.

- Spring 2000. "Why Johnny Can't Organize?: An Analysis of US Labor Unions." Bob Fitch, New York University.
- Spring 1999. "Globalization: A Critical Perspective." (with the Inter-Disciplinary Scholars Network) James Petras, SUNY Binghamton.
- Fall 1997. "Political Change and the Mexican Labor Movement." Dan LaBotz, University of Cincinnati; Maria Lorena Cook, Cornell University.

Member of Student/ Faculty Departmental Committee that Organized Race in Academia Lecture and Discussion Series

- March 1999. "Class Struggle or Class Snuggle: Which Way Forward in the African American Liberation Struggle". Adolph Reed, New School; Pat Bryant, Gulf Coast Tenants Association.
- February 1999. "Recruiting and Retaining Minority Graduate Students and Faculty." Helen Moore, University of Nebraska.
- February 1999. Departmental Discussion on the Extent to which Race and Racism is a focus of Student and Faculty Research.

Spring 1998. Co-Organizer of Annual Sociology Department Graduate Student Workshop.

Sociology Department Representative to Graduate School Student Association, Tulane University, 1997-2000.

## **RECORD OF SERVICE**

### **COMMUNITY**

2011. Invited Panelist. "The Rev. Dr. Martin Luther King, Jr. Celebration Event." Organized by Councilperson Debi Rose and held at the College of Staten Island, Center for the Arts, January 22.

2008-Present. Phone Volunteer for the Rapid Response Team. New Jersey Civil Rights Defense Committee.

### **CITY UNIVERSITY OF NEW YORK**

2010. PSC-CUNY Grant Application Reviewer, Urban Studies Panel.

2008. Attended Fall Conference of the University Faculty Senate. "The Insiders Guide to CUNY: Your Rights, Responsibilities, and Freedoms." John Jay College, November 14.

### **COLLEGE OF STATEN ISLAND**

2010. Invited Lecture. "Voluntarism Will Not Rebuild the Gulf Coast: Building a Political

Movement Can." Weekly Meeting of Hillel at CSI, April 8.

2010. Invited Lecture. "Education and War: What Are the Connections?" Forum sponsored by the College of Staten Island Peace Club, March 4.

2009. Participant. College of Staten Island Contingent, Third Annual Staten Island African Heritage Day Parade and Festival, September 19.

2009-Present. American Studies Committee, Member.

2009-Present. International Studies Committee, Member.

2008-2010. Co-Advisor to the Peace Club at CSI.

2008 Invited Lecture. "The Struggle for a Just Reconstruction of New Orleans and the Role Student Can Play." Weekly Meeting of Hillel at CSI, December 10.

2008. Organizer: Forum on Affordable Housing at CSI. "From New Orleans to New York: Race Class, Gender and the Struggle for Affordable Housing." Panel Discussion, November 18 and November 19.

#### **DEPARTMENT/PROGRAM**

2010. Social Work Search Committee, Affirmative Action Liaison, Spring.

2010. Represented the Department of Sociology, Anthropology, and Social Work at the Fall Undergraduate Open House.

2010. Represented the Department of Sociology, Anthropology, and Social Work at the Spring Undergraduate Open House, March 28.

2009-Present. Student Advisement.

2009. Official Reader of Names. Graduation Ceremonies for the Department of Sociology, Anthropology, and Social Work, May 28.

2008. Represented the Department of Sociology, Anthropology, and Social Work at the Fall Undergraduate Open House, November 9.

2008-2010. Maintained Departmental Website.

#### **PROFESSIONAL MEMBERSHIPS**

American Sociological Association  
Society for the Study of Social Problems  
Southern Sociological Society

## REFERENCES

Dr. Kevin Gotham  
Department of Sociology  
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## CURRICULUM VITAE

Arthur Leigh Binford

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### EDUCATION

- 1983 Ph.D., University of Connecticut, Anthropology
- 1977 M.A., California State University, Long Beach, Anthropology
- 1972 B.A., University of Memphis, Anthropology

### POSITIONS HELD

- 2010- Chair and Professor, Department of Sociology, Anthropology and Social Work, College of Staten Island, City University of New York
- 1997- Professor/Investigator, Instituto de Ciencias Sociales y Humanidades,  
2010 Benemérita Universidad Autónoma de Puebla (Puebla, Mexico)
- 2006- Research Affiliate, Center for Latin American and Caribbean Studies, University of Illinois, Urbana-Champaign.
- 2006- Visiting Professor, Department of Anthropology and Center for Latin American  
2007 and Caribbean Studies, University of Illinois, Urbana-Champaign (sabbatical leave).
- 1999- Invited adjunct professor, Centro de Investigaciones sobre el Desarrollo  
2004 Regional-Maestría en Análisis Regional (CISDER-MAR), Universidad Autónoma de Tlaxcala (Tlaxcala, Mexico)
- 1991- Associate Professor, Department of Anthropology, University of Connecticut  
1999
- 1989- Visiting Assistant Professor, Department of Anthropology, and Research  
1990 Associate, Julian Samora Research Institute, Michigan State University
- 1985- Assistant Professor, Department of Anthropology, University of Connecticut  
1991
- 1984- Visiting Assistant Professor, Department of Sociology and Anthropology,  
1985 University of New Hampshire
- 1983 Lecturer, Department of Anthropology, University of Connecticut

## RESEARCH

Historical memory and reconstruction in neoliberal El Salvador. August-September 2008, June-August 2010 and June-August (planned) in northern Morazán focusing on three organizations composed of former FMLN rebels and their social base: a tourism collective, an agricultural cooperative and the progressive Catholic church..

Neoliberalism, labor process and daily life in contemporary Puebla, Mexico. August 2008-June 2010.

Neoliberalism, human rights, development and transnational labor migration between the Mexican states of Puebla, Veracruz and Tlaxcala, New York City and Ontario, Canada (1997 to 2007). A multisited ethnographic project that involved work in ten Mexican source communities as well as destination areas in the United States and Canada. The project includes migrants compares the experiences of migrants involved in undocumented labor migration and two contract labor programs (Canada's Seasonal Agricultural Workers Program and the United States's H-2A Program). Book length manuscript terminated.

Hegemony and human rights in El Salvador's civil war and postwar reconstruction in Northern Morazán, El Salvador. June-August 1991, July-December 1992, June-August 1993, September 1994-June 1995, January 1996, June 1998 and August-September 2008.

Peasant negotiation of the Mexican Economic Crisis, Isthmus of Tehuantepec, Oaxaca, Mexico. June-August 1987 and June-August 1988.

The Mexican State, social differentiation and political conflict among Zapotec and mestizo peasant farmers in the Isthmus of Tehuantepec, Mexico. (Dissertation field research: June-October 1980, December 1980-August 1981, June-August 1983).

Petty commodity production and petty capitalism among artisans and peasant-artisans in the Valley of Oaxaca, Mexico. Field Assistant in The Oaxaca Small Industries Project (Scott Cook, PI). Participant observation in a village dedicated to labor-intensive brick production in the Valley of Oaxaca, administration of questionnaires and observational schedules, archival research, January-June 1980.

## PUBLICATIONS

### Books

*La Economía Política de la Migración Internacional en Puebla y Veracruz: Siete Estudios de Caso* [The Political Economy of International Migration in Puebla and Veracruz: Seven Case Studies]. Puebla: CONACYT / ICSyH / BUAP (Leigh Binford, ed. 2004).

*Landscapes of Struggle: Politics, Community, and the Nation-State in Twentieth Century El Salvador*. Pittsburgh, PA: University of Pittsburgh Press (co-edited with Aldo Lauria-Santiago, 2004).

*Rumbo a Canadá: La migración canadiense de trabajadoras mexicanas agrícolas* [Bound for Canada: The Canadian Migration of Mexican Agricultural Workers] Mexico: CONACYT /

Universidad Autónoma de Tlaxcala (co-authored with Guillermo Carrasco, Socorro Arana and Soledad Santillana, 2004).

*Conflictos Migratorios Transnacionales y Respuestas Comunitarias* [Transnational Migratory Conflicts and Community Responses] Puebla: BUAP Editores (co-edited with María Eugenia D'Aubeterre Buznego, 2000).

*El Mozote: Vidas y memorias*. San Salvador: UCA Editores (Translation of *The El Mozote Massacre*, 1997, fifth printing forthcoming January 2010).

*The El Mozote Massacre: Anthropology and Human Rights*. Tucson, AZ: The University of Arizona Press (1996, third printing, 2004).

*La Necesidad Obliga: la pequeña industria rural en el capitalismo mexicana*. México: Consejo Nacional para la Cultura y las Artes (Translation of *Obliging Need*, 1995).

*Zapotec Struggles: Histories, Politics and Representations from Juchitán, Oaxaca*. Washington: Smithsonian Institution Press (co-edited with Howard Campbell, Miguel Bartolomé and Alicia Barabas, 1993).

*Obliging Need: Rural Petty Industry in Modern Mexican Capitalism*. Austin: University of Texas Press (co-authored with Scott Cook, 1990).

#### Articles

"A Perfect Storm of Failure and Neglect: Capitalist Reconstruction in Northern Morazán, El Salvador," *Journal of Peasant Studies* 37 (3): 531-557 (2010).

**"Lynching and States of Fear in Urban Mexico,"** *Anthropologica* 51 (2): 301-312 (co-authored with Nancy Churchill) (2009).

"From Fields of Power to Fields of Sweat: The Dual Process of Constructing Mexican Agricultural Contract Workers in Canada and Mexico," *Third World Quarterly* 30 (3): 503-17 (2009).

"Solidarity and *Acompañamiento*," *Dialectical Anthropology* 32: 177-182 (2008).

**"Stoneworkers, Masons and Maids: Neoliberal Crisis, Changing Social Fields and Cultural Change in Peri-urban Mexico"** (co-authored with Nancy Churchill), *Critique of Anthropology* 27 (4): 359-75 (2007).

"Interrogating Racialized Global Labour Supply: An exploration of the ethnic replacement of foreign agricultural workers in Canada," *The Canadian Review of Sociology and Anthropology* 44 (1): 5-36 (2007) (co-authored with Kerry Preibisch).

**"The Seasonal Agricultural Workers Program: A Development Program or Poverty Alleviation Program?" Canadian Foundation for the Americas Policy Paper (2006).**

**"Campos agrícolas, campos de poder: el estado mexicano, los granjeros canadienses y los**

**trabajadores temporales mexicanos," *Migraciones Internacionales* 3 (3): 54-80 (2006).**

"A Generation of Migrants: Where They Leave, Where They End Up," *NACLA* 39 (1) (July/August): 31-9 (2005).

"Contract Labor in Canada and the United States: A Critical Appreciation of Tanya Basok's *Tortillas and Tomatoes: Transmigrant Mexican Harvesters in Canada*," *Canadian Journal of Latin American and Caribbean Studies* 29 (57-58): 289-308 (2004).

"Migrant Remittances and (Under)Development in Mexico," *Critique of Anthropology* 23 (3): 307-38 (2003).

"Social and Economic Contradictions of Rural Migrant Contract Labor Between Tlaxcala, Mexico and Canada," *Culture and Agriculture* 24 (2): 1-19 (2002).

"Remesas y Subdesarrollo en México," *Relaciones* 90: 115-58 (2002).

"Violence in El Salvador: A Rejoinder to Philippe Bourgois's 'The Continuum of Violence in War and Peace: Post Cold War Lessons from El Salvador,'" *Ethnography* 3 (2) :179-97 (2002).

"Demografía social y económica de los aspirantes tlaxcaltecas al Programa de Trabajadores Agrícolas Temporales México-Canadá," *Contraste* 1 (2): 223-40 (with Socorro Arana, Soledad de Santillana and Guillermo Carrasco Rivas) (2001).

"Linchamientos en México: una respuesta a Carlos Vilas," *Bajo El Volcán* 3: 143-54 (co-authored with Antonio Fuentes Díaz) (2001).

"Empowered Speech: Social Fields, *Testimonio* and the Stoll-Menchú Debate," *Identities* 8 (1): 105-33 (2001).

"El Ejército Revolucionario del Pueblo en Morazán: la hegemonía dentro de la revolución salvadoreña," *Estudios Centroamericanos* Nos. 625-626 (noviembre-diciembre): 1165-94 (2000).

"Recuperando el pasado para informar el presente: el CEPAZ y el Museo de la Palabra y la Imagen en El Salvador," *Bajo El Volcán* 1: 47-64 (2000).

"A Failure of Normalization: Transnational Migration, Crime, Popular Justice and Police Repression in Neoliberal Mexico," *Social Justice* 23 (4): 123-44 (1999).

"Hegemony in the Interior of the Salvadoran Revolution: The ERP in Northern Morazán," *The Journal of Latin American Anthropology* 4 (1): 2-45 (1998).

"Salario mínimo agrícola: respuesta a Melhado," *Estudios Centroamericanos*, No. 619 (octubre) (1998).

"Representing Revolution: The Central American War Photography of Susan Meiselas and Adam Kuper," *Estudios Interdisciplinarios de América Latina* 9 (1): 95-109 (1998).

"Grassroots Development in Conflict Zones of Northeastern El Salvador," *Latin American Perspectives* 24 (3): 56-79 (1997).

"Graciela Iturbide in the Isthmus of Tehuantepec," *History of Photography* 20 (3): 244-8 (1996).

"The Continuing Conflict Over Land in El Salvador," *Culture and Agriculture Bulletin* No. 47: 13-16 (1993).

"El desarrollo comunitario en las zonas conflictivas orientales," *Estudios Centroamericanos* 47 (Jul-Aug): 583-603 (1992).

"Petty Commodity Production and Petty Capitalism in Southern Oaxacan Sugar Cane Production and Processing, 1930-1980." *Journal of Latin American Studies*. Vol. 24, Part 1: 33-55 (1992).

"Crisis económica y defensa campesina en el México rural," *Revista Mexicana de Sociología* 53 (1): 121-50 (1991).

"Two Approaches to Third World Agrarian Class Analysis," *Reviews in Anthropology*, Vol. 15: 125-35 (1990).

"Petty Commodity Production, Capital Accumulation, and Social Differentiation: Contradictions in the Oaxaca Valley, Mexico," *Review of Radical Political Economics*, Vol. 18 (No. 4): 1-31 (with Scott Cook, 1986).

"Political Conflict and Land Tenure in the Mexican Isthmus of Tehuantepec," *Journal of Latin American Studies*, Vol. 17 (pt. 1): 179-200 (1985).

"Alternative in Eastern Europe?" *Theoretical Review*, No. 30 (Sept./Oct.): 27-32 (1983).

### **Chapters in Books**

"Los Paradigmas de la Migración Internacional entre Puebla y Estados Unidos," in *Los pueblos indígenas de Puebla. Atlas Etnográfico*, Elio Masferer, Jaime Mondragón and Geogina Vences, eds., pp. 309-347. Mexico, DF: Instituto Nacional de Antropología e Historia (2010).

“Dictados administrativos y control político en el Programa de Trabajadores Agrícolas Temporales entre México y Canadá,” in *Sujetos Neoliberales en México*, Ricardo Macip, ed., pp. 243-284. Puebla, PUE: BUAP (2009).

“Los programas de mano de obra contratada después del 11 de septiembre y las implicaciones para los migrantes tlaxcaltecas”, in *La migración de tlaxcaltecas hacia Estados Unidos y Canadá: Panorama actual y perspectivas*, Raúl Jiménez Guillen y Adrián González Romo (Coordinadores), pp. 51-57. Tlaxcala: ColTlax/UAT/SEPUEDE (2008).

“Migración, remesas y el discurso de desarrollo en México,” *Desde los colores de maíz: una agenda para el campo mexicano, Vol. 2*, José Luis Seefoo, ed., pp. 683-710. Zamora, MICH: Colegio de Michoacán (2008).

“Escribiendo Fabio Argueta: Testimonio, etnografía y derechos humanos en tiempos neoliberales,” in Francisco Gómez Carpineiro (ed), *Sendas en la Globalización: Comprensiones etnográficas sobre poderes y desigualdades*, pp. 49-80. Mexico, DF: Juan Pablo (2008).

“Lo local y lo global en la migración transnacional: Una revisión de nuevos estudios de Puebla y Veracruz,” in Rosío Córdova Plaza, María Cristina Nuñez Madrazo and David Skeritt, eds., *In God We Trust: Del Campo Mexicano al Sueño Americano*, pp. 137-66. Mexico: Universidad Veracruzana / CONACYT / Plaza y Valdés (2007).

“The Salvadoran Revolution,” in James DeFronzo, ed., *Revolutionary Movements in World History From 1750 to the Present, Volume 3*, pp. 763-73. Santa Barbara, CA: ABC-CLIO (2006).

“Lo local y lo global en la migración internacional, “ in *La Economía Política de la Migración Internacioonal en Puebla y Veracruz: Siete Estudios de Caso*, Leigh Binford, ed., pp. 1-26. Puebla: Instituto de Ciencias Sociales y Humanidades y Conacyt (2004)

“La migración internacional en el contexto de la crisis en la industria mexicana de la construcción: el caso de Santo Tomás Chautla, Puebla,” in *La Economía Política de la Migración Internacional en Puebla y Veracruz: Siete Estudios de Caso*, Leigh Binford, ed., pp. 215-56. Puebla: Instituto de Ciencias Sociales y Humanidades y Conacyt (2004)

“Peasants, Catechists and Revolutionaries: Organic Intellectuals in the Salvadoran Revolution,” in *Landscapes of Struggle: Politics, Community, and the Nation-State in Twentieth Century El Salvador*, Aldo Lauria-Santiago and Leigh Binford, eds., pp. 105-25. Pittsburgh, PA: University of Pittsburgh Press (2004).

“Local History, Politics and the State in El Salvador,” in *Landscapes of Struggle: Politics, Community, and the Nation-State in Twentieth Century El Salvador*, Aldo Lauria-Santiago and Leigh Binford, eds., pp. 1-11. Pittsburgh, PA: University of Pittsburgh Press (with Aldo Lauria-Santiago, 2004).

“Migración acelerada entre Puebla y los Estados Unidos,” in *Etnografía del Estado de Puebla: Puebla Centro*, Elio Masferrer Kan, Elizabeth Díaz Brenis and Jaime Mondragón Melo, eds., pp. 58-67. México: Gobierno del Estado de Puebla/Secretaría de Cultura (2003)

“An Alternative Anthropology: Exercising the Preferential Option for the Poor,” in *Violence in Peace and War: An Anthology*, Nancy Scheper-Hughes and Philippe Bourgois, eds., pp. 420-24. London: Blackwell (2003).

“Migración y concentración capitalista: la ampliación de la brecha entre ricos y pobres,” in *Conflicto, violencia y teoría social. Una agenda sociológica*, Sergio Tischler and Genero Carnero, eds., pp. 59-71. Puebla: UIA-Golfo Centro, ICSyH BUAP (2001).

“Migración transnacional, criminalidad y justicia popular en el estado mexicano contemporáneo,” in *Conflictos Migratorios Transnacionales y Respuestas Comunitarias*, Leigh Binford and María Eugenia D'Aubeterre Buznego, eds., pp. 19-43. Puebla, Puebla: BUAP Editores (2000).

“Ethnicity and New Social Movements in Oaxaca, Mexico,” in *The Politics of Ethnicity in Southern Mexico*, Howard Campbell, ed., pp. 59-76. Vanderbilt University Publications in Anthropology, No. 50 (1996).

“Introduction,” in *Zapotec Struggles: Histories, Politics and Representations*, Howard Campbell and Leigh Binford, eds., pp. 1-21. Washington: Smithsonian University Press (with Howard Campbell, 1993).

“Irrigation, Land Tenure, and Class Struggle in Juchitán, Oaxaca,” in *Zapotec Struggles: Histories, Politics and Representations from Juchitán, Oaxaca*, Howard Campbell and Leigh Binford, eds., pp. 87-100. Washington: Smithsonian University Press (1993).

“How First World Students Read Third World Literature,” in *Translation Perspectives VI: Translating Latin America*, William Luis and Julio Rodríguez-Luis. Binghampton, eds., pp. 145-52. NY: SUNY Center for Research in Translation (with Wendy Harding, 1991).

“Petty Commodity Production in Third World Capitalism Today,” in *Marxist Trends in Economic Anthropology*, Hill Gates and Alice Littlefield, eds., pp. 58-80. Society for Economic Anthropology, Monograph Series No. 9, Washington: University Press of the Americas (with Scott Cook, 1991).

“The Political Economy of the Velas in the Isthmus of Tehuantepec,” In Lynn Stephen and James Dow, eds., *Class, Politics and Popular Religion in Mexico and Central America*, Washington: American Anthropological Association, pp. 75-89 (1990).

“Toward a Marxist Rethinking of Third World Rural Industrialization,” in *Economic Processes and Political Conflicts*, Richard England, ed., pp. 61-88. New York: Praeger (with Scott Cook, 1987).

### **Occasional Papers**

“Economic Crisis and Peasant Defense in Southern Oaxaca.” *Occasional Papers in Latin American Studies*, No. 9. University of Connecticut Center for Latin American and Caribbean Studies, University of Connecticut (1989).

### Reviews

*To Rise in Darkness: Revolution, Repression and memory in El Salvador, 1920-1932* by Jeffrey Gould and Aldo Lauria-Santiago. Durham, NC: Duke University Press. *Journal of Peasant Studies* 37 (1): 242-5 (2010).

*Remembering a Massacre I El Salvador: The Insurrection of 1932, Roque Dalton, and the Politics of Historical Memory* by Héctor Lindo-Fuentes, Erik Ching and Rafael A. Lara-Martínez. Albuquerque, NM: University of New Mexico Press. *Hispanic American Historical Review* 88: 543-44 (2008).

*Transborder Lives* by Lynn Stephen, *Journal of Latin American Studies* 40 (pt 4): 840-842 (2008).

*Nations of Emigrants* by Susan Bilber Coutin, *Journal of Latin American Studies* 40 (pt 4): 846-847 (2008).

*Organizing the Transnational: Labour, Politics, and Social Change*, ed. by Luin Goldring and Sailaja Krishnamurti. Vancouver: University of British Columbia Press (Forthcoming in the *Journal of Latin American Studies*).

*Migration and its Enemies: Global Capital, Migrant Labour and the Nation-State* by Robin Cohen, *International Journal of Migration, Health and Social Care* 2 (2) (2006): 50-52.

*Los buenos, los malos y los feos: Poder y resistencia en América Latina*, edited by Nikolaus Böttcher, Isabel Galaor and Bernd Hausberger, *Hispanic American Historical Review* 87: 165-67 (2007).

*The Culture of Migration in Southern Mexico* by Jeffrey Cohen, *American Anthropologist* Vol. 109 (1) (2006).

*A Courtship after Marriage: Sexuality and Love in Mexican Transnational Families* by Jennifer S. Hirsch. *American Anthropologist* 107 (1): 151-2 (2005).

*Voices from Exile: Violence and Survival in Modern Maya History* by Victor Montejo. *Mesoamerica* No. 43: 251-6 (2002).

*The Agrarian Republic* by Aldo Lauria-Santiago. *Mesoamerica*, No. 41: 233-6 (2001).

*Fighting to Learn* by John Hammond. *Mesoamerica*, No 41: 212-16 (2001).

*Mexican Brick Culture in the Building of Texas, 1800s-1980s* by Scott Cook. *Hispanic American Research Review*, pp. 395-7 (2000).



*Todos Santos: The Survivors* produced and directed by O. Carrescia. First Run/Icarus Films. *Latin American Anthropology Review* 2 (2): 84-5 (1992).

*Endangered Cultures* by Miguel León-Portilla. *Latin American Anthropology Review*. 2(3) (1992).

*A Decade of War: El Salvador Confronts the Future* ed. by Anjali Sundaram and George Gelber (NY: Monthly Review). *El Salvador Perspectives* 2(6): 7 (1991).

*This Promised Land, El Salvador: The Refugee Community of Colomoncagua and Their Return to El Salvador* by Beth Cagan and Steve Cagan (New Brunswick, NJ: Rutgers). *El Salvador Perspectives* 2(5): 5 (1991).

*Return to Aztlan: The Social Process of International Migration from Western Mexico* by Douglas S. Massey, Rafael Alarcon, Jorge Durand, and Humberto Gonzalez. *Latin American Anthropology Review*. Vol. 1 (No. 2): 71-2 (1990).

*Searching for Rural Development* by Merilee Grindle, *Journal of Peasant Studies* Vol. 16 (No. 4): 618-20 (1989).

*Ethnicidad y pluralismo cultural. La dinámica étnica en Oaxaca.* Alicia M. Barabas and Miguel A. Bartolomé, eds. *American Ethnologist* Vol. 16 (No. 2): 394-5 (1989).

### **Work in Process**

*Fabio's Story: Peasant Intellectuals and the Limits of Testimonio.* 270 pages of an estimated 320 page drafted. The project turns around the life history of a former peasant, catechist and guerrilla political organizer who currently resides in San Salvador. The MS consists of Fabio's edited life history/*testimonio* and an extensive commentary relating the testimonial form to different epistemological, literary, anthropological, historical, social, developmental and political problems and projects. It provides insight into the pre-civil war history of northern Morazán; the State, church, poverty and agrarian relations; liberation theology and the key role of peasant intellectuals as intermediaries between progressive priests and regional peasants and workers; peasant recruitment into armed revolutionary groups; wartime political and military strategies; and postwar demobilization and incorporation into internationally-financed reconstruction projects. Estimated date of completion: July 31, 2007. [*Fabio's Story* is the second part of a a trilogy on the civil war and post civil war in northern Morazán. *The El Mozote Massacre* turned around an event and *Fabio's Story* turns around a person. The third part of the trilogy, which will be preceded by an additional six months of fieldwork, will consist of a historical ethnography of development and underdevelopment, violence and resistance, war and "peace" in northern Morazán from about 1945 to the present. It will treat the peasants and the State; the traditional and progressive (Liberation Theology) church; popular organizations, and GOs, NGOs and INGOs; armed resistance (until 1992) and the transition to electoral democracy; repopulation and international migration; human rights, impunity and historical memory. I have taken up many of these themes in earlier articles and book chapters: Binford 1996, 1997, 1999, 2002, 2004, 2006]]

## CONFERENCE PRESENTATIONS

"Lefebvre in Latin America," paper presented at the meeting of the Latin Americas Studies Association (LASA), Rio de Janeiro, Brazil, 11-14 June 2009.

"Confronting the Present in northern Morazán and other elsewhere," invited paper presented at the joint American Ethnological Society/Canadian Anthropology Society conference, Vancouver, BC, 13-16 May 2009.

"Ecotourism, Migration and Historical Memory in Northern Morazán, El Salvador," invited paper presented at the workshop, "After the Handshakes," sponsored by the Wenner-Gren Foundation, SUNY Albany, Albany, NY, 11-13 Sept 2008.

"Los programas de mano de obra contratada después del 11 de septiembre y las implicaciones para los migrantes tlaxcaltecas." Colegio de Tlaxcala, San Pablo Apetitlán, 26 June 2008.

"Temporary Worker Programs and Mexican Rural Development: Some Cautions," Expert Dialogue on Labour Mobility, Tlatelolco University Centre, Mexico City, 23-24 June 2008.

"Cierren la frontera, abran las puertas para la mano de obra temporalera," Invited keynote address, Benemérita Universidad Autónoma de Puebla, Puebla, Pue., 6 June 2008.

"Civil War, Representation and Ecotourism," Paper presented at the annual meeting of the American Anthropological Association, Washington, DC, 28 Nov-1 Dec 2007.

"Flexibility in Agricultural Labor Forces in the NAFTA System," Paper presented at the annual conference of the International Studies Association, Chicago, IL, 28 February-4 March 2007.

"Las remesas y el desarrollo rural: Discurso, política económica neoliberal y la salvadorización de México," XXIII Annual International Colloquium, *Desde los colores de maíz: una agenda para el campo mexicano*, Colegio de Michoacán, Zamora, Michoacán, 24-27 October 2006.

"Writing Fabio Argueta: *Testimonio*, Ethnography and Human Rights in the Neoliberal Age," 52<sup>nd</sup> Congreso de Americanistas, Sevilla, Spain, 17-21 July 2006.

"The Seasonal Agricultural Workers Program: A Development Program or Poverty Alleviation Program?" invited paper for a seminar on "Analyzing the Nexus between Teomporary Labour Labour Migration and Development: The Case of the Seasonal Agricultural Workers Program," Canadian Foundation for the Americas (FOCAL), Ottawa, Canada, 29 May 2006.

"La migración internacional en el contexto de la crisis de la industria mexicana de la construcción: el caso de Santo Tomás Chautla, Puebla." Latin Americas Studies Association (LASA), San Juan, Puerto Rico, 15-18 March 2006.

“Beyond The Remittance Trap: A Critique of the Salvadorization of Rural Mexico,” Paper presented at the annual meeting of the American Anthropological Association, Washington, DC, 30 Nov-4 Dec 2005.

“Migración, Identidad y Crisis Neoliberal,” Invited Keynote Speech, III Congreso

Internacional sobre Organización Social Tradicional, Universidad Intercultural del Estado de México, San Felipe de Progreso, Mexico, 20-25 June 2005.

“Writing Fabio Argueta: Testimonio, Ethnography and Human Rights in the Neoliberal Age,” International Seminar, “Las políticas de la memoria en regímenes democráticos,” Colegio de Michoacán, Zamora, Michoacán, 12-13 May 2005.

“Stoneworkers, Masons and Maids: Neoliberal Crisis, Social Fields and Proletarianization in Peri-urban Mexico,” CASCA, Merida, Yucatán, 3-8 May 2005 (with Nancy Churchill).

“Para Salvar la Economía Mexicana: la trampa de las remesas,” CASCA, Mérida, Yucatán, 3-8 May 2005.

“Para Salvar la Economía Mexicana: la trampa de las remesas,” International Seminar,

“Problemas y Desafíos de la Migración y el Desarrollo en América,” Cuernavaca, Morelos., 7-9 April 2005.

“¿Qué podemos esperar de las remesas en Puebla? Invited Keynote Speech, Foro Conexión Puebla: Hacia una Política Migratoria Estatal,” Department of Law and Social Science, Benemérita Universidad Autónoma de Puebla, PUE, 18 March 2005.

“La migración internacional en el contexto de la crisis de la industria mexicana de la construcción: el caso de Santo Tomás Chautla, Puebla. Southwest Conference on Latin American Studies (SCOLAS), Veracruz, VER, 9-11 March 2005.

“Campos agrícolas, campos de poder: el estado, granjeros canadienses y los trabajadores temporales mexicanos.” Seminario “Impactos económicos y sociales de la emigración de América Central, el Caribe y México hacia Canadá.” FOCAL y la Universidad Autónoma de Zacatecas, ZAC, 12 October 2004.

"A Hegemony-Influenced Analysis of Posthegemony." Presented at a session on "Hegemony and Posthegemony in Latin America: A Critique of the Posthegemony Thesis," Annual Meeting of the Latin American Studies Association, Las Vegas, NE, 8 October 2004.

"Rumbo a Canadá: El programa canadiense de trabajadores agrícolas mexicanos, el estado y la mano de obra cautiva." Invited paper presented at the Seminario Internacional Migración Laboral en Centro y Norteamérica: Prácticas, Gobernanza y Transnacionalismo." Universidad de las Américas, San Andrés Cholula, PUE, 14-17 April 2004.

"Transnational Class Relations in Central Mexico," Paper presented at the annual meeting of the American Anthropological Association, Chicago, IL, 18-23 November 2003.

"Los tiempos de la migración," Invited seminar on "In God We Trust: Del Campo Mexicano al Sueño Americano," El Instituto de Investigaciones Histórico-Sociales, Universidad Veracruzana, Xalapa, VER, 29-30 May 2003.

"Migraciones laborales tlaxcaltecas temporales a Canadá." Integración Regional, Fronteras y Globalización en el Continente Americano: retos y perspectivas," México City, DF, 25-29 November 2002.

"The Social and Cultural Dynamics of International Migration in South Central México." Paper presented at the annual meeting of the American Anthropological Association, New Orleans, LA, 20-24 November 2002.

"Remittances and (Under)Development in México," Paper presented at the annual conference of the International Studies Association, New Orleans, LA, 26-28 March 2002.

"Migración y Posmodernidad," Conference on La Posmodernidad en América Latina," Universidad de Veracruz, Xalapa, VER, 25-26 October 2001.

"Los migrantes y la contribución de las remesas en Tlaxcala y Puebla," Asociación de Antropólogos Mexicanos, Zacatecas, ZAC, 29 July-3 August 2001.

"Impacto sociales, económicos, políticos y culturales en Puebla originados por la migración a Nueva York," Más Allá de las Fronteras: Migrantes entre Puebla y Nueva York, Universidad de las Américas y el Ibero Golfo Central, San Andrés Cholula, PUE, 22-29 March 2001.

"NGOs and Popular Organizations in Post-War Northern Morazán, El Salvador," Southwest Conference on Latin American Studies, Santa Fe, NM, 8-11 March 2001.

"Neoliberalism and (Re) Militarization in Postwar Northern Morazán, El Salvador. Paper presented at the annual meeting of the American Anthropological Association, San Francisco, CA, 15-18 November 2000.

"Stoll, Menchú and the Limits of Testimonio." Paper presented at the annual meeting of the Latin American Studies Association (LASA), Miami, FL, 18 March 2000.

"ONGs, Organizaciones Populares y Autarquía en la Zona Norte de Morazán, El Salvador. Paper delivered at the annual meeting of the Southwest conference on Latin American Studies (SCOLAS), Puebla, PUE, 9-12 March 2000.

"After the Revolution: Economic Autarky in Northern Morazán, El Salvador." Invited paper presented at an advanced seminar at the School for American Research, Santa Fe, NM, 15-20 March 1999.

"Accelerated Migration between Puebla and the United States." Mexican Migration to New York, Barnard College and New York University, New York, NY, 16-17 October 1998.

"A Failure of Normalization: Transnational Migration, Popular Justice and Police Repression in the Contemporary Neoliberal State." LASA, Chicago, IL, 23 September 1998.

"La Nueva Migración Transnacional: Teoría y Práctica." Universidad de las Américas, San Andrés Cholula, PUE, 17-18 March 1998.

"A Failure of Normalization: Transnational Migration, Popular Justice and Police Repression in the Contemporary Neoliberal State." SCOLAS, Habana, Cuba, 5-8 March 1998.

"La Migración acelerada entre Puebla, México y los Estados Unidos." Historia, Sociedad y Vida Cotidiana, Región Mixteca: Pasado y Presente. Encuentro de Cronistas e Historiadores de la Región Mixteca. Acatlán de Osorio, PUE, 24-25 October 1997.

"Female Narratives of the Salvadoran Revolution." Women's Conference, University of Connecticut, Storrs, CT, 11 April 1996.

"The State, NGOs, and Grassroots Organizations in the Transition from Wartime to Peacetime in Northern Morazán, El Salvador." Annual Meeting of the Latin American Studies Association, Washington, DC, 28 September-1 October 1995.

"The Massacre at El Mozote: Anthropology and Human Rights." American Ethnological Society Annual Meeting, Santa Monica, CA, 14-16 April 1994.

"The Vicissitudes of Postwar Social and Economic Development in Northern Morazán, El Salvador. American Anthropological Association Annual Meeting, Washington, DC, 17-22 November 1993.

"New Economic Models in El Salvador." Socialist Scholars Conference, New York, NY, 25 April 1992.

"Ethnicity and New Social Movements in Oaxaca, Mexico." American Anthropological Association Annual Meeting, Chicago, IL., 20-24 November 1991.

"How First World Students Read Third World Literature," Interpreting Latin America, SUNY Binghamton, Binghamton, NY, 19-21 April 1990 (with Wendy Harding).

"Writing Ethnography: Language, Textuality and Politics." American Anthropological Association Annual Meeting, Washington, DC, 16-19 November 1989.

"Petty Commodity Production in Third World Capitalism Today." Society for Economic Anthropology Annual Meeting, Central Michigan University, Mt. Pleasant, MI, 28-29 April 1989.

"The Crisis in Mexican Agriculture: The Case of the Isthmus of Tehuantepec." Mexico in Crisis: Past, Present, and Future. Center for Latin American Studies, University of Connecticut, Storrs, CT, 22-23 April 1988.

"Economic Crisis and Peasant Response in Rural Mexico." Northeastern Anthropological Association Annual Meeting, Albany, NY, 18-21 March 1988.

"Uneven Development, Agricultural Crisis, and State Intervention in Mexico: An Example from Southern Oaxaca." Northeastern Anthropological Association Annual Meeting, Buffalo, NY, 22-24 March 1986.

"Commodity Production, Women's Roles and Ideology in Mexican Peasant-Artisan Households." American Anthropological Association Annual Meeting, Washington, DC, 5-8 December 5-8 1985 (with Scott Cook).

"Populism, Class Struggle, and the Mexican State: The COCEI in Southern Oaxaca." Fifteenth Annual A.K.D. Research Symposium, Richmond, VA, February 1985.

"Development, Labor Supply and Migration in an Irrigation District in Southern Oaxaca." Northeastern Anthropological Association Annual Meeting, Trinity College, Hartford, CT, April 1984.

"A Materialist Perspective on Class and Ethnicity." American Ethnological Society Annual Meeting, Lexington, KY, April 1982.

#### **INVITED LECTURES**

College of Staten Island, City University of New York

Rhodes College

Queen's University (Kingston, ON)

Simon Fraser University

University of Illinois, Urbana-Champaign

Colegio de Michoacán

University of California, Davis

New School for Social Research

Universidad de las Américas

Universidad de Zacatecas

Universidad de Tlaxcala

Universidad Veracruzana

Yale University (twice)

Holy Cross College (twice)

Swarthmore College

Villanova University  
University of Pittsburgh  
Michigan State University (twice)  
University of New Hampshire (twice)  
Central Connecticut State University  
Temple University  
Sacred Cross College  
Cornell University  
Hartwick College  
School of Medicine, Benemérita Universidad Autónoma de Puebla

## GRANTS

“From Wartime to Peacetime: Post-Insurgent Individuality in Northern Morazán, El Salvador” (with Ellen Moodie, University of Illinois Urbana-Champaign), Proposal 0962643, National Science Foundation, \$117,961 (24 months, 2010-2012).

“Crisis económica global y respuesta en tres comunidades de reciente migración,” Project 102222, Consejo Nacional de Ciencia y Tecnología (CONACYT), Mexico, 1,105,068 pesos or US \$83,088 (36 months, 2009-2012).

“Clase, Neoliberalismo y Vida Cotidiana en Puebla Contemporánea” (Class, Neoliberalism and Daily Life in Contemporary Puebla), Vice-Rectorcy of Research and Graduate Education, BUAP, Mexico, 45,000 pesos (US \$4,400) (2008-09).

“Migración, campos sociales y hegemonía cultural en Puebla y Veracruz: cinco estudios de caso” (Migration, Social Fields and Cultural Hegemony in Puebla and Veracruz: Five Case Studies), Project 38331-S, Consejo Nacional de Ciencia y Tecnología (CONACYT), Mexico, 841,000 pesos (US \$88,526) (2002-05).

“Migración, campos sociales y hegemonía en cinco comunidades de Puebla y Veracruz,” Project #120G01. Vice-Rectorcy of Research and Graduate Education, BUAP, Mexico, 80,000 pesos (US \$8,421) (2001-02)

“El Programa de trabajadores Agrícolas temporales México-Canadá” (The Mexico-Canada Seasonal Agricultural Workers Program), Project #2000080301, SIZA-CONACYT, Mexico, 120,000 pesos (US \$12,631) (2000-02).

“Migration between Southern Mexico and the United States,” University of Connecticut Research Foundation, \$6,730 (1997-98).

“Democracy, Development and Peasant Culture in El Salvador,” Fulbright-Hays Research Fellowship, \$37,000 (1994-95).

University of Connecticut Research Foundation, Small Grants, total of \$10,000 (1987-88, 1992-96).

Summer Research Fellowships, University of Connecticut (1978-79, 1983).

Pre-Doctoral Research Fellowship, University of Connecticut (1981-82).

## TEACHING AND ADVISING

### Courses Taught

#### Graduate

- Sociology of Social Class (graduate sociology, ICSyH-BUAP)
- Critical Ethnography of Violence and Resistance in Latin America (graduate anthropology, University of Illinois, Urbana-Champaign)
- Sociological Method (graduate sociology, ICSyH-BUAP)
- Sociology of Development (graduate sociology, ICSyH-BUAP)
- Sociology of Transnational Migration (graduate sociology, ICSyH-BUAP; graduate program in regional development, Autonomous University of Tlaxcala)
- Contemporary Social Theory (graduate sociology, ICSyH-BUAP; graduate program in regional development, Autonomous University of Tlaxcala)
- Contemporary Anthropological Theory (graduate anthropology UConn; graduate anthropology, Michigan State)
- Anthropology and Human Rights (graduate anthropology, UConn)
- The Social Thought of Pierre Bourdieu and Michel Foucault (graduate sociology, ICSyH-BUAP)
- The Social Thought of Pierre Bourdieu (graduate sociology, ICSyH-BUAP)
- Modernism and Postmodernism in Theory and Practice (graduate sociology, ICSyH-BUAP)
- Marxism and Anthropology (graduate anthropology, Michigan State)
- Critical Readings in Contemporary Ethnography (graduate anthropology UConn; graduate sociology ICSyH)
- Sociology of Culture I and II (graduate sociology, ICSyH-BUAP, with Ricardo Macip, Francisco Gómez and Nancy Churchill)
- History of El Salvador (graduate anthropology, UConn)
- M.A. Thesis Writing Seminar (graduate sociology, ICSyH-BUAP)
- PhD Project Writing Seminar (graduate sociology, ICSyH-BUAP)
- Testimonio* and Social Science (graduate history, ICSyH-BUAP)

#### Undergraduate

- Critical Ethnography of Violence and Resistance in Latin America (University of Illinois, Urbana-Champaign)
- Anthropology of Development (UConn)
- Anthropology and Human Rights (UConn)
- Anthropology of Work (UConn)
- Anthropology and Third World Literature (UConn, co-taught with Wendy Harding)
- Contemporary Anthropological Theory (Michigan State)
- Contemporary Mexico (UConn)
- Conflicts in Central America (Univ. of New Hampshire and UConn)
- Conflict in El Salvador (UConn)
- Introduction to Anthropology (UConn)
- Introduction to Archaeology and Physical Anthropology (UConn and Univ. of New Hampshire)
- Human Evolution (UConn)
- Peoples of the World (UConn)
- Social Anthropology (Univ. of New Hampshire and UConn)



## Completed Theses Advised

### Graduate

- Lenya Calderera Bloom. M.A. thesis: The Mexican State, tourism development and identity in Cancún, Mexico. Sociology, ICSyH, December 2010.
- Alexis Juárez Cao (PhD): Changes in the regulation of the Mexican sugar industry and the repercussions of neoliberalism among cane producers in Tilapa, Puebla. Sociology, ICSyH, December 2008 (Sociology, ICSyH, defended 12 December 2008).
- Carlos Alberto Garrido de la Calleja (PhD): “De la caña a la Gran Manzana: Crisis azucarera y migración transnacional en una ejido veracruzano” (From sugar cane to the Big Apple: Sugar industry crisis and transnational migration in a Veracruz ejido) (Sociology, ICSyH, defended 21 November 2008).
- Antonio Fuentes Díaz (PhD): “Violencia y Estado, Mediación y Respuesta No Estatal. Estudio comparativo de linchamientos México-Guatemala” (Violence and the State, Mediation and Non-state Response. A comparative study of lynchings in Mexico and Guatemala) (Social and Political Sciences, UNAM, defended 23 October 2008).
- Claudia Santelices (PhD), “Mapuche Migrant Women in Domestic Work: A Portrait of Personal and Collective Survival” (Anthropology, University of Connecticut, defended 15 September 2006)
- Blanca Cordero (PhD), “Ser trabajador transnacional: procesos hegemónicos y transformación de clase en un circuito migratorio transnacional” (To be a transnational worker: hegemonic processes and class transformation in a transnational migrant circuit) (Sociology, ICSyH, defended 27 June 2006).
- Isabel Muñiz Montero (M.A.), “Pro Cholula: Defensores del patrimonio cultural en la ciudad sagrada” (Pro Cholula: Defenders of cultural hegemony in the sacred city) (Sociology, ICSyH, defended 22 August 2007).
- José Guzmán Aguilar (M.A.), “‘Marcando Barrio en la Gran Manzana’: Clase, Hegemonía y Cultura en la Formación de Pandillas Transnacionales” (Marking Neighborhood in the Big Apple: Class, Hegemony and Culture in the formation of Transnational Gangs) (Sociology, ICSyH, defended May 2009).
- Enrique Trejo Santos (M.A.), “Migración internacional en una junta auxiliar del municipio de Puebla: Santo Tomás Chautla y la crisis de la industria de construcción en 1995” (International migration in a political dependency of Puebla municipality: Santo Tomás Chautla and the 1995 construction industry crisis) (Sociology, ICSyH, defended 7 June 2006)
- Marcela Ibarra (M.A.), “Identidad, territorio y migración internacional en la Mixteca Poblana” (Identity, territory and international migration in the Mixteca region of Puebla) (Regional Development, Autonomous University of Tlaxcala, defended October 2005)
- Yeni Guerrero (M.A.), “Migración Internacional: El caso de un pueblo ladrillero de San Pedro Cholula, 1994-2002” (International migration: The case of a brick-making community of San Pedro Cholula, 1994-2002) (Regional Development, Autonomous University of Tlaxcala, defended 2 December 2002)
- Antonio Fuentes Díaz (M.A.), “Linchamientos: Fragmentación y respuesta en el México neoliberal” (Lynchings: Fragmentation and response in neoliberal Mexico) (Sociology, ICSyH, defended 2 May 2002)
- Silvano Gutierrez Aguilar (M.A.), “Emigración pendular femenina como estrategia de supervivencia en Santa Ana Nopalucan, Tlaxcala” (Female pendular migration as a

- survival strategy in Santa Ana Nopalucan, Tlaxcala) (Regional Development, Autonomous University of Tlaxcala, defended 11 December 2001)
- Xochitl Arzate Rivera (M.A.) “Mujeres y salud laboral en las maquiladoras de ropa del área de influencia del Parque Industrial Xiloxotla” (Women and occupational health in the clothing maquiladoras of the Xiloxotla Industrial Park) (Regional Development, Autonomous University of Tlaxcala, defended 14 December 2001)
- María Leticia Rivermar Pérez (M.A.) “‘Uno es de donde se queda el umbiligo’. La reconstrucción de las identidades sociales en el contexto de la migración transnacional: El caso de una comunidad en el suroeste del estado de Puebla” (“One’s birthplace is one’s home”. The reconstruction of social identities in the context of transnational migration: A community case study from southeast Puebla) (Sociology, ICSyH, defended 7 July 2000)

### **Undergraduate**

- Christian Pacheco Gómez (B.A.), Poder político y exclusión de migrantes internacionales en un circuito institucional a nivel local en Huaquechula [Political power and exclusion of international migrants in a local international circuit in Huaquechula, Puebla] (Anthropology, BUAP, defended 6 June 2009).
- José Guzmán Aguilar (B.A.), “‘Uno no es de donde nace sino donde la hace’ Reconfiguración de la identidad social en migrantes huaquechulenses de segunda generación en la ciudad de Nueva York” (“You are what you do, not where you were born.” The reconfiguration of social identity among second generation migrants from Huaquechula living in New York City” (Anthropology, BUAP, defended 28 September 2005).
- Tomás Conde Pacheco (B.A.), “Causas e Impactos de la Emigración Internacional en la Junta Auxiliar de San Francisco Totimehuacán” (Causes and impacts of international migration in the political dependency of San Francisco Totimehuacán) (Anthropology, BUAP, defended 2005).
- Gustavo López Angel (B.A.), “‘Aquí todos somos pequeños propietarios, Pequeña Propiedad es el pueblo’: Tenencia de la tierra y construcción del sentido de pertenencia en El Rosario Micaltepec” (“‘We are all small private property owners, small private property is the community’: land tenure and the construction of a sense of belonging in Rosario Micaltepec” (Anthropology, BUAP, defended 29 March 2001).
- Victor Tellez (B.A.), “Cuando el pueblo estaba unido: Mayordomía y participación política en una comunidad de la Mixteca Baja” (When the people were united: Mayordomía and political participation in a community in the Mixteca Baja) (Anthropology, BUAP, defended 1998).
- Shelli McMillan (B.A.), “Female Human Rights Organizations in Latin America: Guatemala’s Mutual Support Movement, El Salvador’s CO-MADRES, and Argentina’s Mothers of the Plaza del Mayo in Argentina” (Anthropology Honors Thesis, UConn, 1994).
- Susan Redden (B.A.), “Politics and the Frente Sandinista de Liberación Nacional” (International Studies Honors Thesis, Antioch College, 1990).

### **Current Advisees with Theme, Discipline, University and Expected Date of Completion**

- Desireé González Otero. Doctoral Dissertation: “Significación de la biodiversidad en los comuneros de Tochmatzintla, Puebla: entre el discurso y la práctica” [The meaning of biodiversity among communal landholders from Tochmatzintla, Puebla: between discourse and practice], Sociology, ICSyH, August 2011.

### **PhD Dissertation Committees or Invited Outside Reader for Completed PhD Theses**

Raúl Rodríguez Guillen, Social and Political Sciences, UNAM (National Autonomous University of Mexico) (Invited external reader)

Renato Salas Alfaro, Social Science, Instituto Tecnológico de Oaxaca (Invited external reader).

Ricardo Macip Ríos, Anthropology, New School University (NYC) (Committee)

Francisco Gómez Carpinteiro, Anthropology, Colegio de Michoacán (Committee)

Victor Tellez, Anthropology, Colegio de Michoacán (Invited external reader)

Jorge Uzeta, Anthropology, Colegio de Michoacán (Invited external reader of thesis advances)

Claudio Garabay, Anthropology, CIESAS Oriente (Center of Investigations on Social Anthropology, West) (Invited external reader)

María Eugenia D'Aubeterre Buznego, Anthropology, INAH (National Institute of Anthropology and History) (Outside reader)

Sergio Tischler, Latin American Studies, UNAM (National Autonomous University of Mexico) (Outside reader)

María Elena Nava, Sociology, ICSyH (Committee)

Ricardo Macip Bazán, Sociology, ICSyH (Committee)

Alfredo Zavaleta, Sociology, ICSyH (Internal reader)

José Luis Castro, Sociology, ICSyH (Committee)

Ron Enders, Anthropology, UConn (Committee)

Dania Stephens, Anthropology, UConn (Committee)

Jorge Hernández Díaz, Anthropology, UConn (Committee)

Stephen Streeter, History, UConn (Committee)

Victor Montejo, Anthropology, UConn (Committee)

Ricardo Pérez, Anthropology, UConn (Committee)

### **MANUSCRIPT AND GRANT REVIEWER**

*American Anthropologist*

*American Ethnologist*

*Identities*

*Journal of Latin American and Caribbean Anthropology*

*Culture and Agriculture*

*Cultural Anthropology*

*Canadian Journal of Latin American and Caribbean Studies*

*Dialectical Anthropology*

*Antropológica (Canada)*

*Migraciones Internacionales (Colegio de la Frontera Norte, Tijuana, Mexico)*

*Focaal*

*Relaciones (Colegio de Michoacán, Zamora, Mexico)*

*Bajo El Volcán (Benemérita Universidad Autónoma de Puebla, Mexico)*

*Urban Anthropology*

Society for Economic Anthropology

University of Florida Press

University of Arizona Press

State University of New York Press

Canada Council (research proposals)

Wenner-Gren Foundation for Anthropological Research (research proposals)  
National Science Foundation (research proposals)  
National Science and Technology Council (CONACYT, Mexico) (research proposals)  
Mexican State governments of Michoacán and Quintana Roo (research proposals)  
Autonomous Universidad of Puebla, Mexico (research proposals)

#### **INVITED EXTERNAL TENURE REFEREE**

Elizabeth Fitting, Anthropology, Dalhousie University (Canada), 2008  
Donna Chollett, Sociology and Anthropology, University of Minnesota-Morris, 2000  
James McDonald, Anthropology, University of Texas, San Antonio, 1998  
Mark Pedalty, Anthropology, Miami University, Ohio (currently at the University of Minnesota), 1996

#### **UNIVERSITY AND COMMUNITY SERVICE**

Chair, Department of Sociology, Anthropology and Social Work, CUNY-CSI, 2010  
Appointments Committee, Department of Sociology, Anthropology and Social Work, CUNY-CSI, 2010  
Middlestates Committee, CUNY-CSI, 2010  
Personnel and Budget Committee, CUNY-CSI, 2010  
College Council, CUNY-CSI, 2010  
Faculty Senate, CUNY-CSI, 2010  
Expert witness for the defense in a deportation case, 2009.  
Member, Advisory Committee, *Dialectical Anthropology*, from 2008.  
Member, Editorial Board, *Dialectical Anthropology*, from 2010.  
Consulting Editor, *Focaal*, from 2010  
Review panelist "Senior Grants" (Cultural Anthropology Section), National Science Foundation, Fall 2008, Spring 2009, Fall 2009.  
Review panelist "Doctoral Dissertation Improvement Grants" (Cultural Anthropology Section), National Science Foundation, Spring 2007, Spring & Fall 2008.  
Review panelist "Human and Social Dynamics," National Science Foundation, Spring 2006.  
President Social Science Committee (appointed), "Committee of Experts" for evaluation of annual Basic Science Competition, National Science and Technology Council (CONACYT, Mexico), 2007-08.  
Panelist, Social Science Committee, "Committee of Experts" for evaluation of annual basic Science Competition, National Science and Technology Council (CONACYT, Mexico), 2004-07.  
Curriculum Development, Evaluation and Revision: Excellence, PIFOP and PNP Committees, Graduate Sociology Program, ICSyH, 2001-05.  
Martin Diskin Human Rights Award Committee, Latin American Studies Association (LASA), 2002-2003.  
Chair, Student Evaluation Committee, Graduate Sociology Program, ICSyH, 2003-present  
Academic Committee, Graduate Sociology Program, ICSyH, 1999-2002.  
Chair, Admissions Committee, Graduate Sociology Program, ICSyH, 1999-2002, participant 2008.  
Co-founder of the journal *Bajo el Volcán* (2001) and member of the Editorial Board, 2001-2003  
Rules Committee, Graduate Sociology Program, ICSyH, 1999-2003.  
Fulbright Committee, UConn, 1993-94, 1995-96.  
Financial Aid Committee, Latin American and Caribbean Studies Program, UConn, 1993-94, 1995-96.

Curriculum Committee for the Masters Program in Latin American and Caribbean Studies, UConn, 1993-94.

Chair, Tenure Committee, UConn, 1996

Search Committee, Department of Communications, UConn, 1994.

Search Committee, Department of Anthropology, University of Connecticut, 1991, 1994-95.

Departmental Coordinator charged with organizing election observation in Morazán, El Salvador for the United States Citizens Election Observers Mission, 10-25 March 1994.

Member National Council of "Voices on the Border" (NGO working in east and northeast El Salvador) 1995-98.

Organized and guided tours to northern Morazán, El Salvador on behalf of Voices on the Border, 1991, 1998.

### **HONORS**

Outstanding Teacher, Department of Anthropology, Michigan State University (by vote of graduate students), 1989-90.

National Investigator System (SNI, CONACYT, Mexico), Level 2 since 1999

### **AREAS OF INTEREST**

Transnational Migration in the NAFTA Region

Anthropology of Neoliberalism

Rural Development / Underdevelopment

Anthropology of War and Violence

Political Economy

Contemporary Social Theory

Anthropology and Human Rights

Peasantries and Rural Workers

Testimonial Literature and Historical Memory

Mexico and Central America (especially El Salvador)

### **AFFILIATIONS**

American Anthropological Association (fellow)

American Ethnological Society

Society for Latin American Anthropology

Latin American Studies Association

Asociación de Antropólogos Mexicanos

Red de Estudios Migratorios (Mexico)

### **LANGUAGES**

Spanish (speak, read, write)

French (reading tested in graduate school, can muddle through)

Roslyn Wallach Bologh  
10 Perth Avenue  
New Rochelle, N.Y. 10804  
914-235-3781

### EMPLOYMENT

Professor of Sociology  
College of Staten Island, CUNY  
Staten Island, N.Y. 10314  
and  
Graduate School, CUNY  
Ph.D. Program in Sociology  
365 Fifth Avenue  
New York, N.Y. 10016

1/1/91 Full Professor, CSI, CUNY  
1987 Tenured, CSI, CUNY  
1986 Associate Professor, CSI, CUNY

1980 Tenured and Promoted to Associate Professor of Sociology  
St. John's University, NYC;  
1977-1980 Assistant Professor, SJU;  
1974-1977 Instructor, SJU.

### EXPERIENCE

Vice Chair of PSC (Professional Staff Congress) CUNY, Chapter, College of Staten Island (CSI); Health and Safety Coordinator for PSC, CUNY (CSI) and Grievance Counselor, 2000-present.

Deputy Director, Women's Studies Certificate Program and Center for the Study of Women and Society, Graduate School, CUNY, 1994

Acting Director, Women's Studies Certificate Program and Center for the Study of Women and Society, Graduate School, CUNY, 1993

Coordinator, Sociology/Anthropology/Social Work,  
1987-1993.

Deputy Chair, College of Staten Island, Department of  
Psychology/Sociology/Anthropology, 1987-90.

### ACADEMIC AND PROFESSIONAL HONORS (Including Grants)

#### GRANTS

2004-2005 PSC CUNY Research Award for: Public Debate about Inequality.

1995-1997 Co-Principal Investigator on Ford Foundation Grant \$150,000 on Intercultural Studies (with Stanley Aronowitz, Frank Kirkland, Jesse Vazquez).

1997 CUNY Faculty Development Grant, with Professor Cindi Katz, (Executive Officer of Doctoral Program in Environmental Psychology), for Conference on: "New York, A Region at Risk: Responding to the Third Regional Plan of the Regional Plan Association."

1994-1995 CUNY Faculty Development Grant for Conference on "The New World (Dis)Order and International Political Economy: A Gender Perspective"

1988-1990 PSC CUNY Research Award for Project, "Sociobiography: Ordinary People Tell Their Lives"

## HONORS

1995 Nominated for Presidency of Sociologists for Women in Society (SWS)

1991 Winner of the 1990-1991 Book Award of the Association for Humanist Sociology for: Love or Greatness; Max Weber and Masculine Thinking, A Feminist Inquiry

1985-86 Skull and Circle Honor Society, Honorary Member, St. John's University (for outstanding teaching and professional accomplishments).

1981-82 Research Fellow, CUNY

1978 All University Lecture Award - University of Wisconsin, Milwaukee.

1970-72 N.I.M.H. Fellowship - Medical Sociology CUNY

Included in:

Who's Who in the East

Who's Who in New York

Community Leaders of America

Personalities of America

Directory of Distinguished Americans

Dictionary of International Biography: A Biographical Record of Contemporary Achievement

Community Leaders of the World

Biography International

The World Who's Who of Women

## EDUCATION

1979 Ph.D. in Sociology  
Graduate School, CUNY

B.A. in Sociology  
Hunter College, CUNY

## PUBLICATIONS

## BOOKS

2010. New issue of: Love or Greatness: Max Weber and Masculine Thinking -- A Feminist Inquiry, London: Routledge. (original: 1991, London: Unwin Hyman)

2010 New issue of: Dialectical Phenomenology: Marx's Method, London: Routledge. (original: 1979 London: Routledge & Kegan Paul)

#### ARTICLES and REVIEWS

2005, March. Review of Postindustrial Labour Markets: Profiles of North America and Scandinavia, Thomas P. Boje and Bengt Furaker, eds., in Contemporary Sociology, An International Journal of Reviews, the American Sociological Association, Vol. 34, N. 2, pp. 150-151.

2004, Review of Making Sweatshops, The Globalization of the U.S. Apparel Industry, Ellen Israel Rosen, in Critical Sociology, Vol. 30, N. 1, pp.161-5.

1998 Review of Gender, Power and Organization by Paula Nicolson, Routledge 1996, in Gender, Work and Organization, Vol. 5, N. 3, pp. 192 - 193.

1998 (Winter) "The Spectre of Financial Crisis and the Failure of the Left," Co-author, Leonard Mell, New Politics, Vol. VI, No. 4, pp. 141-150.

1995 (November) "Organizing Against the Contract With America: A Dialectical Perspective," Co-author, Leonard Mell, Humanity and Society, Vol. 19, No. 4, pp. 21-40.

1994 "Modernism, Postmodernism, and the New World (Dis)Order: A Dialectical Analysis and Alternative," Co-author, Leonard Mell, Critical Sociology, Vol. 20, No. 2, pp. 81-120.

1993, November. Review of The Transformation of Intimacy, by Anthony Giddens in Contemporary Sociology, An International Journal of Reviews, the American Sociological Association, Vol. 22, N. 6, pp. 845-846.

1992 "The Promise and Failure of Ethnomethodology from a Feminist Perspective," Gender & Society, Vol. 6 No. 2, pp. 199-206.

1991 "Learning from Feminism: Social Theory and Intellectual Vitality" in Intellectuals and Politics: Social Theory In A Changing World, Edited by Charles Lemert, Newbury Park, Ca.: Sage, pp. 31-43.

1990, July. Review of The Bonds of Love: Psychoanalysis, Feminism, and the Problem of Knowledge, by Jessica Benjamin in Contemporary Sociology, An International Journal of Reviews, the American Sociological Association, Vol. 19, N. 4, pp. 633-635.

1987 "A Mathematical Model Showing the Effects of Organizational Structure on the Dynamics of Institutional Bias," Co-author, Joel Gersten, Journal of Mathematical Sociology, Vol. 12, No.4. pp.439-466.

1987 "Max Weber on Erotic Love: A Feminist Inquiry" in Max Weber, Rationality and Modernity, Eds. Sam Whimster and Scott Lash, Allen and Unwin, pp. 242-258.



1987 "Marx, Weber and Masculine Theorizing" in The Marx-Weber Debate, Ed. Norbert Wiley, Sage (Annual series, "Key Issues in Sociological Theory," sponsored by the Section on Sociological Theory of the American Sociological Association), pp. 83-99.

1987 "Reforms in Pharmacy Education and Opportunity to Practice Clinical Pharmacy," Co-authors, Arnold Birenbaum and Henry Lesieur, Sociology of Health and Illness, December 1987.

1985 "The Dark Side of Love: Blue and White Collar Wife Abuse," Co-author, Richard Harris, Victimology: An International Journal, Vol. 10, Nos. 1-4, pp. 242-252.

1985 "Comparing Weber's Dualistic Analysis with Marx's Dialectical Analysis" in Bureaucracy as Fate? (in German, "Gegenüberstellung von Max Webers dualistischem Konzept und Karl Marx' dialektischem Konzept," in Bürokratie als Schicksal?, Westdeutscher Verlag), Eds. Stanley Diamond (U.S.), Wolf-Dieter Narr (West Germany), Rolf Homann (Switzerland), pp. 20-40.

1984 "Feminist Social Theorizing and Moral Reasoning: On Difference and Dialectic." Sociological Theory, Vol. 2, pp. 373-390.

1984 "Max Weber and the Dilemma of Rationality," in Max Weber's Political Sociology: A Pessimistic Vision of a Rationalized World, Eds., Ronald M. Glassman and Vatro Murvar, Greenwood Press, pp. 175-186.

1983 "Phenomenology, Marxism and Feminism," Journal of Social Philosophy, Vol. XIV No.4.

1983 "Economic Problems and Proposed Solution in the Mid-Nineteenth Century: Marx's Analysis and Critique," in Inflation Through the Ages: Economic, Social, Psychological and Historical Aspects, Ed., Nathan Schmukler, Brooklyn College Press, distributed by Columbia University Press, pp. 246-261.

1981 "Grounding the Alienation of Self and Body: A Critical Phenomenological Analysis of the Patient in Western Medicine." Sociology of Health and Illness, Vol. 3, No. 2, pp.188-206.

1981 "What Do you Get When you Fall in Love? Some Health Status Effects," Co-author, T.D. Kemper, Sociology of Health and Illness, Vol.3. No. 1, pp. 72-88.

1981 "Capacity for Intimacy," The Parents' Guide to Teenagers, Ed., Leonard H. Gross, Macmillan Publishing Co., pp. 52-53;

1981 "Qualities Boys and Girls Value in Partners," The Parents' Guide to Teenagers, Ed., Leonard H. Gross, Macmillan Publishing Co. 55-56.

1980 "The Ideal Love Object: Structural and Family Sources," Co-author, T.D. Kemper, Journal of Youth and Adolescence, Vol.9, No. 1.

1979 "Alienation in the Patient Role: Source of Ambivalence and Humor in Comic Get Well Cards," Sociology of Health and Illness, Vol. 1, No. 2 pp. 137-157.

1976 "On Fooling Around: A Phenomenological Analysis of Playfulness," Annals of Phenomenological Sociology, pp. 113-125.

## OTHER

1996, Reprinted in Anthony Giddens: Critical Assessments, Routledge: Review of The Transformation of Intimacy (see above).

1995, Response to "Whither PEWS (Political Economy of the World System) in "Newsletter of the Section on the Political Economy of the World-System," American Sociological Association, p. 4.

1990, September. "Rejoinder on Feminist Theory" in Footnotes, the American Sociological Association, Vol. 18, N. 7, p. 6.

1983 "Syllabus for Social Stratification" selected as a resource for "improving the teaching of sociology," and published in SOCIAL STRATIFICATION COURSES: A SET OF SYLLABI AND INSTRUCTIONAL MATERIALS, Ed. by David C. Lineweber for the American Sociological Association.

## PROFESSIONAL ACTIVITIES: Conferences, Guest Lectures (since 1980)

November 2010, "Forestalling a Turn to the Right, One Tactic" at Conference, *The Economic Crisis and Left Responses*, Pace University, NYC

August 2006, Organizer and Presider, Session on Teaching Marx and Marxist Sociology, American Sociological Association, Montreal, Ca.

November, 2005, "Modern Crisis Theory and Its Relationship to Current Economic/Financial Conditions"  
The New Space, New York, NY.

August 2005, Co-Organizer, Memorial Tribute to George Fischer, American Sociological Association, Phila., Pa.

August 2003, Presider, Session on "The Crises of Globalization," American Sociological Association, Atlanta, Ga.

August 2000, Organizer for Special Session, "Liberation for What," at the American Sociological Association, Washington, D.C. (invited speakers: Dorothy E. Smith, Anne Rawls, Meera Nanda)

June 2000, Co-organizer of conference on "Beyond Wall Street: A Future for New York" N.Y.C. Plenary speakers: Bill Tabb, James Parrott, and Michael Jacobs. Also Doug Henwood, Barbara Bowen, Adolf Reed, William Tabb

December 1999, "The Current Global Financial Crisis," Invited lecture, Faculty Seminar, Columbia University, The Political Economy of War and Peace.

March 1998, "The Spectre of Financial Crisis and the Responsibility of the Left," Conference, Borough of Manhattan Community College, N.Y.C.

August 1997, "Postmodernism and Identity Politics: a Critique," American Sociological Association, Toronto, Ontario.

March 1997, "The Limits of Conventional Wisdom On The Left" invited paper, presented on a panel with Robert Heilbroner, Borough of Manhattan Community College, N.Y.C.

February 1997, Co-Organizer of Conference, with Cindi Katz: "New York, A Region at Risk: Responding to the Third Regional Plan of the Regional Plan Association of New York" Graduate Center, CUNY.

December 1996, "The Wrong Way to Revitalize Labor and the Academy: The Proposed Marriage of Labor and Postmodernism/Identity Politics and

New Social Movements," co-author, Leonard Mell. Conference at University of Massachusetts, Amherst.

August 1995, American Sociological Association, Washington, D.C.  
 Organizer, three regular sessions on History of Social Thought:  
 "A History of Social Thought and the Social Imaginary: Race, Class, and Population in American Popular Thought from the Antebellum Period to the Current Day"  
 "A History of Social Thought and the Social Imaginary: Perceptions and Images of Capitalism and America in the Early Twentieth Century"  
 "History of Social Thought: The Hegel-Marx Legacy Reconsidered from Feminist, Multicultural, and Dialectical Perspectives"

May 12, 1995, Organizer of Conference on "The New World (Dis)Order and International Political Economy: A Gender Perspective," Graduate Center, CUNY

August 7, 1994, Presider, Regular Session, "Interdisciplinary Approaches in Sociological Theory" American Sociological Association, Los Angeles, California

May 6, 1994, Organizer of Colloquium for the Center for Women and Society: Margaret Randall, "The Failure of Twentieth Century Revolutions to Develop a Feminist Agenda" with V. Spike Peterson and Judith Ann Tickner, Discussants. followed by a Faculty Workshop, Graduate Center, CUNY.

April 22, 1994, Co-organizer of Preparatory Meeting of the New York Region for the United Nation's Fourth World Conference on Women, Graduate Center, CUNY, co-sponsored by the Center for the Study of Women and Society, the Women's Bureau of the U.S. Department of Labor, and U.S. Council for INSTRAW.

March 7, 1994, Organizer of Colloquium for the Center for Women and Society, "Rethinking the Liberal Nation State from a Feminist Perspective," with Joan Wallach Scott, Wendy Brown, and Marnia Lazreg.

April 16, 1993 "Love or Greatness," Invited Lecture at the University of Kentucky.

April 10, 1993, Discussant on Bertell Ollman's *Dialectical Investigations*, panel at the Socialist Scholars Conference, N.Y.

December 5, 1992, "Economic Crisis, Culture, and Change: A Radical Perspective and Agenda for NOW," 1992 NOW (National Organization for Women), New York State Convention, "From Here to Equality NOW"

October 1992 "On Authority and Power," Discussant at Annual Meeting of The Society for Phenomenology and the Human Sciences, Boston, MA.

December 1991 "Desire, Power, and Politics," Invited Lecture, New School for Social Research, N.Y.

March 1991 "Manliness and Modernity: A Feminist Dialogue with Max Weber," Invited Lecture, Concordia University, Montreal, Canada.

August 1989 "Social Theory and Intellectual Vitality: Learning from Feminism," American Sociological Association, San Francisco.

October 1988 "Rationality and Freedom: A Feminist Reading of Max Weber." Conference on The Barbarism of Reason: Max Weber and Post-Enlightenment Political Thought, Toronto, Canada.

August 1988 "Freud, Weber and Nazism: A Crisis of Masculinity and Modernity." American Sociological Association, Atlanta.

August 1987 "The Sociology of Gender in Georg Simmel and Emile Durkheim," Discussant at the Session, History of Sociological Theory, American Sociological Association, Chicago.

- November 1986 "Schluchter and Habermas on Weber." The Max Weber Colloquium, Wayne, New Jersey.
- August 1986 "Beyond Marx, Weber, and Masculine Theorizing." American Sociological Association, New York
- August 1986 "Cultural Marxist Feminism." American Sociological Association, New York City.
- April 1986 Panel on Max Weber, N.Y. State Political Science Association, Presider and Presenter, Albany.
- August 1985 "The Distinctive Character of Modern `Man': The Convergence of Marx and Weber from a Feminist Perspective." American Sociological Association, Washington, D. C.
- August 1985 "Gender, Repression and Liberation: An Alternative Feminist Theory, Method and Politics." American Sociological Association, Washington, D.C.
- April 1985 Discussant, Roundtable Session 3, New York State Political Science Association, New York City.
- October 1984 Co-Organizer with Patricia Clough and Discussant, Session, Social Philosophy and Radical Interpretation: Sociology and Literature, New York State Sociological Association, New York City.
- August 1984 "Gender Difference: What Difference Does it Make?" American Sociological Association, San Antonio.
- April 1984 "Factors Accounting for Success in High School Science and Math." National Association for Research in Science Teaching, New Orleans. Co-Authors, James R. Campbell and Charlene Connolly.
- March 1984 "Children's Games and Gender Difference." Eastern Sociological Society, Boston.
- October 1983 "Contrasting Weber's Dualistic `Realism' with Marx's Dialectical `Mysticism'." The Max Weber Colloquium, William Paterson College, Wayne, N.J.
- September 1983 "Theory of Organizational Crisis or Crisis in Organizational Theory?" Second International Conference on the Comparative, Historical and Critical Analysis of Bureaucracy, New School for Social Research, New York City.
- August 1983 "Phenomenology, Marxism and Feminism." First International Social Philosophy Conference. Co-Author, James L. Marsh.
- March 1983 "Reforms in Pharmacy Education and Opportunity to Practice Clinical Pharmacy," Co-Authors, Arnold Birenbaum and Henry Lesieur. Eastern Sociological Society.
- October 1982 "Formal Rationality and Bureaucracy in Economic and Political Organization: Max Weber and the Dilemma of Modern Life." First International Conference on the Comparative, Historical, and Critical Analysis of Bureaucracy, Gottlieb Duttweiler Institute for Economic and Social Studies, Green Meadow Foundation, Zurich.
- September 1982 Organizer (with Amy Wharton) and Discussant (replacing Dorothy E. Smith), session on Marxism and Feminism, American Sociological Association, San Francisco.
- April 1982 "Cultural Contradictions and the Myth of Disco." Midwest Sociological Society, Des Moines.
- March 1982 "Max Weber and the Dilemma of Male Rationality." Eastern Sociological Society, Philadelphia. Chaired session on Complex Organizations.
- March 1982 "Dialectical Phenomenology as Social Theory," Southwestern Social Science Association, San Antonio. Co-Author, James L. Marsh.

October 1981 "Conflict in Popular Culture: Rock vs. Disco." Invited Lecture.  
Department of Sociology, SUNY Purchase  
March 1981 "Marxism, Phenomenology and Language." Invited Lecture. Fordham  
University, Department of Philosophy.  
October 1980 "Weber's Dilemma" Liberalism vs. Conservatism." Fourth Annual  
Max Weber Colloquium, William Paterson College. Wayne, New Jersey.  
August 1980 "What Do You Get When You Fall in Love? Some Health Status  
Effects." With T. D. Kemper, American Sociological Association, New York.  
March 1980 "Economic Problems and Proposed Solutions in the Mid-Nineteenth  
Century: Marx's Analysis and Critique." Eighth Brooklyn College Conference  
on Society in Change, Inflation Through the Ages: Economic, Social,  
Psychological and Historical Aspects, New York.

#### OTHER PROFESSIONAL ACTIVITIES: Journals

Editorial Board:

*Classical Sociological Theory* (currently)  
*Gender, Work, and Organizations* (currently)  
*Social Thought and Research* (currently)  
*Critical Sociology* (currently)  
*Critique of Political Economy* (currently)

Advisory Editor, *Gender & Society*, 1990-92.

Associate Editor, *Sociological Theory* (journal of the American Sociological Association),  
1984-87.

Associate Editor of *Free Inquiry in Creative Sociology*, 1993, 1990, 1983-85.

Member of Editorial Board of *Sociological Theory*, 1983-84.

Reviewer for:

*American Sociological Review*  
*American Journal of Sociology*  
*Human Relations*  
*Journal of Classical Sociological Theory*  
*SIGNS*  
*Gender & Society*  
*Theory, Culture and Society*  
*Sociological Theory*  
*Feminist Studies*  
*Human Studies*  
*Free Inquiry in Creative Sociology*  
*Gender, Work, and Organizations*  
*Critical Sociology*

Reviewer of sociological theory book manuscripts for Blackwell Publishers (author, Steven  
Seidman); for University of Nebraska Press (author, Jennifer Lehmann).

#### REVIEWER OF GRANT PROPOSALS

1987 PSC-CUNY Research Award Program - reviewer of grant proposal in sociology.

1986 National Science Foundation (NSF) - reviewer of grant proposal in sociology.

#### OFFICIAL POSITIONS IN NATIONAL PROFESSIONAL ASSOCIATIONS

American Sociological Association, elected to Sociological Theory Prize Committee of the Sociological Theory Section, 1995, 1990, 1989.

American Sociological Association, Sociological Theory Section, Nominations Committee, 1982-1983, 1984-1985. Nominated for Council, 1986.

American Sociological Association, Comparative and Historical Sociology Section, Council, 1982-84.

#### PROFESSIONAL ACTIVITIES at College of Staten Island and the Graduate Center, CUNY: Conferences, Colloquia, Presentations

May 1997, Organized Colloquium at College of Staten Island, on Graduate Education in Sociology with Guest Speakers:

Michael Wood, Professor of Sociology and Director of the Masters Degree program in Social Research at Hunter College; Dean Savage, Professor of Sociology and Director of the Master's Degree program in Social Research at Queens College; Julia Wrigley, Executive Officer, Ph.D. Program in Sociology, CUNY.

Spring Semester 1997, Organized a series of colloquia for independent study group of Sociology Graduate Students, CUNY with Guest Speakers:

Robert Fitch, author of The Assassination of New York.

Sean Sweeney, director of Worker Education Program, Manhattan site, and co-founder of the Labor Party.

Nicholas Alexious, Co-organizer of conference on the Poulantzes-Milliband debate.

Ron Anderson, co-director of the Center for Values in Society.

May 1997, Organized Alpha Kappa Delta (AKD) Induction Meeting with Colloquium on: "The Meaning of Sociology for Everyday Life," by Martin Eisenberg.

March 1997, Workshop on "Fighting Back, Strategies for the Disenfranchised," fourth annual women's conference, College of Staten Island, NY.

February 1997, Co-Organizer of All Day Conference, with Cindi Katz: "New York, A Region at Risk: Responding to the Third Regional Plan of the Regional Plan Association of New York," Speakers included: Robert Yaro, Executive Director, Regional Plan Association, Andrew White, The Center for an Urban Future, and Editor, City Limits; Maurice Paprin, Business, Labor & Community Coalition, Gene Russianoff, Straphangers Campaign, Ed Ott, New York Central Labor Council, Robert Fitch, author of *The Assassination of New York*, Liz Krueger, Community Food Resource Center, Hon. Jerry Nadler, New York Congressman, with commentary by 15 distinguished faculty from CUNY.

April 1996, Plenary Lecture: "The Economy, A Women's Issue," Third Annual Women's Studies Conference, College of Staten Island.

April 1996, Organized AKD Induction and Colloquium. Speaker, Manjula Giri, first woman journalist of Nepal: "Social Change in Nepal."

May 12, 1995, Organized All Day Conference on "The New World (Dis)Order and International Political Economy: A Gender Perspective," Graduate Center, CUNY, May 12, 1995, with speakers: Saskia Sassen, Columbia University; Ilene Grabel, University of Denver; Mariama Williams, FIT, SUNY; Judith Stein, CUNY; Marnia Lazreg, CUNY.

April 27, 1995, Organized AKD Induction Meeting and Colloquium. Speaker, Manjula Giri, "Life in a Feudal Village, Nepal 1995"

May 6, 1994, Organized Colloquium and Follow-up Workshop on "A Feminist Perspective on International Relations," the Graduate Center, CUNY, with key note address by Margaret Randall and speakers, J. Ann Tickner, College of the Holy Cross, Mass. and V. Spike Peterson, University of Arizona.

April 22, 1994, Co-Organizer with Joyce Gelb and Women's Bureau, Labor Department of Official U.S. Preparatory Meeting of the New York Region for the United Nations Fourth World Conference on Women (held in Beijing, 1995), Graduate Center, CUNY.

March 7, 1994, Organizer (for Women's Studies and the Center for Women and Society at the Graduate Center, CUNY) Colloquium on "Rethinking the Nation State, A Feminist Perspective" with panelists, Joan Wallach Scott, Institute for Advanced Study, Princeton; Wendy Brown, University of California, at Santa Cruz; Marnia Lazreg, Hunter College, CUNY

March 1994, Chartered CSI Chapter of Alpha Kappa Delta (AKD), International Honor Society in Sociology. Induction meeting and Colloquium. Speaker, Leonard Mell, MSW, Doctoral Student in Sociology, CUNY.

November 14, 1992, "Women, Education, and the Changing Economy," Keynote Speaker at the Second Annual Women's Studies Conference, College of Staten Island.

March 1988, "Freud, Weber and Nazism," Colloquium, Department of Psychology, Sociology, Anthropology, College of Staten Island

February 1988, "Freud, Weber and Nazism," Colloquium Series, Ph.D. Program in Sociology, Graduate Center, CUNY

October 1986, "Masculinity in Social and Political Thought." College of Staten Island, Women's Studies Faculty Colloquium.

January 1983, "Feminism, Theory and Phenomenology." Invited Lecture. Department of Sociology, Graduate Center, CUNY.

February 1980, "Frivolity and Revolution." Memorial Lecture, In Honor of Herbert Marcuse. Graduate Center, CUNY.

#### OTHER

January 2011. Received training on teaching Hybrid/Online courses

August 2010. Presentation at New Faculty Orientation

April 2-4, 1989. Served on Middle States Association of College and Schools, Program Review Evaluation Team, West Chester University of Pennsylvania.

#### MEMBERSHIP IN PROFESSIONAL SOCIETIES:

American Sociological Association  
 Eastern Sociological Society  
 Sociologists for Women in Society  
 New York State Sociological Association

## RECORD OF COLLEGE SERVICE:

Current: Appointments Committee; Assessment Committee; Faculty Adviser to Alpha Kappa Delta Honor Society in Sociology; Vice Chair, PSC CUNY  
2009-10, Search Committee for Chair of SASW  
2007-8 Chair, Search Committee for two faculty positions in Dept. of Soc/Ant/SW  
2006-8 Member of Facilities Committee, CSI  
2003-4 Search Committee for Department of Education, Assistant Professor of Social Foundations of Education;  
2003-4 Search Committee, Department of Sociology/Anthropology/Social Work, Assistant Professor of Medical Sociology.  
2003 – Steering Committee, and Associate of CSI-SIP (Staten Island Project)  
2002-3 – Member, Search Committee (Law and Society, Criminology)  
2001-3 Member of General Education Subcommittee on Core Course on Understanding Contemporary Society from a Global Perspective  
2001-2 Coordinator of Interdisciplinary Initiative in Social Health (development of new undergraduate and graduate programs).  
2000-3 Member of Distinguished Professor Committee, CSI  
2001-3 Member, Departmental Academic Priorities Committee  
2001, 2002 Presidential Research Awards Committee  
2000 - Summer Research Awards Committee  
2000 – 2001 Divisional Research Committee (name changed to Academic Priorities Committee)  
1999-2000, Core 100 Curriculum Revision  
1996-present, 1993-1996, 1990-1993, 1987-1990, P&B (Appointments) Committee, Department of PSA/SASW  
1996-present, Committee on Distinguished Professorship, CSI  
1994-present, Executive Committee, Women's Studies Program,  
1994-present, Faculty Adviser, CSI, Alpha Kappa Delta, International Honor Society in Sociology.  
1996-1998, Subcommittee of General Education Committee, core curriculum for "The World and The West"  
1997-1998, Search Committee for Position in Urban Soc/Race & Ethnicity; Search Committee for Position in Women's Studies/Anthropology  
1996-1997, Subcommittee of General Education Committee, core curriculum for "United States: Issues, Ideas, Institutions"  
1996-1997, Search Committee for Position in Medical Sociology.  
1993-1995, Search Committee for Positions in Social Work.  
1993-1994, Founded the Staten Island Chapter of Alpha Kappa Delta (International Honor Society in Sociology).  
1994-1995 Pluralism and Diversity, Subcommittee of General Education Committee  
1993 - Developed new course for the College: Gender, Race, Ethnicity and Class  
1990-1993, 1987-1990 Coordinator, Sociology, Anthropology, Social Work  
1988-1990, Presidential appointee to Institutional Planning Committee  
1987-1990, Deputy Chair, Department of PSA  
1988, Committee on Social Work, Department of PSA  
1988, Committee on Developmental Disabilities, Department of PSA  
1988-1991, Long Range Planning Committee, Department of PSA  
1988, Search Committee for Research Associate/Demographer, For Center for Immigration and Population Studies  
1988-1991, Council of the Center for Immigrant and Population Studies, CSI.  
1988-1991, Advisory Board of the Center for Immigrant and Population Studies of the College of Staten Island



1988, Workshop for New Student Orientation, CSI  
1988, Member of Ad Hoc Committee on General Education in the Social Sciences  
1988, Prepared syllabus and taught course, Modern Society, MALS program, CSI.  
1986 Self Study Committee, PSA department  
1986 Prepared the Self-Study Report of the Program in Sociology

#### RECORD OF UNIVERSITY SERVICE:

##### SOCIOLOGY Ph.D. Program

Currently – Member of the Executive Committee, Ph.D Program in Sociology, Graduate Center  
2001-2002, Chair, First Exam Committee, Ph.D. Program in Sociology, Graduate Center  
2000-2001, Member of the First Exam Committee, Ph.D. Program in Sociology, Graduate Center  
1997- Member of the Executive Committee, Ph.D. Program in Sociology, Graduate Center, CUNY  
1988 - 1998, Member and Chair, First Exam Committee (Classical and Contemporary Theory Exams) of the Ph.D. Program in Sociology, Graduate Center, CUNY  
1988-1994 Member of the Executive Committee, Ph.D. Program in Sociology, Graduate Center, CUNY  
1988-1991, Member of the Faculty Membership and Awards Committee, Ph.D. Program in Sociology, Graduate Center, CUNY  
1988 - 1995, Member of the Curriculum Committee of the Ph.D. Program in Sociology, Graduate Center, CUNY  
1988-1992, Coordinator, Concentration in Social and Critical Theory, Graduate Center, CUNY

##### WOMEN'S STUDIES, Ph.D. Certificate Program, Graduate Center, CUNY

2002 – Chair, Nina Fortin Award Committee  
1995-2001, Nina Fortin Award Committee  
1992-1997, Advisory Committee, Women's Studies Certificate Program  
1994-1997, Subcommittee on Ph.D. in Women' Studies  
June 1993-1997, Women's Studies Representative to the InterCultural Studies Ph.D. Committee, Graduate School, CUNY  
1994-1995 Chair, Nina Fortin Award Committee  
1993-1994 Director and Deputy Director of Women's Studies Certificate Program (Doctoral Level) and Center for the Study of Women and Society, Graduate Center, CUNY  
1988-1991, Advisory Board of the Women Studies Certificate Program, CUNY  
1987-1988, Executive Committee of the Ph.D. Certificate Program in Women's Studies, Graduate Center, CUNY.  
1988-1992, Member, 1986-1988, Co-ordinator of concentration in the Sociology of Gender for the Ph.D. Program in Sociology, CUNY, Graduate Center.  
1986 Prepared syllabus of the core course in the Social Sciences for the Proposal to establish a Certificate Program Women's Studies, CUNY Graduate Center.

##### GRADUATE SCHOOL WIDE COMMITTEES

2002 CUNY Urban Health Initiative, Steering Committee, Curriculum Committee  
1999 Dissertation Awards Committee  
1995-present, Intercultural Studies Ph.D. Committee  
1995-1997 Doctoral Faculty Policy Committee, Graduate School and University Center

1994 Curriculum and Degree Requirements Committee, Graduate School and University Center  
1989 Committee for Distinguished Doctoral Dissertation Awards (in the Social Sciences), Graduate School, CUNY  
1988 - 1997, Advisory Board, Cultural Studies, Graduate School, CUNY

Chair of Doctoral Dissertation Committee for the following students:

Nancy Guevara, 2008  
John Gunn, 2005  
Jan Briggs, 2000  
Martin Eisenberg, 1999  
Manjula Giri, 1996 (dissertation published as book)  
Amy Pett, 1996  
Milagros Ricourt, 1995 (dissertation published as book)  
Elizabeth Goodman, 1994  
Terry Haywoode, 1992  
Susan Farrell, 1992  
Victoria Erickson, 1989 (dissertation published as book)

# **JEFFREY BUSSOLINI**

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New York, NY 10009  
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jbussolini@mac.com

## **TEACHING AND RESEARCH INTERESTS**

Animal Sociology/Philosophy	U.S. National Security State
Political Economy, Warfare and Globalization	Social Theory, Classical, Critical and Contemporary
Ethnicity, Immigration, and Race Studies	Sociology of Culture/Media
Sociology of Science and Technology	Gender, Feminism, and Sexuality

## **TEACHING AND RESEARCH POSITIONS HELD**

**Macquarie University, Sydney Australia**  
Center for Social Inclusion  
*Visiting Scholar 2010-11*

**The College of Staten Island of the City University of New York**  
Department of Sociology, Anthropology, and Social Work  
*Associate Professor 2007-present*  
*Assistant Professor of Sociology 2003-2007*  
*Deputy Department Chair 2007-8*

**The Avenue B Multi-Studies Center**  
*Director 2004-present*

**La Sorbonne, Université de Paris I**  
*Instructor in English 2000-2001*

**Bernard Baruch College of the City University of New York**  
Department of Sociology and Anthropology  
*Graduate Teaching Fellow 1997-2000*

**John Jay College of Criminal Justice of the City University of New York**  
Department of Sociology  
*Adjunct Lecturer 1996-1997*

**Hunter College of the City University of New York**  
Department of Sociology  
*Adjunct Lecturer 1994-1996*

## **COURSES TAUGHT**

Sociological Theory	Sociology of War and Peace
Research Methods	Sociology of the Nuclear Age and the Cold War
Introduction to Sociology	Sociology of Science and Technology
Gender, Race, Ethnicity, and Class	American Society

Social Thought  
Sociology of Religion

Race and Ethnicity  
Anthropology of Philosophy and Religion

## EDUCATION

**Graduate School and University Center, City University of New York, New York, NY**

*PhD in Sociology* in the Department of Sociology 2003

Dissertation title—"Los Alamos and Wen Ho Lee: Migration, Nation, and Security" (Director, Stanley Aronowitz)

With Distinction, University Fellowship, Graduate Fellowship

**L'École des Hautes Études en Sciences Sociales Paris, France**

*Co-tutelle du thèse* in the Department of History of Technology (*l'histoire des techniques*) 2000-2003.

Thèse title—<<Poétique de Los Alamos>>/"Poetics of Los Alamos" (Director, Michel Tibon-Cornillot)

**La Sorbonne, Université de Paris 1, Paris, France**

*Doctoral Study* in the Philosophy of Technology 2000-2003

**CUNY Greek Institute New York, NY**

*Fellow in Ancient Greek Studies* 1998

**Georgetown University, School of Foreign Service Washington, DC**

*Bachelor of Science in Foreign Service* 1994

Japan Diet/U.S. Senate Scholar, Century III Leaders Scholar, Dean's List, IOM Fellow, Philodemic Debate Society

**La Sapienza, Università di Roma, Rome, Italy**

*Undergraduate Study* in Government/International Relations 1992

IOM Fellowship

## PUBLICATIONS

### Books

*The Culture of National Security Science: Los Alamos and Wen Ho Lee*, Duke University Press, 2011.

### Articles

"Los Alamos as Laboratory for Domestic Security Measures," in *Geopolitics*, Special Issue on War Beyond the Battlefield, ed. David Grondin, Winter 2011.

"Ongoing Founding Events in the Work of Carl Schmitt and Giorgio Agamben," *Telos*, Spring 2011.

"What is a Dispositive?" *Foucault Studies*, November 2010.

Editor, Special Issue of *Foucault Studies* on Giorgio Agamben's Interpretation of the Work of Michel Foucault, November 2010.

"Critical Encounters Between the Work and Thought of Michel Foucault and Giorgio Agamben.

Review of: *Che cos'è un dispositivo, Il Regno e La Gloria: per una genealogia teologica dell'economia e del governo, Signatura rerum: sul metodo, Il sacramento del linguaggio: archeologia del giuramento*," *Foucault Studies*, November 2010.

"Le traversier Staten Island comme mode du transport urbain," *Urbanisme*, juin, 2010.

"Corporate Involvement with the Defense Industry in Los Alamos and Increase in the Business Management Model," in *Securitization of Everyday Life*, ed. Vida Bajc, Routledge Press, 2010.

"Michel Foucault's Influence on the Work of Giorgio Agamben," in *Foucault in the 21st Century*, ed. Sam Binkley and Jorge Capetillo, Cambridge, Cambridge Press, 2009.

"Activism and Radical Democracy in New Mexico's Nuclear Ecology: Scale and Participation in Citizen Action," in *Another State is Possible, Activism, Global Justice and Radical Democracy*, ed. Neil Smith, Omar Dahbour, Heather Gautney, and Ashley Dawson. Routledge Press, 2009.

"Geopolitical Interpretation of *Serenity*," in *Investigating Firefly and Serenity: Science Fiction on the Frontier*, ed. Rhonda V. Wilcox and Tonya Cochran, London, I.B. Tauris, 2008.

"Sangue, Vampiri e Cristianità," in *Buffy the Vampire Slayer: Legittimare la Cacciatrice*, ed Barbara Maio, Bulzoni Editore, Roma, 2007.

"Los Alamos is the Hellmouth," *Slayage: The Online International Journal of Buffy Studies*, no. 18, vol 5, no 2, November, 2005.

"The Wen Ho Lee Affair: Between Race and National Security," *Implicating Empire: Globalization and Resistance in the 21<sup>st</sup> Century World Order*, ed. Stanley Aronowitz and Heather Gautney, Basic Books 2003.

"Complement/Fulfillment: Toward an Ontological Ethics of Sex." in *Marginal Groups and Mainstream American Culture*. (Kansas University Press, 2000) with Jami Weinstein.

"Toward Cat Phenomenology: A Search for Animal Being," *Found Object* Volume 8, Spring 2000.

"Interview with Wayne Koestenbaum," *Found Object* Volume 8, Spring 2000.

"Review of Keith Ansell Pearson's *Viroid Life: Perspectives on Nietzsche and the Transhuman Condition*," *New Nietzsche Studies* 2:3/4, Summer 1998.

"Eulogy for Terry Rosen," *The Los Alamos Monitor*, November 13, 2003, p. 8.

#### **Articles in Preparation**

"Nuclear Opera: *Dr. Atomic, Madama Butterfly, Little Boy*," for *Sociology of Culture*

"Nuclear State of Exception: Nuclear Weapons, Sovereignty, and Geopolitics/Biopolitics," for *Public Culture*

"The Return of Nuclear Television," for *Studies in Popular Culture*

"Transitional Characters in Television: Anya, Seven of Nine, Delenn," for *Journal of Popular Culture*

## **Translations**

*Buffy the Vampire Slayer as Cult Series*. Written in Italian by Barbara Maio, in *Slayage: the Online International Journal of Buffy Studies*, v. 6, no. 2, November, 2006, 24 pages. Published in Italian in *Cult Series*, ed. Franco Monteleone, Roma, Dino Audino Editore, 2005.

*The Death of God*. Written in Italian by Franco Riccio, in *Nietzsche and Anarchism*, Brooklyn, Autonomedia, 2004, with Laura Fantone.

*Horror Vacui: between Anomie and Anarchy*. Written in Italian by Salvo Vaccaro, in *Nietzsche and Anarchism*, Brooklyn, Autonomedia, 2004, with Laura Fantone

*Le blanchiment du crime en permet la repetition/ Money, Contamination, and War: Social Theory of Contemporary Society*. Book and essays written in French by Michel Tibon-Cornillot. Collected, edited, translated, and introduced. With Jami Weinstein. In process for Autonomedia.

*Les corps transfigurés: Mécanisation du vivant et imaginaire de la biologie/ Transfigured Bodies: the Mechanization of Life and the Biological Imagination*. Written in French by Michel Tibon-Cornillot, Seuil, 1992. In preparation for Temple University Press.

## **TALKS**

### **Invited Talks**

*Recent Works of Giorgio Agamben*, University of Sydney, Sydney, Australia, February 2011

*Appropriation and Interpretation of Michel Foucault by Giorgio Agamben*, Macquarie University, Sydney Australia, Center for Research in Social Inclusion, February 2011

*What is a Dispositive?*, Foucault Circle, Morgan State University, April 2010

*Roundtable on Michel Foucault's Naissance de la biopolitique*, New York Council for the Humanities/ Foucault Society, May 2009

*Seminar on Michel Foucault's Naissance de la biopolitique Chapters 4 & 6*, New York Council for the Humanities/ Foucault Society, March 2009

*Seminar on Michel Foucault's Naissance de la biopolitique Chapter 5*, New York Council for the Humanities/ Foucault Society, February 2009

*Historical and Musical Introduction to John Adams' Opera Doctor Atomic*, Macaulay Honors College, City University of New York, October 2008

*Television Intertextuality After Buffy: Intertextuality of Casting and Constitutive Intertextuality*, Featured Speaker, SC3 Conference on the Work of Joss Whedon, Arkadelphia, Arkansas, June 2008

*Nuclear State of Exception: Reading and Extension of Foucault's Concepts of Biopower and Biopolitics in Agamben and the Nuclear Age*, A Foucault for the 21st Century: Governmentality, Biopolitics, Discipline, UMASS Boston, April 2008

*Nuclear State of Exception: Reading and and Extension of Foucault's Biopower and Biopolitics in Agamben and the Nuclear Age*, Foucault Circle, Earlham College, Indiana, February 2008

*Transitional Characters in Television: Anya (Buffy the Vampire Slayer), Seven of Nine (Voyager) and Ambassador DeLenn (Babylon 5)*, Center for Lesbian and Gay Studies, CUNY, February 29, 2008

*Homeland (In)security: the James Yee, Bruce Yamashita, and Wen Ho Lee Cases*, invited speaker and moderator of panel with Captain James Yee, Liz Ouyang, Captain Bruce Yamashita, Udi Offer, and filmmaker Christine Choy, NYU Asian/Pacific/American Studies Program and Institute, April 2005

*The Camp, the State of War and the State of Exception in U.S. National Security*, invited talk at the SUNY Buffalo Conference on Ethnography and Methods, April 2005

*Gender, Race, Ethnicity and Class in the National Security State*, invited talk for Feminist Studies Group, Center for the Study of Women and Society, Graduate Center, CUNY April 2005

*Conducting Ethnographic Studies of One's Home*, invited talk at the SUNY Buffalo Ethnographic Dreamworlds Conference, April 2005

*Asian-Americans, Citizenship, and Security*, invited talk for CSI Office of International Programs, March 2004

*Historical Overview of the Sociology of Science*, invited talk at CUNY Faculty Development Seminar on Science Education, Center for Worker Education, November 2003

*Wen Ho Lee, Racial Profiling, and Asian America*, invited talk at NYU Asian/Pacific/American Studies Program and Institute, October 2003

*Wen Ho Lee, Immigration, Diaspora, and Security*, Invited Lecture at NYU Asian-Pacific-American Studies Program, October 2002.

### **Other Talks**

*Treatment of Economy in the Recently-Released Works of Michel Foucault and Giorgio Agamben*, TELOS Conference, New York City, January 2011

*Television Intertextuality After Buffy: Intertextuality of Casting and Constitutive Intertextuality*, Popular Culture Association in the South/ American Culture Association in the South, Savannah, GA, October 2010

*Further Considerations and Fieldwork in Feline Phenomenology: the Cases of Hieroglyphics, Chile Peppers, and Cat Yoga*, American Sociological Association, Animals and Society Section, Atlanta, August 2010

*Theological Genealogy in Giorgio Agamben and Michel Foucault*, Macaulay Honors College Conference on the Bio-Geopolitics of Religion, April 2010

*Nuclear State of Exception: Nuclear Weapons, Sovereignty, and Geopolitics/Biopolitics*, at the Telos Conference, January 2010

*Giorgio Agamben's Interpretation of Key Concepts in the Work of Michel Foucault: Biopolitique, Dispositif, ἀκονόμια (Oikonomia)*, American Sociological Association, Critical Theory Section Session, San Francisco, August 2009

*Los Alamos as Laboratory for Domestic Security Measures*, American Sociological Association, Science, Knowledge, and Technology Section, San Francisco, August 2009

*Further Fieldwork and Considerations in Cat Phenomenology*, Minding Animals International Conference on Animal Studies, Newcastle, Australia, July 2009

*Giorgio Agamben's Interpretation of Key Concepts in the Work of Michel Foucault: Biopolitique, Dispositif, ἀκονόμια (Oikonomia)*, International Association of Philosophy and Literature, London, UK, June 2009

*Transitional Characters in Television*, Southwest/Texas Popular Culture Association, Albuquerque, New Mexico, February 2009

*The Return of Nuclear Television: The Day After and Jericho*, Popular Culture Association in the South/American Culture Association in the South, Louisville, Kentucky, October 2008

*Nuclear State of Exception: Nuclear Weapons, Sovereignty, and Geopolitics/Biopolitics*, International Association of Philosophy and Literature, Melbourne, Australia, July 2008

*Nuclear State of Exception: Sovereignty, Geopolitics, and Solidarity*, American Association of Geographers Conference, Boston, April 2008

*Transitional Characters in Television: Anya, Seven of Nine, DeLenn*, Popular Culture Association in the South/American Culture Association in the South, Jacksonville, Florida, October 2007

*Living with the Bomb: Technology and Social Existence in Los Alamos*, at the American Sociological Association, Sociology of Culture 'Cultural Beginnings and Endings' regular session, Montréal, Québec, Canada, August 2006

*Geopolitical Interpretation of Serenity*, at the Slayage Conference 2 on the Whedonverse, Gordon College, Barnesville, Georgia, May 2006

*Place and Identity in Los Alamos: node of the (post)modern age*, at Eastern Sociological Society, Boston, March 2006

*Power and the Capacity to be Affected*, Popular Culture Association of the South/American Culture Association of the South, Jacksonville, Florida, October, 2005

*Los Alamos is the Hellmouth*, Slayage International Conference on Buffy the Vampire Slayer, Nashville, Tennessee, May 2004

*Citizenship and Security: the Wen Ho Lee Affair*, American Sociological Association, Regular Session of Asian and Asian Americans, section: Asian-American Identities and Institutions, Atlanta, GA, August 2003

*Security and Ethnicity: The Wen Ho Lee Affair, Secrets, and Terrorism*, Society for the Study of



Social Problems, Social Problems in a Changing World section, Atlanta, GA, August 2003

*Sociological Thoughts on Hair, Gender, and Style in New York*, Society for the Study of Symbolic Interactionism, Atlanta, GA, August 2003, with Ananya Mukherjea

*Los Alamos and Wen Ho Lee: Simmelian Perspectives on National Security*, American Sociological Association, Science, Knowledge, and Technology Section, Atlanta, GA, August 2003

*Nonhuman Animals in the Classroom*, Society for the Study of Social Problems panel on Learning from Animals, Atlanta, GA, August 2003

*Katrina Leung and Asian-American Racial Profiling*, Center for the Study of Women and Society of CUNY Graduate Center, May 2003

*Immigration and Racial Profiling: the Wen Ho Lee Affair*, Association for Asian American Studies Conference in San Francisco, CA, May 2003, panel organizer (with Alberta Lee, Ananya Mukherjea, and Ahilan Arulanantham) and speaker

*Nuclear Secrets and Ethnic Tension: Wen Ho Lee and the Rosenbergs*, Atomic Culture and the Nuclear Age Conference in Albuquerque, NM, February 2003

*Science, Race and National Security: the Wen Ho Lee Affair*, presentation to Ford Foundation-supported research seminar on Imperialism at the Center for Place, Culture, and Politics, CUNY, October 2002

*Blood, Vampires, and Christianity*, Blood, Text, and Fears: Readings around Buffy the Vampire Slayer Conference, University of East Anglia, Norwich, England, October 2002

*Nuclearism and Nuclear Movements in South Asia*, South Asian Studies Conference at UW Madison, October, 2002, with Ananya Mukherjea, and Sujani Reddy

*Bodies as Matter: Conceptualization and Treatment of Bodies in Nuclear Physics*, UK Women's Studies Network Conference "Beyond Sex and Gender," panel organizer and speaker on Bodies as Matter, Belfast, Northern Ireland, September 20, 2002, with Patricia Clough, Ananya Mukherjea, and Jami Weinstein

*Toward Cat Phenomenology*, Society for the Study of Social Problems, section on animality and rationality, Chicago, August, 2002

*Bomb, Alphabet, Atom, Gene: Reductive Codes and 20<sup>th</sup> Century Science*, American Sociological Association, sociolinguistics section, Chicago, August, 2002

*Production of Knowledge in a National Laboratory*, American Sociological Association, science, knowledge, and technology section, Chicago, August, 2002

*Los Alamos: Inside and Out*, Atomic Culture and the Nuclear Age Conference in Albuquerque, NM, February 2002

*Le mythe d'invulnérabilité au sein de la société américaine*, at Conference <<Reflets d'Amérique>> at Université de Paris 8—St. Denis, January 2002.

*Genetic Engineering of Bioweapons*, Globalization and Resistance Conference at CUNY Graduate

Center November 2001

*War and Globalization*, Radio Doha Webcast from De Waag, Society for Old and New Media, Amsterdam, Netherlands, November, 2001

*Patenting of Genes and Life Forms*, Radio Doha, ASCII, Amsterdam, November 2001

*Analysis of the Wen Ho Lee Case*, Panel Organizer and Speaker, Socialist Scholars Conference, New York, March 2000, with Peter Kwong, John Kuo Wei Tchen, and Stanley Aronowitz

*Technology and the Word*, Collegium Phaenomenologicum, Citta di Castello, Italy, July 1999

*Cultural Perspectivism and Sexuality in the Later Works of Michel Foucault*, Eastern Sociological Society, Boston, 1999

*Popular Music and Popular Resistance*, Socialist Scholars Conference, New York, March 1995

*The Great Rock and Roll Swindle and Resisting the Colonization of the Self*, Literature and Popular Culture Conference, SUNY Binghamton, March 1995

### **HONORS AND GRANTS**

*Macaulay Honors College* paid research seminar on Religion and Biopolitics/Geopolitics, 2009-2010

*New York Council for the Humanities* supported research seminar on Michel Foucault's *Naissance de la biopolitique*, 2008-9

*Staten Island Foundation Grant* for sociological research on the Staten Island Ferry, \$15,000, 2007-2008

*Ford Foundation* research seminar on Geopolitics and Insecurity at the Center for Place, Culture, and Politics, Graduate Center, CUNY, 2007-8

*Ford Foundation* research seminar on the problematic of Democracy Shrugged at the Center for Place, Culture, and Politics, CUNY 2005-6

*Research Foundation-CUNY Grant* for research on the new Los Alamos, 2004-5

*Rockefeller Foundation* research seminar on Human Security with National Council for Research on Women, Center for the Study of Women and Society, and United Nations, 2002-2003

*Ford Foundation* research seminar on Imperialism at the Center for Place, Culture, and Politics, CUNY, 2002-2003

*Technology Fellow*, City University of New York Honors College, Baruch College, 2002-2003

*Graduate Assistant A Teaching Fellowship*, Baruch College CUNY 1997-2000

*Research Fellow*, Center for the Study of Culture, Technology and Work, CUNY, 1998-1999

*Ancient Greek Fellow* CUNY Latin-Greek Institute, 1998

*International Organization for Migration/CIPRA Fellow*, for refugee assistance, 1992

*Japan Diet/U.S. Senate Scholar* 1989-1994

*Century III Leadership Scholar* 1990-1994

*Eagle Scout*, Great Southwest Area Council, Boy Scouts of America, 1987

### **REVIEWING, EDITING, AND OTHER PROFESSIONAL ACTIVITIES**

Editor of special issue of *Foucault Studies* on on the relations between the work of Michel Foucault and Giorgio Agamben, 2010

Member, Board of Directors, Foucault Society

Article Reviewer for *Foucault Studies*

Article Reviewer for *PhaenEx: Revue de théorie et culture existentialiste et phénoménologique*

Article Reviewer for *GLQ: Gay and Lesbian Quarterly*

Article Reviewer for *Studies in Popular Culture*

Co-chair and Eastern U.S. Coordinator, Wen Ho Lee Defense Fund/ Justice for Wen Ho Lee, 1999-2000

French-English Translator for *Seuil*, Temple University Press, and *Autonomedia*, 2000-present

Organizer-Member, ATTAC Paris 2000-2003

Editorial Collective, *Found Object* journal, 1999-2004

Organizer-Member, Direct Action Network, 1999-2002

Research Assistant, National Security Council, Washington, DC, 1993

Research Assistant, Foreign Policy Studies Program, Brookings Institution, Washington DC, 1992-1993

Technical Aide, Los Alamos National Laboratory/ U.S. Department of Energy, Los Alamos, NM and Washington, DC, 1991-1993

Refugee Assistance, International Organization for Migration, Rome, Italy, 1992

### **TEACHING DEVELOPMENT**

Designed and taught field research class on Staten Island Ferry with College of Staten Island students 2003-2008

Developed innovative and writing-intensive Introduction to Sociology class based around key concepts and books (*Things Fall Apart*, *Brave New World*, *To Kill a Mockingbird*, and *Hiroshima*, among others) 1995-2009

### ***SOCIETIES AND PROFESSIONAL ORGANIZATIONS***

American Sociological Association, former newsletter editor and organizing member of Animals and Society Section

Society for the Study of Social Problems

Eastern Sociological Society

Organization of Chinese Americans

Society for Phenomenology and Existential Philosophy

*Collegium Phaenomenologicum*

Nietzsche Society

Los Alamos Historical Society

Association of American Geographers

### **REFERENCES**

*Stanley Aronowitz*, Distinguished Professor of Sociology and Director, Center for the Study of Culture, Technology, and Work, City University of New York Graduate Center.

*Barbara Katz Rothman*, Professor of Sociology, CUNY Graduate Center and Baruch College.

*William Kornblum*, Professor of Sociology, CUNY Graduate Center.

*Wayne Koestenbaum*, Professor of English, CUNY Graduate Center

*Babette Babich*, Professor of Philosophy, Fordham University and Georgetown University

*Joan Stambaugh*, Professor Emerita of Philosophy at Hunter College and the Graduate Center, CUNY

### **LANGUAGES**

French, Italian, Ancient Greek, Hindi (basic), Japanese (rudimentary)

**Grace Mitchell Cho**

(Revised: November 2010)

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**EMPLOYMENT**

2009-present *Associate Professor*, Department of Sociology, Anthropology, and Social Work, College of Staten Island - City University of New York (CSI – CUNY)

2004-2009 *Assistant Professor*, Department of Sociology, Anthropology, and Social Work, CSI-

– CUNY

2003 - 2004 *Instructional Technology Fellow*, Hunter College – CUNY

2001-2003 *Writing Fellow*, Department of English, LaGuardia Community College – CUNY

2000-2002 *Adjunct Lecturer*, Department of Sociology, Brooklyn College – CUNY

**EDUCATION**

2005 Ph.D. Sociology, Certificate in Women's Studies, Graduate Center of the City University of New York (GC-CUNY), New York, NY

1996 M.Ed. Harvard University, Cambridge, MA

1993 B.A. Portuguese and Brazilian Studies, Brown University, Providence, RI

**PUBLICATIONS**

**Book**

*Haunting the Korean Diaspora: Shame, Secrecy, and the Forgotten War*, University of Minnesota

Press, November 2008. **Winner of the 2010 American Sociological Association Asia and Asian America Section Book Award. Nominee of the 2011 Association for Asian Studies Palais Prize.**

**Refereed Journal Articles**

"The Kinship of Violence: The Militarized Roots of Transnational Adoption" [with Hosu Kim]. *Journal of Korean Adoption Studies*, [Forthcoming]Spring 2011.

"Homecoming," *Feminist Studies*, Feminist Studies, Inc, 2006, 32:2, 365-379.

"Performing an Ethics of Entanglement in *Still Present Pasts: Korean Americans and the Forgotten War*," *Women & Performance: a journal of feminist theory*, Routledge, 2006, 16:2, 303-317.

"Diaspora of Camptown: The Forgotten War's Monstrous Family," *Women's Studies Quarterly*,  
The Feminist Press, 2006, 34:1-2, 309-331.

"Dreaming in Tongues" [with Hosu Kim], *Qualitative Inquiry*, Sage Publications, 2005, 11:3,  
445-  
457.

"Regression Analysis: Mother, Memory, Data," *Cultural Studies – Critical Methodologies*,  
Sage  
Publications, 2005, 5:1, 45-51.

"Murmurs in the Storytelling Machine," *Cultural Studies – Critical Methodologies*, Sage  
Publications, 2004, 4:4, 426-432.

### **Chapters in Books**

"Voices from the *Teum*: Synesthetic Trauma and the Ghosts of Korean Diaspora," *The Affective Turn: Theorizing the Social*, ed. Patricia Clough with Jean Halley, Duke University Press, 2007,  
151-169.

"Prostituted and Vulnerable Bodies," *Gendered Bodies: Feminist Perspectives*, eds. Judith  
Lorber and Lisa Jean Moore, Roxbury Publishing, 2007, 210-214.

### **Book Reviews and Other Publications**

Review of *Writing Selves in Diaspora: Ethnography of Autobiographics of Korean Women in Japan*

and *the United States*, by Sonia Ryang (Lexington Books, 2008) *Journal of Asian Studies*,  
[Forthcoming] Spring 2011.

Blurb for *To Kill A Tiger: A Memoir of Korea*, by Jid Lee, The Overlook Press, 2010.

### **In Progress**

*Cooking in the Trenches: An Immigrant Story of War and Reconciliation* [food memoir].  
"In South Korea, a Model for American Military Empire" [with Sukjong Hong].

### **HONORS AND AWARDS**

2010 American Sociological Association Asia and Asian America Section Book Award  
2010 Selected Participant, *Korean Diaspora Studies Symposium*, UC-Berkeley  
2010 Selected Participant, Alliance of Scholars Concerned About Korea Teaching Initiative  
to End the Korean War  
2005-2006 Selected Participant, *Conviction Seminar*, Center for the Study of Women and  
Society, GC-CUNY

2004-2005 Selected Participant, *Mellon Seminar on Violence*, Center for the Humanities, GCCUNY  
2004-2005 Selected Participant, *Expanding East Asian Studies Teaching Collaborative*, Columbia University  
2002-2003 *Rockefeller Seminar Fellowship: "Facing Global Capital, Finding Human Security: a Gendered Critique"* GC-CUNY  
2000-2002 *College and Community Fellowship in Women's Studies*, GC-CUNY  
2001 *Helena Rubinstein Award in Women's Studies*, GC-CUNY  
2000 *Women of the New Century Award*, GC-CUNY  
1993 *Phi Beta Kappa*, Brown University

## **INVITED TALKS AND LECTURES**

### **Book Talks**

2011 University of British Columbia, Vancouver, Canada, March 11  
2010 New York University, "Intersections: Race, Gender, and Sexuality in a Global Perspective"  
undergraduate course, New York, NY November 3  
2010 Modern Times Bookstore, San Francisco, CA May 1  
2010 St. Olaf University, Northfield, MN, April 15  
2009 New York University, "Queer Emotions" graduate seminar, New York, NY November 23  
GRACE M. CHO Page 4  
2009 "Unlearn War, Proliferate Peace" event, Agitpunkt art space, Seoul, Korea July 27  
2009 St. Peter's College, Women's History Month event, Jersey City, NJ, March 25  
2009 Drake University, Center for Global Citizenship, Des Moines, IA, February 13  
2009 Wing Luke Asian Museum, Seattle, WA, January 17

### **Other Invited Lectures and Presentations**

2010 "War, Gender, Migration," Korean Diaspora Studies Symposium, UC – Berkeley, Berkeley, CA, April 30  
2010 "Violence and the State: Transnationalism as Reparation" Frames of Violence Conference, University of Minnesota, Minneapolis, MN, April 16  
2009 "Sociologists' Identities and (ghostly) Methodologies," "Identity and Social Theory" class, New School University, New York, NY, December 17  
2009 Phi Beta Kappa Awards Lecture, CSI– CUNY, Staten Island, NY, May 14  
2009 Response to *Coming of Age in Korea*, Culture Talk Series, Castillo Theater, New York, NY, March 1  
2008 "To Forget, To Remember, To Write, To Grieve: on the Publication of Grace Cho's *Haunting the Korean Diaspora: Shame, Secrecy, and the Forgotten War*" (Respondent), Center for the Study of Women and Society, GC-CUNY, New York, NY, November 21  
2008 "On Lisa Jean Moore's and Monica Casper's *Missing Bodies: The Politics of Visibility*"

(Discussant). Columbia University Women and Society Seminar, New York, NY, October 20

2007 "People's Movements for Peace and Justice on the Korean Peninsula." World on Wednesday Lecture Series, CSI – CUNY, Staten Island, NY, November 28

2007 "Traumatizing the Discourse of Honorary Whiteness: Assimilation as an Effect of War." Freeman Center for East Asian Studies, Wesleyan University, Middletown, CT, February 15

2006 "Traumatizing the Discourse of Honorary Whiteness: Assimilation as an Effect of War." *War, Intimate Trauma, and Asian American and African American Crossings*, Wesleyan University. Middletown, CT, November 10

GRACE M. CHO Page 5

2006 "Talking 'Reparations.'" (Discussant). The launch celebration for *Women and Performance: a journal of Feminist Theory*. GC-CUNY, Ph.D. Program in English, co-sponsored with NYU Performance Studies Program, New York, NY, October 6

2006 "A Spark in the Soil: Landscapes of Trauma." *Ethnographic Dreamworlds* Conference, Buffalo State College, Buffalo, NY, April 28

2006 "Bodies, Memory, Evention" (Discussant). *Beyond Biopolitics: State Racism and the Politics of Life and Death*, GC-CUNY, New York, NY, March 16

2005 "The Diaspora of Camptown." Wagner College, Department of Sociology, Staten Island, NY, November 16

2005 "George Plimpton/Radical Subjectivity" [with Jonathan Wynn]. *Ethnographic Dreamworlds* Conference, Buffalo State College, Buffalo, NY, April 30

2005 "Prostitute, Patriot, Princess: Korean Women's Sexual Labor and National Security." Wagner College, Department of Sociology, Staten Island, NY, March 22

2004 "Haunted Histories and the Fantasy of Honorary Whiteness." *Terra-izing* Conference, Buffalo State College, Buffalo, NY, April 23

2003 "Tongues of Fire: Verbal Hallucinations and Trauma in Korean Women's History" [with Hosu Kim.] *Sociology in the Age of Intelligent Machines* Conference, Buffalo State College, Buffalo, NY, April 27

2002 "The Exquisite Horror of the American Dream" [with Hosu Kim]. *The Korean Peninsula and the U.S.: Culture, Politics, Performance*, Women's Studies speakers' series, GC-CUNY, Women's Studies Certificate Program, New York, NY, November 1

2001 "Perspectives on Sex Work and Trafficking in Women," *The Cost of Asian Women: A Panel on the Sex Industry in Asia and Asian America*, Hunter College – CUNY, Department of Asian American Studies, New York, NY, May 4

2001 "Disputed Subjects in Global Movements for Sex Workers Rights," Hunter College – CUNY, Department of Political Science. April 5

2001 "Truth and Fiction in Social Science Research." *8th Annual New Works by CUNY Women* panel, GC-CUNY, Women's Studies Certificate Program, New York, NY, May 11

2000 "Sex Work, Migration, and Human Rights," session chair at the *Beijing +5 Feminist Symposium*, GC-CUNY, New York, NY, June 6



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2000 "Sex Worker, Prostitute, or Whore?" Queens College – CUNY, Department of Sociology,  
Queens, NY, April 4

1999 "Sex Work and Feminist Theory" Queens College – CUNY, Department of Sociology,  
Queens, NY, December 1

#### CONFERENCE PAPERS

2009 "Articulating Transnational Motherhood: Korean Women's Sexual-Reproductive Labor and

the Building of Nations" [with Hosu Kim], Association for Asian American Studies Annual Meeting, Honolulu, Hawaii. April 23

2008 "Mothering in the Aftermath of War," Association for Research on Mothering conference:

*Mothering, Violence, Militarism, War, and Social Justice*, Toronto, ON. October 25

2006 "In the Absence of History," "Covers" Session of the Society for the Study of Symbolic Interaction at the Annual Meeting of the American Sociological Association, Montreal, Canada. August 12

2006 "Displacing the Auto in Autoethnography," Autoethnography Session of the Society for the

Study of Symbolic Interaction at the Annual Meeting of the American Sociological Association, Montreal, Canada. August 11

2006 "Towards an Ethics of Entanglement," Collective Memory and the Uses of the Past, University of East Anglia, Norwich, U.K. July 8

2006 "Performing the Memory of the Other," Annual Meeting of the Association for Asian American Studies, Atlanta, GA. March 24

2005 "Autoethnography and Critical Methodologies," First International Congress of Qualitative

Inquiry, University of Illinois at Champaign-Urbana. May 6

2004 "Comfort Me: Images of Korean Sexual Laborers," Annual Meeting of the Society for the

Study of Social Problems. San Francisco, CA. August 14

2003 "The Yankee Whore's Shadow," Cultural Studies Session of the Society for the Study of Symbolic Interaction at the Annual Meeting of the American Sociological Association, Atlanta, GA. August 16

2003 "Bodies in Diaspora: Korean Adoptees and the Yanggongju's Children," Annual conference

of the Korean American Adoptees/Adoptive Families Network, Arlington, VA. July 26

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2003 "Ghost in the Machinic Assemblage: The Transmission of Korean Women's Wartime Trauma," Annual Meeting of the Association for Asian American Studies, San Francisco, CA. May 10

2002 "Murmurs in the Storytelling Machine," Annual meeting of the Association for the Psychoanalysis of Culture and Society, University of Pennsylvania – Philadelphia. October 26.

2002 "Death and Yearning," Cultural Studies Session of the Society for the Study of Symbolic Interaction. The Annual Meeting of the American Sociological Association, Chicago, IL. August 17  
2002 "Haunting and the Figure of the *Yanggongju*," Annual meeting of the Eastern Sociological Society, Boston, MA. March 9  
2001 "Regression Analysis: Mother, Memory, Data," Annual meeting of the Association for the Psychoanalysis of Culture and Society, Rutgers University - New Brunswick. November 10

#### **PERFORMANCES**

**6.25: *History Beneath the Skin*** [with Hosu Kim and Hyun Lee], part of the multi-media art exhibit,  
*Still Present Pasts: Korean Americans and the Forgotten War.*  
<http://www.stillpresentpasts.org>

#### **Live performance dates:**

2007 East-West Players/ David Henry Hwang Theater, Los Angeles, CA, February 25  
2007 Queens Museum of Art, Queens International 2006 biennial, Queens, NY, January 13  
2006 Queens Museum of Art, Queens International 2006 biennial, Queens, NY, October 22  
2006 The Oakland Metro, Oakland, CA, April 8  
2005 Jewett Arts Center, Wellesley College, Wellesley, MA, April 2  
2005 Cambridge Multicultural Arts Center (CMAC), Cambridge, MA, January 29

#### **Film performance dates:**

June 26-September 12, 2010, Bishop Museum, Honolulu, HI  
GRACE M. CHO Page 8  
December 13, 2008-May 17, 2009, Wing Luke Asian Museum, Seattle, WA  
December 4-December 23 2007, Eulim Art Museum of Goyang, Seoul, Korea  
November 8- November 25, 2007, Kookmin University Gallery, Seoul, Korea  
April 14 – June 15, 2007 at Intermedia Arts, Minneapolis, MN  
February 11 – March 25, 2007, L.A. Artcore, Los Angeles, CA  
October 1, 2006-January 14, 2007, Queens Museum of Art, Queens, NY  
March 8 - April 16, 2006, Pro Arts Gallery, Oakland, CA  
April 2-April 16, 2005, Wellesley College, Wellesley, MA  
January 29-March 19, 2005, CMAC, Cambridge, MA

#### ***Dreaming in Tongues: a Multimedia Performance*** [with Hosu Kim.]

#### **Live performance dates:**

2003 *Who's Next?: North Korea and Beyond*, Teach-in sponsored by the Program in Asian/Pacific/American Studies, NYU. April 23  
2003 *Community Health and the Trauma of Immigration: A Forum on the Well-Being of Asian American Communities in New York*, NYU. April 12  
2003 *Nodutdol* for Korean Community Development. Woodside, NY, March 23

2003 The annual meeting of the Eastern Sociological Society, Philadelphia, PA. March 2  
2002 *Performing Bodies: Human and Beyond*, Martin Segal Theater, GC-CUNY, sponsored by  
the Center for the Study of Women and Society. December 13

#### **COURSES TAUGHT**

##### **College of Staten Island – CUNY, Fall 2004-present**

Food, Self, and Society  
Women and Work  
Multicultural Literacy  
GRACE M. CHO Page 9  
Minority Groups  
Sociological Theory

##### **Macaulay Honors College – CUNY, Fall 2004-present**

Food, Self, and Society – Honors Seminar  
The Peopling of New York – Freshman Seminar

##### **Brooklyn College – CUNY, Fall 2000-Summer 2002**

Social Problems  
Sociology of Children

#### **ACADEMIC SERVICE**

2009-present Outcomes Assessment Committee, CSI-CUNY  
2008-present Reviewer, Koonja Mitchell Memorial Prize in Women's Studies panel, GC-CUNY  
2007-present Macaulay Honors College Advisory Committee, CSI-CUNY  
2004-present Editorial Board, *Women's Studies Quarterly*, GC-CUNY  
2010 Manuscript Referee, *Ethnic and Racial Studies*  
2004-2010 General Education Committee, CSI - CUNY  
2004-2009 Women's Studies Executive Committee, CSI – CUNY  
2009 Reviewer, PSC-CUNY Awards Program – Women's Studies panel  
2008 Founder, Koonja Mitchell Memorial Prize in Women's Studies, GC-CUNY  
2008 Manuscript Referee, NYU Press  
2007-2008 Faculty Advisor, STAND: Student Anti-Genocide Coalition, CSI-CUNY  
2005-2006 Writing Across the Curriculum Committee, CSI - CUNY  
2005 Chair, Search Committee for Assistant Professor of Anthropology in the area of African/Caribbean diaspora, CSI – CUNY  
2005 Modern China Studies Committee, CSI – CUNY  
2005 Search Committee for Assistant Professor of Sociology in the area of Gender and Latin American Studies, CSI - CUNY  
2005 Co-organizer of panel, "Violence in Contemporary Asian American Art and Literature," Center for the Humanities, GC-CUNY  
2004 Manuscript Referee for Qualitative Inquiry  
2002-2003 Executive Committee of the Department of Sociology, GC-CUNY  
2002-2003 Admissions Committee of the Department of Sociology, GC-CUNY



## CURRICULUM VITAE

Name: Kate Crehan  
Address: 720 Greenwich Street #6P  
New York, NY 10014  
e-mail: kate.crehan@csi.cuny.edu

### Education

1976-1982 Department of Social Anthropology, University of Manchester  
(Post-Graduate Studies)  
1973-1976 Department of Social Anthropology, University of Manchester  
(Undergraduate studies)  
1967-1970 Manchester College of Art and Design, Manchester  
Diploma in Art and Design (Fine Art)  
1966-1967 Central School of Art and Design, London (Pre-Diploma year)

### Qualifications

1987 PhD (University of Manchester)  
1978 MA (Econ) (by thesis)  
1970 Diploma in Art and Design (Fine Art)

### Employment

1998-present Department of Sociology, Anthropology and Social Work. Currently Professor  
Associate, Anthropology Program, CUNY Graduate Center  
Associate, Certificate Program in Women's Studies, CUNY Graduate Center  
1990-1998 Assistant Professor, Anthropology Department, New School for Social  
Research, Graduate Faculty, New York  
1987-1990 Smuts Research Fellow in Commonwealth Studies at the African Studies  
Centre, University of Cambridge  
1986 Co-supervisor for a group of MA students from the Free University,  
Berlin carrying out research in Zambia.  
1985 Employed to carry out a research project on the significance of  
ethnicity in the context of the Community Dental Service in South London by  
the Department of Community Dental Health, Kings College School of  
Medicine and Dentistry, London.  
1983-1984 Employed as a researcher on 'Time Management at Work and at Home' (a  
research project funded by the Anglo-German Foundation for the Study of  
Industrial Society) to carry out a study of working women in a superstore.

## Publications

### Books

- Forthcoming *Community Art: An Anthropological Perspective*, Oxford: Berg
- 2002 *Gramsci, Culture and Anthropology*, Pluto Educational Series: Reading Gramsci, Series Editor: Joseph A. Buttigieg, London: Pluto Press, Berkeley: University of California Press  
Translation into Spanish (2004, Barcelona: Edicions Bellaterra)  
Translation into Portugal (2004, Lisbon: Campo da Comunicacao)  
Translation into Korean (2004, Seoul: GIL Publications)  
Translation into Turkish (2006, Istanbul: Kalkedoncu)  
Translation into Italian (2010, Lecce: Argo Press)
- 1997 *The Fractured Community: Landscapes of Power and Gender in Rural Zambia*, London: Pluto Press, Berkeley: University of California Press
- 1994 *Planners and History: Negotiating Development in Rural Zambia* edited jointly with Achim von Oppen, Lusaka: Multi-Media Press
- 1986 *Women, Work and Family in Britain and Germany* edited jointly with T.S. Epstein, A. Gerzer and J. Sass, Croom Helm

### Articles and Book Chapters

- Forthcoming 'Gramsci's Concept of Common Sense: a Useful Concept for Anthropologists?', *Journal of Modern Italian Studies*
- 2009 'Scomodità di Antonio Gramsci: Gramsci e l'antropologia nordamericana nel XXI secolo.' ('The Awkwardness of Antonio Gramsci: Gramsci and North American Anthropology in the 21<sup>st</sup> Century') in *Americanismi: Sulla ricezione del pensiero di Gramsci negli USA* edited by Mauro Pala, Cagliari, Italy: CUEC
- 2009 'Sinking Roots: Using Gramsci in Contemporary Britain' in *Perspectives on Gramsci: Politics, Culture and Social Theory* edited by Joseph Francese, Oxford and New York: Routledge (Studies in Social and Political Thought)
- 2006 'Hunting the Unicorn: Art and Community in East London' in *The Seductions of Community: Emancipations, Oppressions, Quandaries* edited by Gerald Creed, Santa Fe: SAR press
- 2002 'Silencing Power: Mapping the Social in the New South Africa' in *Contested Terrains and Constructed Categories: Contemporary Africa in Focus* edited by George Bond and Nigel Gibson, Westview Press

- 1999 'The Rules of the Game: the Political Location of Women in Northwestern Zambia' in *African Democracy in the Era of Globalisation* edited by Jon Hyslop, Johannesburg: Witwatersrand University Press
- 1998 'A Vague Passion for a Vague Proletarian Culture: An Anthropologist Reads Gramsci', *Philosophical Forum* (special Gramsci issue)
- 1997 "'Tribes" and the People Who Read Books: Managing History in Colonial Zambia", *Journal of Southern African Studies* (T.O. Ranger *Festschrift* issue)
- 'Of Chickens and Guinea Fowl: Living Matriliney in Northwestern Zambia in the 1980s', *Critique of Anthropology*, 17 (2)
- 1992 'Rural Households' in *Rural Livelihoods: Crises and Responses* (eds) Henry Bernstein *et al*, Oxford University Press
- 1991 'Structures of Meaning and Structures of Interest: Peasants and Planners in North-Western Zambia', in *Cultural Struggle and Development in Southern Africa* (ed) P. Kaarsholm, Baobab Books, James Currey and Heinemann
- 1988 'Understandings of "Development": an Arena of Struggle. The Story of a Development Project in Zambia' Co-author A. von Oppen, *Sociologia Ruralis*, Vol XXVIII, 2/3
- 1986 'Production and Gender in North-Western Zambia' in *Food Systems in Central and Southern Africa* (ed) J. Pottier, SOAS.
- 'Peasant History and Peasant Symbols: a Review of *Peasant Consciousness and Guerilla War in Zimbabwe* by T. Ranger and *Guns and Rain* by D. Lan', *Cahiers D'Etudes Africaines* No 104
- 1985 'Bishimi and Social Studies: the Production of Knowledge in a Zambian Village', *African Affairs*, Vol. 84

- 1984 'Women and Development in North-Western Zambia: From Producer to Housewife,' *Review of African Political Economy* No.27/28
- 1982 A report on the provision of basic needs in a group of villages in North-Western Zambia, carried out for the International Labour Office, included in *Basic Needs in an Economy under Pressure*, ILO, Addis Ababa.
- 1981 'Mukunashi: an Exploration of Some Effects of the Penetration of Capital in North-Western Zambia', *Journal of Southern African Studies*, Vol.8, No.1
- 1978 'Ideology and Practice, a Missionary Case: the London Missionary Society and the Cape Frontier 1799-1850', *Southern African Research in Progress: Collected Papers 4*, University of York, UK
- Unpublished 'Production, Reproduction and Gender in North-Western Zambia: a Case Study' Ph.D. thesis, University of Manchester, 1987

### Research Grants, Visiting Scholarships

- 2006 PSC-CUNY Grant
- 2005 PSC-CUNY Grant  
Fellow 2005-2006, Andrew W. Mellon Seminar in the Humanities, 'Politics and Aesthetics', The Center for the Humanities, CUNY Graduate Center
- 2001 PSC-CUNY Grant  
CUNY Faculty Development Grant for a Program Seminar entitled 'Teaching Anthropology and Geography in the 21<sup>st</sup> Century'. Co-grantee: Shirley Lindenbaum (Graduate Center Anthropology Program)  
British Arts Council Grant
- 2000 PSC-CUNY Grant
- 1997 Grant to organise a conference, Interfund, South Africa
- 1996 Faculty Development Grant, New School for Social Research  
Visiting Scholar, Centre for Modern Oriental Studies, Berlin  
Overseas Research Fellow, Human Sciences Research Council/Centre for Science Development, Pretoria
- 1994 Faculty Development Grant, New School for Social Research  
Travel Grant, American Council of Learned Societies
- 1988 Travel Grant, Smuts Memorial Fund  
Research Grant, Nuffield Foundation

### Some Recent Seminar and Conference Papers

- 2010 'Gramsci's Common Sense and the Theorisation of "Lived Subalternity"', presented at Gramsci and Ambedkar on Subalterns and Dalits Workshop, SOAS, University of London, 13-15 December



- 2007 'Gramsci and the Rule of Experts', Gramsci Now: Cultural and Political Theory, an International Symposium, Michigan State University, November 9-11
- 2005 'Appreciating Art: the Concept of Culture in New Labour Britain', The Gramsci Discourse Conference, University of California, Santa Cruz, May 20-21
- 2004 'Gramsci and the Concept of Culture', presentation to the Staff Seminar at Amsterdam School for Social Research, Amsterdam, September  
 "'But Where's the Art?": Notes Towards An Ethnography of A London Community Arts Organisation', presented at 'Facing Art: New Ethnographic Approaches to Art Worlds' panel, European Association of Social Anthropology, Vienna, September; and the Staff Seminar, Faculty of Continuing Education, Birkbeck College, University of London, February
- 2003 'Gramsci, Culture and Anthropology', presentation to the seminar in the history of anthropology, 'Antonio Gramsci and Contemporary Anthropology', University of Perugia, March  
 'An Anthropological Approach to Culture: Gramsci's Contribution' University of Bologna, March  
 'Hunting the Unicorn: Working with the Community in South Africa and East London' presented at the 'Reconsidering Community: the Unintended Consequences of An Intellectual Romance Seminar', School of American Research, Santa Fe, April.
- 2002 'Out of the Gallery: Community and Public Art in East London', Culture, Power, Boundaries Seminar, Columbia University, March
- 2001 'Using Gramsci in an African Context', Graduate Center, CUNY, April  
 'Silencing Power: Mapping the Social in the New South Africa', Institute of African Studies, Columbia University, March  
 Participant in Roundtable: 'Culture: The Domain of Oppression and Liberation', Brecht Forum, New York, March

## CURRICULUM VITAE

### RAFAEL DE LA DEHESA

Associate Professor, Department of Sociology, Anthropology, and Social Work  
 The College of Staten Island/City University of New York  
 575 Warren St., Apt 2R; Brooklyn, NY 11217; (718) 858-8670  
[Rafael.deladehesa@csi.cuny.edu](mailto:Rafael.deladehesa@csi.cuny.edu)

### HIGHER EDUCATION

Harvard University, 1996-2005

*Doctorate in Government awarded June 2005*

Johns Hopkins University School of Advanced International Studies, 1992-94

*Master of Arts in International Relations awarded June 1994*

Brown University, 1991-92

*Master of Arts in Portuguese and Brazilian Studies awarded June 1992*

The University of Texas at Austin, 1986-1989

*Bachelors Degree in French and English awarded June 1989*

### TEACHING EXPERIENCE

CSI	2005	Assistant Professor	SASW	Untenured
CSI	2004-05	Substitute Lecturer	SASW	Untenured
Harvard University	1999;2003	Teaching Fellow	Government	Untenured

### OTHER WORK EXPERIENCE

- Research Assistant, Harvard University; Research on transnational ties between Brazilian immigrants in the Boston area and their hometowns, with particular focus on the role of churches in forging transnational communities; Also assisted on a comparative research project on Native American Social Movements in five Latin American countries, Cambridge, MA, 1996-2000.
- Research Assistant, Johns Hopkins School of Advanced International Studies; Research on political and economic developments in Andean countries and Mexico, Washington, D.C., 1992-1994.
- Research Analyst, Library of Congress, Washington, D.C. 1995
- Consultant, Human Rights Watch/Americas Section, Washington, D.C., 1994.
- Editor of *InfoBrazil*, Washington, D.C. 1992-1994.

### ACADEMIC AND PROFESSIONAL HONORS (including grants)

- Graduate Prize Fellowship, Harvard University, 1996-2001;
- Olmsted Fellowship, Johns Hopkins University, 1992-1994
- Mellon Fellowship, 1991-1992
- Phi Beta Kappa, Phi Kappa Phi, National Merit Scholarship, University of Texas at Austin

## PUBLICATIONS

### BOOKS

- 2010. *Queering the Public Sphere in Mexico and Brazil: Sexual Rights Movements in Emerging Democracies*, Durham, NC: Duke University Press

### REFEREED ARTICLES

- Rafael de la Dehesa. 2007. El sexo y la revolución: La liberación lésbico-gay y la izquierda partidaria en Brasil. *Revista de Estudios Sociales*. no. 28: 44-55.
- Rafael de la Dehesa. 2007. "Global Communities and Hybrid Cultures: Early Gay and Lesbian Electoral Activism in Brazil and Mexico." *Latin American Research Review*. 42(1): 29-51.
- Peggy Levitt and Rafael de la Dehesa. 2003. "Transnational Migration and the Redefinition of the State: Variations and Explanations." *Ethnic and Racial Studies*. 26 (4): 587-611.

### CHAPTERS IN BOOKS

- (with Mario Pecheny). 2011. "Sexualidades y políticas en América Latina." [Sexualities and Public Policies in Latin America]. *El matrimonio igualitario en Argentina*, eds. Roberto Gargarella and Mario Pecheny, Buenos Aires: Editorial Universitaria de Buenos Aires.
- 2010. "Global Communities and Hybrid Cultures: Early Gay and Lesbian Electoral Activism in Brazil and Mexico." [Excerpted sections of the above mentioned article from the *Latin American Research Review*] *The Comparative Politics of GLBT Movements in Latin America: A Reader*, eds. Javier Corrales and Mario Pecheny. Pittsburgh: University of Pittsburgh Press.
- 2009. "Elecciones, Diversidad Sexual, y Modernidad Democrática en Brasil y México." *Participación Política desde la Diversidad*. Department of Social Sciences, National Autonomous University of Mexico (UNAM). ["Elections, Sexual Diversity, and Democratic Modernity in Brazil and Mexico"]

### NON-REFEREED BOOKS, ARTICLES, AND PROCEEDINGS

- (with Mario Pecheny). Forthcoming. We have been asked to prepare two further papers by Sexuality Policy Watch (SPW), an international network of scholars and activists doing research on sexualities. The first consists of a critical analysis of work presented and discussions at the Latin American and Caribbean Regional Dialogue, organized by SPW in 2009. This paper will be presented at an inter-regional dialogue that will bring together activists and academics from Asia, Africa, and Latin America and the Caribbean, to be held in 2011. The second paper will consist of a critical analysis of that interregional dialogue, highlighting common trends and drawing relevant contrasts across regions of the Global South. Both papers will be included in a final publication by SPW.
- (with Mario Pecheny). (Forthcoming, publication expected in 2011 issue). **Invited article for a special issue of an annual review of Latin American Studies.** "Sexualités et politique à l'Amérique latine." *Mondes Emergents: Amérique Latine*
- (with Mario Pecheny). 2009. "Sexualidades y políticas en América Latina: Un esbozo para la discusión." [Sexualities and public policies in Latin America: An Outline for Discussion]. Published on the website of Sex Policy Watch, an international network of scholars doing research on sexuality, <http://www.sxpolitics.org>

- “Activismo GLBT y Partidos Políticos.” Interview published by the Latin American Center on Sexuality and Human Rights, State University of Rio de Janeiro, August 2006. [“GLBT Activism and Political Parties”]

#### BOOK REVIEWS

- Forthcoming. “GOULD, Deborah, 2009. *Moving Politics: Emotion and ACT UP’s Fight against AIDS*. Chicago: Chicago University Press.” *Perspectives on Politics*, invited review as part of the journal’s *Critical Dialogue* series, whereby Dr. Gould and I review each other’s books and respond to each other’s reviews.
- 2009. “CHO, Grace, 2008. *Haunting the Korean Diaspora: Shame Secrecy, and the Forgotten War*. Minneapolis, London: University of Minnesota Press.” *Sexualidad, Salud, y Sociedad: Revista Latinoamericana*. no. 2: 181-186.

#### SERIES EDITORSHIPS

- Creator and Editor, *Sexualidades: A Working Paper Series on Latin American and Caribbean Sexualities*. Center for Lesbian and Gay Studies-International Resource Network.
- Subject Editor for Latin America and Caribbean. *Africana: The Encyclopedia of the African and African American Experience*, eds. Henry Louis Gates and Kwame Anthony Appiah. NY: Basic Civitas Books, 1999
- Subject Editor for Latin America and Caribbean. *Encarta Africana 2000* (Microsoft), Edited by Henry Louis Gates and Kwame Anthony Appiah.

#### LECTURES AND PAPERS PRESENTED

- “The Politics of Biopolitics: AIDS Policy and LGBT Activism in Brazil.” XXIX Congress of the Latin American Studies Association, Toronto, Canada, October 9, 2010.
- **Invited Talk.** “Religion and Sexual Rights in Mexico and Brazil.” Sexualities and Gender and Feminist Studies Pre-Conference, LASA 2010, Toronto, Canada, October 5, 2010.
- **Invited Videoconference.** “El movimiento LGBT y la política en México: Una mirada histórica” [The LGBT Movement and Politics in Mexico: A Historic Overview]. Screened at the conference La Agenda de Género y las Políticas Públicas, organized by the Facultad Latinoamericana de Ciencias Sociales, FLACSO-México, September 24, 2010.
- **Book Launch** for my book *Queering the Public Sphere in Mexico and Brazil: Sexual Rights Movements in Emerging Democracies*, Centro de Estudios Políticos, National Autonomous University of Mexico (UNAM), Mexico City, September 13, 2010.
- **Invited Commentator** for the book launch of *Aportaciones a los estudios de las sexualidades, las identidades, y los derechos sexuales y reproductivos*, eds. Adriana Ortiz-Ortega and Adriana Leona Rosales Mendoza, Federal Chamber of Deputies, Mexico City, September 13, 2010.
- **Invited Talk.** “Sexuality and Public Policy under the Lula Administration,” Sociology Seminar, Department of Sociology, University of Witwatersrand, Johannesburg, South Africa.
- **Invited Opening Keynote Lecture** (co-authored with Mario Pecheny, a professor in political science at the University of Buenos Aires). “Sexualidades y políticas en América Latina: Un esbozo para la discusión.” Latin American Dialogue on Sexuality and Geopolitics, Rio de Janeiro, Brazil, August, 24, 2009. [Sexualities and public policies in Latin America: An Outline for Discussion] Distributed to participants prior to the conference in order to help frame the event, one of several regional dialogues being organized by Sexuality Policy Watch, an international network of activists and academics working in the area of sexuality, funded by the Ford Foundation.

- “Sex and the Revolution in Mexico and Brazil.” Paper Presented at the Tepoztlán Institute for the Transnational History of the Americas. Tepoztlán, Mexico, July 2009.
- **Invited Talk.** “Direitos Sexuais e Secularismos em Disputa no Brasil e no México.” Paper presented at the II International Symposium of Brazil-United States Dialogues, University of São Paulo, São Paulo, June 15, 2009. [Sexual Rights and Contested Secularisms in Brazil and Mexico]
- “Sexual Rights and Secularization in Mexico and Brazil.” Paper Presented at the 28<sup>th</sup> International Conference of the Latin American Studies Association, Rio de Janeiro, June 11, 2009.
- **Invited Talk:** Current Trends in Sexual and Reproductive Policies in Latin America. *Columbia University*, March 26, 2009.
- (with Ananya Mukherjee). Facilitated discussion. Seminar Series: Michel Foucault’s *The Birth of Biopolitics*. Organized by The Foucault Society, New York City, February 5, 2009.
- **Invited Commentator** on the book *Sexuality, Health, and Human Rights*, by Sonia Corrêa, Rosalind Pechesky, and Richard Parker. Center for Lesbian and Gay Studies, Graduate Center/CUNY, New York, October 7, 2008.
- “Gobernamentalidad y Política Sexual bajo el Gobierno Lula.” Paper presented at the I Latin American and Caribbean Conference “La sociedad frente a la sociedad,” Mexico City, July 29, 2008. [“Governmentality and Sexual Politics under the Lula Administration”]
- “Does Symbolic Capital Trickle Down?: LGBT Rights in Brazil or a Technocratic Alternative.” Paper Presented at the 27<sup>th</sup> International Conference of the Latin American Studies Association, Montreal Canada, September 8, 2007.
- “Brazil Without Homophobia.” Paper Presented at the Tepoztlán Institute for the Transnational History of the Americas. Tepoztlán, Mexico, August 4, 2007.
- **Invited Talk:** “Brasil e México: Movimento GLBT e Partidos Políticos.” Presented at Grupo Arco-Íris, Rio de Janeiro’s largest nongovernmental organization working in the area of LGBT rights, July 21, 2007. [“Brazil and Mexico: GLBT Movements and Political Parties”]
- **Invited Talk:** “Idéias fora e dentro do lugar: Eleições e direitos sexuais no Brasil e no México.” Invited Lecture, Latin American Center on Sexuality and Human Rights, State University of Rio de Janeiro, July 10, 2007. [“Ideas in and out of Place: Elections and Sexual Rights in Brazil and Mexico”]
- “LGBT Rights and the Limits of Law in Brazil,” Paper Presented at the 6<sup>th</sup> International Conference of the International Association for the Study of Sexuality, Culture, and Society (IASSCS), Lima Peru, June 27-29, 2007.
- “Sexuality and Religious Conservatism in Brazil and Mexico.” Paper Presented at the Secularism and Beyond Conference, University of Copenhagen, Copenhagen, Denmark, June 1, 2007.
- **Invited Talk:** “Brazil Without Homophobia: Sexuality and Politics in Contemporary Brazil.” Rainbow Center, University of Connecticut, March 14, 2007.
- “Brazil Without Homophobia: Sexuality and Public Policy under the Lula Administration.” Colloquium Presented at the Center for Lesbian and Gay Studies, Graduate Center, City University of New York, October 4, 2006.
- “Homosexual Liberation and the Brazilian Left: A Symbolic Interactionist Approach.” Paper Presented at the 101<sup>st</sup> Annual Meeting of the American Sociological Association (ASA), Montreal, Canada, August 13, 2006.
- “Ativismo legislativo LGBT no Brasil: Um exercício no capital simbólico.” Paper presented at the III Congress of the Brazilian Homocultural Studies Association (ABEH), Belo Horizonte, Brazil, July 7, 2006. [“LGBT Legislative Activism in Brazil: An Exercise in Symbolic Capital”]

- **Invited Talk:** "Elecciones y Diversidad Sexual en Brasil y México." Lecture presented at the Gender Studies Program (PUEG) of the National Autonomous University of Mexico (UNAM), Mexico City, Mexico. June 20, 2006. ["Elections and Sexual Diversity in Brazil and Mexico"]
- "Globalization Times Two: Early Gay and Lesbian Electoral Activism in Brazil and Mexico." Paper Presented at the American Political Science Association Conference. Chicago, IL, September 2004.
- **Invited Talk:** "Homosexual Liberation and Changes in the Left in Brazil and Mexico." Paper presented at the David Rockefeller Center of Latin American Studies, Harvard University, October 2003.
- "God, Sex, and Politics: Religious Conservatism and Partisan Debates on Queer Rights in Brazil and Mexico." Paper Presented at the New England Political Science Association Conference, Providence, RI, May, 2003.
- "Public Morality and the State: Legal Inscriptions of Homosexual Stigma in Mexico and Brazil." Paper presented at the Conference on Sexual Diversity, Gender Studies Program (PUEG), National Autonomous University of Mexico (UNAM), Mexico City, June 2002.
- "Redefining the Boundaries of Politics: The U.S.-Latin American Experience." Paper presented at Transborder Peoples and the Intersection between Latino Studies and Latin American Studies Conference, University of Indiana, June 2001, coauthored with Peggy Levitt.
- "The Role of the State in Shaping Transnational Political Participation," Paper presented at the Latin American Studies Association Conference, Chicago, IL, September 1998, coauthored with Peggy Levitt.

**Francesca Degiuli, Ph.D.**

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 Phone (908) 514-0130 • E-Mail: [francesca.degiuli@csi.cuny.edu](mailto:francesca.degiuli@csi.cuny.edu)

**Academic Positions**

<i>CUNY College of Staten Island</i> New York, NY	Assistant Professor Department of Sociology, Anthropology and Social Work	August 09 - Present
<i>University of California</i> Santa Barbara, CA	Faculty Fellow Department of Global and International Studies	September 07 – June 09

**Education**

<i>University of California</i> Santa Barbara, California	Sociology Emphasis in Global Studies	Ph.D. June 03 - September 07
<i>University of California</i> Santa Barbara, California	Sociology	M.A. High Honors Sep 1999 - June 2002
<i>George Washington University</i> Washington D.C.	Historical Documentary Film-making	Certificate Program 1996
<i>University of Turin</i> Turin, Italy	Major: History	Laurea in Lettere e Filosofia 1995

**Areas of Specialization and Teaching Competence**

Globalization, Immigration, Gender, and Work; International Migration; Globalization and Political Economy; Aging; Qualitative Methods

**Publications**

Francesca Degiuli "Laboring Lives: The Making of Home Eldercare Assistants." Forthcoming in *Modern Italy*.

Francesca Degiuli "Undocumented College Students in the U.S.: A Category in Need of Further Analysis." Forthcoming in *Migration Letters*.

Francesca Degiuli (2010) "The Burden of Long-Term Care: How Italian Family Caregivers become Employers." In *Aging and Society*. Vol. 30, No 5, pp.755-777.

Wang, H; Appelbaum, R.; Degiuli, F.; Lichtenstein, N. (2010) "China's New Labour Contract Law: is China moving towards increased power for workers?" In *Globalization and Labour in China and India*. Ed By Paul Bowles and John Harriss. New York: Palgrave.

Wang, H; Appelbaum, R.; Degiuli, F.; Lichtenstein, N. (2009) "China's New Labour Contract Law: is China moving towards increased power for workers?" In *Third World Quarterly*. Vol.30, n.3, pp. 485-501 (17).

Francesca Degiuli and Christopher Kollmeyer (2007) "Bringing Gramsci Back in: Labor Control in Italy's New Temporary Help Industry" In *Work, Employment, and Society*. Vol. 21, No. 3, 497-515.

Francesca Degiuli (2007) "A Job with No Boundaries: Home Eldercare Work in Italy" in *European Journal of Women's Studies*. Vol. 14, No. 3, 193-207.

Francesca Degiuli (2006) "Syllabus for Women and Work in a Global Perspective" in *The Sociology of Gender: Syllabi & Other Instructional Materials*. Ed. by Blackstone, A. and Lucal, B. Washington, D.C.: American Sociological Association.

Francesca Degiuli (2005) "The Development of Temporary Work in Italy: How Flexibility Becomes Routine" in *Labour, Globalisation, and the New Economy* ed. by Széll, G; Bösling, C.H. and Hartkemeyer, J., Frankfurt, New York: Peter Lang Publications.

Eileen Boris and Francesca Degiuli, (2003) "Nonstandard Work, Nonstandard Workers: A Review Essay," *Labour/Le Travail* Fall p.221-234.

### **Work in Progress**

Francesca Degiuli "We are their temporary daughters". An Instance in the Global Redistribution of Elder Care" Book Manuscript

Francesca Degiuli "The Bonds of Labor: Towards a new Theorization of Care." In progress.

### **Grants, Fellowships, and Awards**

Faculty Fellow, CUNY Faculty Fellow Publication Program	2011-Present
Faculty Fellow, Brookdale Center for Healthy Aging and Longevity, CUNY Hunter	2010-Present
Research Grant PSC-CUNY	2009-Present
Faculty Fellow, Department of Global and International Studies, UCSB	2007-09
Travel and Research Grant, Department of Sociology, UCSB	2006-07
Outstanding Faculty, Residential Hall Award, UCSB	2005-06
Travel and Research Grant, Department of Sociology, UCSB	2003-04
Humanities/Social Science Grant, Graduate Division, UCSB	2003-04
En-Route Master's Fellowship, UC Institute for Labor and Employment	2002-03
Special Travel Grant, Graduate Division, UCSB	2001-02
Travel and Research Grant, Department of Sociology, UCSB	2001-02
Fee Fellowship, Department of Sociology, UCSB	2000-04
Travel and Research Grant, Department of Sociology, UCSB	1999-00
Regents' Fellowship, Graduate Division, UCSB	1999-00

### **Teaching Experience**



Assistant Professor

Department of Sociology, Anthropology, and Social Work,  
CUNY College of Staten Island.

Introduction to Sociology (Fall 09)

Introduction to Sociological Research (Fall 10)

Media and the Margins (Spring 10)

Women and Work in a Global Perspective (Spring 10, Fall 10)

Faculty Fellow

Department of Global and International Studies, University of  
California, Santa Barbara

Global 2: An introduction to Socioeconomic and Political  
Processes (Spring 08)

International Migration in a Global World (Winter 08, Spring  
09)

Europe in a Global Context (Winter 08)

Women and Work in a Global Perspective (Fall 2007)

Women, Culture, and Development (Fall 08, Spring 09)

### **Refereed Conferences Organizations and Presentations**

*"Living in the Shadow: A Glance at the Lived Experiences of Undocumented Students in the United States."* Paper presented at the International Sociological Association meeting, Göteborg, Sweden, July 2010

*"Becoming Conscious Global Citizens: An Introduction to Globalization and Its Different Dimensions."* Lecture for World on Wednesday, College of Staten Island, March 2010

*"International Perspective on Long-Term Eldercare: Different Family Responses."* Panel organized for the ISA Research Committee on Family Research, RC06, "Family, Diversity, and Gender". Lisbon, Portugal September 2008

*"The Burden of Long-Term Care: How Italian Families become Employers."* Paper presented at the American Sociological Association Conference, Boston, August 2008

*"Laboring Lives: The Making of Home Eldercare Assistants in Italy."* Paper presented at the Intimate Labor Conference, UC Santa Barbara, October 2007

*"Italy: Undocumented migration and Eldercare."* Paper accepted at the Contested Terrains of Globalization Conference, UC Irvine, May 2007

*"The Bonds of Labor: Emotional Relations in Eldercare Work."* Paper presented at the American Sociological Association Conference, Montreal, August 2006

*"Laboring Lives: Contradictions and pleasures of doing eldercare work."* Paper presented at the Labor and Employment Conference, Santa Barbara, May 2006

*"A Job with No Boundaries: Home Eldercare Work in Italy."* Paper presented at the Pacific Sociological Association, Los Angeles, April 2006

*"Elder Carework in Italy: A Growing Occupation for Immigrant Women."* Paper presented at the Caring Labor Conference organized by the Harry Bridges Center for Labor Studies at University of Washington. April 2005

*"The invisibility of immigrant care-workers."* Paper presented at Convegno sul Lavoro di Cura, Grugliasco (TO) Italy, October 2004

"Qualitative Methods for Studying Global and Transnational Processes." Proposed Title for Informal Discussion Roundtable at the annual meetings of the American Sociological Association. Atlanta, GA August 2003

"The Development of Temporary Work in Italy: How Flexibility becomes Routine." Paper accepted for presentation at the annual meetings of the UC Institute for Labor and Employment. Santa Barbara, CA, February 2003

"The Development of Temporary Work in Italy: A look at how the law 196/97 is re-interpreted through daily practices." Paper presented at the Third International Congress of the Work and Labour Network. Osnabruck, Germany, May 2002

"The Development of Temporary Work in Italy and its impact on the Italian Labor Market." Paper presented at G2002 Globalizations: Cultural, Economic and Democratic. College Park, MD April 2002

"The Introduction of Temporary Work in Italy." Paper presented at the annual meetings of the Pacific Sociological Association. San Francisco, CA, March 2001

### **Guest Lectures and Mentoring**

"The Gendered Economies of Globalization" Panel discussion together with Kum-Kum Bhavnani and Molly Talcott, UCSB Women Center, February 2008

"UCSB Reads. A conversation about globalization and Pietra Rivoli's *The Travels of a T-Shirt in the Global Economy: an Economist Examines the Markets, Power and Politics of World Trade*." Panelist at the Goleta Public Library, Santa Barbara, February 2008

"How to design a qualitative research project." Guest Lecturer for Observational Methods in Social Science Research, UCSB, April 2007

"How to conduct interviews and integrate them into text." Guest Lecturer for Methods and Research in Global and International Sociology, UCSB, August 2006.

"Fordism and Post-Fordism. The Introduction of Temporary Work in Italy." Guest Lecturer for Global Socio-economic and political processes, UCSB. January 2003.

"How to be an effective Teaching Assistant" Panelist for the UCSB Sociology Department Peer TA Training Program October 2001-2002

Academic mentor for undergraduate student in the Sociology Department's Minority Opportunity Through School Transformation (MOST) Research Buddy program 2000-2001.

"Qualitative Research Methods." Panelist in a mini conference on Qualitative Research in the course Observational Methods in Social Science Research. UCSB, Spring 2000.

### **Reviewer**

Aging and Society

Critical Sociology

Work Organisation, Labour and Globalisation

### **College of Staten Island Service**

2010-Present Library liaison for SASW

2009-Present International Studies Committee

### **Community Service**

Member, CSA "Fairview Gardens" Santa Barbara, CA 2005-2007

Member, "Almaterra Multicultural Women Center" Turin, Italy 2003-2004

Member, "Living Wage Coalition" Santa Barbara, CA 2002-2003

Volunteer, "The Nuclear Age Peace Foundation" Santa Barbara, CA 2001-2002

**Memberships**

American Sociological Association  
International Sociological Association  
Eastern Sociological Society  
International Network for Regional and Local Development of Work and Labour

**Languages**

Fluent in English and Italian, good comprehension of French and Spanish

**References:**

KumKum Bhavnani, Ph.D.  
Professor, Sociology  
University of California, Santa Barbara, CA 93106  
E-mail: [bhavnani@soc.ucsb.edu](mailto:bhavnani@soc.ucsb.edu)  
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Professor, Sociology  
Professor, Global and International Studies  
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Professor, Sociology  
University of California, Santa Barbara, CA 93106  
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Phone: (805) 893-8199

Grace Chang, Ph.D.  
Professor, Women Studies  
University of California, Santa Barbara, CA 93106  
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33-27 91<sup>st</sup> Street, Apt. 5D  
 Jackson Heights, NY 11372  
 (646) 236-2771

**EDUCATION:**

Ph.D., Social Anthropology, University of Connecticut, Storrs, 2002.

Dissertation: "Hegemony, Land Reform, and Social Space in Puerto Rico: Parcelas, a Land Distribution Program for Landless Workers, 1940s-1960s."

M.A., Social Anthropology, University of Connecticut, 1994.

B.A., Anthropology, Magna Cum Laude, University of Puerto Rico, 1992.

**ADDITIONAL EDUCATION:**

**Columbia University Oral History Office, New York, 2001.** Summer Institute on Oral History, Training Seminar: "Documenting Memories of Struggle and Resistance: Social Change and Social Memories."

**RESEARCH AND TEACHING INTERESTS:**

Historical anthropology and political anthropology. Farm labor, state formation, oral history, political economy, and the intersection of history, culture and power. Latin America, the Caribbean, and U.S. Latinas/os.

**ACADEMIC AND PROFESSIONAL APPOINTMENTS:**

**College of Staten Island, CUNY, Department of Sociology, Anthropology and Social Work, 2006-2010,** *Assistant Professor*, tenure track (promotion to *Associate Professor* effective in Spring 2011).

Undergraduate courses: Cultural Anthropology; Political Anthropology; Urban Anthropology; Gender in the Cotemporary World; and Class; Status and Power.

Graduate courses: Interactions of Western and Non-Western Societies.

**Hunter College, CUNY, Center for Puerto Rican Studies, 2005-2006,** *Research Associate*, full-time, non tenure track.

**Rutgers University, New Brunswick**, Department of Puerto Rican and Hispanic Caribbean Studies, 2003-2005, *Assistant Instructor*, full-time, non tenure track.

Courses: History of Puerto Rico; History of the Hispanic Caribbean; and Conflict and Change in the Caribbean.

**Hostos Community College, CUNY**, Latin American Studies Program, 2002-2003, *Adjunct Assistant Professor*, part-time, non tenure track.

Course: Caribbean Society and Culture.

#### **OTHER EXPERIENCE:**

**Hunter College, CUNY**, Center for Puerto Rican Studies:

Caribbean Exchange Program, 2003, *Consultant* to the Association of Puerto Ricans and Descendants Residing in Cuba. Seminars: Oral History Methods; Creating Archives; and History of Puerto Rico.

Puerto Ricans in New York City Project, 2001-2003, *Archivist*.

New York City Hispanic Labor Documentation Project (oral history project co-sponsored by Robert F. Wagner Archives at New York University), 2000-2001, *Field Archivist*.

Historical Archives of the Puerto Rican Migration to the United States Project, 1999-2000, *Archivist*.

**University of Connecticut, Storrs**, Department of Anthropology, 1992-1999, *Research Assistant*.

**Harvard University, Cambridge**, Development Office, Research Department, 1996-1997, *Staff Assistant II*.

**John F. Kennedy Presidential Library, Boston**, Research Department, 1995-1996, *Reference Assistant*.

#### **ACADEMIC AND PROFESSIONAL HONORS:**

The University of Connecticut Dissertation Fellowship, 2000-2001.

The University of Connecticut Pre-Doctoral Fellowship, 1992-1999.

Institute of Puerto Rican Culture Fellowship, 1992-1993.

#### **PEER-REVIEWED GRANTS:**

Center for Puerto Rican Studies (Ford Foundation), Puerto Rican Farmworkers in the Northeast, \$30,000, PI. Awarded in February 2010.

PSC-CUNY, Puerto Rican Migrant Farm Labor, \$3,990, October 2007, PI. Awarded in April 2008.

CUNY Caribbean Exchange Program, Puerto Rican Migrant Farm Labor, \$2,700, PI. Awarded in July 2007, to cover research expenses, October 2007-June 2008.

PSC-CUNY, Puerto Rican Migrant Farm Labor, \$3,750, December 2006, PI. Awarded in April 2007, summer salary for full-time research, July-August 2007.

#### PEER-REVIEWED PUBLICATIONS:

##### Book:

*Land Reform in Puerto Rico: Modernizing the Colonial State, 1941-1969.* University Press of Florida, 2009, 180 pp.

##### Articles:

"Claiming Equality: Puerto Rican Farmworkers in Western New York," *Latino Studies*, Vol. 6, No. 3, 2008, 269-289.

"Playing and Eating Democracy: The Case of Puerto Rico's Land Distribution Program, 1940s-1960s," *Centro: Journal of the Center for Puerto Rican Studies*, Vol. 18, No. 2, Fall 2006, 166-189.

"Buscando Ambiente: Hegemony in Puerto Rico's Land Reform and Subaltern Tactics of Survival, 1930s-1960s," *Latin American Perspectives*, Vol. 33, No. 1, January 2006, 42-65.

#### REVIEWS:

Book review of *The Farmworker's Journey*, Ann Aurelia López, *Journal of Latin American Anthropology*, Vol. 15, No. 2, Fall 2010, 521-522.

Book review of *Landscapes of Devils: Tensions of Place and Memory in the Argentinean Chaco*, Gastón Gordillo, *Journal of Latin American Anthropology*, Vol. 10, No. 2, Fall 2005, 455-457.

"Transnationalism, Panethnicity, and Segmented Assimilation: Latina/o Community Formation in the United States," review essay, *American Anthropologist*, Vol. 106, No. 2, June 2004, 391-395.

#### ENCYCLOPEDIA ENTRIES:

"Popular Democratic Party," *Encyclopedia of Latin American History and Culture*, edited by Jay Kinsbruner, Gale Cengage Learning, Vol. 5, 2008, 417-418 (330 words).

"Diana Caballero," (translated and edited by Pedro Juan Hernández and Nélide Pérez, co-authors), *Latinas in the United States: A Historical Encyclopedia*, edited by Vicki L. Ruiz and Virginia Sánchez Korrol, Indiana University Press, Vol. 1, 2006, 103-104.

"Diana Ramírez de Arellano," (translated and edited by Pedro Juan Hernández and Nélide Pérez, co-authors), *Latinas in the United States: A Historical Encyclopedia*, edited by Vicki L. Ruiz and Virginia Sánchez Korrol, Indiana University Press, Vol. 3, 2006, 609-611.

"Petra Santiago," (translated and edited by Pedro Juan Hernández and Nélide Pérez, co-authors), *Latinas in the United States: A Historical Encyclopedia*, edited by Vicki L. Ruiz and Virginia Sánchez Korrol, Indiana University Press, Vol. 3, 2006, 670-672.

"Lourdes Torres," (translated and edited by Pedro Juan Hernández and Nélide Pérez, co-authors), *Latinas in the United States: A Historical Encyclopedia*, edited by Vicki L. Ruiz and Virginia Sánchez Korrol, Indiana University Press, Vol. 3, 2006, 758-759.

"Emelí Vélez de Vando," (translated and edited by Pedro Juan Hernández and Nélide Pérez, co-authors), *Latinas in the United States: A Historical Encyclopedia*, edited by Vicki L. Ruiz and Virginia Sánchez Korrol, Indiana University Press, Vol. 3, 2006, 793-795.

#### REPORTS:

"Notes on the Role of Oral History in Puerto Rican Studies," report to the Puerto Ricans in Central Florida Oral History Project. August 2006.

#### LECTURES AND PAPERS PRESENTED:

"A Profile of Puerto Rican Workers in U.S. Farm Labor." Paper presented at the Puerto Rican Social Conditions and Public Policy Conference, Hunter College School of Social Work, New York, December 10, 2010.

"Prisons of Hope: An Anthropology of Puerto Rican Farm Labor in the United States." Paper presented at the 9<sup>th</sup> Conference of the Puerto Rican Studies Association, Hartford, Connecticut, October 23, 2010.

"Anthropological Political Economy," **Invited** lecture, Anthropology, Graduate Center, City University of New York, April 14, 2010.

"Representing Puerto Ricans: Methodological Explorations on the Use of Oral History and Ethnography." Paper presented at the 108<sup>th</sup> Meeting of the American Anthropological Association, Philadelphia, Pennsylvania, December 2, 2009.

Panel Organizer and Chair: "Ethnographies and Histories: Oral Histories and Contemporary Representations of Puerto Ricans." Presented at the 108<sup>th</sup> Annual Meeting of the American Anthropological Association, Philadelphia, Pennsylvania, December 2, 2009.

"Power and Resistance," **Invited** lecture, Anthropology, Graduate Center, City University of New York, February 25, 2009.

"Anthropology, History, and Puerto Ricans," **Invited** lecture, Heritage Speakers Series, Pluralism and Diversity Program, College of Staten Island, November 19, 2008.

"Los trabajadores agrícolas y la formación del estado en Puerto Rico, 1940's-1960's." Paper presented at the 8<sup>th</sup> Conference of the Puerto Rican Studies Association, San Juan, Puerto Rico, October 4, 2008.

"Colonial Migrants and Nation-State Formation: The Farm Labor Program of the Government of Puerto Rico, 1950s-1970s." Paper presented at The Historical Society's 2008 Conference, John Hopkins University, Baltimore, Maryland, June 7, 2008.

"Liberating and Modernizing the Colonial Landless Population." Invited lecture, Seminar: Culture, Power, and Boundaries, Columbia University, March 10, 2008.

"The Farm Labor Program of the Government of Puerto Rico." Invited lecture, Hispanic Genealogical Society, New York City, September 15, 2007.

"Puerto Ricans: Between Development and Migration." Invited lecture, Center for International Service, College of Staten Island, September 26, 2007.

"Colonizing Puerto Ricans in a Rural Frontier: The Farm Labor Program of the Government of Puerto Rico." Paper presented at the XXVII International Congress of the Latin American Studies Association, Montreal, Canada, September 6, 2007.

"Artful Dissent: Puerto Rican Posters at the Newark Library." Panel Discussant, Center for the Arts, College of Staten Island, February 2007.

"Colonizing Puerto Ricans in a Rural Frontier: Migration, Culture, and Power in Western New York." Paper presented at the 35<sup>th</sup> Annual National Conference of the National Association of Ethnic Studies, New Paltz, N.Y., March 22, 2007.

"Hegemonía, Espacio Urbano y Distribución de Tierras: El Establecimiento de Parcelas Gándaras en Cidra, 1940s-1960s." Invited lecture, Instituto de Investigaciones Interdisciplinarias, University of Puerto Rico-Cayey, October 24, 2006.

"Linking Academia to the Puerto Rican Community: The Use of Oral History and Anthropology." Paper presented at the 7<sup>th</sup> Conference of the Puerto Rican Studies Association, Ithaca, N.Y., October 7, 2006.

"Culture, Power, and Political Economy: A Protest of Puerto Rican Farmworkers in Western New York, 1960s." Paper presented at the 7<sup>th</sup> Conference of the Puerto Rican Studies Association, Ithaca, N.Y., October 7, 2006.

"Migration, Power Relations, and Protest: Puerto Rican Farmworkers in Western New York, 1960s." Paper presented at the New York History Conference, Columbia University, June 2, 2006.

"Claiming Equality: Segregation and Discrimination against Puerto Rican Farmworkers in Western New York, 1960s." Paper presented at the XXVI International Congress of the Latin American Studies Association, San Juan, P.R., March 16, 2006.

"Distributing Land, Developing the Countryside, and Exporting Progress." Paper presented at the Meeting of the American Anthropological Association, Washington, D.C., December 4, 2005.



"Land Reform, Hegemony, and Urban Space in Puerto Rico, 1940s-1960s." Paper presented at the 6<sup>th</sup> Conference of the Puerto Rican Studies Association, New York, N.Y., October 21-23, 2004.

**MEMBERSHIP IN PROFESSIONAL SOCIETIES:**

Latin American Studies Association, 2005-Present.

Puerto Rican Studies Association, 2004-Present.

American Anthropological Association, 1995-Present.

(Sections: Society for Latin America and Caribbean Anthropology and American Ethnological Society).

**SERVICE:**

Puerto Ricans in Central Florida from the 1940s to the 1980s: A History, Advisory Board, Member, 2008-2010.

PSC-CUNY Grant, Ethnic/Area Studies Panel, Member, 2007-2009.

*Centro*: The Journal of the Center for Puerto Rican Studies, Reviewer. 2003-2008.

College of Staten Island, CUNY

MALS Program Advisory Committee, Member, 2009-Present

Dean of Humanities Search Committee, Member, 2008-2009.

American Studies, Executive Committee, Member, 2008-Present.

International Studies, Executive Committee, Member, 2008-Present.

Humanities/Social Studies, Education Search Committee, Member, 2008-2009.

Verrazano School Advisory Committee, Member, Fall 2008.

Seek Program, Advisory Board, Member, 2007-Present.

Latin American History Search Committee, Member, 2007-2008.

Seek Program, Advisory Board, Member, 2007-Present.

Service Learning Committee, Member, 2007-Present.

Sociology Search Committee, Affirmative Action Liaison, Fall 2007.

Women and Globalization in Latin America (Hispanic Heritage Month event),

Organizer, October 10, 2007.

Latin American Student Association, Faculty Advisor, 2007.

Women's Studies Program, Executive Committee, Member, 2006-2009.

**MEDIA APPEARANCES:**

"Crisis presupuestaria del Gobierno de Puerto Rico," television roundtable debate, Pura Política, NY1 Noticias, New York City. May 12, 2006.

"Los puertorriqueños y la reforma inmigratoria," television interview, Pura Política, NY1 Noticias, New York City. April 10, 2006.

**LANGUAGE SKILLS:**

Fluent in Spanish.

*CURRICULUM VITAE*

NAME            **DAVID GOODE**

COLLEGE        College of Staten Island ,\_City University of New York

TITLE            Professor of Sociology

DEPARTMENT   Sociology, Anthropology and Social Work

HIGHER EDUCATION

<u>DATES ATTENDED</u>	<u>DEGREE &amp; MAJOR</u>	<u>INSTITUTION</u>
University of California	1973-1980    Ph.D. Sociology 6/80	
Queens College, CUNY	1969-1974    M.A. Sociology 2/74	
Queens College, CUNY	1964-1969    B.A. Sociology 6/69	

Licenses: California Community College Instructors  
 Credential in Sociology and Special Education  
 (Handicapped). Issued September, 1978.

WORK EXPERIENCE

Teaching

<u>INSTITUTION</u>	<u>DATES</u>	<u>RANK(FT/PT) DEPARTMENT</u>
CUNY Grad Center	9/05-present	Professor, Ph.D. Program. in Urban Education
School of Professional Studies	9/04-present	Adjunct Faculty, Cert. in Disability Studies
CUNY Grad. Center	2/95-present	Prof. Ph.D. Program in Sociology
College of S. I.	9/89-present	Prof.(FT) PSASW
NY Medical College Valhalla, NY	1985-1989	Asst.Prof. (FT) Community & Preventive Medicine
Wilkes College,PA	1980-1983	Asst.Prof. (FT) Soc/Ant
Wilkes College,PA	1981-1983	Instructor (PT) Cont.Ed.

Wilkes- Hahnemann  
 Medical Program 1981-1983 Instructor (PT) Soc/Ant  
 Scranton-Temple Residency Program 1980-1981 Instructor (PT) Soc/Ant

California State U. 1980 Lecturer (PT) Sociology

U.C.L.A. 1978-1979 Teaching Fellow(PT)Sociology

California State Un.1978-1979 Lecturer (PT) Sociology

Los Angeles Mission College 1977-1978 Lecturer (FT) Sociology

California State U. 1977-1978 Lecturer (PT) Sociology

U.C.L.A. 1977-1978 Teaching Assoc.(PT)Sociology

CUNY,Queens College Summers 1973-75 Lecturer Sociology

OTHER:

<u>INSTITUTION</u>	<u>DATES</u>	<u>TITLE</u>
New York Medical College Valhalla, N.Y.,Mental Retardation Institute	1985-1989 (FT)	Director of Research and Evaluation
Pace University, N.Y. Rose F. Kennedy Ctr.- Albert Einstein College of Medicine	1987-1988 (PT)  1984-1985 (FT)	Research Consultant  Research Consultant
Los Angeles Drug Abuse Program	1978-1980 (PT)	Guest Instructor
U.C.L.A. Medical Center	1977-1978 (PT)	Staff Research
Vet. Admin., California	1976-1977 (FT)	Research Scientist
U.C.L.A. Med. Ctr. Mental Retardation Research Center	1973-1976 (PT)	Staff Research Assoc.

ACADEMIC AND PROFESSIONAL HONORS:

Deputy Chair, SASW Department, College of Staten Island, 2005-2008  
 Acting Chair, SASW Department, College of Staten Island, Fall, 2007

Visiting Guest Professor, Department of Orthopedagogy, University of Ghent,

Ghent, Belgium, 1996-1997.

Certificate of Homage awarded by EURAMIS (Programme European pour l'Accueil et la Meillure Insertion Sociale des jeunes handicapés, Echanges d'experiences) and COFACE (Confederation of Family Organizations in the European Community, Commission on Families and Disabled People), December 12, 1996.

The Presidents Citation, the American Association on Mental Retardation, June 1996, by AAMR President William Kiernan.

Selected the annual Bengt Nirje Lecturer by the Scandanavian Association for Research in Disabilities (FUB), Honorary Lecture presented in Uppsala University, Uppsala, Sweden, Title: Disability in the 21st Century: Internationally Speaking, November 17, 1995.

Charles Horton Cooley Book Award for 1995 was awarded by the Society for the Study of Symbolic Interaction to A World Without Words: The Social Construction of Children Born-Deaf Blind.

Grants:

Writer, Grant to the SUNY-CUNY Consortium for Developmental Disabilities Studies to support evaluation of DD Certificate Program, provision of a summer class DD, and coordination of Kennedy Fellows in the DD Certificate Program. Academic 1991-92, \$14,000; Academic 1992-93, \$10,800; Academic 1993-94, \$11,000.

Writer of A State-wide Quality of life agenda for persons with disabilities, World Institute on Disability, (California) and New York State Developmental Disabilities Planning Council (New York). Awarded February 1989. Total Funds \$94,000.

Writer & Project Director, Supplemental Grant from the Administration On Developmental Disabilities, Quality of life of persons with disabilities, the Mental Retardation Institute, Valhalla, New York. Awarded July, 1987, \$60,000.

Writer and Project Coordinator, Supplemental grant to the Administration on Developmental Disabilities, Studying the community integration of deinstitutionalized adults with mental retardation, the Mental Retardation Institute, Valhalla, New York Awarded, September, 1986, \$20,000.

Writer, Continuing Application for the University Affiliated Facility at Westchester County Medical Center to the Administration on Developmental Disabilities, July, 1986, \$175,000 annually for three years.

Research Grant, Maternal and Child Health, An interview study of families providing home care to children who are technologically dependent, \$13,000,

January 1985, the Rose F. Kennedy Center, Albert Einstein College of Medicine.

Seed Grant Award, The Center for Health Sciences, U.C.L.A. School of Medicine, \$2500, Academic, 1978.

Foundation grant from the Joseph P. Kennedy, Jr. Foundation for the Alternative Views Panel at the 1982 American Academy on Mental Retardation Meetings, \$1500.

#### REFEREED PUBLICATIONS:

##### Books

Goode, D. Playing With My Dog Katie: An Ethnomethodological Study of Dog-Human Interaction. December, 2006 (Lafayette, Indiana: Purdue University Press)

Goode, D. I En Verden Uden Ord Systeme Press, Copenhagen, 2001. (Danish translation of A World Without Words)

Goode, D., Magerotte, G. & LeBlanc, R. (eds.), 2000, Qualite de Vie Pour Les Persons Presentant Un Handicap; Perspectives Internationales, Enlarged French edition of DeBoeck Universite Press in Belgium.

Goode, D. And Now Let's Build A Better World: The History of The Association for the Help of Retarded Children, New York City, 1949-1998. Electronically published at: [www.ahrcnyc.org](http://www.ahrcnyc.org), 1998.

Goode, D.A. (ed.), Quality of Life for Persons with Disabilities: International Perspectives and Issues. Cambridge, Massachusetts: Brookline Books, 328 pps. August 1994.

Goode, D.A., A World Without Words: The Social Construction of Children Born Deaf- Blind. Temple University Press, Philadelphia, PA., 261 pps. August, 1994.

Goode, D. A History and Sociology of Willowbrook State School. In preparation.

##### Journal Articles:

Holburn, C., Cea, C., Coull, C. & Goode, D. 2007. Personal vs. Proxy Focus Groups ' Perspectives on Quality of Life, Journal of Policy and Practice in Intellectual Disability, Vol. 4, No. 3, pps. 210-212.

Goode, D. What Was Mental Retardation, Journal of Mental Retardation Vol.40, pps 57-59, February, 2002.

Goode, D. Quality of Life of Children With Disabilities. 2000. Exceptionality Education Canada, Ivan Brown and Roy Brown (eds.) Vol 9 (No. 1&2):111 128.

Goode, D., What Readers Read in A World Without Words, Author's Response in a Review Symposium on A World Without Words, special editor Francis Chaput Waksler, Journal of Human Studies, 20 383-389, 1997. [the Journal also published five reaction pieces to the book].

Goode, D. 1996, On Measuring Quality of Life, HELIOSCOPE, No. 8 (Summer), back cover (HELIOSCOPE is a publication of the European Commission and is published in thirteen languages).

Goode, D., A general Phenomenology of Intersubjectivity, in J. Souriau et. al. (Eds.) Proceedings of the International Association for the Education of the Deaf-Blind, Communication Work Group Conference in Suresnes, France, June, 1996.

Goode, D.A., Defining Facilitated Communication in and out of existence: The Role of Science in the Facilitated Communication Controversy. Mental Retardation, (32) No. 4, pps. 307-311, August 1994.

Goode, D.A., Its most Unfamiliar Form: Self and Other in Relationships with Persons with Severe and Multiple Disabilities. In Scandinavian ethnology journal Nord Nytt, 1993, 51, 101-106.

Goode, D.A., Davidson, D.W, and Kendig, J.W. Developmental Disabilities Related Education, Technical Assistance and Research Activities in Developing Nations. Mental Retardation, 30, pps. 269-275, October, 1992.

Goode, D.A. and L. Backus. Educating Children with Severe Disabilities in Regular Schools with Their Non-Disabled Peers: The case of AMERICAN Inclusion. In Finnish translation (trans. Anne Qvist) in the February 1992 edition of the KETJU, The Journal of the Finnish Association on Mental Retardation, 28 (2) pp.27-28.

Goode, D.A. The Americans with Disabilities Act: Myths and Realities. In KEIJU, The Finnish Association and Retardation, April, 1991.

Pollner, M. and D.A. Goode. Ethnomethodology and Person Centering Practices. Person-Centered Review. Vol. V (2), pp. 203-220, May, 1990.

Goode, D.A. Understanding without Words: Communication between an Alingual, Deaf-Blind Child and her Mother, Journal of Human Studies, pp. 1-37, April 1990.

Goode, D.A. Response to Drash's Total Rehabilitation as a Goal in Mental Retardation. Mental Retardation, 9 (1) pp. 83-85, August 1987.

Goode, D.A. Kids, Culture and Innocents. The Journal of Human Studies, 1986,

pp. 83-105. Also appears in Studying the Social Worlds of Children, Frances Waksler (ed), Falmer Press, 1992, pp. 145-160.

Goode, D.A. Quality of Service through Incentives Management, In. S. Segal (ed.) Severe Mental Handicap: Training in a changing world. Reading, England: Bulmershe College Publications, 1986, pp. 59-65. Also appears in the Hungarian Special Education Quarterly, 1986.

Goode, D.A. Notes on the Presentation Practices of a Family with a Deaf-Blind Daughter. Family Relations: The Journal of Applied Family and Child Studies, pp.248-273, January, 1984.

Goode, D.A., and Gaddy, M.P. Ascertaining Client Choice with Alingual, Deaf-Blind and Retarded Children. Mental Retardation, December, 1976, pp. 10-12.

#### PROCEEDINGS:

Goode, D., Quality of Life and Disability Policy, Proceedings of the Second Annual European Quality of Life Conference for People With Special Needs. Porvoo, Finland, November, 1995.

Goode, D., An Ethnomethodological Prospectus of Social Science Research with People Who Have Severe Disabilities. In M. Soder & A. Gustaffson (eds.) Proceedings of the International Symposium on Social Science Research about Disabilities. University of Sodertorn, Stockholm, Sweden, 1993.

#### BOOK CHAPTERS:

Goode, D.A., Assessing the Quality of Life of Persons with Severe Disability, In R. Brown (Ed.) Quality of Life and Disability Aldine, 1999.

Goode, D. 1996, Quality of life as International Disability Policy: Some Current Implications, in R. Schalock (Ed.) Quality of Life: Issues and Perspectives, Washington, D.C.: American Association on Mental Retardation.

Goode, D.A., with Waksler, F.C., The 'Missing Who' of Social Interaction: Situational Identity and Fault-Finding with an Alingual, Deaf-Blind Child. In N. Mandel (ed.), Sociological Studies of Child Development. 1990: pp. 203-223. Also appears in Studying the Social Worlds of Children, Frances Waksler (ed.), Falmer Press, 1992.

Goode, D. A. Quality of Life and Group Process. In R. Schalock (ed.) Quality of Life. Washington, D.C.: AAMD Monograph. 1990, pp. 41-57.

Goode, D.A., Quality of Life and Quality of Work Life. In W. Kiernan Schalock (eds.) A Look Ahead: Economics, Industry and Disability. Baltimore, MD: Paul



Brookes Publishing, 1989, pp. 337-349.

Goode, D.A. Socially Produced Identities, Intimacy and the Problem of Competence among the Retarded. In S. Tomlinson & L. Barton (eds.), Special Education and Social Values, London: Croom Helm, 1985, pp. 228-248.

Goode, D.A. Who is Bobby? A Case History Documenting the Role of Method and Ideology in the Discovery of Competence in a Man with Down's Syndrome. In G. Kielhofner (ed.), Health Through Occupation, Philadelphia: F.A. Davis, 1983, pp. 237-255. Also appears in Interpreting Disability, N.Y. Teachers College Press 1992. S. Taylor, D. Ferguson and P. Ferguson (eds).

Goode, D.A. Behavioral Sculpting: Parent-child Interactions in Families with Retarded Members. In J. Jacobs (ed.) Phenomenological Approaches to Mental Retardation, New York: Charles C. Thomas, 1980, pp. 94-118.

Goode, D.A. The World of the Deaf-Blind. In H. Schwartz & J. Jacobs (eds.) Qualitative Sociology: A Method to the Madness, New York: Free Press, 1979, pp. 381-396. Also appears in Phenomenological Approaches to Mental Retardation, 1980, pp. 187-207., and in J. Brechin & J. Walmsley (eds.), Making Connections: Reflection on the Lives of People with Learning Difficulties. London: Hodder & Stoughton, 1990.

#### BOOK REVIEWS:

Meaning of Disability: The Lived Experience of Paralysis, by Albert Robillard, Journal of Human Studies Vol.26, No.4, pps. 493-503, 2003.

Quality of Life and Health Promotion, Edited by R. Renwick, D. Raphael and I. Brown, for the American Journal on Mental Retardation. 1997.

Goode, D.A. Review of Professional Competence and Quality Assurance in the Caring Professions, Roger Ellis (Ed) London: Croom-Helm. 1988 Appears in Disabilities Studies Quarterly, 1991.

#### GUEST EDITORIAL:

Goode, D. Measuring quality of life (guest editorial), News and Notes. American Association on Mental Retardation, April 1990: p2.

#### OTHER PUBLICATIONS:

Training Publication:

Goode, D.A. Isn't It a Wonderful Day to be in the Community? In the Training Institute Publication Series, W. Wolfensberger (ed.), Syracuse University, 1983.

## TECHNICAL REPORTS:

Goode, D.A., and P. Harrit. Direct Care as a Profession: In Denmark Educated Social Pedagogues Are Fully Responsible for All Care, Treatment and Administration Required by Clients. March, 1993, NYS Institute for Basic Research.

Goode, D.A. and A. Bittinger. A. Self-Advocacy: What it Does, and What About It's Future. In People With Disabilities, April, 1993.

Goode, D.A. Towards the year 2000. Liason Bulletin, National Association of State Directors of Special Education, Washington, D.C., March 1991.

Goode, D.A. Proceedings of the First Annual Conference on the Americans with Disabilities Act, College of Staten Island, N.Y. April 12, 1991.

Goode, D.A. Principles and Recommendations of the Quality of life For Persons with Disabilities Project, Mental Retardation Institute, Valhalla, New York, December, 1988.

Goode, D.A. Quality of Life: A Review of the Literature. Mental Retardation Institute, Valhalla, New York, December, 1988.

Goode, D.A. Discussing Quality of Life: The Findings of the Work Group on Quality of Life for Persons with Disabilities. Mental Retardation Institute, Valhalla, New York, December 1988.

Goode, D.A. (Ed.) Proceedings of the National Conference on Quality of Life for Persons with Disabilities, Mental Retardation Institute, Valhalla, New York, December 1988.

## CONSULTANCIES/EDITORIAL:

Consultation with the Staten Island Council on Developmental Disabilities, Residential Quality of Life Committee, examining quality of life in community residences for people with developmental disabilities, 2003-2004.

Consultations with three human service agencies around issues related to quality of life and quality of work life were undertaken: Hunterdon County ARC (Flemington, New Jersey), Heritage House (Rochester, New York) and Supervised Lifestyles (Brewster, New York) 1990-1992.

The University designing the evaluation of services for people with disability for the European Community requested a consultation on the framework they were employing (Erwin Seyfried, Freie University of Berlin). 1991.

Consultant to the Quality of Life Project, Copenhagen, Denmark. 1990-1992.  
 Consultant to The Quality of Life Project, Budapest, Hungary. 1990-1992.

Consultant to The Quality of Life Project, World Institute on Disabilities, Berkeley California, February 1989 to present.

Consultant to the National Project on Quality of Life, The Finnish Association on Mental Retardation, September 1988 to present.

Consultant to Pace University School of Nursing, September 1987 to January 1989.

#### INVITED PAPERS AND LECTURES:

Goode, D. Organizer and Presenter, Section on Animals and Society, Deconstructing Playing With Katie, American Sociological Society, Montreal, Canada, August, 2006

Goode, D. Reflections of Disability for the Salon de Provence Conference on Disability, Salon de Provence, France, December, 2003.

Goode, D. Ethnomethodology and Disability Studies: Comment on Robillard, Eastern Sociological Association, March 14, 2002

Goode, D. An Ethnomethodological Analysis of the Role of Language in Human Activity, to be given at the International Congress of Psychology, Stockholm, Sweden, July, 2000.

Goode, D. Playing With Katie: An Ethnomethodological Account of Interspecies Interaction, given at the Communication and Culture Seminar, Harvard University, April, 1999.

Goode, D. Quality of Life, Disability and Qualitative Methods, given at Brunel University, London, England January 30 1997.

Goode, D. Varieties of Qualitative Method: Contributions and Future Developments in Disability Research, Session Organizer and Moderator, International Association for the Scientific Study of Intellectual Disability Meetings, Helsinki, Finland, July 8-13, 1996.

Goode, D., International Policies in Disability, Session Organizer and Moderator, International Association for the Scientific Study of Intellectual Disability, Helsinki, Finland, July 8-13, 1996.

Goode, D., The Application of the Quality of Life Concept, International Association for the Scientific Study of Intellectual Disability, Session Organizer,

Moderator and Participant, Helsinki, Finland, July 8-13, 1996.

Goode, D., Quality of Life as A Social Policy Concept: Its Relation to Current International Policy Concepts, the International Association for the Scientific Study of Intellectual Disability, Helsinki, Finland, July 8-13, 1996.

Goode, D., Keynote Speech: An Overview of Quality of Life and Disability, The Surrey Place Centre Quality of Life Conference, Toronto, Ontario, Canada, June 6-8, 1996.

Goode, D., Quality of Life and People With Disability, presentation to the Accreditation Council in Developmental Disabilities Annual Meetings, Baltimore, MD., April 12, 1996.

Goode, D., Studying Disabilities, Ethnomethodologically. Department of Psychology, University of Jyväskylä, Jyväskylä, Finland, November 20, 1995.

Goode, D., Ethnomethodology and Disability: A Student's Account, Department of Sociology, Graduate Seminar in Qualitative Methodology, University of Uppsala, November 17, 1995.

Goode, D., Communication Development in Children Born Deaf-Blind, International Association for the Education of the Deaf-Blind Meetings, Paris France, June 28, 1996

Goode, D. The Big Picture: Quality of Life and Disabilities, The Mid-Hudson Coalition on Disabilities Annual Autism Conference, New Paltz, New York, June 15, 1995.

Goode, D. Choice and Independence with Persons Who Have Profound Mental Handicaps, American Association on Mental Retardation Meeting, San Francisco, California, May 4, 1995.

Qualitative Research on Quality of Life, Academy on Mental Retardation Annual Meetings, San Francisco, California. May 3, 1995.

"Quality" in Services to Persons with Developmental Disabilities. New York State Consortium for the Study of Disabilities, Manhattan Community College. April 21, 1995.

Quality of Life in Residential Treatment Settings, American Residential Treatment Association Meetings, Stockbridge Mass. March 24, 1995.

Quality of Life and Qualitative Sociology, University of Uppsala, Uppsala, Sweden, December 8, 1994.

Quality of Life An Disability Policy: Implications for European Research keynote address at the First Annual European Quality of Life for Persons with Special Needs Conference, Copenhagen, Denmark. December 10-14, 1994

International Issues and Perspectives in Quality of Life for People with Disabilities, Poster Session, American Association on Mental Retardation Annual Meetings. Washington, D.C. June 3, 1993.

Qualitative Research in Disabilities, Poster Session, American Association on Mental Retardation Annual Meetings. Washington, D.C. June 1993.

Thinking and Writing about Children Born Deaf-Blind, Humanities Center, University of Utah, Deaf-Blind Lecture Series. Salt Lake City, Utah. May 1993.

Quality of Life and Social Welfare: Some Policy Issues, lecture given at the Scandanavian-Wide Research in Disabilities Group. Turku, Finland, November 1992.

Data in Social Research An Ethnomethodological Interpretation of Quantitative Data, Description and Video Tape. University of Aalborg. October 1992.

Communicating Indexical Bodily Expressions in Everyday Life, presented at International Institute on Ethnomethodology and Conversational Analysis. Boston, MA. August 1992.

What Qualitative Methods Can Tell Us About Communicating with People Without Formal Language that Quantitative Methods Can Not, presented at Social Work Division of the American Association on Mental Retardation. New Orleans, May 1992.

Quality of Life Social Policy, (Panel Organizer and Paper Presenter) at the American Association on Mental Retardation Meetings at an Interdisciplinary panel. New Orleans, May 1992.

Understanding Quality of Life and Quality of Life Policy, presented at Connecticut University Affiliated Program in East Hartford. March 1992.

Current Issues in Quality of Life Policy, given at the Centre for Health Promotion in Toronto. February 1992.

Reflections on Studies of Persons Born Deaf and Blind, Ontario Institute For Special Education. University of Toronto, Toronto, Canada. February 1992.

The Future and Disabilities: A Work Shop for Planners, The National Association of Developmental Disability Councils, (Presenter and Discussion Leader) Atlantic City, New Jersey. September 1991.

Communication and Quality of Life for People with Severe Disabilities, The Royal Danish School for Education. University of Esbjerg, Esbjerg, Denmark. August 1991.

Communication and Quality of Life for Children with Deaf-Blindness, Communications Department. University of Aalborg, Aalborg, Denmark. August 1991.

Ethnographic Study of Children Born Deaf-blind and 'Normal' Adults Anthropological Institute, University of Copenhagen, Copenhagen, Denmark. August 1991.

Quality of Life and Disability, Parents National Organization on Mental Retardation (LEV). Copenhagen, Denmark. August 1991.

How children with deaf-blindness and language communicate with adults who see hear and speak, the 10th Annual Meeting of The International Association for the Educational of the Deaf-Blind. Orebero, Sweden. August 1991.

Organizer/ Presenter, Ethnomethodology and Disability Research, Academy on Mental Retardation. Washington, D.C. May 1991.

Organizer/Presenter, Round Table on Quality of Life, American Association on Mental Retardation. Washington, D.C. May 1991.

Lecturer and Panel organizer, The Future and Developmental Disabilities, Young Adult Institute International Conference. New York, New York. April 1991.

Lecturer and Panel organizer, Panel on Undergraduate Education of Direct Care Workers in Developmental Disabilities, Young Adult Institute International Conference. New York, New York. April 1991.

Quality of Life: Beyond Regulatory Compliance, Interagency Council. New York City, October 1990.

An overview of ethnomethodology in human service research. University of Linkoping, Sweden. October 1990.

Communication Studies: Ethnomethodologically Speaking. University of Linkoping, Sweden. October 1990.

Quality of Life as a Policy in The Field of Disabilities. University of Uppsala, Sweden. October 1990.

Understanding without words: Ethnomethodological methods in Social Science,

Kulturanthropologiska Institutionen. University of Uppsala, Sweden. October 1990.

Communication Studies: Ethnomethodologically Speaking. University of Uppsala, Sweden. October 1990.

Quality of Life For Persons with Disabilities: Some International Issues. American Psychological Association, August 1990.

An Ethnomethodological Prospectus for Social Science Research for Persons with Severe Disabilities. The International Symposium on Social Science Research on Disabilities. The University of Sodertorn, Stockholm, Sweden. July 1990.

Thinking About Quality of Life and Planning Services for People with Handicaps and Other Socially Devalued Populations. Finnish Association on Mental Retardation, June 1990.

Panel Organizer, Presentor and Discussant, International Research and Policy Related to Quality of Life for People with Disabilities. Young Adult Institute International Conference, April 1990.

Presenter, The Value of Phenomenological Research in Developmental Disabilities: An example, Symposium on Behavioral Research in Developmental Disabilities. Queens College, March 1990.

Presentation to the CUNY Board of Trustees on the Certificate Program in Developmental Disabilities, CSI, March 8, 1990.

The New York State Quality of Life Project. New York State Association for Retarded Citizens annual meeting, October 28, 1989.

An article and photo about Dr. Goode appeared in KETJU, a Finnish publication about services for mentally retarded "Elamanlaatut Kimue Seura Gooden Oppejaj," No.6, 1989.

Panel Reactor, Ethical Issues in Consent with Persons Who Are Aged and Measuring Quality of Life New York State Association for Retarded Citizens, Annual Meeting. Monticello, New York, October 1989.

The Status of Quality of Life Projects in the United States, Finnish Association on mental retardation. Helsinki, Finland. October 1989.

Invited lecture, "Measuring Quality of Life," Centers for Disease Control. Atlanta, Georgia. June 1989.

Invited lecture, "Quality of Life for Persons With Disabilities in the United States." Rotary Club of Paris, Paris, France, June 1989.

Invited Lecture, "Ethnomethodology and Methodology" University of Paris VIII. Department of Education, June 1989.

Invited Lecture, "Understanding Children Who Are Deaf-blind and Retarded, Ethnomethodologically." University of Paris VIII, Department of Education, June 1989.

Invited Lecture, "An Ethnomethodological Approach to Human Services Research", University of Uppsala, Department of Sociology. Tranasbaden, Tranas Sweden. June 1989.

Invited Lecture, "A Communicational Network Without Language", University of Uppsala, Department of Sociology. Tranasbaden, Tranas, Sweden. June 1989.

Invited Lecture, "The Ethnomethodological Case Study: Its Value to Human Services." University of Uppsala, Tranasbaden, Tranas, Sweden. June 1989.

Invited Lecture, "Quality of Life for Persons with Mental Handicaps." International Society for the Scientific Study of Mental Deficiency. Dublin, Ireland. August 1988.

Invited Lecture, "Innovative Models in Family Support," International Association for the Study of Family Support. Stockholm, Sweden. August 1988.

Invited Lecturer, "Ethnomethodology and Changing Institutions." University of Paris VIII, January 1988.

Invited Paper/Lecture, What's Wrong with How we Study Families with Retarded Members. Academy on Mental Retardation. May 1988.

Invited Lecture, "Parental Perspectives on Decision Making in Neonatal Medicine," Research Rounds. Our Lady of Mercy Hospital, Bronx, New York. June 1987.

Presenter & Panel organizer, "Teaching Ethnomethodology," Presenter, "Future Directions Panel," Presider, " Session #18: Talk and Power," International Institute on Ethnomethodology. Boston, MA. August 1987.

Presenter, "Decisions, Control and the Quality of Work Life, A Look Ahead: Economics, Industry and Disability." Boston, MA. June 1987.

Presenter and Organizer, Applied Ethnomethodology Panel, Eastern Sociological Society. Boston. May 1987.

Presenter, "New Developments in Services for Mentally Disabled Persons with Behavioral Problems: A view from the United States". Ravenswood International



Symposium. London, England. February 1987.

Community-based Planning Workshop and Facilitator for Mid-Hudson Region Caucus, Governor's Conference on Services to Children 0-5 and Their Families, Albany Hilton, December, 1987.

Coordinator and Planner, The Quality of Life Work Group, Xerox International Center for Training and Management Development, Leesburg, Virginia, September 28-30, 1987.

Panel Member, Making research work, American Academy on Mental Retardation (Research Society of AAMD) May, 1987.

Keynote Speaker, Kentucky Conference on Persons with Behavioral Problems and Mental Retardation, April 1987.

Ethnomethodology and Clinical Practice, Paris University VIII, Paris, France, March 1987.

Ethnomethodology and Clinical Practice, Oxford Rehabilitation Unit, Oxford University, Oxford, England, February 1987.

Writer, Producer of and Actor in Training Videotapes "Richie's Gone" and "Mental Health Problems of Persons With Developmental Disabilities." Training tapes for professionals servicing mentally retarded persons with mental health problems, the Mental Retardation Institute, January 1987.

Partnerships for People, Annual Meetings of the American Association of University Affiliated Facilities. Boston, Massachusetts. November 1986.

Parental Perspectives on Treatment Versus Non-Treatment Decisions with Chronically Ill Neonates," American Association On Mental Deficiency. Denver. Colorado, May 1986.

Information and Interagency Planning, Annual Meetings of the American Association of University Affiliated Programs. Seattle, Washington. October 1985.

Quality of Life and Quality Assurance in America, Ravenswood International Symposium on Severe and Profound Mental Handicap. Crowthorne, England. September 1985.

Day Long Workshop, Meeting the needs of retarded persons in the community, Sponsored by Prospectus Associates Inc., Reading Pennsylvania, June 1984.

Discussant, "Who's Listening?" panel, Eastern Sociological Society, Boston, Massachusetts, March 1984.

Towards a Critical Interpretation of Youth, Eastern Sociological Society Annual Meetings. Boston, Massachusetts. March 1984.

A Manifesto and Paradigm for a Concerned Ethno-methodology, International Ethnomethodology Institute, Boston University, Boston, Massachusetts. August 1983.

Understanding Deaf-Blind Children, International Ethnomethodology Institute. Boston University, Boston, Massachusetts. August 1983.

Sociological and Clinical Approaches to Communication with Deaf-Blind children, Speech Pathology Section, American Association on Mental Deficiency Annual Meetings. Dallas, Texas. May 1983.

In-Home Family Ethnography and Family Pathology, Annual meetings of the Eastern Sociological Association. Baltimore, Maryland. March 1983.

What is Wrong With Studies of Families Who Have Retarded Members? The Annual Meetings of the Association for Humanistic Sociology. Cincinnati, Ohio. October 1981.

Some Considerations About the Community Integration of the Retarded, Human Service Consultants. Wilkes-Barre, Pennsylvania. March 1981.

Can Any Service System Integrate the Retarded Into the Community? American Academy on Mental Retardation. San Francisco, California. May 1980.

What is Right With the Retarded? American Association On Mental Deficiency Annual Meetings. Miami, Florida. May 1979.

Competencies of the Retarded. East Los Angeles Regional Center. April 1979.

Competency and Deficit Approaches to the Retarded: A videotape method, Region X Meetings of the American Association on Mental Deficiency, Occupational Therapy Division. Sacramento, California. March 1979.

A Relational Account of Deaf-Blind Children, Southern Nevada Association for the Handicapped, Statewide workshop. Las Vegas, Nevada. May 1978.

Adaptation Problems of Mentally Retarded Adults in the Community, University of California Extension, Continuing Education In Medicine. UC Medical School, April 1978.

A Videotape Method to Evaluate Communication Competence Retarded Adults, Sociobehavioral Study Group, Mental Retardation Research Center. U.C.L.A.

Medical Center, April 1978.

Videotape as a Critical Assessment Tool," Upward Mobility Training Project. UAF, U.C.L.A. Medical School, March 1978.

Day Workshop, Critical assessment of intervention with deaf-blind children: A statewide parent workshop, Texas School for the Blind, Austin, Texas. May 1978

Research Rounds, A sociobehavioral approach to communication problems with retarded adults: A videotape analysis in the case of a man with Down's syndrome, Neuropsychiatric Institute, U.C.L.A. Medical Center, April 1978.

Interactional Considerations in the Study of Deaf-Blind Children and Their Families, Sociobehavioral Group. Mental Retardation Research Center, U.C.L.A. Medical Center, September 1977.

Presenter, Architectural Consideration With Deaf-Blind Persons, School for Architecture and Planning. U.C.L.A., December 1976.

#### D. OTHER PROFESSIONAL ACTIVITIES

Editorships with Journals:

Editorial Consultant, Human Studies, 1983 to present.

Reviewer for the Journal of Developmental Disabilities. 1992.

Consulting Editor, Ontario Journal on Developmental Disabilities, 1992 to present.

Consulting Editor, Mental Retardation, 1983 to present.  
(Reappointed under new editor in 1993).

Editor, Eastern Sociological Society Newsletter 1983 to 1986.

National and International Service:

Consultant to the Finish Association on Mental Retardation on Integrating Persons with Intellectual Disability into the International Association for the Scientific Study of Intellectual Disability Meeting in Helsinki, July 1996.

First Chairman of the Ad Hoc Subcommittee on Self-Advocacy for the American Association on Mental Retardation, resigned as Chair in January 1995 and have been a committee member since.

Consultant to European Commission HELIOS 11 Team of Experts, and to

European Commission Directorate General V, 1995 to 1996.

Board Member, International Advisory Board for the International Institute for Ethnomethodology and Conversational Analysis, appointed August, 1993.

Nominated to the Administrative Council and Executive Committee of the Association of Research and Formation on Integration in Europe. Based in Paris, ARFIE is "a Non-Governmental Organization of other European professionals" that studies issues related to integration of people with Disabilities. I am a founding and only non-European member. 1992-present.

Chair, Ad Hoc Committee on Self-Advocacy, American Association on Mental Retardation, November, 1992 to February 1995.

Nominated, Nominations and Elections Committee, American Association on Mental Retardation, August, 1993.

Reviewer for the Program Committee of the International Association for the Scientific Study of Mental Deficiency. 1992.

Member of Education Sub-Committee of the New York City Mayor's Office for the People With Disabilities. Since 1991.

Member, Nominations & Elections Committee, American Association On Mental Deficiency, 1985-1988.

Member, Research Committee, Database Committee, American Association of University Affiliated Programs, 1985-1988.

Member, Committee on the Professions, Eastern Sociological Society. 1986 to 1988.

Member, Candace C. Rogers Award Committee, Eastern Sociological Society, 1988.

Alternate Representative to the New York State Developmental Disabilities Planning Council, 1985 to 1988.

Member, International Advisory Board for the Ravenswood international Centre, London, England, 1984 to 1992.

Acting Executive Director, New York State Association for Autistic/Retarded Adults, 1984 to 1990.

#### MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:

American Association On Mental Retardation, 1977 to present.

American Academy on Mental Retardation, 1978 to present.

American Sociological Association, 1980 to present.

Eastern Sociological Society, 1981 to present.

#### RECORD OF COLLEGE SERVICE:

Deputy Chair of Sociology, Anthropology and Social Work, academic year 2005-2006.

Coordinator, Minor in Disability Studies, 2001 to present.

Organizer of the Annual Willowbrook Memorial Lecture Series, annually 1992 - present.

Alternate University Faculty Senate, Faculty Standing Committee on Research. 1994 - 96

Coordinator, PSA Department's Certificate in Developmental Disabilities, 1989 - 1998

Chairperson, Committee on Developmental Disabilities, 1989 - 1992

Member, 504 Committee, 1989 - present.

Member, Student Scholarship Committee, 1996- present

Member, Committee on Special Education, 1990 - 92.

Organizer, Willowbrook Memorial/PSA Building Opening, 1992.

Organizer, "The Second Annual Conference on the American with Disabilities Act," April, 1991. College of Staten Island.

Organizer, "Rights and Responsibilities: The American with Disabilities Act," May, 1990. College of Staten Island (Conference).

#### UNIVERSITY SERVICE

Curriculum Development, Graduate Certificate in Disability Studies and Master of Arts in Disability Studies, School of Professional Studies, with Bill Ebenstein, CUNY University Dean of Health and Human Services. 2004 to present.

**REFERENCES:**

Provided on request

**Hosu Kim**  
 617 Baltic Street 3R  
 Brooklyn, New York 11217  
[Hosu.kim@csi.cuny.edu](mailto:Hosu.kim@csi.cuny.edu)

## EDUCATION

- October 2007      Ph.D., Sociology  
 Women's Studies Certificate Program  
 CUNY, The Graduate Center, NY, NY
- Dissertation, "Virtual Mothering: A Cultural Critique on the Emergent Figure of  
 Korean Birthmothers in Popular Media"  
 Dissertation Committee  
 Advisor: Patricia T. Clough  
 Barbara Katz Rothman  
 Alexandra SeungHye Suh  
 Hester Eisenstein
- May 1997          M.A., Sociology, Indiana State University, Terre Haute, Indiana
- February 1994      B.S., Industrial Engineering, Dong-A University, Busan, Korea

## EMPLOYMENT EXPERIENCE

- 2009 – Present    Assistant Professor of Sociology  
 Department of Sociology, Anthropology, and Social Work  
 College of Staten Island, City University of New York  
 Staten Island, NY
- 2008 – 2009      Visiting Assistant Professor of Sociology  
 Department for the Study of Culture and Society  
 Drake University  
 Des Moines, Iowa
- 2007 – 2008      Visiting Assistant Professor  
 Department of Sociology and Anthropology  
 Fordham University at Lincoln Center
- NY, NY**
- 2005 – 2007      Writing Fellow  
 City College, CUNY

Spring 2005                      Adjunct Lecturer  
    "Research Methods"  
    Department of Sociology, Brooklyn College, CUNY

Fall 2002                            Adjunct Lecturer  
    "Introduction to Sociology"  
    "Sociology of Family"  
    Department of Sociology, Hunter College, CUNY

Summer II, 2000&  
 Spring / Fall 1998                Adjunct Lecturer  
    "Social Statistics"  
    Department of Sociology, Queens College, CUNY

## **PUBLICATIONS**

### Book Chapters

"S/Kin of Virtual Mothers: Korean Birthmothers' Website of Loss and Mourning", for the book chapter publication, Elizabeth Podnieks ed., *Mediating Moms: Mothering in Popular Culture* (forthcoming, McGill - Queen's University Press)

"The Parched Tongue", in Clough, Patricia and Jean Halley ed., *The Affective Turn: Toward Theorizing the Social* (Durham: Duke University Press, 2007)

"Mothers without Mothering: Birth Mothers from South Korea Since the Korean War", in Kathleen Ja Sook Bergquist, E. Vonk, and Dongsoo Kim ed., *International Korean Adoption: A 50 year History of Policy and Practice* (Binghamton: Haworth Press Inc., 2007)

### **Journal Articles**

Cho, G. M. & Kim, Hosu "Dreaming in Tongues", *Qualitative Inquiry*, (Volume 11, Number 3, 445 – 457, 2005)

"Flickering Motherhood: Korean Birthmothers' Internet Community", *The Scholar and Feminist Online*. (Barnard Center for Research on Women. Barnard College., Issue 5.2 2007)

### **Reprint**

"Flickering Motherhood: Korean Birthmothers' Internet Community", *Theoria: A Journal of Feminist Theories and Practices*. (Translated in Korean) (Vol. 19, Number 4, 126 – 145, 2008)

### **Conference Proceedings**

"A Virtual Mother's Tactile Love: Korean Birthmothers' Online Community", in Kim Park Nelson, Tobias Hubinettes, Eleana Kim, Jennifer Kwon Dobbs, Kim Langrehr and Lene Myong by Proceedings of the Second International Korean Adoption Studies Research Symposium. Seoul, Korea (August 3, 2010, p. 33-47)



"Television Mothers: Lost & Found in Search and Reunion Narratives", in Kim Park Nelson, Eleana Kim and Lene Myong Peterson by *Proceedings of the First International Korean Adoption Studies Research Symposium*. Seoul, Korea (July 31, 2007, p.125 - 143)

### TEACHING AND RESEARCH INTERESTS

Transnational Adoption and Family Processes	Media, Culture, Technology
Qualitative Research Methods	Asia / Asian America

### HONORS, GRANTS AND FELLOWSHIPS

November 2010	Faculty Fellowship Publication Program City University of New York
April 2010	PSC-CUNY Research Grant (\$1,000) Research Foundation City University of New York
October 2008	Faculty Research Travel Grant (\$2,650.00) The Committee of Humanities Drake University Des Moines, IA
May 2008	The Carolyn G. Heilbrun Dissertation Award 2007-2008 "Virtual Mothering: A Cultural Critique of the Emergent Figure of Korean Birthmothers in Popular Media" (Honorable Mention) Women's Studies Certificate Program CUNY, The Graduate Center
Summer 2006	New Information Technology Summer Institute Center for Teaching and Learning City College, CUNY
2005 – 2007	Writing Fellowship An intensive two-year apprenticeship in coordinating writing intensive courses across disciplines City College, CUNY
Fall 2002	Passed Oral Examination with distinction
Fall 2002	Rockefeller Seminar : Facing Global Capital, Finding Human Security: A Gendered Critique, Women studies' Certificate Program, The Graduate Center, CUNY
Fall 2002	PSC Tuition Scholarship The Graduate Center, CUNY

- 2001 – 2005            Berdie Fuchs Award
- 1998, 2000            University Tuition Scholarship  
The Graduate Center, CUNY
- 1998                    Helena Rubinstein Award  
Women’s Studies Certificate Program  
The Graduate Center, CUNY
- 1995 – 1996            University Tuition Fellowship  
Indiana State University

## RESEARCH EXPERIENCE

- Spring/Fall 2003        Research Assistant, The Second Generation Immigrant Project,  
Center for Urban Research  
The Graduate Center, CUNY
- Spring 2002 Research Assistant, Book Project: Women and Globalization (working title) directed by  
Hester Eisenstein, Professor of Sociology, Queens College, CUNY
- 2000 – 2001            Research Assistant, Project of Rockaway Youth Safety and Education (PRYSE),  
directed by Gregg Van Ryzin & Lynne Weikart, School of Public Affairs, Baruch College, CUNY
- 2000                    In-depth Interviewer: Study of Korean Immigrants’ Religion in New York City, P. I.: Byung  
Gap Min, Professor of Sociology, Queens College, CUNY
- 2000                    In-depth Interviewer: Central Park Counseling Project  
P. I.: William Kornblum, Professor of Sociology,  
The Graduate Center, CUNY

## INVITED PRESENTATIONS

- July 2010                A Virtual Mother’s Tactile Love, 트랜스 내셔널 입양연구회, (Transnational  
Adoption Seminars, July 30, 2010) HanYang University
- November 2008        A panelist on “To Forget, To Remember, To Write, To Grieve” on  
Grace Cho’s “Haunting the Korean Diaspora: Shame, Secrecy, and the Forgotten  
War”

"Virtual Mothering: A Cultural Critique on the Emergent Figure of Korean Birthmothers in Popular Media"

August 2008 "Our Space: Reflections on 10 Years of Community Building"  
G.O.A.L. (Global Overseas Adoptees' Link) 10th Anniversary Annual Conference  
Seoul, Korea

July 2008 A Monthly Colloquium  
The Center for Women's Culture & Theory  
Seoul, Korea

"Television Mothers: Lost and Found in Search and Reunion Narrative."

March 2008 Scripps College, Claremont, CA

March 2008 Wagner College, Staten Island, NY

July 2007 Humanities section, The First International Korean Adoption Studies Research  
Symposium, Seoul, Korea

March 2007 "International Adoption: History and Practice from South Korea to the U.S." Wagner  
College, Staten Island, NY

"Dreaming in Tongues" co-presented with G. M. Cho

April 2003 In the Age of Intelligent Machines, The 4<sup>th</sup> Annual Sociology Conference, Buffalo  
International Studies Colloquium  
SUNY, Buffalo, NY

April 2003 Teach-in: Who's next? North Korea and Beyond, Asian/Pacific/American  
Studies Program, New York University

April 2003 Community Health and the Trauma of Immigration: A Forum on the Well-being  
of Asian American Communities in New York Asian/Pacific/American Studies  
Program, NYU

December 2002 Performing Bodies beyond Human and Socialities  
Center for Women and Society, The Graduate Center, CUNY

"The Taste of 6.25" As part of Art Exhibit, *Still Present Pasts*

February 2007 East West Players, LA, CA

October 2006 ; January 2007 Queens Museum of Art, NY, NY

April 2006 Pro Arts Gallery, San Francisco, CA

April 2005

Wellesley College, MA

January 2005

Cambridge Multicultural Art Center, Cambridge, MA

## CONFERENCE PRESENTATIONS

"Tactile Love: Korean Birthmothers' Online Community", Second International Symposium on Korean Adoption Studies, August 2010

"Tactile Love: Korean Birthmothers' Online Community" panel on Birthmothers: Agency and Activism, Alliance for the Study of Adoption and Culture, MIT, Cambridge, MA., April 2010

"Articulating Transnational Motherhood: Korean Women's Sexual – Reproductive Labor & the Building of Nations" co-presented with Grace M. Cho on panel on Intimacies of Race and Empire: History, Violence and the Subject of Korean/American Memory, Association for Asian American Studies, Honolulu, Hawaii, April 2009

"Virtual Mothering: Korean Birthmothers' Mothering on the Website" panel on Maternal Identities, Association for Research on Mothering (ARM), McLaughlin College, York University, Toronto, ON, October 2008

"Virtual Mothering: A Cultural Critique of the Emergent Figure of Korean Birthmothers in Popular Media" panel on East Asian Marriage and Parenting, Eastern Sociological Society, NY, NY, February 2008

"Flickering Motherhood: Korean Birthmothers' Internet Community" Panel on Transnational Feminism, American Sociological Association, NY, NY, August 2007

"Television Mothers: Lost and Found in Search and Reunion Narrative" Panel on Transnational/Transracial Adoption, Association for Asian American Studies, NY, NY, April 2007

"Moodang doing sociology II" Collective Memory and the Use of the Past: an Interdisciplinary Conference, University of Anglia, Norwich, England, July 2006

"Spectral Motherhood" presented in a panel on, At the Boundaries of Race, Nation, and Kinship: Transnational Korean Adoption, Association for Asian American Studies, Los Angeles, CA, April 2005

"Moodang doing sociology: The Taste of 625" presented in a panel on Ethnography American Sociological Association 99<sup>th</sup>, San Francisco, CA, August 2004

"Mothers without Mothering: The Figure of Birthmothers in Intercountry Adoption" Society for the Study of Social Problems, San Francisco, CA, August 2004

"Performing Sociology" at Roundtable discussion: Creating Community Programs -Collaboration among the Arts, Humanities, and Social Sciences, Association for Asian American Studies, Boston, MA March 2004

"Un/Seen Bodies of American Dream: Intercountry Adoption from South Korea to the U.S.", Association for Asian American Studies, San Francisco, CA, May 2003

"Dreaming in Tongues" co-presented with Grace Mitchell, Eastern Sociological Society, Philadelphia, PA, February 2003

"Intercountry adoption as a form of forced migration: The Specter of American Dream" in the panel: Children's rights and Forced migration, International Association for the Study of Forced Migration, Chiang-Mai, Thailand, January 2003

Working Title: "Give me sex and candy, the exquisite horror of the American Dream", co-presented with Grace Mitchell, Women Studies' Speakers Series sponsored by Center for Women and Society, CUNY, Graduate Center, November 2002

Working title: "Dreaming in Tongues" co-presented with Grace Mitchell, The Association for the Psychoanalysis of Culture and Society, The University of Pennsylvania, Philadelphia, PA, October 2002

Working paper on "Social Construction of Smoking", New York State Sociological Association, F.I.T., NYC, October 1998

#### **MEDIA APPEARANCES**

WBAI: Asian Pacifica Forum

8:00 p.m. Live Radio Interview on Hong Kong 6<sup>th</sup> WTO Ministerial Meeting and Its Impact on Korean Farmers, aired on December 27, 2005

Korea Broadcasting Systems (KBS): Morning Forum

8:30 a.m. Live Television Show as a translator (Seoul, Korea), aired on August 3, 2005

#### **PROFESSIONAL SERVICE**

2004 – 2005      Student Advisory Committee

Women's Studies Certificate Program

The Graduate Center, CUNY

2002 – 2003      Admission Committee

Sociology Student Association

Department of Sociology

The Graduate Center, CUNY

**PROFESSIONAL ORGANIZATION MEMBERSHIP**

American Sociological Association, Society for the Study of Social Problems, Association for Asian American Studies, Eastern Sociological Society,  
Korean Association of Women's Studies

**COMMUNITY ACTIVITIES (selected)**

2000 – 2005	Coordinator & Instructor, Korean Language Class Nodutdol for Korean Community Development, NY, NY
2000	Volunteer Rainbow Center for Asian homeless and battered women Flushing, NY

## Ananya Mukherjea, PhD

Assistant Professor (with tenure)

Sociology and the program in Women's, Gender, and Sexuality Studies

City University of New York -- College of Staten Island

2800 Victory Blvd

Bldg 4S, Rm 224

NY, NY 10314

<ananya.mukherjea@csi.cuny.edu>

off: (718)982-3759

### HIGHER EDUCATION:

**PhD, Sociology** – The Graduate School and University Center, City University of New York (2005) (dissertation supervisor: Dr. Barbara Katz Rothman)

**BA, Liberal Arts** – New College, Florida (1995)

Additional Higher Education:

Enrolled in MA Program, Sociology – University of South Florida, Tampa (with graduate assistantship, 1995-1996)

### ACADEMIC WORK EXPERIENCE:

#### TEACHING:

The Graduate Center, CUNY 2010-

Appointed to the doctoral program in public health (DPH) faculty

College of Staten Island, CUNY 2004-present,

Assistant Professor (with tenure since 2009) in the department of Sociology, Anthropology, and Social Work and in the program of Women's, Gender, and Sexuality Studies

New York University 2000-2004,

Lecturer in Asian/Pacific/American Studies Program

Queens College, CUNY 1998-2000,

Adjunct lecturer in Sociology Department

#### OTHER:

Queens College, CUNY 2000-2002,

Graduate Writing Fellow in Writing Across the Curriculum Program.

**ACADEMIC AND PROFESSIONAL HONORS:**

Best Paper Award, International Association for Whedon Studies, for "When You Kiss Me, I Want to Die: Gothic Relationships and Identity in *Buffy the Vampire Slayer*," 2008

NY State Legislative Foundation/Staten Island Foundation grant for research on the Staten Island ferry (co-PI with Dr. Jeffrey Bussolini), AY 2007-2008

Faculty Fellow—Center for Place, Culture, and Politics, CUNY Graduate Center, Ford Foundation sponsored research seminar, AY 2006-2007

Rockefeller Foundation Fellow—Human Security Research Seminar, co-convened by Center for Study of Women in Society (CUNY Graduate Center) and the National Council for Research on Women, AY 2002-2003

Harold Proshansky Competitive Dissertation Year Grantee—for outstanding research in the area of urban welfare, CUNY Graduate Center, AY 2002-2003

Sue Rosenberg Zalk Fellow—for notable feminist scholarship, Center for Study of Women in Society, CUNY Graduate Center, fall 2002

Graduate Student Fellow—Center for Place, Culture, and Politics, CUNY Graduate Center, Ford Foundation sponsored research seminar, AY 2001-2002

Gilleece Fellow—4-year full fellowship awarded to outstanding entering students at the CUNY Graduate Center, AY's 1996-2000

**PEER-REVIEWED GRANTS:**

PSC-CUNY funded project, "The Politics of Developing Microbicides." AY 2008-2009

**REFEREED PUBLICATIONS:****BOOKS:**

Mukherjea, Ananya (ed). *Understanding Emerging Epidemics: Social and Political Approaches*. Bingley, UK: Emerald Insight Press, 2010. 369 pages

**JOURNAL ARTICLES:**

Mukherjea, Ananya. (2008) "When You Kiss Me, I Want to Die: Gothic Relationships and Identity in *Buffy the Vampire Slayer*." *Slayage: The Online International Journal of Whedon Studies*. Vol. 26.



- Mukherjea, Ananya and Salvador Vidal-Ortiz. (2006) "'People of Color,' Community Organizing, and HIV Risk: Critiquing the Young Men's Study in New York City," written with Dr. Salvador Vidal-Ortiz, American University. *The Qualitative Report*. Vol. 11:2. 24
- Sen Gupta, Amit and Ananya Mukherjea. (2006) "The TRIPS Agreement, HIV, and International Sex Work," written with Dr. Amit Sen Gupta. *Research for Sex Work*. Vol. 9.
- Mukherjea, Ananya. (2006) Review essay of Campbell, Catherine. (2003). *Letting Them Die: How HIV/AIDS Prevention Programmes Often Fail*. Published in *Health: An Interdisciplinary Journal for the Study of Health, Illness, and Medicine*. Vol. 10.
- Mukherjea, Ananya. (2003) "Stopping AIDS: Patents, Property, and People." *Radical Society: Review Culture and Polit*. Vol. 30:2.

#### CHAPTERS IN BOOKS:

- Mukherjea, Ananya. (Forthcoming 2011) "Team Bella: *Twilight* Fans Navigating Desire, Security, and Feminism." In collected volume, *Critical Scholarship on Twilight*. London: McFarland Press.
- Mukherjea, Ananya. (Forthcoming 2011) "'It's Like Some Primal, Some Animal Force... That Used to Be Us.' Animality and Humanity in the Buffyverse." In collected volume, *The Essential Whedon Studies Reader*. London: I. B. Tauris Press.
- Mukherjea, Ananya. (March 2010) "Introduction to Understanding Emerging Epidemics: Social, Political, and Historical Contexts and Consequences." In collected volume, *Understanding Emerging Epidemics: Social and Political Approaches*. Bingley, UK: Emerald Insight Press.
- Mukherjea, Ananya. (March 2010) "The Social Politics of Pandemic Influenzas: The Question of (Permeable) International, Inter-Species, and Interpersonal Boundaries." In collected volume, *Understanding Emerging Epidemics: Social and Political Approaches*. Bingley, UK: Emerald Insight Press.
- Mukherjea, Ananya. (2007) "Cutting Risk: Evaluating the Ethics and Practical Benefits of Promoting Male Circumcision as HIV Prevention." In collected volume, *Bioethical Issues: Sociological Perspectives*. Oxford, UK: Elsevier Press.

#### ENCYCLOPEDIA/DICTIONARY ENTRIES:

Mukherjea, Ananya. (2006) "South Asia" and "Calcutta" in Ditmore, M. (ed). *Encyclopedia of Prostitution*. Westport: Greenwood Press.

#### OTHER PUBLICATIONS:

##### NON-REFEREED ARTICLES:

Mukherjea, Ananya. "Doing HIV Prevention and Building Community Coalitions in and across New York City and Calcutta, India." *Corpus* (4:1, spring 2006), ed. by Alex Juhasz.

Mukherjea, Ananya. "Sex Work and Decriminalization in India." *Spread: Illuminating the Sex Industry* (2:1, 2006)

Mukherjea, Ananya. "Indo-Chic" and "Ethno-Kitsch." *Make Magazine* (1999 and 2000)

Mukherjea, Ananya. "Serving Up Profit: How Marriott, MCI, and Other Companies Exploit the Prison Industrial Complex as a Captive Market." Essay with Kevin Pranis, *HX Magazine* (1999).

##### REVIEWED BOOKS:

Beeler, Karin. *Seers, Witches, and Psychics on Screen: An Analysis of Women Visionary Characters in Recent Television and Film*. (2008, McFarland Press). In *Studies in Popular Culture*, the journal of the Popular Culture Association of the South. (Spring/Summer 2010)

Mintz, Susannah B. *Unruly Bodies: Life Writing by Women with Disabilities*. (2007, The University of North Carolina, Chapel Hill Press). In *Women's Studies Quarterly* (special issue on Transgender, Spring 2008)

Jowett, Lorna. *Sex and the Slayer*. (2005, Wesleyan University Press). In *Studies in Popular Culture*. (Spring/Summer 2007)

#### OTHER PROFESSIONAL ACTIVITIES

##### ACTIVITIES AS REVIEWER

- anuscript reviewer for *Mid-Atlantic Almanac*
- anuscript reviewer for *Studies in Popular Culture*.
- anuscript reviewer for *Slayage: The Online International Journal of Whedon Studies*.

- anuscript reviewer for *Human Organization*.
- anuscript reviewer for special issue of *Sexualities*.
- anuscript reviewer for *Sexuality Research and Social Policy: Journal of National Sexuality Research Center (NSRC)*.

#### LECTURES AND PRESENTATIONS:

- "My Vampire Boyfriend: Interrogating the Appeal of Romance Stories between Vampire Men and Human Women" -- Popular Culture Association of the South annual meeting, Savannah, GA. (October 2010)
- "Gender, Belonging, and Animal Imagery in *Buffy the Vampire Slayer*"-- International Whedon Studies Association meeting, St. Augustine, FL. (June 2010)
- "Foucault and Public Health: Power, Knowledge, and Practice"--Panel organizer and presenter for Foucault Society, New York, NY. (May 2010)
- "An Introduction to the Sociology of Medicine"--Guest lecture, College of Staten Island, Staten Island, NY. (May 2010)
- "Communities and Security: Applying Mike Davis' Analyses to New York City"--Guest lecture, College of Staten Island, Staten Island, NY. (May 2010)
- "The Social Politics of the 2009 H1N1 Pandemic"--Guest lecture, CUNY Graduate Center, New York, NY. (April 2010)
- "Sex Worker Organizing and the Risks and Stigma of Sex Trafficking"-- Guest lecture, College of Staten Island, Staten Island, NY. (April 2010)
- "My Vampire Boyfriend: Resurrecting the Privileged Gentleman as the Romantic Ideal"--Popular Culture Association meeting, St. Louis, MO. (March 2010)
- "Understanding Emerging Epidemics from Social and Political Approaches: The Case Study of Obesity"-- Wagner College, Staten Island, NY. (March 2010) **Invited presentation.**
- "Finding Bella (Between Fear and Yearning): Gender and the Sociology

- of the *Twilight* Phenomenon"--Southwest/Texas Popular Culture Association, Albuquerque, NM. (February 2010)
- "Contextualizing the Social Politics of Pandemic Flu"--PSC-CUNY Task Force on Health and Safety, New York, NY. (December 2009)  
**Invited presentation.**
- "Sex Worker Organizing: Welfare, Health, and Legality in South Asia"--World on Wednesday lecture, College of Staten Island, Staten Island, NY. (December 2009)
- "The Social Politics of Pandemic Influenza"--CUNY Graduate Center Sociology Program Colloquium, New York, NY. (September 2009)  
**Invited presentation.**
- "Gender, Knowledge, and Credibility: Community and HIV/AIDS Organizing in Calcutta and New York in the 1990's"--Poster at American Sociological Association meeting, San Francisco, CA. (August 2009)
- Co-facilitated one session of the Foucault Society's year-long seminar series on the *Birth of Biopolitics* lectures with Dr. Rafael de la Dehesa. (March 2009) **Invited presentation.**
- "Microbicide Research and the HPV Vaccine: Some Social Implications of New Developments in STI Prevention"--Center for Lesbian and Gay Studies Colloquium Series, New York, NY. (November 2008)  
**Invited presentation.**
- "Men are Beasts: Animal Imagery and the Sociology of Masculinity in *Buffy the Vampire Slayer*"--Popular Culture Association of the South annual meeting, Louisville, KY. (October 2008)
- "Community-Based Organizing, Social Networks, and Goffman's Concepts of the Own and the Wise"--Society for the Study of Symbolic Interaction annual meeting, Boston, MA. (August 2008)
- "When You Kiss Me, I Want to Die: Gothic Relationships and Identity in *Buffy the Vampire Slayer*"--Third International Slayage Conference, Arkadelphia, AK. (June 2008)
- "Lessons for Feminist Classrooms from Facilitating Community Organizing Workshops"--co-presented with Soniya Munshi at the CUNY Graduate Center's Feminist Pedagogy Conference, New York, NY. (October 2007)
- "Mourning, Spectacle, and Sociology: Teaching the Popular(?) Culture of AIDS"--Popular Culture Association of the South annual

- meeting, Jacksonville, FL. (September 2007)
- "Race, Gender, Poverty, and the HIV/AIDS Pandemic"—Diversity Series Talk, Susquehanna University, Selinsgrove, PA. (March 2007) **Invited Presentation.**
- "HIV/AIDS in Global South Communities: Strategies and Barriers in the Pandemic"—at Ralph Bunche Institute's Global Governance Seminar, CUNY Graduate Center, New York, NY. (March 2007) **Invited Presentation.**
- "Gender, Sexuality, and HIV/AIDS: The History and the Future." The third session of my individually facilitated seminar, "Sick: Gender, Sexuality, and Disease"—Sponsored by Center for Lesbian and Gay Studies, CUNY and held at the LGBTQ Center, New York, NY. (December 2006) **Invited Presentation.**
- "Male Circumcision, Hysteria, and Safer Sex: The Conflation of Pleasure and Disease in North America." The second session of my individually facilitated seminar, "Sick: Gender, Sexuality, and Disease"—Sponsored by Center for Lesbian and Gay Studies, CUNY and held at the LGBTQ Center, New York, NY. (November 2006) **Invited Presentation.**
- "Investigating Sexuality and Disease in the 20<sup>th</sup> Century." The first session of my individually facilitated seminar, "Sick: Gender, Sexuality, and Disease"—Sponsored by Center for Lesbian and Gay Studies, CUNY and held at the LGBTQ Center, New York, NY. (October 2006) **Invited Presentation.**
- "The Social Politics of Tracking and Managing Avian Flu"—at Society for the Study of Social Problems, Montreal, Canada. (August 2006)
- "Migration and Imagined Homelands in Ethnographic Approaches"—at Ethnographic Dreamworlds conference, Buffalo State University, Buffalo, NY. Convener: Allen Shelton. (April 2006) **Invited presentation.**
- "HIV Risk, Male Circumcision, and Circuits of Community, Culture, and Surveillance"—at Eastern Sociological Society annual meeting, Boston, MA. (February 2006)
- "How Newspapers Put New Medical Fears in Familiar Racial and Ethnic Terms"—at Society for the Study of Symbolic Interaction annual meeting, Philadelphia, PA. (August 2005)
- "Love, Materiality, and Ethnography" workshop co-facilitator—at

- Ethnographic Dreamworlds conference, Buffalo State University, Buffalo, NY. Convener: Allen Shelton. (April 2005) **Invited presentation.**
- Discussant, "Foucault, Knowledge, and Technology" panel—Eastern Sociological Society, Washington, D.C. (March 2005)
- "Gender, Knowledge, and Communication amongst HIV/AIDS Activists in Calcutta and New York"—Asian/Pacific/American Studies Friday Talk Series, NYU, New York, NY. (October 2004)
- "People, Power, and Pharmaceutical Patents on Antiretrovirals in India"—NYU South Asian Studies Program Initiative Talk Series, New York, NY. (May 2004) **Invited presentation.**
- "The Global Patent Controversy: How Epidemiology Reinforces National Boundaries"—Globalization, Activism, and Social Justice panel at Society for the Study of Social Problems annual meeting, Atlanta, Georgia. (August 2003)
- Discussant, "Immigration and Racial Profiling: Wen Ho Lee and Post-September 11th" session—Association for Asian American Studies annual meeting, San Francisco, CA. (May 2003)
- Chair and Panelist at "Sites of Discipline and Control: Racial Profiling, Job Training, HIV/AIDS, and Criminal Justice" session—Eastern Sociological Society, Boston, MA. (March 2003)
- "Existence, Monsters, and Love: The Classification of Creatures in Buffy the Vampire Slayer"—Blood, Text, and Fears media studies conference, University of East Anglia, Norwich, England. (October 2002)
- Co-chair and panelist at "Nation and Migration: Identity Formation, Social Organizing, and Community" session—Annual Conference on South Asia, Madison, WI. (October 2002)
- "Queer and A/P/A Amidst Political Crisis and Beyond Categories"—Forum: The History and Future of Asian-American Queerness, New York University, New York, NY. (October 2002) **Invited presentation.**
- "Bodies as Matter: Tracking Plague as Enemy in the Epidemiology of Infectious Disease Outbreaks"—Beyond Sex and Gender? Women's Studies Conference, Queen's University, Belfast, Ireland. (September 2002)
- "Cutting Risk: The Controversy of Male Circumcision as AIDS

- Prevention"—Annual Meeting of American Sociological Association, Chicago, IL. (August 2002)
- "Figuring Race, Masculinity, and Perversion: The Elision from White Bisexuality to Black "Down-Low" as Visible HIV Risk Factors" (with Salvador Vidal-Ortiz)— Annual Meeting of Society for the Study of Social Problems, Chicago, IL. (August 2002)
- "Trapped in the Legal Matrix: Considering How the Legal System Disciplines the Bodies of Black Women"—Annual Meeting of the Eastern Sociological Society, Boston, MA. (March 2002)
- "HIV Risk in New York City: Interrogating Pan-ethnicity and the Uses of People of Color Organizing with Transnational, Heterogeneous Ethnic Communities" (with Salvador Vidal-Ortiz)— Racial (Trans)Formations conference at Columbia University, New York, NY. (March 2002)
- "HIV Risk in New York City: "People of Color" and "Queer" as Categories for Organizing"—Joint paper with Salvador-Vidal-Ortiz, Center for Lesbian and Gay Studies, New York, NY. (Nov 2001)
- "Young Men's Study: Racial and Sexual Presumptions in Surveying HIV Risk Factors with MSM's"—workshops with Salvador Vidal-Ortiz at Gay/Bisexual Men's and People of Transgender Experience Health Summit, New York, NY. (October 2001)
- Discussant, "South Asian-American Youth and Contests of Ethnicity"—Annual Conference on South Asia, Madison, WI. (October 2000)
- "Producing 'American' Macho: An Ethnography of Young Asians in New York Defining Nationalism through the Performance of Masculinity"—Annual Meeting of Society for the Study of Social Problems, Washington, D.C. (August 2000)
- "The Prison Industrial Complex and the Industry of Private Prisons"—Diasporadics: South Asian Arts and Activism Conference, New York, NY. (October 1999) **Invited presentation.**

#### PROFESSIONAL ORGANIZATION OF CONFERENCES AND SYMPOSIA

Organizer, "Foucault and Public Health: Power, Knowledge, and Practice"—Foucault Society, New York, NY. (May 2010)

o-organizer and Chair, "Vampires and Privilege: *Twilight*, *True Blood*, and More" panel--Popular Culture Association meeting, St. Louis, MO. (March 2010)

- o-chair of Program Committee for Center for Lesbian and Gay Studies, CUNY (AY 2007-2008)

- onvener of Women's Studies Pedagogy Workshops—College of Staten Island, Women's Studies Program (March 2009, "Teaching and Publishing at CSI" and March 2007, "Teaching Taboo Social Subjects" and March 2005, "Dealing with Homophobia in the Classroom")

- ommittee member, Women's Awareness Month Film Program—College of Staten Island, Women's Studies Program (March 2005, March 2006, March 2009)

- o-organizer, Faculty "Sharing our Research" Forum—College of Staten Island, Women's Studies Program (Spring 2005)

- o-organizer, Trauma of Immigration and Community Wellness Symposium—Asian/Pacific/American Studies, New York Univ. (April 2003)

#### CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

- ational Popular Culture Association

- opular Culture Association of the South

- ociety for the Study of Social Problems

- merican Sociological Association

- ociologists for Women in Society

- ounding Member, International Whedon Studies Association



## RECORD OF SERVICE

### NATIONAL

- Board Member, Foucault Society, New York, NY. 2009--

### CUNY

- Faculty Membership Committee, DPH program, CUNY Graduate Center

### CSI

- Member SASW Department Search Committee, AY 2004-2005, AY 2005-2006, AY 2007-2008, AY 2009-2010
- Affirmative Action Officer, SASW Search Committee, 2005-2006, 2009-2010
- Member, English Department Search Committee, AY 2006-2007
- Member, Nursing Department Search Committee, Spring 2008
- Department of Sociology, Anthropology and Social Work representative, Course and Standing Committee, 2004-

### WOMEN'S, GENDER, AND SEXUALITY STUDIES PROGRAM

- Organizer of Women's Studies Pedagogy Workshops, 2005, 2007, and 2010
- Co-organizer of and participant in Women's Studies Faculty Research Forum, 2005
- Women's Studies Program Events Coordinator, 2004-2006
- Women's Studies Annual Film Festival participant, 2005-2008
- Liaison, Women's Studies Program and Women's Center, 2004-2006

lag bearer and marshal, June 2006 and June 2007  
commencements—Women's Studies Program

#### SASW DEPARTMENT

- resider, SASW Departmental Commencement, May 2010
- ember, SASW Chairperson Search Committee, AY 2009-2010
- eputy chairperson in charge of student advisement, spring and fall, 2010
- ember, SASW Sociology Search Committee, AY 2007-2008
- ember, SASW Cultural Anthropology Search Committee, AY 2005-2006
- ember, SASW Sociology Search Committee, AY 2004-2005
- aculty Member—Writing Across the Curriculum Committee, AY 2005-2006
- epresentative for the department at the CSI New Students' Orientation, Spring 2008 and Spring 2009

Saadia Toor  
 Department of Sociology, Anthropology and Social Work  
 Building 4-S, Room 223, College of Staten Island  
 2800 Victory Blvd.  
 Staten Island, NY 10314  
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### **Academic Qualifications**

PhD, Development Sociology, Cornell University, August 2005

MS, Development Sociology, Cornell University, January 2000

A.B., Social and Economic Development, Mount Holyoke College, May 1993

### **Academic publications**

Toor, S. Forthcoming. "How Not to Talk About Muslim Women: Patriarchy, Islam and the Sexual Regulation of Pakistani Women." In *Introducing the New Sexuality Studies: Original Essays and Interviews*. Steven Seidman, et al (eds). Routledge. Spring 2011.

Toor, S. Forthcoming. "Gender, Sexuality and Islam under the Shadow of Empire. Feminist and Scholar," Online . Summer 2011. (9,305 words).

Toor, S. 2010. "The Structural Dimensions of Food Insecurity in Pakistan. Hunger Pains: *Pakistan's Food Insecurity*." Michael Kugelman and Robert M. Hathaway, eds. Woodrow Wilson International Center for Scholars. Washington, D.C.

Toor, S. 2009. Containing East Bengal: Language, Nation and State Formation in Pakistan, 1947-1952. *Cultural Dynamics*, vol.21, n.2: 185-210.

Toor, S. 2009. Child Labor in Pakistan's Export Industries. *Child Labor World Atlas: A Reference Encyclopedia*, ed. Hugh Hindman. M. E. Sharpe.

Toor, S. 2007. Moral Regulation in a Postcolonial Nation-State: Gender and the Politics of Islamization in Pakistan. *Interventions: International Journal of Postcolonial Studies*, Vol.9, Issue 2 (July 2007): 255-275.

Toor, S. 2005. A National Culture for Pakistan: The Political Economy of a Debate. *Inter-Asia Cultural Studies*. Volume 6, Number 3.

Toor, S., Banerjee, S. et al. 2004. Engendering Violence: Boundaries, Histories, and the Everyday. Introduction to 'Gendered Violence in South Asia: Nation and Community in the Postcolonial Present'. *Cultural Dynamics*. Vol 16.

- Toor, S. 2001. Globalisation with a Human Face: The Role of Nongovernment Organisations in Pakistan. *Tarikh*. Lahore, Pakistan, May.
- Toor, S. 2001. The Political Economy of Child Labor in Pakistan: Coming of Age in the New World Order. *Annals of the American Academy of Political and Social Science*, Volume 575.
- Toor, S. 2000. Indo-Chic: The Cultural Politics of Consumption in Post-Liberalisation India. *SOAS Literary Review*, No. 2.
- Toor, S. 1998. The State, Fundamentalism and Civil Society. In *Engendering the Nation-State*, Neelam Hussein and Rubina Saigol, eds. Simorgh Publications, Lahore, Pakistan.

### **Selected Non-Academic Publications**

- Toor, S. 2010. Pushed to the Brink by Disaster and War. *Socialist Worker*. November 9.
- Checa, S., Shafqat, S. and Toor, S. 2010. The Fight Against Discrimination. *The Express Tribune*. Pakistan. June 6.  
<http://tribune.com.pk/story/18703/the-fight-against-discrimination/>
- Toor, S. 2009. A War of Terror in Pakistan: An Interview with Saadia Toor. *Socialist Worker*, republished in *MRZine*. October 27.
- Toor, S. 2009. The Cynicism of the Liberal Elite is Hampering the Development of an Effective Democracy. *The Herald Magazine*. Karachi, Pakistan. April.
- Toor, S. 2009. Behind the Nightmare in Swat. Interview in *Socialist Worker*. May 22.  
<http://socialistworker.org/2009/05/22/behind-the-nightmare-in-swat>. Reprinted in *Dissident Voice*,  
May 28, 2009. <http://dissidentvoice.org/2009/05/behind-the-nightmare-in-swat/> and *Znet*  
<http://www.zmag.org/znet/viewArticle/21548>
- Natarajan, B. and Toor, S. 2008. Mr Friedman's Demagoguery. December 4.  
<http://kafila.org/2008/12/04/mr-friedmans-demagoguery/>
- Chandra, S. and Toor, S. 2005. Global Indian/Nubile Indian: Transnational Circuits of Desire and Conjuality. *Ghadar*, Volume IX. December.  
<http://ghadar.insaf.net/November2005/MainPages/GlobalIndian.htm>
- Toor, S. 2004. Who's Afraid of Uncle Sam? Pakistan and the Question of Recognizing Israel. *SAMAR (South Asian Magazine for Action and Reflection)*, No. 17. Summer.  
[www.samarmagazine.org/organisation/archive/article.php?id=154](http://www.samarmagazine.org/organisation/archive/article.php?id=154)

### **Published Book Reviews**

Toor, S. 2002. The Erotics and Politics of Sexuality: Gender Studies comes of age. Review of *Social Reform, Sexuality and the State, A Question of Silence?* and *Same Sex Love in India*. *The Book Review*, Vol XXVI, No. 10. New Delhi, India.

### **Selected Academic Presentations**

Toor, S. 2010. Invited speaker, panel on 'Rethinking Justice: A Conversation on Labor, Migration and Sex Work'. I-VIEW 2010 Film Festival, New York City. September 19.

Toor, S. 2010. Pakistan: Between Neoliberal Globalization and the War on Terror. Invited speaker, conference on 'The Privatization of Public Space? Resisting Enclosures'. Center for Place, Culture and Politics, Graduate Center, City University of New York. April 21-22.

Toor, S. 2010. Chale Chalo ke Voh Manzil Abhi Nahin Aai : Progressive Writers Attempt to Rewrite the Nation. Panel on 'National Culture and Belonging in Pakistan'. Association of Asian Studies Conference. Philadelphia. March 25-28.

Toor, S. 2009. Speaker, closing plenary. 'Sociological Reimagination: Crisis and Critique Today'. Conference at the Graduate Center, City University of New York. November 20.

Toor, S. 2009. Flexibility Revisited: Organizational Theory and the Current Financial Crisis. With Ali Mir and Raza Mir. *Managing in a Global Economy: Management Challenges for a New World*. Eastern Academy of Management International Conference. Rio de Janeiro, Brazil. June 21-25.

Toor, S. 2009. Opening remarks, 'Sociological Methods and Social Justice'. Professional development workshop organized by Sociology Students Association, CUNY Graduate Center. June 13.

Toor, S. 2009. Structural constraints to improving food security in Pakistan. Invited speaker, 'Hunger Pains: Pakistan's Food Insecurity', conference organized by the Woodrow Wilson International Center for Scholars, Washington, D.C. June 3.

Toor, S. 2009. How not to talk about Islam and sexuality. Invited speaker, Feminist Study Group Speaker Series (co-sponsored by the Center for Lesbian and Gay Studies and the Doctoral Students Council), CUNY Graduate Center. May 1.

Toor, S. 2009. The discursive construction of Pakistan in the US media: Mobilizing consent for "the good war". Panel on 'Rethinking "the most dangerous place on earth": The War on Terror in Pakistan'. Left Forum. Pace University, New York City. April 18.

Toor, S. 2009. Between neoliberal globalization and the War of/on Terror: Why understanding Pakistan is crucial to understanding the world today'. Invited speaker, Global South Asia Conference, NYU. February 14.

- Toor, S. 2007. Literary Politics in Pakistan in the Aftermath of Independence. Eighth Annual South Asian Literary Association (SALA) Conference. Chicago, December 26-27.
- Toor, S. 2007. Notes Towards a Materialist Feminist Analysis of Islam and Sexuality. Invited speaker, symposium on 'The Politics of Religion and Sexuality'. CUNY Graduate Center. November 8-9.
- Toor, S. 2007. An Assessment of the Human Rights and Women's Movements in Pakistan. Annual Conference on South Asia Studies, University of Wisconsin at Madison. Madison, Wisconsin. October 12-14.
- Toor, S. 2007. Progressive Politics in Pakistan after Zia ul-Haq. Seminar on 'Contested Spaces, Competing Narratives: Towards Human Rights and Democracy in Pakistan', jointly organized by Tufts and Harvard Universities, Boston, April 6-7.
- Toor, S. 2006. Que(e)rying Islamophobia: Race, Sexuality and Imperialism. Panel for the CLAGS colloquium series, City University of New York, October 19.
- Toor, S. 2006. Discussant for conference 'Between Empire and Globalization: Reading the Present through Indian Feminisms'. University of Pennsylvania, March 24.
- Toor, S. 2005. My Love is like a Red, Red Rose: The Political Economy of Romance and the Global Floriculture Industry. Graduate Center, CUNY, December 7.
- Toor, S. 2002. The Politics of the Veil. Panel on 'Women's political role across different cultures', President's Committee of Cornell Women Annual Meeting. Ithaca, New York, April.
- Toor, S. 2000. The Politics of Dress: Fashion and Feminism in fin de siecle Pakistan. Gendering across Geographies Conference, South Asian Feminist Research Association, Colombo, Sri Lanka, October.
- Toor, S. 1998. The New Indo-Chic, or The Political Economy of Culture in Post-Liberalisation India. 2nd Annual Great Lakes Graduate Conference on International Political Economy, Toronto, May.

**Selected Non-Academic Presentations:**

- Toor, S. 2010. Understanding the War in Afghanistan and Pakistan. Invited speaker, Pakistani Students Association, Baruch College, CUNY. April 15.
- Toor, S. 2010. Chair, panel on 'Bush 2.0: Obama's Wars at Home and Abroad'. Left Forum conference. Pace University, New York City. March 21.

- Toor, S. 2010. The War in Pakistan. Panel on 'Afghanistan/Pakistan/Yemen: Obama's New War'. Left Forum conference. Pace University, New York City. March 20.
- Toor, S. 2010. The Geopolitics of Natural Gas in South Asia. Panel on US Imperialism and Oil Politics: The Middle East, South Asia, and Africa'. Left Forum. Pace University, New York City. March 20.
- Toor, S. 2009. Obama's War. Introductory remarks at plenary featuring Malalai Joya. 'Crisis and Resistance: 2009 Northeast Socialist Conference'. Columbia University. October 23-25.
- Toor, S. 2009. Afghanistan and Pakistan: Washington's escalating war policy. Workshop at Conference organized by the National Assembly to End the War in Afghanistan and Pakistan. July 11.
- Toor, S. 2008. Invited speaker, panel on 'Exposing the "War on Terror": Elections and the Aftermath in Pakistan'. Pace University, New York City, March 25.
- Toor, S. 2007. Invited speaker, panel on 'Pakistan: Voices of Civil Society', South Asia Studies Program, Wellesley College, Massachusetts. December 3.
- Toor, S. 2007. Invited speaker, panel on 'Pakistan's Ongoing Emergency'. Departments of History and Political Science. Rutgers University, Newark, New Jersey. November 30.

### **Curatorial Activities.**

2010. The Urgent Need for Solidarity with Pakistan's Flood Victims. Teach-In on the Floods in Pakistan. The Brecht Forum, New York City. September 17.
2008. Organizer and moderator, seminar on 'Demystifying Pakistan: Understanding the Current Crisis'. Center for Place, Culture and Politics, CUNY. March 8.
2006. Organizer and moderator, panel on 'Que(e)rying Islamophobia: Race, Sexuality and Imperialism', Center for Lesbian and Gay Studies' colloquium series. October 19.
2007. Co-organizer and participant, roundtable on 'The Multiple Empires of Contemporary India: Academy, Economy, Activism'. Annual Conference on South Asia. Madison, Wisconsin. October 12-14.
2007. Co-organizer, National Conference of Progressive South Asian American Youth Activists, New York City. April 13-15.
2007. Co-organizer, Conference on 'Comparative Urban Landscape and Their Subaltern Citizen Subjects'. Lahore University of Management Sciences, Lahore, Pakistan. April 8-10.
- 2003 – 2004. Co-organizer, Feminist Pre-Conference at the Annual Conference of South Asia Studies, University of Wisconsin-Madison. October.

**Other Professional Activities:**

Member, Advisory Board. Dialectical Anthropology.

Member, Advisory Board. Center for Place, Culture and Politics. Graduate Center, CUNY.

Member, Board. Center for Lesbian and Gay Studies. Graduate Center, CUNY.

Reviewer, *Journal of Women's History*.

Reviewer, International Journal of Feminist Politics.

Reviewer, Indian Journal of Sociology



**CURRICULUM VITAE**

Thomas W. Volscho  
December 2010

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City University of New York  
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Staten Island, NY 10314

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**EMPLOYMENT**

2009-present            Assistant Professor of Sociology, College of Staten Island, City University of New York

**EDUCATION**

Ph.D. 2009    University of Connecticut (Sociology)  
M.A. 2004    University of Connecticut (Sociology)  
B.A. 2002    University of Connecticut (Sociology)

**PUBLICATIONS**

- Volscho, Thomas W. forthcoming. "Racism and Disparities in Women's Use of the Depo-Provera Injection in the Contemporary United States." *Critical Sociology*.
- Volscho, Thomas W. 2010. "Sterilization Racism and Pan-Ethnic Disparities of the Last Decade: The Continued Encroachment on Reproductive Rights." *Wicazo Sa Review: A Journal of Native American Studies* 25: 17-31.
- Volscho, Thomas W. 2007. "Unions, Government Employment, and the Political Economy of Income Distribution in Metropolitan Areas." *Research in Social Stratification and Mobility* 25: 1-12.
- Volscho, Thomas W. and Andrew S. Fullerton. 2005. "Metropolitan Earnings Inequality: Union and Government Sector Effects." *Social Science Quarterly* 86: 1324-1337.
- Volscho, Thomas W. 2005. "Money and Sex, the Illusory Universal Sex Difference: Comment on Kanazawa." *The Sociological Quarterly* 46: 719-736.
- Volscho, Thomas W. 2005. "Minimum Wages and Income Inequality in the American States, 1960-2000." *Research in Social Stratification and Mobility* 23: 343-368.

**OTHER PUBLICATIONS**

Volscho, Thomas W. 2008. "Neoliberalism's Triumph? Falling Union Density, Falling Minimum Wages, and Rising Inequality," Pp. 99-117 in *Income Distribution: Inequalities, Impacts and Incentives* edited by Irving H. Wadell. Hauppauge, NY: Nova Science Publishers.

Volscho, Thomas W. 2008. "Racial Formation Theory". In *Encyclopedia of Social Problems*, edited by Vincent N. Parrillo. Thousand Oaks, CA: Sage.

Volscho, Thomas W. 2008. "Gini Coefficient". In *Encyclopedia of Social Problems*, edited by Vincent N. Parrillo. Thousand Oaks, CA: Sage.

**Volscho, Thomas W. 2004. "Income Distribution in 14 OECD Nations, 1967-2000:**

**Evidence from the Luxembourg Income Study." Luxembourg Income Study Working Paper no. 386. Center for Policy Research, Syracuse University. August.**

**WORK IN PROGRESS**

Volscho, Thomas W and Nathan Kelly. "The Rise of the Super-Rich: Power Resources, Taxes, and the Dynamics of Top Income Shares in the United States, 1949-2008." Status: Under review at *American Sociological Review*.

Volscho, Thomas W. "The Theory of the Bondholding Class and Top Incomes: A Time-Series Analysis of Income Concentration, 1963-2008." Status: in progress.

Volscho, Thomas W. "Monetary Policy, AFDC, and the Piven-Cloward Bargaining Theory of Wages, 1962-1995." Status: under review at *Journal of Sociology and Social Welfare*.

Volscho, Thomas W. *The Revenge of the Capitalist Class: Accumulation: Charting the Rise and Crisis of Neoliberalism in the United States*. (Chs. 1-2 complete). Proposal under review at two university presses.

**TEACHING EXPERIENCE**

CUNY / College of Staten Island 2009-present

Minority Groups

Class, Status, and Power

Research Methods

Sociology of Birth and Death

University of Connecticut 2004-2009

Capstone Course (Individualized Major)

Class, Power, and Inequality; Quantitative Methods in Social Research; Political Sociology; Ethnicity and Race; Race, Class, and Gender; Social Problems; Introduction to Sociology

**OTHER TEACHING EXPERIENCE**Guest lecture on "Racism and Reproductive Population Control" in *Women's Studies: Politics of Reproduction* taught by Barbara Gurr.**GRANTS AND AWARDS**

- 2010 PSC-CUNY Out-of-Cycle Grant. #60047-4041  
Title: The Rise of the Super-Rich in the U.S., 1913-2008
- 2008 Outstanding Graduate Student Award, Sociology Department, University of Connecticut
- 2008 Graduate School Dissertation Fellowship, University of Connecticut
- 2006 Ron Taylor Award, Best Graduate Student Paper
- 2002 University Scholar Diploma Designation
- 2002 Magna cum laude (B.A. Sociology)
- 2002 Honors Scholar Diploma Designation
- 2001 University Scholar
- 2001 New England Scholar
- 2001 Honors Scholar
- 2000 University Scholar
- 2000 Honors Scholar

**FELLOWSHIPS**

- 2008 Graduate School Dissertation Fellowship
- 2008 (Spring) Pre-Doctoral fellowship
- 2007 (Fall) Pre-Doctoral Fellowship
- 2007 Summer Fellowship
- 2006 (Spring) Pre-Doctoral Fellowship
- 2006 Summer Fellowship
- 2006 (Spring) Pre-Doctoral Fellowship
- 2005 (Fall) Pre-Doctoral Fellowship
- 2005 Summer Fellowship
- 2005 (Spring) Pre Doctoral Fellowship
- 2004 (Fall) Pre Doctoral Fellowship
- 2004 Summer Fellowship
- 2001 Janet M. Fierberg Scholarship
- 2001 Undergraduate Summer Research Scholarship

**RESEARCH EXPERIENCE**

- 2008 Graduate Assistant at the Roper Center for Public Opinion, University of Connecticut, Storrs, CT.
- 2004-present Maintaining public database of income distribution statistics for U.S. geographic areas
- 2005 Research Assistant to C. Wesley Younts (Spring and Fall)

- 2003 Survey Interviewer, Center for Survey Research and Analysis, University of Connecticut (Summer)
- 2003 Statistical adviser, Pequot Consulting Group, New York, NY
- 2002 SPSS Programming for Professor Eleanor Lyon, School of Social Work, University of Connecticut
- 2001 Editorial assistant to Bradley R.E. Wright and Ralph McNeal.

## PRESENTATIONS AT CONFERENCES

- Volscho, Thomas W. 2010. "The Revenge of the Capitalist Class: The Origins of Neoliberalism in the United States since 1979." Presented at the Eastern Sociological Society Meeting, Boston, MA.
- Volscho, Thomas W. 2008. "Reproductive Racism in the United States: The Sterilization of Women of Color since the Early 1980s." Presented at the Racial and Ethnic Minorities Section of the American Sociological Association. Boston, MA.
- Volscho, Thomas W. 2006. "Alternatives to the Gini Index for Regressions of Income Inequality: An Assessment using Data from the Luxembourg Income Study." Presented at the Conference of the Methodology Section of the American Sociological Association. University of Connecticut, Storrs, CT.
- Volscho, Thomas W. 2006. "'Race', 'Gender', and Labor Union Membership: Analysis of Trends, 1973-2004." Presented at the annual meeting of the Eastern Sociological Society. Boston, MA.
- Fullerton, Andrew S., Wayne J. Villemez, and Thomas W. Volscho. 2005. "Between Industry and Labor Market: Geographic Employment Concentration and Earnings in the U.S." Presented at the RC28 of the International Sociological Association. Los Angeles, CA.
- Volscho, Thomas W. 2005. "Earnings Inequality and Minimum Wages, 1980-2000: Evidence from State-Level Data." 2004-2005 Seminar Series. University of Connecticut Center for Population Research. Storrs, CT.
- Volscho, Thomas W. 2004. "Money and Sex, the Illusory Universal Sex Difference." Presented at the annual meeting of the American Sociological Association. San Francisco, CA.
- Volscho, Thomas W. and Michael Wallace. 2004. "Income Inequality in the United States: Trends, Theories, and Evidence." Presented at the annual meeting of American Sociological Association. San Francisco, CA.
- Beeman, Angie K. and Thomas W. Volscho. "Transparency & Ableism on the College Campus: Institutional Barriers to Accessibility." Presented at the annual meeting of the Pacific Sociological Association, San Francisco, CA.

Volscho, Thomas W. and Andrew S. Fullerton. 2004. "Earnings Inequality in 167 MSAs: the Role of Insecure Employment Conditions, Unions, and Industrial Structure." Presented at the annual meeting of the Eastern Sociological Society, New York City, NY.

Volscho, Thomas W. 2003. "A Neo-Marxist Theory of Consumer Society." Presented at the annual meeting of the Eastern Sociological Society, Philadelphia P.A.

Volscho, Thomas W. and Andrew S. Fullerton. 2003. "Structural Influences on Levels of Earnings Inequality in U.S. Labor Markets." Presented at the annual meeting of the Eastern Sociological Society, Philadelphia, PA.

Volscho, Thomas W. and Robert H. Pietrzak. 2002. "Do Men Have More Sex Partners than Women?" Presented at the annual meeting of the Human Behavior and Evolution Society, Rutgers University – New Brunswick, NJ.

Fullerton, Andrew, Thomas W. Volscho, and Wayne J. Villemez. 2002. "Industrial Dominance Revisited." Paper presented at the annual meeting of the Eastern Sociological Society, Boston, MA.

Volscho, Thomas W. 2002. "Minimum Wages and Income Inequality in the American States, 1960-1990." Paper presented at the annual meeting of the Eastern Sociological Society, Boston, MA.

#### **SERVICE TO THE DISCIPLINE AND PROFESSION**

##### Textbook reviewer:

Pine Forge Press, Post-Publication Review of David M. Newman, *Sociology: Exploring the Architecture of Everyday Life* (7<sup>th</sup> edition)

##### Occasional Manuscript Reviewer:

*American Sociological Review*  
*Social Science Research*  
*Social Science Quarterly*  
*The Sociological Quarterly*

#### **PROFESSIONAL MEMBERSHIPS**

American Sociological Association  
 Association of Black Sociologists  
 Eastern Sociological Association  
 Sociologists for Women in Society

#### **UNIVERSITY AND DEPARTMENTAL SERVICE**

##### College of Staten Island

Assessment Committee (Sociology, Anthropology, and Social Work)

Office of Sponsored Research Liason (2010-)

University of Connecticut

Northeast Alliance at the University of Connecticut Summer Research Program for Under-Represented Minorities Undergraduates (2008)

Lakota Harden Diversity Workshop on Anti-Racism (2006)

Lakota Harden Diversity Workshop on Anti-Racism (2005)

2005 Workshop on Teaching for Women and People of Color, Challenges and Strategies

Executive Committee (2005-06)

Graduate Program Committee (2005)

Affirmative Action Committee (2003-2006)

Computer Committee (2003-2004)

**REFERENCES**

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