

# NEH Application Cover Sheet (AC-253405)

## Humanities Initiatives: HSIs

### PROJECT DIRECTOR

---

Dr. Peter Kolozi  
Associate Professor  
2155 University Ave. Colston Hall 320  
Bronx, NY 104533102  
USA

**E-mail:** peter.kolozi@bcc.cuny.edu

**Phone:** 718-289-5665

**Fax:**

**Field of expertise:** Latino History

### INSTITUTION

---

Research Foundation/CUNY on behalf of Bronx Community Colleg  
Bronx, NY 104533102

### APPLICATION INFORMATION

---

**Title:** *Presente: Latino-Centered Learning Communities*

**Grant period:** From 2017-01-01 to 2018-12-31

**Project field(s):** Latino History

**Description of project:** Presente: Latino-Centered Learning Communities is a two-year professional development program designed to increase understanding of Latino history and culture for 18 faculty from Bronx Community College (CUNY) with a focus on two broad themes: citizenship and the law, and racial and gendered identities. The objectives of the program are: 1) to introduce faculty from across disciplines and First Year Seminars to new scholarship; 2) to help faculty identify common topics and approaches that can be incorporated into their courses; 3) to assist faculty in developing integrated Learning Community clusters of courses that include First Year Seminars; and 4) to strengthen the humanities curriculum by incorporating broadly applicable Latino themes and content into a broad range of courses. BCC will partner with the American Social History Project building on their work in the NEH-funded Bridging Historias Through Latino History and Culture, a three year professional development program.

### BUDGET

---

<b>Outright Request</b>	100,000.00	<b>Cost Sharing</b>	0.00
<b>Matching Request</b>	0.00	<b>Total Budget</b>	100,000.00
<b>Total NEH</b>	100,000.00		

### GRANT ADMINISTRATOR

---

Dr. Peter Kolozi  
2155 University Ave. Colston Hall 320  
Bronx, NY 104533102  
USA

**E-mail:** peter.kolozi@bcc.cuny.edu

**Phone:** 718-289-5665

**Fax:**

*Presente: Latino-Centered Learning Communities*

*Table of Contents*

Summary	
Narrative	1
Budget	11
Budget Narrative	13
Appendices:	
A. Work Plan	15
B. Schedule of Activities	18
C. List of Readings	23
D. Personnel Biographies & Responsibilities	26
E. CVs & Letters of Commitment	29
F. Brief Institutional History – BCC & ASHP/CML	61
G. Sample Learning Community Clusters	63
H. Letters of Support	64

## ***Summary***

Bronx Community College (BCC) of the City University of New York (CUNY) in collaboration with the American Social History Project/ Center for Media and Learning (ASHP/CML) at the Graduate Center (CUNY) propose *Presente: Latino-Centered Learning Communities* a two-year professional development program. *Presente* is designed to increase understanding of Latino history and culture for 18 faculty from BCC with a focus on two broad themes: citizenship and the law, and racial and gendered identities. The goal is to assist faculty in creating integrated clusters of three courses for the school's Learning Communities Program (LC). BCC, a Hispanic Serving Institution with 61% Latino students, initiated its LC program to foster student engagement and retention rates and would like to encourage faculty across the disciplines to integrate curricula with Latino history and culture into their LC clusters.

The program will be directed by BCC professors Peter Kolozi, Brandi Rima, Crystal Rodriguez and ASHP/CML historians and educators Dr. Pennee Bender and Ms. Donna Thompson Ray. *Presente* will offer a series of scholarly presentations led by leading scholars of Latino history and culture, curriculum development workshops, research collection site visits, and reading discussion sessions. The BCC faculty will work in teams to design courses based on recent scholarship that are geared to community college students. The objectives of the program are: 1) to introduce faculty from across disciplines (and First Year Seminars) to new scholarship in two relevant areas of Latino studies: citizenship and the law, and racial and gendered identities; 2) to help faculty identify common topics and approaches that can be incorporated into their courses; 3) to assist faculty in developing integrated LC clusters of courses that include First Year Seminars (FYS); and 4) to strengthen the humanities curriculum by incorporating broadly applicable Latino themes and content into a broad range of courses. The program will educate 18 BCC faculty about Latino history and culture over the course of two semesters (identify dates) and during the last semester (Fall 2018), will support BCC faculty as they teach their Latino-Centered LC clusters. These LC's are expected to reach a total of 150 students at BCC during the first semester of its implementation. Faculty will be asked to offer at least one additional LC cluster over the next two years and encouraged to continue to update and expand their Latino-Centered LC clusters. The colleges' overall goal is to institutionalize LC clusters and reach an additional 150 students per semester over the next two to three years.

*Presente* will be open to and will benefit faculty from the humanities and social sciences departments at BCC including: Anthropology, Art and Music, Communications, Criminal Justice, Education, English, History, Modern Languages, Political Science, and Psychology. Recruitment of faculty participants will be done in Spring 2017. Interested faculty will be required to complete an application and co-directors will select faculty participants. The project will use the BCC Blackboard website to discuss readings, share digital resources and curricular materials with program participants, extend seminar discussions and introduce research collections to faculty during the program and, upon completion of the program to the BCC community at large. The co-directors will work with participating faculty to identify and propose presentations at various professional conferences to disseminate the work of the program.

The BCC faculty directors and ASHP/CML staff will be responsible for monitoring and assessing the progress on an ongoing basis through participant satisfaction surveys at regular intervals. At the end of the program the co-directors will provide a summative evaluation.

*Presente: Latino-Centered Learning Communities* program will engage 18 faculty from Bronx Community College of the City University of New York (BCC) in professional development to increase their understanding of Latino history and culture. It will also assist the faculty in designing integrated courses for BCC's Learning Communities (LC) and First Year Seminar (FYS) Programs. BCC is a Hispanic-Serving Institution, as determined by the Department of Education and the data on file with the National Center for Education Statistics. The American Social History Project/Center for Media and Learning (ASHP/CML) at the Graduate Center (CUNY) will partner with BCC to design and implement the program building on their three-year relationship with BCC faculty in the *Bridging Historias through Latino History and Culture: An NEH Bridging Cultures at Community Colleges Project*.

*Presente: Latino-Centered Learning Communities* will offer: a series of scholarly presentations on Latino history and culture combined with group readings and discussion; curriculum development workshops; and research collection site visits. The goals of the program are: 1) to introduce 18 faculty from across disciplines (and first year seminars) to new scholarship on Latino history and culture; 2) to help faculty identify common topics and approaches that can be incorporated into their courses; 3) to assist faculty in developing integrated courses that links Latino humanities themes and content across the disciplines (and first year seminars); and 4) to strengthen the humanities curriculum by incorporating applicable Latino themes and content into humanities courses. In addition to infusing Latino content into the curriculum, a core goal of the program is to integrate humanities approaches to understanding the world in disciplines across the liberal arts curriculum.

## **INTELLECTUAL RATIONALE**

*Presente* will play a critical role in engaging BCC's students in the history of issues relevant to their lives through greater scholarly inclusion of Latino history and culture in courses across the disciplines.

*Presente* will focus on two content areas that offer outstanding recent scholarship and applicability across disciplines: citizenship and the law, and racial and gendered identities. New scholarship has highlighted civil and legal rights and race and gender issues as central to Latino history and culture in the United States. From land and voting rights in the nineteenth century to civil rights and immigration law in the twenty and twenty-first centuries, struggles for citizenship and civil rights have shaped Latino communities, politics and culture. Readings and lectures on citizenship and the law will explore topics ranging from the colonial legacy of Latino migrants to claims for rights in employment, housing, and education, as well as issues of immigration, criminal justice reform, and cultural citizenship. Latino struggles for both legal and cultural citizenship – the right to economic, political, and social equality as well as the right to maintain language and cultural traditions – have taken many forms throughout U.S. history: legal cases; political, labor, and community organizing; cultural movements, and militant protests. Recent studies offer faculty from a range of humanities, social science, and professional courses, (including literature, political science, criminology, sociology, history, and art) the opportunity to incorporate Latino history into their curriculum, connect this history to current issues, and provide a basis from which to compare and contrast disciplinary methods.

Issues of race and gender are a critical dimension of many of the social and legal debates about citizenship and belonging within Latino communities as well as key in defining Latino identity throughout U.S. history. As the second thematic focus for the program, lectures and readings on Latino racial and gendered identities from the nineteenth century to the present will explore the ways that changing racial and gendered categorizations and expectations have influenced Latino struggles for civil rights and helped shape political and social interaction within the community. Latino communities challenge the dominant black/white binary of racial categorization and Latino studies scholarship that explores concepts of borderlands, diaspora, and transnational experiences continue to reflect as well as disrupt U.S. norms

about race, gender, ethnicity, and culture. At the same time, racial divisions within Latino communities raise a range of issues related to class, immigration status, and colonial legacies. Similarly, recent scholarship on changing understandings of gender and the role gender plays in social and political engagement will allow BCC faculty to examine Latino perspectives on masculinity, feminism, and gay, lesbian and transgendered issues and explore divisions as well as commonalities in how gender influences Latino politics, literature, art, and civic engagement.

## **CONTENT AND DESIGN**

*Presente* will support BCC's goals to build and sustain Learning Community and First Year programs by assisting faculty to create thematic clusters focused on Latino history and culture. The LC clusters will include a humanities, a social science, and a FYS course (*See Appendix G: Sample LC Clusters*). In 2005, BCC started its LC Program to promote student success, foster inter-disciplinary teaching and learning, and increase team curricular planning. BCC has also established a required First Year Seminar (FYS) for freshmen to take a college orientation course devoted to academic content that is linked with courses in academic departments. A total of six Latino-centered LC clusters will be developed, reaching approximately 150 students by the fourth semester of the *Presente* schedule. (*See Appendix B: Schedule of Activities*) Participating faculty will be asked to offer the LC clusters during the two-year grant and are encouraged to continue and expand their LC clusters. The goal is to institutionalize the *Presente* LC clusters to reach an additional 150 students per semester over the next two to three years.

*Presente* will be a two-year program open to faculty from all of the humanities and social sciences departments. During the first semester, interested faculty will submit an application including a short essay explaining how they will incorporate Latino history and culture into their teaching. Co-directors, BCC Professors Peter Kolozi, Brandi Rima, and Crystal Rodriguez, will review applications and select participants.

*Presente* will be composed of three areas of activity: 1) a reading and seminar series consisting of two content-based seminars each with two guest scholar presentations followed by discussions about interdisciplinary teaching, two curriculum-planning seminars with curricular development workshops, and six reading discussion sessions that will take place before and after each content seminar and continue as the faculty develop their curricular units; 2) two days of visits to research collections for workshops and planning; and 3) culminating faculty presentations that allows participating faculty to present and reflect on their work. The program will emphasize content acquisition and collaborative curriculum development to support the design and implementation of Latino-focused LC cluster courses.

**Readings and Seminars** — *Presente* has a required and recommended reading list designed to deepen faculty's exposure to scholarship on the two main themes of citizenship and the law, and racial and gendered identities. Prior to each content seminar participants will have required readings to help prepare for the full-day seminars. Guest scholars and project directors will support and guide faculty through the readings with discussion questions. Following each seminar, faculty will select recommended readings to deepen their understanding of the content related to their teaching interests. Additional readings may be selected based on the interests and fields of the participating faculty. (*See Appendix C for Reading List*) Participants will engage in six reading discussion sessions, three face-to-face and three online. The online reading discussion sessions are designed to accommodate faculty schedules and to allow guest scholars to participate in the pre-seminar discussions. The face-to-face reading discussion sessions will focus on the recommended readings with faculty individually or in small groups selecting relevant works and sharing those topics with all participants. The face-to-face sessions will also provide an opportunity for faculty to discuss their curricular development work-in-progress.

Four full-day seminars (two content, two curriculum planning) over two semesters will be held at BCC and organized by project co-directors and seminar and curriculum coordinators, Dr. Pennee Bender

and Donna Thompson Ray of ASHP/CML. The two content seminars include scholarly presentations in the morning and the afternoon and a discussion with the scholars focused on interdisciplinary teaching to integrate humanities content into the social science and professional curricula. Throughout the seminar series we will maximize time for faculty to interact with scholars before and after presentations and during group lunches. The two curricular development seminars will have hands-on workshops in the morning that explore a range of teaching approaches including supporting student literacy skills, creating service learning projects, and incorporating Open Educational Resources on Latino history and culture. The guest scholars and program coordinators will select primary documents, secondary texts, and multimedia materials for participants to analyze and interpret. In the afternoon, the faculty will work in small groups with the guidance of program coordinators to develop their syllabi and teaching activities.

**Seminar One: Citizenship and the Law** — In August 2017, the first seminar will explore the history of issues surrounding citizenship and the law for U.S. Latinos. The seminar will feature two leading scholars in the field, Suzanne Oboler (John Jay College of Criminal Justice, CUNY) and Lorrin Thomas (Rutgers University). Dr. Oboler's area of expertise is human rights, immigration, citizenship and national belonging. She will provide a theoretical and thematic overview of key issues surrounding citizenship and civil rights such as the question of dual citizenship, the changing meanings of national belonging, transnational political and social participation and diverse struggles within Latino communities to affirm their rights and belonging in US society. She will also explore how immigration law, legal status, and the criminal justice system have historically affected Latin communities. Dr. Thomas's area of expertise is Puerto Rican political identity and community history, topics that will provide a case study of many of the issues raised by Dr. Oboler. Her lecture will focus on how Puerto Ricans have formulated their political identity, the varied responses of activists and ordinary migrants to the challenges and promises of American citizenship, and their changing expectations of how civil rights and full cultural citizenship could be



secured. Participants will explore the ways in which modern liberalism and its diverse conceptions of rights and identity in American life helps to shape Puerto Rican communities' social and political engagements and those communities' integral role in defining twentieth-century American citizenship. Following these talks, Drs. Oboler and Thomas will lead a discussion on interdisciplinary approaches to teaching these topics. Participants will read and discuss the following prior to the seminar. (*See Appendix C for full Reading List only required readings are listed here.*)

- Thomas, Lorrin. *Puerto Rican Citizen: History and Political Identity in Twentieth Century New York City*. (2010). Introduction and Chapter 5
- Eрман, Sam. "Meanings of Citizenship in US Empire," *Journal of American Ethnic History* (Summer 2008)
- Suzanne Oboler, *Latinos and Citizenship: The Dilemma of Belonging*. (2006).
- Burnett, Christina Duffy and Burke Marshall, eds., Introduction and "The Bitter Roots of Puerto Rican Citizenship" in *Foreign in a Domestic Sense* (2001)

**Seminar Two: Teaching Citizenship and the Law** — Professors Oboler and Thomas will work with program coordinators to identify appropriate teaching resources for the curriculum planning seminar that follows the Fall 2017 content seminar. ASHP/CML will offer curricular development workshops, assist faculty in identifying key ideas from the content seminar that can be reinforced across the disciplines, and model curricular units and assignments that compare and contrast how similar themes are approached by each discipline. Faculty will work in teams to apply the resources and model curriculum to their LC clusters. To deepen and extend the experience of the full-day seminars, project co-directors and faculty participants will utilize the online discussion and document-sharing site (CUNY Blackboard) to continue exploring issues and resources from the seminar and readings.

**Seminar Three: Race and Gender** — The third full-day seminar in Spring 2018 will be on the changing nature of racial and gender identities in Latino history. The seminar features guest scholars Miriam Jiménez Román (New York University) and Harry Franqui-Rivera (Center for Puerto Rican Studies, CUNY). Professor Román's lecture will explore the history of Latino people of African descent

in the United States, the historical relationship between African-Americans and Latinos and historical racial hierarchy within Latino communities, the lived experiences of discrimination based on skin tone, and cultural stereotyping particularly of Afro-Latino women. In addition, the presentation will examine the ways that race and gender shape Latino cultural expression and political and social activism. Dr. Franqui-Rivera will provide an overview of how gender identity, notions of masculinity, Latina feminism, and gay and lesbian rights shape Latino communities, immigration policies and civil rights. He will share his research on the intersectionality of gender, race, and class and explore the linkages between military service, manhood, race and decolonization in Puerto Rican history. Professors Franqui-Rivera and Román will then host a discussion on how historical understandings of racial and gendered identities can be incorporated into a range of courses. Prior to the seminar, participants will read and discuss the following. (*See Appendix C for full Reading List*)

- Vicki Ruiz, “Coloring Class: Racial Constructions in Twentieth-Century Chicana/o Historiography,” in *A Companion to Latina/o Studies*, eds. Juan Flores and Renato Rosaldo (2007) 169-179
- Miriam Jiménez Román, and Juan Flores, *The Afro-Latin® Reader. History and Culture in the United States*. (2010), selected readings
- Roque Ramírez, Horacio N. “That's My Place'. Negotiating Racial, Sexual, and Gender Politics in San Francisco's Gay Latino Alliance, 1975-1983." *Journal of the History of Sexuality* 12 (April 2012) 224–258.

**Seminar Four: Teaching Race and Gender** — ASHP/CML program coordinators will incorporate resources recommended by scholars Franqui-Rivera and Román into curricular development workshops to assist the faculty in integrating content from the seminar into their LC clusters. The workshops will focus on creating inquiry-based activities that allow students engage with the issues and reinforce critical thinking, literacy, and writing skills. Faculty will continue to share and discuss their teaching activities in-progress in the online discussion, and two reading discussion sessions drawing on recommended readings will allow the faculty to delve deeper into their topics for curricular development.

**Site Visits: New York City Historical and Cultural Institutions** — In May/June 2018

participants will be introduced to four prominent NYC historical and cultural institutions with special collections and educational programming on U.S. Latino history and culture. El Museo del Barrio, Hunter College's Center for Puerto Rican Studies (CUNY), City College's Dominican Studies Institute (CUNY), and Lehman College's Jaime Lucero Mexican Studies Institute at (CUNY) will provide an overview of their collections and programming. Faculty will attend hands-on morning workshops led by curators and archivists at the research sites on two consecutive weeks that highlight materials relevant for teaching and guide them to further research on their curricular interests. The faculty will then be able to spend the afternoons pursuing research in the collections.

**Culminating Teacher Presentations** — *Presente* will end with a full-day event in December 2018 that will share the curricular work developed by participating faculty with all BCC faculty. Large posters created by individual faculty or department teams will display examples of curricular modules. Faculty participants will be on-hand to present their posters, discuss their work and field questions from their colleagues. In addition, participating faculty from each of the academic departments will be encouraged to present workshops on their curricular work within their department. This day of sharing is an opportunity to broaden the audience and dissemination of the program's findings.

***PROJECT PERSONNEL*** (See Appendix D for Full Personnel Biographies and Responsibilities)

Peter Kolozi, Project Co-Director, participated in the two-year *Bridging Historias* NEH Project. He writes on intellectual history in the American conservative tradition as well as on organized labor, electoral politics and civil rights. He teaches Political Science at BCC.

Brandi Rima, Project Co-Director, teaches Psychology at BCC. Her research focuses on women's health and body image, feminist ideology, and pedagogical strategies for community college students, including Learning Communities.

Crystal Rodriguez, Project Co-Director, participated in the two-year *Bridging Historias* NEH Project, where she implemented Latino history and culture into upper level criminal justice courses. She teaches Criminal Justice at BCC that include the history of the institutions and its practices. Her research focuses on the macro and micro level assessment of cultural competency.

Pennee Bender, Curriculum Development Coordinator, is a historian with a focus on U.S.-Latin American relations, and is on the faculty of the Interactive Technology and Pedagogy Program at the Graduate Center, CUNY.

Donna Thompson Ray, Seminar Coordinator, is the Director of Faculty Development Programs at ASHP/CML and has directed professional development programs for over 20 years.

Harry Franqui-Rivera, Guest Scholar, is a historian and Research Associate at the Center for Puerto Rican Studies, Hunter College, CUNY.

Suzanne Oboler, Guest Scholar, is Professor of Latin American and Latina/o Studies at John Jay College, CUNY and editor of *Latinos and Citizenship: The Dilemma of Belonging* (2006), and *Behind Bars: Latino/as and Prison in the United States* (2009).

Miriam Jiménez Román, Guest Scholar, is visiting scholar at New York University's Africana Studies Program and co-editor of *The Afro-Latin@ Reader: History and Culture in the United States* (2010).

Lorrin Thomas, Guest Scholar, is Professor of History at Rutgers University and author of *Puerto Rican Citizen: History and Political Identity in Twentieth Century New York City* (2010).

***INSTITUTIONAL CONTEXT*** (See Appendix F for a full description of BCC and ASHP/CML)

BCC, with approximately 61% of students identifying as Hispanic, is a member of the Hispanic Association of Colleges and Universities (HACU) and serves approximately 11,450 students with a Liberal Arts and Humanities program offering twelve humanities degrees as well as requiring humanities courses for all degree programs. Importantly, nearly half of BCC's students are enrolled in Liberal Arts programs, which emphasize humanities coursework. The college offers institutional supports for *Presente* including the expertise of the Center for Teaching, Learning and Technology and its workshops on pedagogy and collaboration across disciplines. With this grant, BCC will build the LC and FYS programs by promoting greater inclusion of Latino history and culture, designing learning communities that focus on humanities-based Latino content, and utilize the FYS to link the humanities, social science and professional fields.

Founded in 1981 and based at the Graduate Center of the City University of New York (CUNY), ASHP/CML has been a pioneer in the use of print, film, video, and digital media to explore the diverse

social and cultural history of the United States and to enhance teaching and learning about the past. Combining rigorous humanities scholarship with innovative methods of presentation, ASHP/CML's programs have gained an international reputation in history education. ASHP/CML has led faculty development programs for over twenty years to help teachers across the country use the latest scholarship, technology, and active learning methods.

## **FOLLOW-UP AND DISSEMINATION**

Blackboard will be used throughout the *Presente* grant to upload documents and host discussions from full-day and reading series. During the last semester of the grant program as faculty teach their LC clusters, Blackboard will provide a space to support faculty in their teaching, provide feedback on their process, and support evaluations of the LC clusters. At the end of the project the Blackboard site will be maintained as a portal for all BCC faculty to access teaching resources on Latino history and culture. In addition to the campus-based presentations, project directors will work with participating faculty to identify and propose sessions at various professional associations and conferences.

## **EVALUATION**

The BCC and ASHP/CML program team will be responsible for monitoring and assessing progress through systematic reviews to reflect on the seminars and online discussions. The program team will develop and implement questionnaires for participating faculty that cover seminar content and format, readings, online programming and perceived impacts on their teaching and students to serve as formative assessments. During monthly meetings the co-directors will check their assumptions against the evaluation survey findings and use that information for planning and revision of future seminars. Student evaluations of the LC courses will also be conducted. In addition, the program team will evaluate the success of this program by the number of Latino-centered LCs that are offered in Fall 2018. A final report based on the survey and student data will be written by the end of Spring 2019.



NATIONAL ENDOWMENT FOR THE  
**Humanities**

## Budget Form

Salary and benefits information redacted  
pursuant to FOIA Exemption (b)(6).

OMB No 3136-0134  
Expires 6/30/2018

Applicant Institution: *Bronx Community College*

Project Directors: *Peter Kolozi, Brandi Rima, & Crystal Rodriguez (Department of S*

Project Grant Period: *01/2017-12/31/2018*

[click for Budget Instructions](#)

	Computational Details/Notes	(notes)	Year 1	(notes)	Year 2	(notes)	Project Total
			01/01/2017-12/31/2017		01/01/2018-12/31/2018		
<b>1. Salaries &amp; Wages</b>							
1. P. Kolozi - Director 1	Course release co-director @ BCC	6%		6%			
2. Brandi Rima - Director 2	Course release co-director @ BCC	6%		6%			
3. Crystal Rodriguez- Director 3	Course release co-director @ BCC	7%		7%			
4. Donna Thompson- Coordinator	(10% of ) @ASHP/CML	10%		10%			
		%		%			
		%		%			
<b>2. Fringe Benefits</b>							
Reassigned time Yr1. Lines 1,2, & 3) 49%							
Reassigned time Yr2. Lines 1,2, & 3) 49%							
Full time salary & MTA line 4 @38.34%							
<b>3. Consultant Fees</b>							
Guest Speakers (2@\$600/yr.)			1,200		1,200		2,400
Honoraria for Archive/Museum Presenters	\$250 X 4 Presenters				1,000		1,000
							<b>3,400</b>
<b>4. Travel</b>							
1. Guest travel	Prof. Thomas to/from Camden, NJ via Amtrack (\$210) + Local Transportation (\$50)		260				260
2. Faculty travel	NEH Project Directors Meeting: Two co-directors, NYC to Washington, DC (\$300 airfare, \$229 hotel, \$50 local transportation, \$71 per diem)		1,300		0		1,300
<b>5. Supplies &amp; Materials</b>							
1. 18 faculty	books \$40 X 18		360		360		720
2. Meetings supplies	7 working lunches		1,200		1,200		2,400
							<b>4,680</b>
<b>6. Services</b>							
Site Visit expenses	site visit travel expenses (metro cards) (18 X \$11.00)				198		198
							0
							0

							0
							0
							198
<b>7. Other Costs</b>							
1. Faculty Participant Stipend	(\$1,400 x 18 members)		12,600		12,600		25,200
							25,200
<b>8. Total Direct Costs</b>	<b>Per Year</b>		<b>47,410</b>		<b>47,048</b>		<b>94,459</b>
<b>9. Total Indirect Costs</b>	(47,410-12,600)*.08		2,785		2,756		5,541
	<b>Per Year</b>		0		0		
<b>10. Total Project Costs</b>			(Direct and Indirect costs for entire project)				<b>100,000</b>
<b>11. Project Funding</b>		<b>a. Requested from NEH</b>			Outright:		\$100,000
					Federal Matching Funds:		\$0
					<b>REQUESTED FROM NEH:</b>		<b>\$100,000</b>
		<b>b. Cost Sharing</b>			Applicant's Contributions:		\$0
					Third-Party Contributions:		\$0
					Project Income:		\$0
					Other Federal Agencies:		\$0
					<b>TOTAL COST SHARING:</b>		<b>\$0</b>
<b>12. Total Project Funding</b>							<b>\$100,000</b>

## ***BUDGET NARRATIVE***

### **Salaries and Wages**

Three-hours of course release for three co-directors (Peter Kolozi, Brandi Rima, & Crystal Rodriguez) are calculated at \$(b) (6) per course with an indirect cost of 49% for two semesters. The co-directors need the release time to design, organize, manage, lead, and evaluate the grant activities.

Seminar development coordinator, Donna Thompson Ray, is a full-time CUNY Research Foundation employee. The CUNY Research Foundation is the grant administering agency for City University of New York campuses, such as Bronx Community College. Ms. Thompson Ray's salary is paid through the Research Foundation.

### **Fringe Benefits**

Project co-directors course release is calculated at the CUNY fringe rate of 49%.

The fringe rate for Donna Thompson Ray is calculated for full-time employees of the CUNY Research Foundation at 38%.

An MTA tax of .034% is added to the fringe rate of Research Foundation employee Donna Thompson Ray.

### **Consultant Fees**

The four visiting guest scholars will receive honoraria of \$600 per day.

Honoraria for Archive/Museum Presenters will be \$250 per person, 4 people. This covers their presentation/workshop.

### **Travel**

Guest Travel: Travel for one visiting scholar from Camden, New Jersey to New York metro area and local transportation.

Faculty Travel: One-day NEH Project Directors meeting for two directors: Airfare, \$300 is based on average airfare prices from closest airport. Washington, DC hotel rate of \$229, meals and incidentals at \$71/day, following the GSA federal per diem guidelines. Local transportation at \$50.

### **Supplies and Materials**

Books: We will provide 18 faculty participants with copies of all the books listed as required reading \$40 per participant. (Additional articles and chapters will be made available online.)

Meeting supplies: To maximize time for participants to interact with guest scholars and continue discussions we have planned working lunches for the six seminars and face-to face reading/discussion meetings.



**Services**

New York City MTA Metrocards for round-trip travel to four site visits in New York City, \$11 per person, 18 faculty total.

**Other Costs**

Faculty participation stipends are \$1,400 each for 18 faculty.

**Total Indirect Costs**

Indirect Costs: Eight percent (8%) indirect cost rate, stipend costs are not included in the indirect. This is a reduced rate based on the negotiated rate of 71.5% set by the Department of Health and Human Services for Bronx Community College, City University of New York.

## ***APPENDIX A: WORK PLAN***

### **YEAR 1: SPRING 2017- FALL 2017**

#### **January 2017- June 2017: Finalizing Schedule and Application Solicitation & Participant Selection and Seminar Preparation**

- Finalize seminar schedule and confirm with guest lecturers (Project Directors + ASHP/CML)
- Develop program application (Project Directors + ASHP/CML)
- Develop faculty participant contracts (Project Directors + ASHP/CML)
- Write and circulate recruitment flyer for mid-April application deadline (Project Directors)
- Develop curricular guidelines for program (Project Directors + ASHP/CML)
- Develop formative questionnaires for participants (Project Directors + ASHP/CML)
- Set up Blackboard online course management and upload documents (Project Directors + ASHP/CML)
- Meet with LC administration to review LC cluster planning (Project Directors)
- Meet with business offices such as Payroll, Accounting, Bursars, to discuss grant management and distribution of grant monies (Project Directors)
- Meet with CTLT and FYS (Project Directors)
- Attend monthly LC professional development workshops, hosted by LC administration (Project Directors)
- Meet with department chairpersons to discuss *Presente* and application process (Project Directors)
- Meetings or conference calls with first content seminar presenters (ASHP/CML)
- Finalize reading list (ASHP/CML + Guest Scholars)
- Review applications, select participants + alternates, notify accepted participants (Project Directors)
- Purchase books, e-reserve articles/chapters for participants (Project Directors + ASHP/CML)
- Finalize workshops for curricular planning seminar (ASHP/CML)
- Finalize readings/discussion series (Project Directors/(ASHP/CML)
- Finalize/review curricular guidelines (Project Directors + ASHP/CML)
- Enroll participants in Blackboard online course management website (Project Directors)
- Reserve rooms for full day seminars and reading and discussion series (Project Directors)
- Develop satisfaction survey for full day seminars (Project Directors + ASHP/CML)

#### **August - November 2017: Faculty Seminars and Reading Discussion Sessions**

- Host 1st online reading discussion session for October seminar last week of August (Project Directors)
- Hold citizenship and the law content seminar in October (ASHP/CML + Guest Scholars + Program Directors + Faculty Participants)
- Host 1st face-to-face reading discussion session in November (Project Directors + Faculty Participants)
- Distribute evaluation questionnaire for content seminar, curricular planning seminar, & reading discussion sessions (ASHP/CML + Project Directors)
- Finalize plans and workshops for curricular planning seminar (ASHP/CML)

- Meet to review process and questionnaire results (Project Directors + ASHP/CML)
- Monitor and fine tune Blackboard online course management website as needed (Project Directors)
- Attend monthly LC professional development workshops, hosted by LC administration (Project Directors)
- Administer and analyze satisfaction surveys (Project Directors)

#### **December 2017- January 2018: Seminar Preparation**

- Hold curricular planning seminar in early December (ASHP/CML + Project Directors + Faculty Participants)
- Meetings or conference call with second content seminar presenters (ASHP/CML)
- Finalize plans for second content seminar (ASHP/CML)
- Meetings with BCC LC administration to create LC advisement plan (Project Directors)
- Finalize hands-on workshops with New York City research collections (Project Directors)
- Host 2nd online reading discussion session for February seminar last week of January (Project Directors)
- Attend monthly LC professional development workshops, hosted by LC administration (Project Directors)
- Administer and analyze satisfaction surveys (Project Directors)

### **YEAR 2: SPRING 2018-FALL 2018**

#### **February 2018 - March 2018: Faculty Seminars and Reading Discussion Sessions**

- Hold content seminar on racial and gendered identities in February (ASHP/CML + Guest Scholars + Program Directors + faculty participants)
- Host 2nd face-to-face reading discussion session in March (Project Directors + Faculty Participants)
- Meetings or conference calls with research collection seminar presenters (Project Directors)
- Distribute evaluation questionnaire for second content seminar, curricular seminar, and reading discussion sessions (ASHP/CML + Project Directors)
- Meet with BCC Learning Communities administration, Academic Success Coaches, and other advisors to discuss LC advisement plans & assistance (Project Directors)
- Meet to review process and questionnaire results, refine curricular programs, and plan for second year (Project Directors + ASHP/CML)
- Monitor and fine tune Blackboard online course management website as needed (Project Directors)
- Attend monthly LC professional development workshops, hosted by LC administration (Project Directors)
- Administer and analyze satisfaction surveys (Project Directors)

#### **April - June 2018: Course Advisement and Research Collection Visits**

- Hold curricular planning seminar in April (ASHP/CML + Project Directors + Faculty Participants)
- Begin LC course early advisement assistance (Project Directors)

- Host visits to research collection sites (ASHP/CML + Project Directors)
- Host 3rd online reading discussion session and curricular unit sharing (Project Directors + Faculty Participants)
- Attend monthly LC professional development workshops, hosted by LC administration (Project Directors)
- Administer and analyze satisfaction surveys (Project Directors)

### **July- August 2018: Summer**

- Continue LC course advisement and recruitment assistance (Project Directors)

### **September- November 2018: Support Teaching of Latin-Centered Learning Clusters and Plan Presentations**

- Latino Centered Learning Communities courses begin (Faculty Participants)
- Host 3rd face-to-face reading discussion sessions and course support (Project Directors + Faculty Participants)
- Distribute evaluation questionnaire for Site visits + reading discussion sessions (ASHP/CML + Project Directors)
- Meet to review process and questionnaire results and finalize plans for curricular development and culminating event/faculty day (Project Directors + ASHP/CML)
- Monitor and fine tune Blackboard online course management website as needed (Project Directors)
- Draft and submit proposals for Faculty presentations at BCC (Project Directors + Faculty Participants)
- Finalize schedule/events for a BCC college-wide conference preparing poster designs and workshop planning (Project Directors + ASHP/CML)
- Attend monthly LC professional development workshops, hosted by LC administration (Project Directors)
- Administer and analyze satisfaction surveys (Project Directors)

### **December 2017 - January 2019: Public Event to Share Curricular Work and Final Report**

- Host public displays of curricular work and workshops as part of a BCC college-wide conference (Project Directors + ASHP/CML + Faculty Participants)
- Distribute and collect faculty evaluation surveys for participation in the program and teaching in the LC cluster (ASHP/CML + Project Directors)
- Attend monthly LC professional development workshops, hosted by LC administration (Project Directors)
- Administer and analyze satisfaction surveys (Project Directors)
- Write final evaluation report (Project Directors)

## ***APPENDIX B: SCHEDULE OF ACTIVITIES***

### **April 16, 2017 Participant Applications Due**

Applicants selected and notified by May 30th.

### **August 2017**

**Online Reading Discussion Session** in preparation for September seminar faculty respond to guiding questions in online platform

*Required reading list:*

- Thomas, Lorrin. *Puerto Rican Citizen: History and Political Identity in Twentieth Century New York City*. (2010). Introduction and Chapter 5
- Erman, Sam. "Meanings of Citizenship in US Empire," *Journal of American Ethnic History* (Summer 2008)
- Suzanne Oboler, *Latinos and Citizenship: The Dilemma of Belonging*. (2006).
- Burnett, Christina Duffy and Burke Marshall, eds., Introduction and "The Bitter Roots of Puerto Rican Citizenship" in *Foreign in a Domestic Sense* (2001)

### **October 2017**

**Seminar One: Citizenship and the Law** — Drs. Suzanne Oboler (John Jay College, CUNY) and Lorrin Thomas (Rutgers University) will address the many forms that Latino struggles for both legal and cultural citizenship — the right to economic, political, and social equality as well as the right to maintain language and cultural traditions — have taken throughout U.S. history and relate them to current issues.

8:30 – 9:00am	Registration and coffee
9:00 – 9:30am	Welcome remarks & introductions
9:30 – 10:30am	Guest Scholar Presentation – Lorrin Thomas
10:30 – 10:45am	Break
10:45 – 12:45pm	Q & A and discussion with Professor Thomas on teaching approaches to topic
12:30 – 1:30pm	Working Lunch: LC clusters strategize integrating courses
1:00 – 2:00pm	Guest Scholar Presentation – Suzanne Oboler
2:00 – 2:45pm	Q & A and discussion with Professor Oboler
2:45 – 3:00pm	Break
3:00 – 4:30pm	Discussion & demonstrations on teaching and pedagogy with both scholars
4:30 – 5:00pm	Closing remarks & complete faculty participant surveys

### **November 2017**

#### **Face-to-face Reading Discussion Session**

12:00 – 1:45 pm Faculty meet to discuss readings and applicability to teaching  
Selected readings from recommended list

1:45 – 2:00pm Complete faculty participant surveys

*Recommended Readings:*

- Fran Ansley and Jon Shefner. *Global Connections and Local Receptions: New Latino Immigrants*

to the Southeastern United States. (Knoxville: University of Tennessee Press, 2009).

- Susan Bibler. *Nations of Emigrants: Shifting Bodies of Citizenship in El Salvador and the United States*. (Ithaca, NY: Cornell University Press, 2007).
- Adrian Burgos and Frank A. Guridy, "Becoming Suspect in Usual Places: Latinos, Baseball, and Belonging in El Barrio del Bronx" in *Beyond El Barrio. Everyday Life in Latina /o America* Gina M. Pérez, Frank A. Guridy and Adrian Burgos, Jr. eds. (New York University Press 2010).
- José Cabranes, "Citizenship and the American Empire," *University of Pennsylvania Law Review* (Dec. 1978)
- Joanne Dreby, *Divided By Borders: Mexican Migrants and their Children*. (Berkeley: University of California Press, 2010).
- Jorge Duany, *Blurred Borders: Migration between the Hispanic Caribbean and the United States*. (Durham, NC: Duke University Press, 2011).
- Lourdes Gutiérrez Najera, "Hayandose: Zapotec Migrant Expressions of Membership and Belonging" in *Beyond El Barrio: Everyday Life in Latina /o America* Gina M. Pérez, Frank A. Guridy and Adrian Burgos, Jr. eds. (New York University Press, 2010).
- Laura E. Gómez, *Manifest Destinies: The Making of the Mexican American Race*. (New York: NYU Press, 2007).
- Ira Katznelson, *When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth Century America*. (New York: W.W. Norton & Company, 2005).
- Ian Haney Lopez, *White By Law, The Legal Construction of Race*. (New York: New York University Press, 2006).
- Rachel Moran and Devon Wayne Carbado, eds. *Race Law Stories*. (New York: Foundation Press, 2008).
- Mary Odem and Elaine Lacy, eds., *Latino Immigrants and the Transformation of the U.S. South*. (Athens: University of Georgia Press, 2009).
- Sylvia Rodriguez, *Acequia: Water Sharing, Sanctity, and Place*. (Santa Fe, NM. School for Advanced Research Press, 2006).
- Steven Rosales, "Fighting the Peace at Home: Mexican American Veterans and the 1944 GI Bill of Rights," *Pacific Historical Review* 80, no. 4 (Nov. 2011): 597–627.

## **December 2017**

### **Seminar Two: Teaching Citizenship and the Law**

8:30 – 9:00am Registration and coffee

9:00 – 9:30am Welcome remarks and agenda review

9:30 – 1:00pm Pedagogy workshops on inquiry-based teaching, service learning approaches, and implementing flipped classroom techniques.

1:00 – 2:00pm Working Lunch: Meet in LC clusters to strategize integrating courses

2:00 – 4:30pm Curricular development activity, teaching resource review, and course planning

4:30 – 5:00pm Closing remarks & complete faculty participant surveys

## January 2018

**Online Reading Discussion Session** in preparation for February seminar faculty respond to guiding questions in online platform

*Required reading list:*

- Chávez, Marisela R. "We have a long, beautiful history". Chicana Feminist Trajectories and Legacies" in *No Permanent Waves: Recasting U.S. Feminist History* (2010), pp. 77-97
- Ruiz, Vicki. "Coloring Class: Racial Constructions in Twentieth-Century Chicana/o Historiography," in *A Companion to Latina/o Studies*, eds. Juan Flores and Renato Rosaldo (2007), pp. 169-179
- Jiménez Román, Miriam and Flores, Juan. *The Afro-Latin@ Reader: History and Culture in the United States*. Duke University Press, 2010. (Selected Readings)
- Roque Ramírez, Horacio N. "That's My Place": Negotiating Racial, Sexual, and Gender Politics in San Francisco's Gay Latino Alliance, 1975-1983." *Journal of the History of Sexuality* 12 (April 2012) 224-258.

## February 2018

**Seminar Three: Race & Gender** — Miriam Jiménez Román (New York University) and Dr. Harry Franqui-Rivera (Center for Puerto Rican Studies, Hunter College, CUNY) will address the ways that changing racial and gendered categorizations and expectations have influenced Latino struggles for civil rights in U.S. history and how they affected political and social interaction within the community.

8:30 – 9:00am	Registration and coffee
9:00 – 9:30am	Welcome remarks & introductions
9:30 – 10:30am	Guest Scholar Presentation – Harry Franqui-Rivera
10:30 – 10:45am	Break
10:45 – 12:45pm	Q & A and discussion with Professor Franqui-Rivera on teaching approaches to topic
12:30 – 1:30pm	Working Lunch: LC clusters strategize integrating courses
1:00 – 2:00 pm	Guest Scholar Presentation –Tanya Hernandez
2:00 – 2:45pm	Q & A with speaker
2:45 – 3:00pm	Break
3:00 – 4:00pm	Discussion & demonstrations on teaching and pedagogy with both scholars
4:00 – 5:00pm	Closing remarks & complete faculty participant surveys

## March 2018

### Face-to-face Reading Discussion Session

12:00 – 1:45pm	Faculty meet to discuss selected readings from recommended list and discuss applicability to teaching
1:45 – 2:00pm	Complete faculty participant surveys

*Recommended Readings:*

- Carlos Kevin Blanton, Chapter 10, "Mexican American Racial Identity, Whiteness, and Civil Rights" in George I. Sánchez: *The Long Fight for Mexican American Integration*. (Yale University Press, 2015).
- Albert M. Camarillo, "Cities of Color: The New Racial Frontier in California's Minority-Majority Cities," *Pacific Historical Review* 76:1 (February 2007), pp. 1-28
- Arlene Dávila, *Latino Spin. Public Image and the Whitewashing of Race*. (New York: NYU Press, 2008).
- Harry Franqui-Rivera, "A New Day Has Dawned for the Porto Rican Jíbaro'. Manhood, Race, Military Service and Self-Government during WWI," *Latino Studies*, June 2015, Vol. 13-2, 185-206.
- Harry Franqui-Rivera, "Puerto Rican Veterans and Service Members' Wellbeing and Place within the Diaspora," in Edwin Meléndez and Carlos Vargas-Ramos, eds., *Puerto Ricans at the Dawn of the New Millennium*, (CENTRO Press), New York, Spring, 2014
- Vicki L. Ruiz and Virginia Sánchez Korrol eds., *Latina Legacies: Identity, Biography, and Community*, (New York: Oxford University Press, 2005).
- Frances R. Aparicio, "(Re)constructing Latinidad: The Challenge of Latina/o Studies," in *A Companion to Latina/o Studies*, eds. Juan Flores and Renato Rosaldo (2007), pp. 39-48
- Denise Segura, and Patricia Zavella, eds., *Women and Migration in the U.S.-Mexico Borderlands: A Reader*. (Durham, NC: Duke University Press, 2007).
- Ginetta E. B. Candelario, *Black Behind the Ears: Dominican Racial Identity from Museums to Beauty Shops*. (Durham, NC: Duke University Press, 2007).
- Emma Perez, "Queering the Borderlands: The Challenge of Excavating the Invisible and unheard." *Frontiers: A Journal of Women's Studies* 24 (2003) 122-131

## **April 2018**

### **Seminar Four: Teaching Race and Gender**

8:30 – 9:00am Registration and coffee

9:00 – 9:30am Welcome remarks & introductions

9:30 – 1:00pm Pedagogy workshops on creating inquiry-based activities and activities that reinforce critical thinking, literacy, and writing skills

1:00 – 2:00pm Working Lunch: Meet in LC clusters to strategize integrating courses

2:00 – 4:30pm Curricular development activity, teaching resource review, and course planning

4:30 – 5:00pm Closing remarks & complete faculty participant surveys

## **May 2018 (after completion of Spring Semester)**

### **Site Visits: New York City Historical and Cultural Institutions over 2 days**

9:00 – 9:30am Registration, welcoming remarks, break into 2 groups, directions, (at BCC)

9:30 – 12:30pm Visit 2 sites each day for workshops and research (faculty choose one):

A. The Jaime Lucero Mexican Studies Institute (Lehman College, CUNY)



- B. El Museo del Barrio
  - C. Center for Puerto Rican Studies (Hunter College, CUNY)
  - D. Dominican Studies Institute (City College, CUNY)
- 12:30 – 1:30pm Break
- 1:30 – 5:00pm Faculty archival research

**Online Reading Discussion Session** continuing discussion of recommended books and planning for course implementation in the fall

### **September 2018**

**Latino-Centered Learning Communities courses begin**

### **October 2018**

#### **Face-to-face Reading Discussion Session**

- 12:00 – 1:45pm Faculty meet to discuss readings selected readings from recommended list and share teaching experiences (*See Appendix C*)
- 1:45 – 2:00pm Complete faculty participant surveys

### **December 2018**

BCC college-wide conference

Co-directors and faculty participants will present their work/poster board.

## APPENDIX C. LIST OF READINGS

### Citizenship and the Law

**Required:** Thomas, Lorrin. *Puerto Rican Citizen: History and Political Identity in Twentieth Century New York City*. (University of Chicago Press, 2010). Introduction and Chapter 5

Erman, Sam. "Meanings of Citizenship in US Empire," *Journal of American Ethnic History* (Summer 2008)

Oboler, Suzanne. *Latinos and Citizenship: The Dilemma of Belonging*. (Palgrave Macmillan, 2006).

Burnett, Christina Duffy and Burke Marshall, eds., Introduction and "The Bitter Roots of Puerto Rican Citizenship" in *Foreign in a Domestic Sense: Puerto Rico, American Expansion, and the Constitution* (Duke University Press, 2001)

**Recommended:** (To be selected according to faculty's teaching interests)

Adrian Burgos and Frank A. Guridy, "Becoming Suspect in Usual Places: Latinos, Baseball, and Belonging in *El Barrio del Bronx*" in *Beyond El Barrio. Everyday Life in Latina /o America* Gina M. Pérez, Frank A. Guridy and Adrian Burgos, Jr. eds. (New York University Press 2010).

José Cabranes, "Citizenship and the American Empire," *University of Pennsylvania Law Review* (Dec. 1978)

Lourdes Gutiérrez Najera, "Hayandose: Zapotec Migrant Expressions of Membership and Belonging" in *Beyond El Barrio: Ever day Life in Latina/o America* Gina M. Pérez, Frank A. Guridy and Adrian Burgos, Jr. eds. (New York University Press, 2010).

Laura E. Gómez, *Manifest Destinies: The Making of the Mexican American Race*. (New York: NYU Press, 2007).

Ira Katznelson, *When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth Century America*. (New York: W.W. Norton & Company, 2005).

Ian Haney Lopez, *White By Law, The Legal Construction of Race*. (New York: New York University Press, 2006).

Rachel Moran and Devon Wayne Carbado, eds. *Race Law Stories*. (New York: Foundation Press, 2008).

Sylvia Rodriguez, *Acequia: Water Sharing, Sanctity, and Place*. (Santa Fe, NM. School for Advanced Research Press, 2006).

Steven Rosales, "Fighting the Peace at Home: Mexican American Veterans and the 1944 GI Bill of Rights," *Pacific Historical Review* 80, no. 4 (Nov. 2011): 597–627.

Fran Ansley and Jon Shefner. *Global Connections and Local Receptions: New Latino Immigrants to the Southeastern United States*. (Knoxville: University of Tennessee Press, 2009).

Susan Bibler. *Nations of Emigrants: Shifting Bodies of Citizenship in El Salvador and the United States*. (Ithaca, NY: Cornell University Press, 2007).

Joanne Dreby, *Divided By Borders: Mexican Migrants and their Children*. (Berkeley: University of California Press, 2010).

Jorge Duany, *Blurred Borders: Migration between the Hispanic Caribbean and the United States*. (Durham, NC: Duke University Press, 2011).

Mary Odem and Elaine Lacy, eds., *Latino Immigrants and the Transformation of the U.S. South*. (Athens: University of Georgia Press, 2009).

## **Race and Gender**

### **Required:**

Marisela R. Chávez, "We Have a Long, Beautiful History". Chicana Feminist Trajectories and Legacies" in *No Permanent Waves: Recasting U.S. Feminist History* (2010), pp. 77-97

Vicki Ruiz, "Coloring Class: Racial Constructions in Twentieth-Century Chicana/o Historiography," in *A Companion to Latina/o Studies*, eds. Juan Flores and Renato Rosaldo (2007), pp. 169-179

Miriam Jiménez Román and Juan Flores, *The Afro-Latin@ Reader: History and Culture in the United States*. (Duke University Press, 2010), selected readings

Horacio N. Roque Ramirez, "That's My Place'. Negotiating Racial, Sexual, and Gender Politics in San Francisco's Gay Latino Alliance, 1975-1983." *Journal of the History of Sexuality*, 12 (April 2012) 224-258.

### **Recommended** (To be selected according to faculty's teaching interests):

Carlos Kevin Blanton, Chapter 10, "Mexican American Racial Identity, Whiteness, and Civil Rights" in *George I. Sánchez: The Long Fight for Mexican American Integration*. (Yale University Press, 2015).

Albert M. Camarillo, "Cities of Color: The New Racial Frontier in California's Minority-Majority Cities," *Pacific Historical Review* 76:1 (February 2007), pp. 1-28

Arlene Dávila, *Latino Spin. Public Image and the Whitewashing of Race*. (New York: NYU Press, 2008).

Harry Franqui-Rivera, "A New Day Has Dawned for the Porto Rican Jíbaro'. Manhood, Race, Military Service and Self-Government during WWI," *Latino Studies*, June 2015, Vol. 13-2, 185-206.

Harry Franqui-Rivera, "Puerto Rican Veterans and Service Members' Wellbeing and Place within the Diaspora," in Edwin Meléndez and Carlos Vargas-Ramos, eds., *Puerto Ricans at the Dawn of the New Millennium*, (CENTRO Press), New York, Spring, 2014

Vicki L. Ruiz and Virginia Sánchez Korrol eds., *Latina Legacies: Identity, Biography, and Community*. (New York: Oxford University Press, 2005).

Frances R. Aparicio, "(Re)constructing Latinidad: The Challenge of Latina/o Studies," in *A Companion to Latina/o Studies*, eds. Juan Flores and Renato Rosaldo (2007), pp. 39-48

Denise Segura, and Patricia Zavella, eds., *Women and Migration in the U.S.-Mexico Borderlands: A Reader*. (Durham, NC: Duke University Press, 2007).

Ginetta E. B. Candelario, *Black Behind the Ears: Dominican Racial Identity from Museums to Beauty Shops*. (Durham, NC: Duke University Press, 2007).

Emma Perez, "Queering the Borderlands: The Challenge of Excavating the Invisible and unheard." *Frontiers: A Journal of Women's Studies* 24 (2003) 122-131

## **APPENDIX D: PERSONNEL BIOGRAPHIES & RESPONSIBILITIES**

**Peter Kolozi**, Project Co-Director, will organize, and facilitate the face-to-face and online reading discussion series. He is Associate Professor of Political Science in the Department of Social Science at Bronx Community College, CUNY. His research areas of interest include political theory and political economy, with particular focus on issues of economic inequality and power. He is a member of the editorial collective for *Dollars & Sense*. His book, *Conservatives Against Capitalism*, will be published by Columbia University Press in 2016. He was a faculty participant in the NEH funded *Bridging Historias* program directed by ASHP/CML at the CUNY Graduate Center.

**Brandi Rima**, Project Co-Director, will organize and facilitate seminars and site visits. She is Assistant Professor of Psychology in the Department of Social Sciences at Bronx Community College, CUNY. She holds a Ph.D. in Applied Social Psychology with a focus on women and gender studies from The George Washington University. Her research areas of interest include feminist ideology, women's body image and health, and effective pedagogical approaches for community college students.

**Crystal Rodriguez**, Project Co-Director, will facilitate discussions to help integrate content and curricular seminars into LC clusters. She will work closely with LC and FYS administration to strategize the institutionalization of these clusters. She is Assistant Professor of Criminal Justice in the Department of Social Sciences at Bronx Community College, CUNY. She holds a PhD, in Criminal Justice with a focus on juveniles from The Graduate Center, CUNY. Her goal is to transform the juvenile justice system to create the most fair and just process regardless of race, ethnicity, culture, religion, etc. She started teaching to influence the next generation of criminal justice professionals with the hope of seeking justice in a system that does not always serve the best interest of all groups. She was a faculty participant in the NEH funded *Bridging Historias* program directed by ASHP/CML at the CUNY Graduate Center.

*Drs. Kolozi, Rima, and Rodriguez are co-directors of the project. In this capacity they will work with the Seminar and Curriculum Development Coordinators to oversee the content and scheduling of the seminars. In addition, the co-directors will coordinate with the LC, FYS, and CTLT programs at BCC, recruit and select faculty to participate in the project, schedule curricular workshop meetings at BCC, assist faculty in developing curricular projects, upload content to Blackboard and maintain the webpage, develop evaluative measures for each seminar, reserve rooms for the seminars, purchase materials and refreshments for the seminars, and administer grant funds.*

**Pennae Bender**, Curriculum Development Coordinator, will design and oversee the curricular development work of the program working closely with the Project Directors and guest scholars to shape workshops, discussions, and activities related to curricular work. Dr. Bender is the Associate Director of ASHP/CML and on the faculty of the Interactive Technology and Pedagogy Program at the Graduate Center, CUNY. She has a Ph.D. in U.S. History from NYU, and teaches labor and women's history. She was supervising editor of the third edition of the college textbook, *Who Built America? Working People and the Nation's History Volume II*. Dr. Bender was the PI and co-director of *Bridging Historias Through Latino History and*

*Culture: in NEH Bridging Cultures at Community Colleges Project*. She recently published "There's Only One America Now: The OIAA Film Program in the U.S." in Gisela Cramer/Ursula Prutsch, eds. *¡Américas Unidas! Nelson A. Rockefeller's Office of Inter-American Affairs 1940-46* (2012).

**Donna Thompson Ray**, Seminar Coordinator, will oversee the content and scheduling of the seminars working closely with the Project Directors and scholars to shape the presentations, discussions, and workshops. Ms. Thompson Ray is the Project Director for Faculty Development Programs at ASHP/CML and over the past 20 years has directed many NEH-funded faculty development programs and visual history projects, including *Bridging Histories Through Latino History and Culture*, 2012, 2014, and 2016 NEH Summer Institutes on *The Visual Culture of the American Civil War*, *Learning to Look: Visual Evidence and the U.S. Past in the New Media Classroom* (2002-04) and the *Picturing U.S. History: An Interactive Resource for Teaching with Visual Evidence* website. She is a doctoral candidate in Arts and Letters at Drew University.

**Harry Franqui-Rivera** (Hunter College, CUNY) Guest Scholar, has a PhD in Latin American-Caribbean History and a Graduate Certificate in Latino Studies from University of Massachusetts, Amherst. His work focuses on the experience of the Puerto Ricans in the U.S. military, focusing on the 20th century and addresses the issues of nation building, national identities, citizenship, military institutions and imperial colonial relations and the linkages between military service, manhood, race and decolonization in Puerto Rican history. He is the author of National Mythologies: "U.S. Citizenship for the People of Puerto Rico and Military Service," in *Memorias: Revista Digital de Historia y Arqueología desde el Caribe*, Universidad del Norte, Barranquilla Colombia, No.21 2013 and "Puerto Rican Veterans and Service Members' Wellbeing and Place within the Diaspora," in Edwin Meléndez and Carlos Vargas-Ramos, eds., *Puerto Ricans at the Dawn of the New Millennium*, (CENTRO Press), New York, Spring, 2014.

**Suzanne Oboler** (John Jay College, CUNY) Guest Scholar, is Professor of Latin American and Latina/o Studies is Founding Editor of the academic journal, *Latino Studies* (2002-2012). She is author of *Ethnic Labels, Latino Lives: Identity and the Politics of (Re) Presentation in the United States* (1995) and numerous scholarly articles and book chapters. She is also editor of *Latinos and Citizenship: The Dilemma of Belonging* (2006), and *Behind Bars. Latino/as and Prison in the United States* (2009). She co-edited *Neither Enemies nor Friends. Latinos, Blacks, Afro-Latinos* (2005), and was also co-editor in chief of *The Oxford Encyclopedia of Latino/as in the United States*, 4 Volumes (2005). She is currently Co-Editor in Chief of the *Oxford Encyclopedia of Latinos and Latinas in Contemporary Politics, Law and Social Movements* (2 Volumes; 2015).

**Miriam Jiménez Román** (New York University) Guest Scholar, is visiting scholar at New York University's Africana Studies Program and co-editor of *The Afro-Latin@ Reader: History and Culture in the United States* (2010). She is the executive director of Afrolatin@ forum. For over a decade she researched and curated socio-historical exhibitions at the Schomburg Center for Research in Black Culture, where she also served as the Assistant Director of the Scholars-in-Residence Program. She was the Managing Editor and Editor of *Centro: Journal of the Center for Puerto Rican Studies*. She has taught courses on race, ethnicity, and gender in Latin America

and the Caribbean at Binghamton, Brown and Columbia universities.

**Lorrin Thomas** (History, Rutgers University) Guest Scholar, Associate Professor of History and author of *Puerto Rican Citizen: History and Political Identity in Twentieth Century New York City* (2010), which traces the complex meanings of citizenship for Puerto Ricans in the U.S. Her new book project, *Rethinking the Puerto Rican Movement*, with co-author Aldo Lauria Santiago (Routledge, projected pub. 2017) is a study of the politics of human rights around the Americas in the wake of the social and political movements of the 1960s.

## ***APPENDIX E: CVS AND LETTERS OF COMMITMENT***

Peter Kolozi, Project Co-Director, BCC  
Brandi Rima, Project Co-Director, BCC  
Crystal Rodriguez, Project Co-Director, BCC  
Pennee Bender, Curricular Coordinator, ASHP/CML  
Donna Thompson Ray, Seminar Coordinator, ASHP/CML  
Harry Franqui-Rivera, Guest Scholar  
Suzanne Oboler, Guest Scholar  
Miriam Jiménez Román, Guest Scholar  
Lorrin Thomas, Guest Scholar



## **Peter Kolozi**

(b) (6)

(b) (6)

[peter.kolozi@bcc.cuny.edu](mailto:peter.kolozi@bcc.cuny.edu)

### **EDUCATION**

Ph.D., Political Science, CUNY- Graduate Center, February 2011.

M.A., Political Science, CUNY- Graduate Center, May 2006.

B.A., Political Science and History, William Paterson University, Wayne, New Jersey, December 2001.

### **TEACHING EXPERIENCE**

Courses taught: American Government, Introduction to Politics: Political Ideologies, Civil Rights: Since 1954, Urban Politics, Comparative Politics, International Politics, Internship in Political Science.

Associate Professor, Department of Social Sciences, Political Science Program, CUNY-Bronx Community College. Fall 2014-Present.

Assistant Professor, Department of Social Sciences, Political Science Program, CUNY-Bronx Community College. Fall 2011-Spring 2014.

Instructor, Department of Social Sciences, Political Science Program, CUNY-Bronx Community College. Fall 2010-Spring 2011.

Substitute Lecturer, Department of Social Sciences, Political Science Program, CUNY-Bronx Community College. Fall 2009-Spring 2010.

Adjunct Lecturer, Department of Social Sciences, Political Science Program, CUNY-Bronx Community College. Fall 2006-Spring 2009.

CUNY Graduate Teaching Fellow (GTF), Department of Social Sciences, Political Science Program, CUNY-Bronx Community College. Fall 2004-Spring 2006.

### **PROFESSIONAL EXPERIENCE**

Discipline Coordinator, Political Science Program, CUNY- Bronx Community College. Fall 2009 – Spring 2016.

Responsibilities include: Hiring and supervising adjunct faculty; conducting adjunct faculty teaching observations; scheduling courses; attending department meetings; administering political science student internships; conducting student registration and academic advisement; developing courses; and reviewing and selecting textbooks.

Faculty Facilitator, Model City Council Project, Edward T. Rogowsky Internship Program in Government and Public Affairs, CUNY- Graduate Center. Fall 2009- Present.

Editorial Collective Member, Dollars & Sense Magazine. Fall 2014- Present.

Chapter Executive Member, PSC Bronx Community College Chapter. Summer 2015- Present.

## **PUBLICATIONS**

Peter Kolozi, *Conservatives Against Capitalism: The Conservative Critique of Capitalism in American Political Thought* (New York: Columbia University Press, forthcoming 2017).

Peter Kolozi, "Conservative Anti-Capitalism: An Alternative Tradition in America," in Alex Zamalin and Jonathan Keller, *American Political Thought: An Alternative Reader* (New York: Routledge, forthcoming 2017).

Peter Kolozi and James E. Freeman, "Between a Rock and a Hard Place: Public Sector Unions and the Triborough Amendment in the Neoliberal Era," *Thought and Action* (under review).

Peter Kolozi and James E. Freeman, "Bernie Sanders' Political Revolution: Think National, Act Local," *Counterpunch.org* (April 19, 2016), <http://www.counterpunch.org/2016/04/19/bernie-sanders-political-revolution-think-national-act-local/>

Peter Kolozi and James E. Freeman, "Trumpism is Conservatism: The New Conservative Mainstream," *Logos Journal* 15.1 (Winter, 2016), [http://logosjournal.com/2016/freeman\\_kolozi/](http://logosjournal.com/2016/freeman_kolozi/)

Peter Kolozi and Brandi Rima, "PSC Activism Crucial to Public Education," *Clarion* (December, 2015), 11.

Peter Kolozi, Review of Collective Courage: A History of African American Cooperative Economic Thought and Practice, Jessica Gordon Nembhard. *Dollars & Sense* 320 (September/October, 2015), 35-36

Peter Kolozi, Review of The Great Persuasion: Reinventing Free Markets Since the Depression, Angus Burgin. *Perspectives on Politics* 12.3 (September, 2014), 729-731.

Peter Kolozi, Testbank for *The Politics of Power: A Critical Introduction to American Government* 7<sup>th</sup> Edition, Ira Katznelson (New York: W.W. Norton and Company, 2014).

Peter Kolozi, "The Neoconservative Critiques and Reconciliation with Capitalism," *New Political Science* Vol. 35, No. 1 (March, 2013), 44-64.

## **CONFERENCE PRESENTATIONS**

Peter Kolozi, "The Evolution of Latino Politics: Teaching U.S. Politics through Latino Politics." Paper presented at the Bridging Historias Conference: Latino/a History and Culture in the Community College Classroom. CUNY—Graduate Center, New York, NY. May, 2015.

Peter Kolozi, Crystal Rodriguez and Gerard Weber. "Using Quantitative Data Across the Social Science Curriculum." Paper presented at BCC Faculty Day, Bronx Community College, Bronx, NY. May, 2014.

Peter Kolozi, "The Bar as a Political Space." Paper presented at the Western Political Science Association Conference, Seattle, WA. April, 2014.

Peter Kolozi, "Fighting on Two Fronts: Conservatism, Laissez-faire Capitalism and the Welfare State." Paper presented at the Midwest Political Science Association Conference, Chicago, Ill. May, 2013.

Peter Kolozi, "Lost and Found: The Discourse on Capitalism and Economic Inequality in America." Paper presented at the Northeastern Political Science Association Conference, Boston, MA. November, 2012.

### **PROFESSIONAL DEVELOPMENT ACTIVITIES**

Peter Kolozi, BCC Faculty Participant, NEH Bridging Histories Program, CUNY-Graduate Center, New York, NY. Fall 2013-Spring 2015.

Peter Kolozi, BCC Faculty Participant, Salzburg Global Seminar, Global Citizenship Program . Salzburg, Austria. July 6-13, 2014.

# Dr. Brandi Rima

2155 University Avenue, Bronx, NY 10453  
Bronx Community College  
brandi.rima@bcc.cuny.edu

Phone: (b) (6)  
Email:

## EDUCATION

---

**The George Washington University**, Washington, DC 2011  
Ph.D., Applied Social Psychology  
Dissertation: *Women's Body Image and Health: A Feminist Intervention Approach*  
Graduate Certificate in Women's Studies 2010

**The University of Richmond**, Richmond, VA 2006  
M.A., General Psychology

**The College of William and Mary**, Williamsburg, VA 2004  
B.S., Psychology, Departmental Highest Honors, minor in Biology

## TEACHING EXPERIENCE

---

### Bronx Community College, Bronx, NY

**Faculty Member** 2012- Present

- Designs curricula, lectures, and course assignments (for both traditional and online classrooms)
- Participates in departmental and college wide service activities
- Provides additional instruction to students outside of scheduled class time
- Assesses students' performance on papers, exams, and projects
- Provides academic and career planning advisement to students
- Courses: *Introduction to Psychology, Psychology of Childhood and Infancy, Social Psychology, Psychology of Women*

### Hampton University, Hampton, VA

**Faculty Member** 2010-2012

- Designed curricula, lectures, and course assignments (for both traditional and online classrooms)
- Provided additional instruction to students outside of scheduled class time
- Assessed students' performance on papers, exams, and projects
- Wrote recommendations for students
- Courses: *Introduction to Psychology, Social Psychology, Theories of Personality Development, Psychology of Gender, Mentoring African American Youth, Systems of Psychology*

### The George Washington University, Washington, DC

**Course Instructor** 2008-2010

- Designed curricula, lectures, and course assignments
- Provided additional instruction to students outside of scheduled class time
- Assessed students' performance on papers, exams, and projects
- Wrote recommendations for students
- Courses: *Social Psychology, Research Methods, General Psychology*

## **PROFESSIONAL EXPERIENCE**

---

### **Bronx Community College, Bronx NY**

**Alternate At-Large Representative for Faculty Senate** 2015-Present

- Votes on agenda items

**Departmental Representative for the Curriculum Committee** 2013-2014

- Voted on agenda items
- Reported committee business to the department
- Aided Social Sciences faculty to prepare and present new courses and curricular changes

**Departmental Representative for the Library Advisory Committee** 2012-2014

- Attended committee meetings
- Made requests to the library on behalf of the department

**Departmental Alternate Representative for Faculty Senate** 2013- 2015

- Attended Faculty Senate meetings
- Voted on agenda items with Senate Representative was not present

### **Hampton University, Hampton, VA**

**Researcher** 2010- 2012

- Designed and conducts research projects related to women's health, body image, and identities
- Collaborated with colleagues across several departments and universities
- Led and mentored undergraduate research assistants

### **The George Washington University, Washington, DC**

**Statistics Consultant** 2008-2010

- Provided statistical consultation and advice to psychology department members

**Researcher** 2006-2010

- Designed and conducted research projects related to women's health, body image, and identities
- Lead and mentored undergraduate research assistants

### **Walter R. McDonald & Associates, Rockville, MD**

**Research Assistant** 2008-2010

- Conducted project evaluations
- Constructed data collection instruments including surveys, and interview and focus group guides
- Conducted interviews and focus groups with participants
- Managed project datasets and conduct statistical analyses
- Wrote final project reports and literature reviews

### **ISA Research Associates, Alexandria, VA**

**Research Assistant** 2007

- Assisted researchers on health promotion projects
- Managed project datasets and conducted statistical analyses
- Conducted interviews with participants
- Conducted literature reviews

## **PUBLICATIONS**

---

Kolozi, P. & Rima, B. (December, 2015). PSC Action Crucial to Public Education. *Clarion*, 11.

Mercurio, A.E. & **Rima, B.N.** (2014). Self-weighing and mental health. In: Michalos AC (Ed.). *Encyclopedia of Quality of Life and Well-being Research*. Dordrecht, Netherlands: Springer, 5810-5813.

Lyons, C., Kaufman, A., & **Rima, B.** (2013). Implicit theories of the body among college women: Implications for physical activity. *Journal of Health Psychology*. Advanced online publication doi: 10.1177/1359105313508997

Mercurio, A. & **Rima, B.N.** (2011). Watching my weight: Self-weighing, body surveillance, and body dissatisfaction. *Sex Roles*, 65, 47-55.

Schick, V.R., Calabrese, S.K., **Rima, B.N.** & Zucker, A.N. (2010). Genital appearance dissatisfaction: Implications for genital image self-consciousness, sexual esteem, sexual satisfaction, and sexual risk. *Psychology of Women Quarterly*, 34, 394-404.

**Rima, B.N.**, Bardi, M., Friedenberg, J.M., Christon, L.M., Karelina, E., Lambert, K.G., & Kinsley, C.H. (2009). Reproductive experience and the female Sprague-dawley rat's response to learned fear. *Comparative Medicine*, 59, 437-443.

Schick, V.R., **Rima, B.N.**, & Calabrese, S.K. (2009). *Evulvalution*: The portrayal of women's external genitalia and general physique across time and the current Barbie doll ideals presented in *Playboy Magazine*. *Journal of Sex Research*, 47, 1-9.

Forssell, S. L., **Rima, B. N.**, & Peterson, L. M. (2008). Evaluation of Technical Assistance Provided through the National Minority AIDS Council Stigma Training Program: Final Report. Technical Report prepared for HIV/AIDS Bureau Division of Science and Policy and Division of Training and Technical Assistance, Technical Assistance Branch.

Forssell, S. L., **Rima, B. N.**, & Peterson, L. M. (2008). HIV/AIDS Stigma and interventions to reduce stigma: A focus on health care professionals. Literature review prepared for HIV/AIDS Bureau Division of Science and Policy and Division of Training and Technical Assistance, Technical Assistance Branch.

Kinsley, C.H., Bardi, M., Karelina, K., **Rima, B.**, Christon., L., Friedenburg, J., & Griffin, G. (2008). Motherhood induces and maintains behavioral and neural plasticity across the lifespan in the rat. *Archives of Sexual Behavior*, 37, 43-56.

## **PAPER PRESENTATIONS**

**Rima, B.** (October, 2015). Infusion of Quantitative Reasoning in a Social Psychology Course. Presentation given at the Science Education for New Civic Engagements and Responsibilities (SENCER) Fall regional conference.

Rodriguez, C., De Paola, T. & **Rima, B.** (April, 2015). Supplementing the 'college experience' with first year learning communities. Paper presented at the Bronx Community College Annual Faculty Day.

**Rima, B.** & Rodriguez, C. (March, 2015). Restorative Justice through Feminist Pedagogy: Exploring Strategies for Teaching Future Criminal Justice Professionals at Bronx Community College. Paper presented at the Association for Women in Psychology Annual Conference.

**Rima, B.** & Pula, S. (March, 2014). Bringing feminism to yoga class: Sharing strategies for being

feminist yogis. Paper presented at the Association for Women in Psychology Annual Convention. Guishard, M., McSpadden, E., **Rima, B.**, Rodriguez, C. & De Paola, T. (October, 2014). Theorizing back to deficit representations of community college students and faculty. Paper presented at the Society of the Teaching of Psychology Annual Convention.

De Paola, T., Rodriguez, C. & **Rima, B.** (May, 2014). Strengthening criminal justice cohorts through learning communities. Presentation presented at the Bronx Community College Annual Faculty Day.

**Rima, B.**, Williams, T., & Pula, S. (March, 2013). Weight control behaviors & body image variables Among African American college women. Paper accepted and presented at the Association for Women in Psychology Annual Conference.

**Rima, B.**, Mercurio, A., & Kaufman, A. (March, 2012). My body through a feminist lens: Toward the development of a feminists beliefs about the body measure. Paper accepted and presented at the Association for Women in Psychology Annual Conference.

Graham, M., Forssell, S.L., **Rima, B.N.**, & Peterson, L.M. (August, 2009). Reducing LGBT and other stigma in HIV/AIDS care settings. Paper presented at the American Psychological Association Annual Convention.

Schick, V.N., **Rima, B.N.**, & Calabrese, S.K. (March, 2009). Recreating a genital aesthetic: Public representations of female genitalia thirty-five years after Betty Dodson's slideshow. Paper presented at the annual meeting of the Association for Women in Psychology.

Hunt, P.S., Barnet, R.C., **Rima, B.N.** & Murdoch, D.A. (October, 2004). Temporal encoding in trace conditioning: Evidence using the fear-potentiated startle paradigm. Paper presented at the annual meeting of the Society for Neuroscience.

### **STRUCTURED DISCUSSIONS**

---

Butt, R., Calkin, K., Duncan, S., Hardman, E., Kanakamedala, P., Pollack, J., **Rima, B.**, & Urda, K. (April, 2015). Building a Gender Studies program at BCC: Bridging the Teaching and Research Divide. Structured discussion presented at Bronx Community College Annual Faculty Day.

**Rima, B.** & Pula, S. (March, 2013). Identities in the classroom: European American feminists teaching students from marginalized groups. Structured discussion accepted and presented at the annual meeting of the Association for Women in Psychology.

Pula, S., **Rima, B.** Fitz, C. & Eisenberg, M. (March, 2013). Understanding my own body image as a body image researcher: Is this "Mesearch?" Structured discussion accepted and presented at the annual meeting of the Association for Women in Psychology.

### **POSTER PRESENTATIONS**

---

Korn, A., Mercurio, A., **Rima, B.**, & Cheung, D. (March, 2013). Objectification in the gym: Body-surveillance and exercise behaviors in 'All-women's' and 'Co-ed' gyms. Poster accepted and presented at the Eastern Psychological Association Annual Convention.

**Rima, B.**, Mercurio, A., & Pula, S. (March, 2012). Controlling my weight: Thin-ideal internalization, weight locus of control, and body dissatisfaction. Poster accepted and presented at the Association for Women in Psychology Annual Convention.

**Rima, B.**, Mercurio, A., Zucker, A., & Wirtz, P. (March, 2011). Feminist identity or beliefs? How

feminism relates to women's body image. Poster accepted and presented at the Association for Women in Psychology Annual Convention.

Kaufman, A., Mercurio, A., & **Rima, B.N.** (August, 2010). Nonmedical stimulant use, substance use, and body image among college women. Poster accepted and presented at the American Psychological Association Annual Convention.

Mercurio, A., **Rima, B.N.**, & Patel, A., (May, 2010). Coping with self-objectification: A feminist strategy. Poster accepted and presented at the Association for Psychological Science Annual Convention.

Calabrese, S.K., Schick, V.R., & **Rima, B.N.** (November, 2009). Sexual standards held by women for women: How permissive attitudes about sex promote personal sexual wellbeing. Poster accepted and presented at the SSSS Annual Meeting.

Schick, V.R., Calabrese, S.K., & **Rima, B.N.** (August, 2009). Genital appearance dissatisfaction: Implications for sexual self-consciousness, esteem, and wellbeing. Poster accepted and presented at the American Psychological Association Annual Convention.

**Rima, B.N.**, Zucker, A.N., Calabrese, S.K., & Schick, V.R. (August, 2009). "Thin is in": Thin-ideal internalization and women's beliefs. Poster accepted and presented at the American Psychological Association Annual Convention.

Mercurio, A.E., **Rima, B.N.**, Lo, S., & Landry, L.J. (April, 2009). Is she better than me? Social comparison and body surveillance as predictors of body image and eating disturbance. Poster accepted and presented at the Society of Behavioral Medicine Annual Meeting.

**Rima, B.N.**, Kaufman, A.R., & Mercurio, A.E. (March, 2009). How do implicit theories about the body relate to health behavior? Weight discrepancy, implicit theory, and exercise. Poster accepted and presented at The Association for Women in Psychology Annual Convention.

Schick, V.R., Calabrese, S.K., & **Rima, B.N.** (November, 2008). Does (labia) size really matter? The distorting impact of exposure to unrealistic labia minora images on women's perceived labia size: Implications for genital discontent and sexuality. Poster presented at the SSSS Annual Meeting.

Schick, V.R., **Rima, B.N.**, & Calabrese, S.K. (April, 2008). Evulvalution: Portrayals of female genitalia across time and the current prepubescent ideal presented in mainstream men's magazines. Poster presented at 9th Congress of the European Federation of Sexology Convention.

**Rima, B.N.**, Zucker, A.N., & Schick, V. (March, 2008). Global vs. specific feminism: Feminist beliefs and body dissatisfaction. Poster presented at The Association for Women in Psychology Annual Convention.

Mercurio, A.E., Landry, L.J., & **Rima, B.N.** (May, 2007). A mediational model linking self-objectification, body image discrepancy, and body shame. Poster presented at The APS 19<sup>th</sup> Annual Convention.

Karelina, K., **Rima, B.**, Friedenberg, J., Christon, L., Contino, R., Vincent, M., Wyand, A., Etheridge, L., Drew, M., Gates, S., Sirkin, M., & Kinsley, C.H. (April, 2006) Pregnancy and Related Events Produce Significant and Long-Lasting Changes in the Rat Brain. Poster presented at The University of Richmond's Arts and Sciences Graduate Symposium.



# Crystal C. Rodriguez

[crystal.rodriquez03@bcc.cuny.edu](mailto:crystal.rodriquez03@bcc.cuny.edu)

Phone: (b) (6)

## Education

---

PH.D., CUNY Graduate Center/John Jay College of Criminal Justice, May 2014 (Criminal Justice)

Dissertation: "Assessing Young Males' Perspective on the Cultural Competency of Juvenile Justice Staff and Predicting Psychosocial Outcomes"

M.A., CUNY Graduate School and University Center, September 2012 (Philosophy)

M.A., CUNY John Jay College of Criminal Justice, May 2008 (Criminal Justice)

B.S., SUNY Buffalo State College, May 2005, Summa Cum Laude (Criminal Justice and Sociology)

## Teaching Experience

---

**Assistant Professor**, Social Science Department, Criminal Justice Program, Bronx Community College, City University of New York, August 2014-Present

- Teaching in Learning Community and Supplemental Instruction programs
- Courses
  - Introduction to Criminal Justice
  - Criminology
  - Policing
  - Corrections
- Faculty Mentor, Criminal Justice Club

**Adjunct Professor**, Anthropology Department, John Jay College of Criminal Justice, City University of New York, July 2015-Present

- Professor of newly created APPLE CORPS Program
  - Teach a 3-week intensive Introduction to Anthropology
  - Conduct research in Brooklyn with 28 students
  - Assist students with research papers during fall 2015
  - Mentor students for John Jay College First Year Student Showcase

**Full-Time Lecturer**, Social Science Department, Criminal Justice Program, Bronx Community College, City University of New York, August 2012-August 2014

- Courses taught
  - Introduction to Criminal Justice
  - Criminology
  - Policing
  - Corrections
- Faculty Mentor, Criminal Justice Club

**Adjunct Professor**, Social Science Department, Criminal Justice Program, Bronx Community College, City University of New York, June 2011-August 2012

- Courses taught
  - Criminology, Summer 2011 & Summer 2012
  - Introduction to Criminal Justice, Fall 2011 & Spring 2012

**Adjunct Professor**, Department of Sociology, John Jay College of Criminal Justice, City University of New York, August 2010-August 2012

- Courses taught
  - Social Control & Gender: Women in American Society, Summer 2011, Spring 2012 & Summer 2012
  - Introduction to Sociology, Fall 2010, Spring 2011 & Spring 2012
  - Criminology, Spring 2010 & Spring 2011
  - Social Deviance, Spring 2010

**Adjunct Professor**, Department of Law and Police Science, John Jay College of Criminal Justice, City University of New York, August 2008-2010

- Courses taught
  - Institutional Treatment of Offender, Fall 2010
  - Introduction to Criminal Justice, Fall 2008, Spring 2009 & Fall 2009

### **Research Interests**

Cultural Competency, juvenile delinquency; gangs; program and policy evaluation; public-order offenses; night time security; police; prisoner reentry.

### **Research Presentations**

**Bronx Community College Faculty Day, Bronx, New York, April 2016**, *“Understanding Different Types of Learners: Collaborative Approaches for Improving Criminal Justice Students’ College Experience.”*

**Bergen Community College Tri-State Best Practices Conference, New Jersey, March 2016**, *“Enhancing Teaching and Learning for Upper Level Criminal Justice Students at Bronx Community College.”*

**American Society of Criminology Conference, Washington DC, November 2015**, *“Learning by Doing: Criminal Justice Field Experiences for Students from Urban Community Colleges.”*

**CUNY Graduate Center, Bridging Histories Conference, May 2015**, *“Creating Lessons on Bridging Cultures and Communities: A Collaborative Project with Bronx Community College and Bucks County Community Project.”*

**Bronx Community College Faculty Day, Bronx, New York, April 2015**, *“Supplementing the ‘College Experience’ with First Year Learning Communities.”*

**Association for Women in Psychology, San Francisco California, March 2015,**  
“Restorative Justice Through Feminist Pedagogy: Exploring Strategies for Teaching Future Criminal Justice Professionals at Bronx Community College.”

**Society for Teaching of Psychology’s Annual Conference on the Teaching of Psychology (ACT), Atlanta Georgia, October 2014,** “*Strengthening Criminal Justice Student Cohorts through Learning Communities.*”

**Bronx Community College Faculty Day, Bronx, New York, May 2014,** “*Using Quantitative Data across the Social Sciences Curriculum.*”

**Bronx Community College Faculty Day, Bronx, New York, May 2014,** “*Strengthening Criminal Justice Student Cohorts through Learning Communities-Preliminary Findings.*”

**American Society of Criminology Conference, Atlanta Georgia, November 2013,**  
“*Assessing Young Males’ Perspective on the Cultural Competency of Juvenile Justice Staff and Predicting Psychosocial Outcomes- Preliminary Findings.*”

**American Society of Criminology Conference, Philadelphia Pennsylvania, November 2009,** “*Using Respondent Driven Sampling to Recruit Victims of Violence in Hempstead, NY.*”

**American Society of Criminology Conference, Philadelphia Pennsylvania, November 2009,** “*Street-Level Conditions in Philadelphia: Hustling, Networks and Community Court Effectiveness.*”

**American Society of Criminology Conference, St. Louis Missouri, 2008,** “*From Jeans to Black Suits; an Insider’s Perspectives on the Nighttime Economy, New York City.*”

**American Society of Criminology Conference, Los Angeles California, 2006,** “*Variables Influencing the Attitudes of Hispanics towards Law Enforcement, Buffalo NY.*”

### **Research Experience**

**Research Assistant,** Juvenile Justice Task Force, President Jeremy Travis, September 2008 — December 2009

New York State Governor David Paterson appointed a Task Force headed by President Jeremy Travis of John Jay College of Criminal Justice. The selected committee provided a framework for transforming the Juvenile Justice System in New York State toward less punitive and more rehabilitative approaches. As the research assistant, I worked as part of the alternatives to institutionalization and reentry committee by conducting interviews and focus groups with the juvenile delinquents in the Office of Children and Family Service (OCFS). I attended the Missouri Juvenile Justice Facilities to understand the therapeutic approach and speak with members of DYS to learn ways to incorporate the rehabilitative methods in the N.Y. Juvenile Justice System. Evidence-based recommendations were provided in a report to Governor Paterson.

**Research Assistant**, John Jay College of Criminal Justice, CUNY, New York, May 2006 — December 2009

Throughout my years as a Graduate Center Fellow, I worked with a number of professors on a variety of projects. At the Research and Evaluation Center (2006-2007), I worked closely with Dr. Michael White on a quantitative study focusing on the evaluation of Riker's Island analysis, and writing the results. In the second position, I worked with Dr. David Brotherton on a qualitative research project (ethnography) looking at the culture of bouncing (nighttime security) in New York City (2007). My responsibilities included conducting a literature review, attending nightclubs to conduct the ethnographic observations, conducting interviews with bouncers, analyzing the data, and writing a report to present at the 2008 American Society of Criminology Conference. Next, I worked under the leadership of Dr. Richard Curtis on a project studying Immigration and Victimization in Hempstead Long Island titled "En Tus Palabras". I conducted bilingual interviews (English & Spanish) with the undocumented immigrants from the community (March 2008-June 2008). I transcribed the bilingual interviews. Last, I continued to work with Dr. Curtis on secondary data analyses to understand hustling, underground economy, and networks in Philadelphia.

**Research Intern**, Citizens Jury Project, The Fund for Modern Courts, New York, March 2008 — March 2009

I worked under the guidance of the Executive Research Director for the Office of Court Research as a research fellow intern in the NYS Unified Court System. My responsibilities included designing and administering surveys, analyzing data describing court practices, and writing internal reports for petit and grand juror experiences. The research enhanced the jury system process and improved court operations. As an intern, I also attended conferences on "Best Practices for Jury Operations" in Albany NY and a Jury Conference at Fordham University Law School on Jury Reform. Additionally, I visited all NYC courts (civil and criminal) to understand the systems operations and conducted informal interviews with court staff and jurors to understand their experiences.

### **Other Work Experience**

---

*Criminal Justice Program Coordinator*, Social Science Department, Criminal Justice Program, Bronx Community College, City University of New York, August 2014-Present

- Create and teach new courses
- Meet regularly with criminal justice faculty
- Organize teaching schedule
- Select textbooks for courses
- Attend Justice Academy meetings (council and strategic planning with 5 community colleges)
- Participate in Criminal Justice Advisory Grant committee meetings

*Criminal Justice Activity Coordinator*, Bronx Community College, CUNY, January 2011-May 2012

- Provided tutorial services for criminal justice students
- Developed, organized, managed, and host criminal justice events such as court visits, tours, and academic workshops

- Created and collected satisfaction survey data from criminal justice event participants
- Assisted with academic counseling and “Justice Program” transferring process
- Assisted with the development and supervision of the Criminal Justice Club

### **Voluntary Academic Committee Positions**

Justice Academy Strategic Planning Committee January 2015-present  
CUNY John Jay College of Criminal Justice

- Bronx Community College Criminal Justice Coordinator representative
- Design and implement a Justice Academy strategic plan
- Create faculty and staff training program
- Meet monthly with all Justice Academy representatives to vote on ideas

Criminal Justice Faculty Search Committee Fall 2016, Fall 2015-Spring 2014  
CUNY Bronx Community College

- Criminal Justice faculty representative
- Read resumes and applications
- Provide feedback on candidates and select candidates
- Conduct interviews with selected candidates
- Conduct peer teaching observation of potential candidates
- Forward three potential candidate for presidential review

Presidential Search Committee May 2015  
CUNY Bronx Community College

- Social Science Department faculty representative
- Interview three potential college presidents
- Write a report for final selection

Executive Legal Search Committee Fall 2012  
CUNY Bronx Community College

- Faculty member representative
- Read over legal resumes and applications
- Provided feedback on candidates and selected candidates
- Conducted interviews with selected candidates

### **Organizations & Affiliations**

- Alliance for Graduate Education & the Professoriate
- American Society of Criminology
- Academy of Criminal Justice Sciences

### **Grants**

- 2016, CUNY Bronx Community College Presidential Grant “*Learning by Doing*”
- 2013-2015, CUNY Graduate Center, *Bridging Histories Through Latino History and Culture, NEH Bridging Community Colleges Program*
- 2014, CUNY Bronx Community College, *Teaching with Technology Online Course Development Program*

American Social History Project/  
Center for Media and Learning

365 Fifth Avenue  
New York, NY 10016-4309  
212.817.1965  
212.817.1568 fax  
www.ashp.cuny.edu

THE GRADUATE  
CENTER  
CITY UNIVERSITY  
OF NEW YORK

June 4, 2016

Professor Crystal Rodriguez  
Bronx Community College  
2155 University Ave.  
Bronx, NY 10453

Dear Crystal,

This letter indicates the American Social History Project's enthusiastic interest in and commitment to the Bronx Community College program *Presente: Latino Centered Learning Communities*. We were very impressed with the dedication, enthusiasm, and professionalism of the faculty from the Bronx Community College in our *Bridging Histories* professional development program and look forward to continuing the work on your campus.

We are particularly excited about the opportunity to assist in designing first-year seminar classes and building interdisciplinary clustered courses for the BCC Learning Community program. We have worked with hundreds of faculty over the past twenty years on interdisciplinary curricula and look forward to incorporating recent Latino history scholarship into effective course design.

Best,



Pennee Bender, Ph.D.  
Associate Director



Donna Thompson Ray  
Professional Development Director

## PENNEE BENDER

[pbender@gc.cuny.edu](mailto:pbender@gc.cuny.edu)

### Education

New York University

Ph.D. 2002, U.S. History (Dissertation: The Use of Film in the Good Neighbor Policy, 1930 to 1950)

Master of Arts, U.S. History, 1990; Certificate in Public History, 1991

Bachelor of Fine Arts, Film & Television Production, 1978

### Current Positions:

Associate Director, American Social History Project and Center for Media and Learning at City University of New York Graduate School and University Center. Responsible for managing media production and professional development programs including *Bridging* Historias, a NEH funded 3 year program for community college faculty, several Teaching American History (TAH) grants, overseeing budgets, developing seminars, scheduling, personnel supervision, fundraising, and project development for Web-based, CD-ROM and video resources and professional development workshops. 2000 to present

Adjunct Professor, The Graduate Center, City University of New York, Interactive Technology and Pedagogy Program Core II interdisciplinary course on incorporating new technologies into teaching.

Adjunct Professor, Joseph S. Murphy Institute for Worker Education and Labor Studies, CUNY teach U.S. Labor History course, as part of CUNY's School for Professional Studies.

### Previous Teaching Experience

Adjunct Professor, Cornell University, Program in Industrial and Labor Relations, taught women and labor history course, "History of Working Women in America" for adult students in AFSME/Cornell Worker Education Program. 1996-2007

Instructor, NYU, Department of History - taught two sections of the undergraduate American history survey courses, "United States History to 1877" and "United States History Since 1877." 1992/93

### Educational Media Experience:

Video and Multimedia Producer, American Social History Project and Center for Media and Learning at City University of New York Graduate School and University Center. Project Director/Producer, *History Matters: The U.S. Survey Course on the Web*, an extensive database of resources for college and high school teachers. Producer, *What Exit: New Jersey and Its Turnpike Online Exhibition* produced for the New Jersey Historical Society. Producer, *The Lost Museum*, an interactive 3-D recreation of Barnum's American Museum. Media Producer/Co-author, *Who Built America? From the Great War of 1914 to the Dawn of the Atomic Age in 1946* the second in a series of interactive CD-ROMs based on the book *Who Built America?* Producer, *Liberty, Equality and Fraternity: Exploring the French Revolution* a CD-ROM co-authored by Jack Censer and Lynn Hunt; Producer/Director/Writer/Editor, *Savage Acts: Wars, Fairs and Empire* a 30 minute video program on the Philippine War and the domestic culture that supported U.S. expansion at the turn of the century. Co-Director/Editor, *Up South* a 30-minute video on African American migration during the First World War. Co-Director/Editor, *Heaven Will Protect the Working Girl* a 30-minute video program. Awards granted: 1993 John O'Connor Award by American Historical Association, Silver Hugo by the Chicago International Festival Intercom '93, Silver Medal by the 1993 New York Festivals. 1992 to present.

Educational Multimedia Producer, Scholastic Publications – Produced, directed and co-wrote a two-hour interactive videodisk and curriculum package for high school education in American History, *Struggles for Justice*. The videodisk includes video stories, maps and charts, time-lines, biographies, audio debates and teacher activities for classroom presentation of issues in African American, Native American, Latino, Labor, Women and Immigrant history. 1989-1990

Co-Director/Researcher, Center for the Study of Filmed History – *De Peliculas: Archives in Latin American Conflict, 1890 - 1940* (working title). Co-producer, Researcher of a 90-minute feature compilation film on the history of U.S. relations with Latin America and the image of Latin Americans in the U.S. media. 1985-1988

Co-Producer/Co-Director, *Missing Persons/Personas Ausentes* – a 16mm documentary film on disappeared political prisoners in Chile. Awards at the American Film Festival, Edinburgh Film Festival, Latin American Film Festival and Hemisfilm Festival. 1980

### **Selected Publications / Presentations**

“Choosing Your Own History: Scholars As Game Designers” American Historical Association 2015 Conference, Panel chair/moderator.

“There’s Only One America Now: The OIAA Film Program in the United States” in Gisela Cramer/Ursula Prutsch, eds. *¡Américas Unidas! Nelson A. Rockefeller's Office of Inter-American Affairs 1940-46* (Frankfurt: Iberoamericana-Vervuert, 2012), 77-106.

“Flash from Brazil: 1940s Newsreels Present Latin America,” chapter in *American Visual Cultures* edited by David Holloway and John Beck, Continuum Books, 2005.

Review of *Universal Women: Filmmaking and Institutional Change in Early Hollywood*. By Mark Garrett Cooper. *Business History Review*, Autumn 2011.

Review of *Kids Rule!: Nickelodeon and Consumer Citizenship* by Sarah Baner-Weiser. *Journal of the History of Childhood and Youth*, Winter 2009.

Review of *Hollywood in the Neighborhood: Historical Case Studies of Local Moviegoing*, Edited by Kathryn H. Fuller-Seeley. *Business History Review*, Summer 2009.

Supervising Editor, *Who Built America? Working People and the Nation's History Volume Two 1977 to the Present*, by Roy Rosenzweig and Nelson Lichtenstein, Bedford/St. Martin's, 2008.

“Interdisciplinary Collaborations, Lessons from the Field” presentation at American Antiquarian Society symposium: *Research Libraries in the Digital Age: Needs and Opportunities* March 2012.

"Young America: An Online Multimedia Teaching and Learning Experiment" conference paper presented at the Society for the History of Childhood and Youth Conference, "In the Name of the Child" held in Norrköping Sweden, June 2007.

"Barnums' Audience, Our Students: Learning U.S. History Through an Online 3-D Mystery" presentation at the New York State Council on Social Studies, Saratoga Springs NY, March 2005



## **DONNA THOMPSON RAY**

### **Education**

Drew University, Madison, NJ, doctoral candidate, Department of Arts and Letters, 2005-present

City College of New York, New York, NY, Art History/Museum Studies graduate courses

University of Rochester, Rochester, New York, B.A. May 1987, Major: Political Science; Minor: History

### **Professional Experience**

#### **Project Director, Faculty Development Programs**

American Social History Project/Center for Media & Learning, Graduate Center, City University of New York (2000-present)

*Administering in service teacher training programs and school college collaborations for secondary and post secondary teachers in New York City and nationally. Manage and direct staff of education associates, part time consultants, and office administrators. Designer and developer of interdisciplinary humanities professional development program for classroom teachers. Development and documentation of interdisciplinary humanities curriculum. Workshop facilitator. Designer of teacher training materials.*

*Grant writing and budget oversight for education programs. Designed self assessment tools to document and evaluate program impact on teaching and learning. Manage data and create reports.*

*Build and maintain partnerships with NYC Department of Education instructional offices, CUNY colleges, museums and historical societies, professional development organizations, and national institutions of higher education.*

*Guide the direction of the organization and the activities related to the overall functioning of the Center, in collaboration with senior staff. Develop long term vision and strategic plan.*

#### **Independent Investigator**

Visible Knowledge Project, Center for New Designs in Learning and Scholarship, Georgetown University (2000-2007)

*Affiliated director of a national research and development program examining student learning in technology enhanced classrooms.*

#### **Education Coordinator; Assistant Education Director**

American Social History Project, New York, NY (1996 - 2000)

*Coordinator of interdisciplinary humanities professional development program for high school and college faculty. Designed and published teacher handbooks. Web site development.*

**Archives Assistant**

AFS Intercultural Programs, Inc., New York, NY (1991 - 1996)

*Managed primary source materials (letters, photographs, diaries, newspapers) documenting a special US Army unit during World War I. Coordinated in house and national traveling exhibitions. Organized database of archival materials.*

**Teaching Experience: Courses & Seminars**

NEH Summer Institute, Visual Culture of the American Civil War, July 2012, 2014

Picturing U.S. History, CUNY Graduate Center, New York, January 2007 – present

Black New Orleans, Dillard University, June 2004

Understanding the Past: Slavery, the Civil War, and Reconstruction, CUNY Graduate Center, New York, August 2003

Learning to Look: Visual Culture, Humanities Education, and New Media Technology, CUNY Graduate Center, New York, 2002 – 2006

**Teaching Experience: Courses & Seminars (cont'd)**

20th Century African American Art, Center for Worker Education, CCNY, Spring 2001, 2003

Picturing a Nation: Teaching with American Art and Material Culture, Brooklyn Museum of Art/American Social History Project, New York, NY, July 2001

Digitizing Divas: Africana Women Scholars Bridge the Digital Divide, College of New Jersey, Ewing, NJ, June 2001

Alternative Models of Social Studies Curriculum, Teacher's College/Columbia University, Summer 1999-2001

The New Media Classroom: Building a National Conversation on Inquiry & Narrative in the US History Survey, 1996 - 2010

Making Connections: Interdisciplinary American Studies Seminars, 1996-2010

**Lectures, Panels and Presentations (partial list)**

"Teaching with Jacob Lawrence's *Migration Series*," ASHP/Teaching American History Program, 2010-2011

"Free Blacks in the South: The Life of Thomas Day," a discussion with Peter H. Wood, Duke University, professor emeritus (interviewer)

"Up South: African American Migration in the era of the Great War," Institute for Student Achievement/NCREST Conference, Glen Cove, New York, June 2004

"Francis Guy's *Winter Scene in Brooklyn*: Using Visual Art in the Social Studies Classroom," Brooklyn Museum of Art - Prospect Heights HS, Brooklyn, New York, May 2004

"Heaven Will Protect the Working Girl: Teaching Industrialization, Immigration, and Social Reform," Lehman College – Region 2 Teaching American History Program, Bronx, New York, March 2004

"Inquiry Learning in the Electronic Archives," Adelphi University, Garden City, NY, July 2001  
Library of Congress/American Memory Fellows Program, Center for Children and

Technology, New York, NY, 2001, 2000 (panelist)

NEH EdSitement, June 2000 (panelist)

"Engines of Inquiry: A Video Tour of Technology Learning in American Studies," American Studies Association's Crossroads Project, February 1998 (featured speaker)

### **Publications**

"Eastman Johnson's 'A Ride for Liberty – The Fugitive Slaves (c. 1862)'," *Picturing U.S. History*, American Social History Project (CUNY-Graduate Center), Fall 2005

"African Americans in Cyberspace," *Journal of African American History* (Fall 2005) book review

"The Art of Romare Bearden," *Black Issues Book Review*, September-October, 2003

"The New Media Classroom Teacher's Handbook" (curriculum guide) American Social History Project/Center for Media & Learning (CUNY) 1999

"Representing Black Art & Culture on the Web," *Black Arts Quarterly* (Stanford University), Vol. 4, Issue 1 (Winter/Spring 1999)

"Africana Studies and New Media Technologies: Inquiry, Research, and Analysis for a New Age," *Negro History Bulletin*, April-Sept, 1999, (co-authored with Dr. Gloria Harper Dickinson)

### **Affiliations**

- American Historical Association
- Association for the Study of African American Life and History
- Association of Historians of American Art
- Board of Directors, American Social History Project
- College Art Association
- Organization of American Historians

May 31, 2016

Dear Dr. Crystal Rodriguez,  
Assistant Professor, Social Sciences Department  
Criminal Justice Program  
Bronx Community College (CUNY)  
2155 University Ave.  
Colston Hall, Room 309

Thank you for your kind invitation to participate in the NEH Humanities Initiative at Community Colleges, *Latino Centered Learning Communities*, at Bronx Community College (CUNY).

I enthusiastically accept your invitation to present a lecture to BCC faculty on historical, cultural, and social context of people of African descent within the Latino community.

My presentation is tentatively entitled: *Constructing Latinos: Manhood and the Negation of Blackness*.

This presentation looks historically at constructions of Latino/a identities centered on the idea of manhood and whiteness in academic work, state narratives, and media. I will also explore the counter narratives that have emerged from Afro-Latino/a feminists and the LGBTQ communities challenging the negation of Blackness and gender diversity.

Please find enclosed a copy of my CV. I look forward to participating in the program.

Sincerely,

Harry Franqui-Rivera, Ph.D.

(b) (6)

(b) (6)

(b) (6)

(b) (6)

## HARRY FRANQUI-RIVERA, Ph.D.

Centro de Estudios Puertorriqueños  
Hunter College, CUNY, 695 Park Ave. Rm.  
E1405, New York, NY 10065  
212-396-6259, HF14@hunter.cuny.edu

(b) (6)  
(b) (6) (b) (6) (H)  
(b) (6)

### CURRENT ACADEMIC APPOINTMENT

Research Associate at *CENTRO, The Center for Puerto Rican Studies*, Hunter College, City University of New York, 2012-Present

### EDUCATION

- 2010 University of Massachusetts, Amherst  
*Ph.D. (Distinction) History of the Caribbean and Latin America*  
*Graduate Certificate in Latin American, Caribbean and Latino Studies*
- 2002 Temple University: *M.A. in U.S. Military/ Diplomatic History*
- 1999 University of Puerto Rico, Mayagüez Campus: *B.A. History*
- 1992 Departamento de Educación de Puerto Rico, Hato Rey: *G.E.D.*

### TEACHING APPOINTMENTS

- 2012 Visiting Assistant Professor of History and Latin American Studies  
Skidmore College
- 2010-2011 Visiting Assistant Professor of History  
Marist College
- 2005-2006 Instructor at the Center for Latin American, Caribbean and Latino Studies  
University of Massachusetts, Amherst
- 2000-2003 Instructor at the Spanish-Portuguese Department,  
Transliterature Program, and Women Studies Department  
Rutgers, The State University of New Jersey, New Brunswick

### PUBLICATIONS

*Fighting for the Nation: Military Service and Modern Puerto Rican National Identities, 1868-1952.* University of Nebraska Press, (Forthcoming).

*Glory and Shame: The Ordeal of the All-Puerto Rican 65<sup>th</sup> Infantry during the Korean War.* (Forthcoming)

“A New Day Has Dawned for Porto Rico’s Jibaro’: Manhood, Race, Military Service and Self-Government during WWI” in *Latino Studies*, Palgrave, Vol. 13.2 (2015).

Puerto Rican Veterans and Service Members’ Wellbeing and Place within the Diaspora, in Edwin Meléndez and Carlos Vargas-Ramos, eds., *Puerto Ricans at the Dawn of the New Millennium*, (CENTRO Press), New York, (2014).

“National Mythologies: U.S. Citizenship for the People of Puerto Rico and Military Service” in *Memorias: Revista Digital de Historia y Arqueología desde el Caribe*, Universidad del Norte, Barranquilla Colombia, No.21 (2013).

### Book Reviews

Harry Franqui-Rivera. Review of Levy, Teresita, *Puerto Ricans in the Empire: Tobacco Growers and U. S. Colonialism*, Rutgers University Press, 2014, in *Caribbean Studies*, Journal of the University of Puerto Rico, Río Piedras, (July, 2015).

Alexander M. Bielakoswky, Ed. *Ethnic and Racial Minorities in the U.S. Military: An Encyclopedia*. ABC-CLIO, Santa Barbara, California, Oxford, England, in *Centro Voices*, (Spring, 2015).

*Latina/os and World War II: Mobility, Agency, and Ideology* by Maggie Rivas-Rodriguez and B.V. Olguín, Eds. Austin: University of Texas Press, 2014, ” in *Latino Studies*, Palgrave, Vol. 13.2 (2015).

Harry Franqui-Rivera. Review of Hawkins, Michael C., *Making Moros: Imperial Historicism and American Military Rule in the Philippines’ Muslim South*. H-War, H-Net Reviews. November, 2014.

---

## SERVICE

---

Treasurer, Puerto Rican Studies Association Executive Committee, 2015-

### Referee:

*Caribbean Studies*, Journal of the University of Puerto Rico, Río Piedras

### Reviewer:

*Hispanic American Historical Review*

*Caribbean Studies*, Journal of the University of Puerto Rico, Río Piedras

*H-Net-H-War, Humanities and Social Sciences Online*, Michigan State University

*Latino Studies*, Palgrave-Mcmillan.

*CENTRO Journal*, Hunter College, N.Y.

*Centro Voices*, *Electronic Magazine*, Hunter College, N.Y.

### Contributor:

*Huffington Post*, *Latino Voices*

*Latino Rebels*

*80 grados, prensa sin prisa*

*Centro Voices*

*U.S. Studies Online*, *British Association for American Studies*



Department of Latin American and Latina/o Studies  
324 West 59<sup>th</sup> Street, room 8.630.00NB  
New York City, NY 10019  
T. 212.237.8749  
F. 212.237.8664  
llstudies@jjay.cuny.edu

May 27, 2016

Crystal Rodriguez, Ph.D  
Assistant Professor, Social Sciences Department  
Criminal Justice Program  
Bronx Community College (CUNY)  
2155 University Ave  
Colston Hall, Room 309  
Bronx NY 10453

Dear Dr. Rodriguez,

Thank you for your kind invitation to participate in an NEH Professional Development program for Bronx Community College faculty.

I enthusiastically accept your invitation to present a lecture to BCC faculty, focusing on issues of citizenship and belonging in the Latino community for this Seminar.

I find the seminar content, as described in your letter of invitation both important and timely and very much look forward to participating in this program.

Sincerely,

A handwritten signature in black ink that reads "Suzanne Oboler". The signature is fluid and cursive, with the first name "Suzanne" and last name "Oboler" clearly legible.

Suzanne Oboler  
Professor, Latin American and Latina/o Studies  
Co-Editor in Chief the Oxford Encyclopedia of Latinos and Latinas  
in Contemporary Politics, Law and Social Movements  
Founding Editor, *Latino Studies* (2002-2012)



(b) (6); (b) (6) (cell); E-mail: (b) (6)

**EDUCATION:**

New York University  
Ph.D., Bilingual Education (focus: Bicultural/Intercultural Studies; minor, Educational Technologies), 1991.  
Dissertation: *Labeling Hispanics: Race, Class, Gender and Nationality*

University of London, Kings College  
M.A., Latin American Studies (History, Archaeology, Literature), 1978.

Colorado College, Colorado Springs, CO  
B.A., Spanish and Latin American Literature, 1974

**PROFESSIONAL EXPERIENCE:**

2007-present	Professor, Latin American and Latino/a Studies, John Jay College of Criminal Justice, City University of New York.
2002-Fall, 2012	Founding Editor, <i>Latino Studies</i>
Spring, 2011	Fulbright Distinguished Chair in American Studies, Pontificia Universidade Católica, Rio de Janeiro, Brazil.
2001-2007	Associate Professor, Latin American and Latino Studies, University of Illinois at Chicago.
1997-2002	Associate Professor, American Civilization and Ethnic Studies, Brown University
1992-1997	Assistant Professor, American Civilization, Brown University. (on leave, June 1995-Jan 1996)

**SELECTED RECENT PUBLICATIONS**

**BOOKS AND ANTHOLOGIES**

*The Oxford Encyclopedia of Latinos and Latinas in Politics, Law and Social Movements.* 2 Volumes, forthcoming, August 2015. New York: Oxford University Press (with Deena J. González)

*Behind Bars: Latino/as and Prisons.* 2009. New York: Palgrave Press.

*Latinos and Citizenship: The Dilemma of Belonging.* 2006. New York: Palgrave Press.

*Ethnic Labels/Latino Lives: Identity and the Politics of (Re)Presentation in the United States.* 1995. University of Minnesota Press (6<sup>th</sup> Reprinting, 2005)

**BOOK CHAPTERS:**

"Introducción." In Dixon Valderruten. *No le temas a la montaña.* Centro Nicaragüense de Escritores, 2014.



"Citizenship". In *The Blackwell Companion to Latino/a Studies*. Frances Aparicio and Suzanne Bost (eds., Malden Mass: Blackwell Publications, 2012) (with Belinda Rincón)

"Direitos Humanos, dissidência e a construção da cidadania substantiva: os imigrantes latinos/as nos Estados Unidos." In Angela Randolph Paiva. Ed. *Direitos Humanos em seus desafios contemporâneos*. (Rio de Janeiro: Editora Pallas/PUC-Rio; 2012)

#### JOURNAL ARTICLES:

---

"Extraños Desechables: raza e inmigración en la era de la globalización" *InterDisciplina*: Volume2(4) Sept./Dec, 2014; pp 75-96

Nativismo, Imigração e Pertencimento: Latinos Nas (Ir)Realidades Americanas Do Século XXI." *Designalidade e Diversidade. Revista de Ciências Sociais de PUC-Rio*. N° 7, Jul./Dez., 2010; pp. 35-62; Published online, 2/16/2011; [http://publicue.rdc.pucrio.br/designaladadediversidade/media/artigo2\\_7.pdf](http://publicue.rdc.pucrio.br/designaladadediversidade/media/artigo2_7.pdf)

"The Ironies of History: Puerto Rico's Status and the Nomination of Judge Sonia Sotomayor." *American Philosophical Association Newsletters: Newsletter on Hispanic/Latino Issues in Philosophy*; Fall, 2009 9(1).

"Citizenship and Belonging: The Construction of US Latino Identity Today." *Revista Iberoamericana*, Special Issue, *En(tre) dos naciones: articulación política y cultural de los mexicanos en Estados Unidos*, edited by Stephanie Schütze, Spring, 2007.

"History on the Move...Revisiting *The Suffering of the Immigrant* From the Latino Perspective." *Qualitative Sociology*, Special Issue, *Symposium on Abdelmalek Sayad's The Suffering of the Immigrant*, 29(1): 117-126. March, 2006.

#### SELECTED RECENT SCHOLARLY RECOGNITION AND TEACHING AWARDS

---

Faculty Mentor Appreciation Award. John Jay College of Criminal Justice-CUNY, Fall, 2012

*Fulbright Distinguished Chair in American Studies*. (Pontificia Universidade Católica. Rio de Janeiro, Brazil. 2011)

#### SELECTED RECENT INVITED LECTURES

---

Invited Lecture. "Latino/Hispanic What's in a name in 2015?" Festival Latino/Sobresaliendo Juntos. University of Pennsylvania. March 31, 2015

Keynote Speaker. "*Latino Cultural Studies: Past, Present, and Future*." CUNY Latin@ Cultural Studies: Past, Present and Future. Conference, La Guardia Community College. April 25, 2014

Invited Lecture. "Disposable Strangers: Mexican Americans, Citizenship, and US Latino/as' Belonging in the Era of Globalization" University of Maryland, February, 2013

Key Note Speaker. Ray Smith Symposium, "Moving Borders: The Culture and Politics of Displacement in and from Latin America" Syracuse University. January 31-February 1, 2013.

Invited Lecture. "Latino/as in the US: Challenging the Meaning(s) of Citizenship and Belonging in the 21st Century." "Immigrant Heritage Week." Queens College, City University of New York. April 17, 2012

## afrolatin@ forum

MAY 31, 2016

Crystal Rodriguez, Ph.D  
Assistant Professor, Social Sciences Department  
Criminal Justice Program  
Bronx Community College (CUNY)  
2155 University Ave.  
Colston Hall, Room 309  
Bronx NY 10453

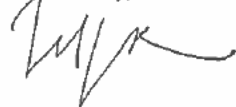
Dear Dr. Rodríguez,

My sincere thanks for inviting me to participate in your Latin@ Centered Learning Communities Program.

As you well know, there are far too many misconceptions about the history, culture and contemporary reality of Latinos and Latinas in the United States, and far too few efforts to expand our understanding of this critically important and highly diverse pan-ethnic and multiracial community. Addressing issues of race and gender among Latin@s is especially crucial at institutions, such as Bronx Community College, with "majority minority" populations. This promises to be an extremely important project, with the potential to make a significant impact on faculty and students alike, both within and beyond the classroom.

I applaud your initiative and look forward to contributing to its success.

Sincerely,



Miriam Jiménez Román

Executive Director  
AFROLATIN@ FORUM

## MIRIAM E. JIMÉNEZ ROMÁN

(b) (6)

Tel: (b) (6)  
E-mail: (b) (6)

### PROFESSIONAL EXPERIENCE

September 2007– Visiting Scholar, Africana Studies Program  
Department of Social and Cultural Analysis, New York University,  
New York, NY

January 2007– Executive Director, afrolatin@ forum, New York, NY

August 2001– Assistant Director, Scholars-in-Residence Program; Research  
June 2004; Coordinator and Curator of Exhibitions and Special Programs,  
October 1987 - Schomburg Center for Research in Black Culture–NYPL, 515  
June 1997 Malcolm X Boulevard, New York City

November 1998– Managing Editor of Publications/Editor, CENTRO Journal, Center  
July 2001 for Puerto Rican Studies, Hunter College, City University of New  
York, New York City

### ACADEMIC BACKGROUND

August 1983– Doctoral Program (all course work)  
June 1987 Department of Sociology, University Center at Binghamton, NY

August 1971– B.A. Sociology/ Certificate: Latin American and Caribbean Area  
May 1974 Studies, Harpur College, Binghamton, NY; and University of Puerto  
Rico at Río Piedras, Puerto Rico (1972–73)

### SELECT TEACHING EXPERIENCE

New York University, Adjunct (current)  
AfroLatin@s: History and Culture in the United States

Brown University, Visiting Scholar (Spring 2003)  
Latinos in Black and White: Race, Ethnicity and Identity in the  
Americas

### SELECT PUBLIC PROGRAMS ORGANIZED

"AfroLatin@s Now: Race Counts," three day transnational  
conference on quantifying the presence and needs of Latin@s of  
African descent, New York City, October 23-25, 2014. Funded by  
WK Kellogg Foundation and Ford Foundation.

"Afro-Latin@s Now: Strategies for Visibility and Action," three-day  
transnational conference on the Black Latin@ experience in the  
United States, New York City, November 3-5, 2011. Funded by  
WK Kellogg Foundation and Ford Foundation.

"Tangled Origins: Race, Culture, and Black Identity in the U.S.," a three-part series of community conversations on Black diversity, organized and co-sponsored with Africana Studies, Institute of African American Affairs, November 2009–March 2010 at New York University.

"The Afro-Latina/o Experience: Inequality, Identity and Advocacy in the Age of Obama," Sponsored by The Inter-American Foundation and presented at the National Urban League and National Council of La Raza Conference, Chicago, IL, July 2009.

"Black, Latino, Both: Afro-Latinos and the Current Immigration Debate," community dialogue held at the Philadelphia African American Museum, February 20, 2008.

"Black, Latino, Both: Afro-Latinos and the Current Immigration Debate," community dialogue held at the Schomburg Center for Research in Black Culture, October 13, 2007. (Event was co-sponsored by El Museo del Barrio and the Schomburg Center, and supported by grant from the NY Council for the Humanities.)

#### **SELECT PUBLICATIONS**

The Afro-Latin@ Reader: History and Culture in the United States, co-editor with Juan Flores (Durham: Duke University Press, 2010). Winner, American Book Award-2011

"Check Both! Afro-Latin@s and the Census," in Power, Justice, and Survival: Latino Politics Today, NACLA: North American Congress on Latin America, November/December 2010.

"Real Unity for Afro-Latinos and African Americans," *Vida AfroLatina: News and Views by and About Black Latinos*, Fall 2008. [http://vidaafrolatina.com/Real\\_Unity\\_for\\_Afro-Lati.html](http://vidaafrolatina.com/Real_Unity_for_Afro-Lati.html).

"Boricuas vs. Nuyoricans—Indeed: A Look at Afro-Latinos," in Puerto Rico: The Island and Beyond, *ReVista*, The Harvard Review of Latin America, David Rockefeller Center for Latin American Studies, Cambridge: Harvard University, (Spring 2008).

"Acá y allá: Locating Puerto Ricans in the Diaspora(s)," in *Diálogo*, No. 5, Winter/Spring, Chicago: Center for Latino Research, DePaul University, 2001.

"The Indians are coming! The Indians are coming!: Tainos, Race, and Puerto Rican National Identity," in Gabriel Haslip-Viera, ed., *Taino Revival: Critical Perspectives on Puerto Rican Identity and Cultural Politics*, Princeton: Markus Wiener Publishers, 2001. (Second edition)

#### **REFERENCES UPON REQUEST**



Department of History  
Camden College of Arts and Sciences • Camden • New Jersey 08102

May 31, 1016

Dear Dr. Rodríguez,

I am honored to accept your invitation to participate in the proposed NEH Professional Development program at Bronx Community College in fall 2017. The seminar focused on Citizenship and the Law will explore issues at the heart of my own work as a historian. I look forward to the opportunity to discuss with faculty the rich interdisciplinary scholarship on these themes, and will be glad to offer them some ideas about incorporating Latino experiences and history into their curricula.

Yours truly,

A handwritten signature in black ink, appearing to read "Lorrin Thomas". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

Dr. Lorrin Thomas  
Associate Professor and Chair  
lthomas2@camden.rutgers.edu

**Lorrin Reed Thomas**  
**History Department, Rutgers University**  
**429 Cooper Street**  
**Camden, NJ 08102**  
**(b) (6)**  
**lthomas2@camden.rutgers.edu**

## **EDUCATION**

**University of Pennsylvania**, Department of History, Ph.D., 2002.  
Dissertation: "Citizens on the Margins: Puerto Rican Migrants in New York City, 1917-1960"  
**Columbia University**, B.A., History and Latin American Studies, 1993

## **ACADEMIC APPOINTMENTS**

**Rutgers University, Camden**  
Associate Professor, July 2011-present  
Assistant Professor, July 2004-June 2011  
**Rutgers University, Camden and the Hagley Library**  
Woodrow Wilson Postdoctoral Fellow, 2002-2004

## **PUBLICATIONS**

### **Books**

*Rethinking the Puerto Rican Movement*, with co-author Aldo Lauria Santiago (Routledge, projected pub. 2017)  
*Puerto Rican Citizen: History and Political Identity in New York City* (University of Chicago Press, 2010)

### **Articles**

"When We Talk About Human Rights," review essay, *Humanity* (forthcoming, 2015)  
"Oscar Handlin, *The Newcomers: Negroes and Puerto Rican in a Changing Metropolis*," *Journal of American Ethnic History* 32 (Spring 2013): 46-52  
"Resisting the Racial Binary? Puerto Rican Migrants' Encounter with Race in Depression-Era New York City," *CENTRO Journal of the Center for Puerto Rican Studies* 21 (Spring 2009): 4-35  
"'How They Ignore Our Rights As American Citizens': Puerto Rican Migrants and the Politics of Citizenship in the New Deal Era," *Latino Studies* 1 (July 2004): 1-19  
"The Invention of 'Welfare' in America," co-authored with Michael B. Katz, *The Journal of Policy History* 10 (Nov. 1998): 399-418

### **Book chapters**

"Puerto Ricans in the Harlem Riot of 1935," in Persephone Braham, ed., *The African Americas: The African Diaspora in the Cultures of Latin America, the Caribbean, and the United States* (University of Delaware Press, 2014)  
"'How They Ignore Our Rights As American Citizens': Puerto Rican Migrants and the Politics of Citizenship in the New Deal Era," in Suzanne Oboler, ed., *Latinos and Citizenship: The Dilemma of Belonging* (Palgrave Macmillan, 2006)

## **HONORS AND AWARDS**

**Organization of American Historians Distinguished Lecturer**, 2014-2017  
**Casa de las Américas Prize**, Honorable Mention, *Puerto Rican Citizen*, 2012  
**Puerto Rican Studies Association Book Prize**, Honorable Mention, *Puerto Rican Citizen*, 2012  
**Saloutos Prize**, Organization of American Historians, *Puerto Rican Citizen*, 2011  
**Dean's Award for Distinguished Teaching**, University of Pennsylvania, 2000

## **GRANTS AND FELLOWSHIPS**

**Civic Engagement Faculty Fellow**, Rutgers University-Camden, 2016-17  
**American Philosophical Society, Franklin Fellowship**, 2015  
**Dean's Research Fund**, Rutgers University-Camden, 2013-2016  
**Rutgers University Research Council Grant**, spring 2012  
**CLAS Research Fund Grant**, Rutgers University, spring 2011  
**Woodrow Wilson Postdoctoral Fellowship**, Rutgers University, Camden and the Hagley Library, 2002-2004  
**Chimicles Teaching Fellowship**, University of Pennsylvania, 2001-2002  
**Mellon Dissertation Fellowship**, 2000-2001

Benjamin Franklin Fellowship, University of Pennsylvania, 1996-2001

### INVITED PRESENTATIONS (selected)

- "Foreign, Dark, Young, Citizen: Puerto Rican Youth Confronting Discrimination in the United States, 1935-1965," presentation, workshop for contributors to *Re-opening America's Gates: Battling for Immigration Reform, 1924-65*, University of Texas, Austin, March 4-5, 2016
- "The Language of Human Rights in Mexico, 1960-1980," Annenberg Lecture, University of Pennsylvania, Jan. 20, 2015
- "Puerto Rico: The 51<sup>st</sup> State?" public lecture, East Brunswick Public Library, East Brunswick, NJ, Oct. 9, 2014
- "Puerto Rican Citizen," public lecture, Hampshire College and the Five Colleges, March 31, 2014
- "Puerto Rican Citizen," Freshman Seminar, University of Pennsylvania, March 20, 2014
- "The University and the Streets: the New York Roots of Black and Puerto Rican Studies," presentation, Migrant Metropolis conference, Center for the History of the New America, University of Maryland, March 14, 2014
- "Puerto Rican Citizen," presentation, Center for the Study of Ethnicity and Race, Columbia Univ., Feb. 20, 2014
- "Reading Sonia Sotomayor, *My Beloved World*," presentation, Rendell Center, Arcadia University, Oct. 9, 2013
- "The University and the Streets," presentation, University of Texas, Austin, Oct. 7, 2013
- "From Marine Tiger to Nuyorican," panel discussion on PBS series *The Latino Americans*, El Museo Del Barrio, New York City, Sept. 25, 2013
- "Urban Latin America," opening remarks, Urban Latin America conference, Rutgers University, Oct. 11, 2012
- "Puerto Rican History is Political History," keynote address, *CENTRO Journal* anniversary event, Lehman College, April 25, 2012
- "Oscar Handlin and Puerto Rican New York," roundtable on Oscar Handlin, Organization of American Historians, Milwaukee, April 21, 2012
- "Citizenship, Recognition, and Making Historical Sense of Ideas," keynote address, Rutgers-Newark/NJIT Student Conference, March 28, 2012
- "Utopia Disarmed? Human Rights Politics in Mexico in the 1970s," presentation, Columbia University Human Rights Seminar, March 5, 2012
- "The United States and Decolonization at Home and Abroad," roundtable on Decolonizing U.S. History, American Historical Association, Jan. 8, 2012
- "Puerto Ricans in the Harlem Riot of 1935," presentation, The African Americas Project, University of Delaware, Oct. 6-7, 2011
- "Writing *Puerto Rican Citizen*," presentation, Brooklyn College, May 4, 2011
- Panel discussion of *Puerto Rican Citizen*, Center for Puerto Rican Studies, Hunter College, April 4, 2011
- "Puerto Rican Youth and the Anti-Imperialist Left in the Sixties," presentation, Dissent in America series, Temple University, Feb. 4, 2011
- "The Seventies, ¿Dónde están? Tracing an Era across the Americas," presentation, Lees History Seminar, Rutgers University, Camden, April 23, 2010
- "What Happened to History in the Seventies? Beyond 'the Personal is Political,'" keynote address, International Women's Day and Phi Alpha Theta induction ceremony, Rutgers University, Camden, March 10, 2009
- "Puerto Ricans and the Problem of Recognition," presentation, University of Pennsylvania, April 11, 2008
- "The Racial Binary in US History," Lees History Seminar, Rutgers University, Camden, Feb. 23, 2007
- "Resisting the Racial Binary in US History: Puerto Ricans and Race in Depression-Era New York City," presentation, Faculty Research Colloquium, Rutgers University, New Brunswick, Oct. 23, 2006
- "Depression, Nationalism, and the Racialization of Puerto Rican Citizenship in the 1930s," presentation, University of Michigan, Jan. 6, 2005
- Roundtable on Latinos and Citizenship, Latin American Studies Association, Las Vegas, Oct. 4, 2004

### PROFESSIONAL SERVICE (selected; excludes most Rutgers University service)

Chair, Department of History, Rutgers University, Camden, July 2015-

Co-Director, Latin American and Latino Studies program, Rutgers University, Camden, 2011-2015

Referee, The University of Chicago Press, University of North Carolina Press, University of Pennsylvania Press, University of California Press, University of Texas Press, *Journal of American History*, *American Quarterly*, *Caribbean Studies*, *Latino Studies*, *CENTRO Journal*, *Identities*, Clements Center for Southwest Studies

Advisory Board, Puerto Rican Diaspora History Project, Centro de Estudios Puertorriqueños, 2012-present

Program Committee, Immigration and Ethnic History Society of the OAH, 2011-2014

Consultant, First Person Arts, Philadelphia, PA, 2011; "The Latino Americans," PBS documentary series, 2012

Fellowship Award Committee, Historical Society of Pennsylvania, 2004-2013; National Endowment for the Humanities, Awards for Faculty, 2013



## ***APPENDIX F: BRIEF INSTITUTIONAL HISTORY – BCC***

Bronx Community College (BCC), one of City University of New York's (CUNY) 24 campuses, was founded in 1957. The college is located in the University Heights section of the South Bronx, which is one of the poorest congressional districts in the U.S. BCC offers more than 35 associate degree and certificate programs. The college has a strong Liberal Arts and Humanities program offering twelve humanities degrees as well as requiring humanities courses for all other degree programs. Importantly, nearly half of BCC's students are enrolled in Liberal Arts programs, which heavily emphasize humanities coursework. Among the largest degree programs at the college are Liberal Arts and Sciences with 3,298 students and Criminal Justice with 1,038 students in the Spring 2015 semester.

BCC serves approximately 11,450 degree only students and more than 12,000 workforce development and continuing education students. Most BCC students reside in the Bronx. Fifty-six percent of the student body is women and forty-four percent are men. The median student age is 23 years. The college is a Hispanic-serving institution with sixty-one percent of the student body identifying as Hispanic. BCC is also a member of the Hispanic Association of Colleges and Universities. Fifty-three percent of BCC students are the first in their family to attend college. Additionally, more than half of students are employed in either full- or part-time jobs. As of Fall 2014 BCC employs 291 full-time and over 600 part-time faculty members across its 14 academic departments. The full-time faculty are fully engaged in teaching, scholarship, and service activities. BCC offers a number of opportunities for faculty development through its including: Center for Teaching, Learning and Technology including: Blackboard and ePortfolio technology workshops, assessment workshops, and the Writing Across the Curriculum Program pedagogy workshops. The Committee for Instruction and Professional Development hosts the annual BCC Faculty Day Conference where faculty present their pedagogy and share innovative approaches to instruction.

To best meet the needs of its student population, BCC offers many student support services and programs evening and weekend class schedules, distance learning online courses, and on campus child care. In 2005, BCC started a Learning Community Program (LC) to holistically promote student success. The LC Program is designed to foster interdisciplinary teaching/learning, team curricular planning, and offers greater student support from a faculty team that actively mentors students. In an effort to improve retention rates of first year students BCC established the First Year Seminar (FYS). FYS requires incoming freshmen to take a college orientation course devoted to academic content that is linked with credit bearing courses in academic departments. The FYS and LC Programs are key strategies for engaging students of diverse backgrounds, preparations, and aspirations. Productive FYS and LC programs are essential to BCC students as participation in well-structured learning communities correlates to increased levels of student engagement, more meaningful relationships with peers and instructors, improved critical thinking skills, and increased course completion. With this grant, we strive to build the LC program by promoting greater inclusion of Latino history and culture across the curriculum and designing learning communities that draw on humanities-based Latino content and utilize the First Year Seminar to link the humanities and social science fields.



## **APPENDIX F: BRIEF INSTITUTIONAL HISTORY – ASHP/CML**

Based at the Graduate Center of the City University of New York (CUNY), since 1981 the American Social History Project/Center for Media and Learning (ASHP/CML) has pioneered in the production and innovative use of print, film, video, and digital media to explore the richly diverse social and cultural history of the United States and to enhance teaching and learning about the past. Combining rigorous and current humanities scholarship with innovative methods of presentation and application, ASHP/CML's projects and programs have gained an international reputation in the fields of public history and history education.

ASHP/CML leads faculty development programs to help teachers in New York and across the country use the latest scholarship, technology, and active learning methods in their classrooms. From 2013 to 2016 ASHP/CML directed *Bridging Histories Through Latino History and Culture: An NEH Bridging Cultures at Community Colleges Project*, a professional development program for 36 regional community college faculty and administrators designed to increase Latino history and culture in the community college curriculum. ASHP/CML's *Who Built America? Badges for Teaching Disciplinary Literacy in History* project was among the winners of the 4<sup>th</sup> annual Digital Media and Learning Competition. ASHP/CML has worked with hundreds of NYC public school teachers through its *Making Connections* and Teaching American History programs. ASHP/CML hosted highly successful NEH Summer Institutes in 2012 and 2014 on the *Visual Culture of the American Civil War*. Its national, NEH-funded *New Media Classroom* and *Learning to Look* programs helped define best practices in digital history education and the use of visual evidence to teach the past.

ASHP/CML's two-volume textbook *Who Built America? Working People and the Nation's History* (now in its third edition) and ten documentary DVDs (with accompanying Web resources) have been heralded as model classroom resources. Entering the digital era in 1993 with its CD-ROM, *Who Built America? From the Centennial Celebration of 1876 to the Great War of 1914*, ASHP/CML subsequently produced *Who Built America? From the Great War of 1914 to the Dawn of the Atomic Age in 1946* and *Liberty, Equality, Fraternity: Exploring the French Revolution* CD-ROMs, and a series of groundbreaking history websites, including *History Matters: The U.S. Survey on the Web*, *The Lost Museum: Exploring Antebellum American Life and Culture*, *The September 11 Digital Archive*, *Ground One: Voices from Post-9/11 Chinatown*, *Picturing U.S. History: An Interactive Resource for Teaching with Visual Evidence*, and *HERB: Social History for Every Classroom*. Many of these digital projects were produced with the support of the National Endowment for the Humanities (NEH) and are part of the EDSITEment website. Among its current projects, ASHP/CML is collaborating with New York public television WNET/Thirteen on *Mission U.S.*, a series of online history games for middle and high school students.

The recipient of 36 awards and citations for its documentaries, CD-ROMs, Web projects, and faculty development programs—including recognition from the American Historical Association, American Association of Higher Education, Archivists Round Table of Metropolitan New York, Chicago International Film Festival/Intercom, WorldFest-Houston Independent International Film Festival, The New York Public Library, and the National Endowment for the Humanities—in 1998 ASHP/CML received the National Council on Public History's Robert Kelley Memorial Award for "outstanding achievements in the use of new media to reach diverse public audiences."

**APPENDIX G: SAMPLE LEARNING COMMUNITY CLUSTERS**

	<b>Social Science Course</b>	<b>Humanities Course</b>	<b>First Year Seminar</b>
Cluster #1: 3 faculty & 25 students	POL 11  American National Government	HIS 10/11 or 20  History of the Modern World or The American Nation	FYS- First Year Seminar
Cluster #2: 3 faculty & 25 students	CRJ 11  Introduction to Criminal Justice	ENG 10/11 or 12  Composition and Rhetoric I or Composition and Rhetoric II	FYS- First Year Seminar
Cluster #3: 3 faculty & 25 students	PSY 11  Introduction to Psychology	MLD SPN 111, 112 or POR 111, 112  Beginning Spanish I or II or Beginning Portuguese I or II	FYS- First Year Seminar
Cluster #4: 3 faculty & 25 students	ANT 11  Introduction to Anthropology	ART 11/12 Introduction to Art History  MUS 11/12  Introduction to Music	FYS- First Year Seminar
Cluster #5: 3 faculty & 25 students	SOC 11  Introduction to Sociology	ENG 10/11 or 12  Composition and Rhetoric I or Composition and Rhetoric II	FYS- First Year Seminar
Cluster #6: 3 faculty & 25 students	POL 11  American National Government	HIS 10/11 or 20  History of the Modern World or The American Nation	FYS- First Year Seminar
<b>Total # of faculty= 18</b> <b>Total # of students = 150 students</b>			

9 May, 2016

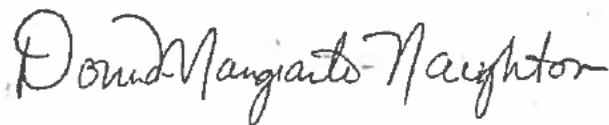
Crystal Rodriguez, Assistant Professor, Criminal Justice Program, Social Sciences  
Brandi Rima, Assistant Professor, Psychology Discipline, Social Sciences  
Peter Kolozi, Associate Professor, Political Science Discipline, Social Sciences  
Bronx Community College

I am writing to express my commitment to the *Presente: Latino Centered Learning Communities*. The collaborative nature of this project and the goal to integrate courses that focus on Latino history and culture through learning communities will be extremely valuable to students and will provide excellent instructional and scholarship opportunities for the faculty of many academic departments and disciplines.

Learning communities have proved to enhance education in and of themselves, and, I believe, increasing opportunities for learning humanities-based Latino content is extremely important, as our student population is dominated by Hispanic men and women of various ages. The other important component of this project is providing opportunities for faculty to engage in teaching and scholarship that will have a purposeful and positive impact on students as well as the institution.

The activities involved in this project will benefit students and faculty campus-wide and will complement BCC's educational goals related to citizenship, race, cultural understanding and gender. I enthusiastically support this project and applaud this innovation and dedication to BCC students and faculty.

Sincerely,



Donna Mangiante-Naughton  
Chairperson, Department of Social Sciences  
313 Colston Hall  
718-289-5668  
donna.mangiante-naughton@bcc.cuny.edu

May 5, 2016

Brandi Rima, PhD  
Department of Social Sciences-Psychology  
Bronx Community College, CUNY  
Colston Hall Room 337

Dear Dr. Rima,

The First Year Program at Bronx Community College integrates high impact practices designed to enhance student engagement and success in the first semester. The First Year seminar is the center piece of the First Year Program. This one-credit introduction to college course is a revised student success course that embeds mandatory advising, student-centered pedagogy, and integrated instruction into what is traditionally a course based on providing information to students. The First Year Seminar seeks to ensure that all new BCC students have access to a personal advisor who knows them well; engage in mandatory advising sessions; receive useful information about the college; and are provided the opportunity to practice College success skills such as critical thinking, reading, and writing. In addition, all First Year Seminar courses include one or two embedded peer mentors whose role is to enhance student engagement with course content and campus culture.

Since its beginning, The First Year Program has been collaborating with the Learning Community Program at BCC. The mutual support of these two high impact practices has been very positive, as the current data is demonstrating. Freshman students who enroll in a Learning Community, will have access to all the services provided by the First Year Program, including personalized advisement, instruction by highly committed and student oriented faculty, and peer mentoring. The First Year Program will coordinate with the other faculty teaching a Learning Community to ensure timely and continuous tracking of student performance in order to devise appropriate interventions via academic advisement, peer mentoring and instruction for students who may be at risk.

The First Year Program fully supports this proposal and will collaborate to identify faculty to be trained on teaching Learning Communities that emphasize Latino studies. Faculty training is one of the pivotal aspects of the First Year Program, and this collaboration serves a common purpose in support of student learning.

I am positive that this partnership will increase the number of successful students at this institution.

Sincerely,

  
Francisco J. Legasa  
Assistant Dean for Academic Affairs  
Bronx Community College



Center for Teaching, Learning,  
and Technology  
Colston Hall, Room 226  
P: 718.289.5100, Ext. 3142  
F: 718.289.6444

Bronx Community College  
of the City University of New York  
2155 University Avenue  
Bronx, New York 10453

May 12, 2016

Crystal Rodriguez, Ph.D  
Criminal Justice Program  
Bronx Community College  
2155 University Avenue  
Colston Hall, Room 309  
Bronx, NY 10453

Subject: Letter of Commitment to facilitate and support Bronx Community College's Project entitled  
*Presente: Latino Centered Learning Communities Project*

Dear Crystal,

The Center for Teaching, Learning, & Technology (CTLT) is pleased to support Bronx Community College's (BCC) program entitled *Presente: Latino Centered Learning Communities (LCLC)*. As the comprehensive center for faculty development activity at BCC, the CTLT is committed to building an environment in which the BCC instructional staff explores innovative approaches to teaching and learning, establishes a common understanding of tested best practices, and further institutionalizes the successful efforts of projects such as this one, one that specifically focuses on a major demographic of our student body and their educational interests.

The CTLT will commit to the LCLC program both during and following NEH funding. CTLT's, if not BCC's success will be measured by the institutionalization of the positive effects of this program beyond its external funding. As such, CTLT will provide venues, staff, and administrative support as needed. Additionally, CTLT can and will coordinate with the LCLC leadership to facilitate roundtable discussions, faculty workshops, training, etc. as needed. This project is clearly a priority for us, and our campus community will be well served.

In closing, I would like to say that I'm proud that Bronx Community College has embraced this project, and CTLT is very happy to be a part of it.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Lepnerton".

Mark Lepnerton  
Director, Center for Teaching, Learning, & Technology  
Bronx Community College



May 24, 2016

Dear Dr. Rima, Dr. Kolozi, and Dr. Rodriquez:

It is my pleasure to write this letter of commitment for your NEH proposal entitled "Presente: Latino Centered Learning Communities."

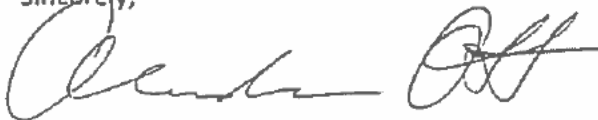
I write this letter both as the associate dean charged with faculty development and also as the administrative chair of the Bronx Community College (BCC) Learning Community (LC) program.

In the context of faculty development, this proposal would provide an excellent opportunity for our faculty to receive professional development that relates directly to our student population, over 60% of which is of Latino origin. In the context of the BCC Learning Community, this proposal promises excellent synergies that will benefit both the LC program and the proposed grant initiative. The LC program will benefit from having this grant-supported embedded professional development that will result in improved knowledge and pedagogy from faculty. The grant will also result in the development of LC clusters that have themes and content that relate directly to a majority of our student population. The proposed grant initiative will benefit from the LC connection in multiple ways, including by having an existing structure through which to function and by connecting with an already-successful and growing program.

This grant has the full support of me and the learning community leadership at Bronx Community College. We look forward to working with you and supporting your efforts as well as to collaborating to create the Learning Community clusters with Latino themes that result from your initiative.

Please contact me if I can be of further assistance.

Sincerely,



Alexander Ott

Associate Dean, Academic Affairs, for Curriculum Matters and Faculty Development

June 20, 2016

NEH Humanities Initiatives  
Division of Education Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

To Whom It May Concern:

It is my pleasure to write this letter of commitment of the proposal Presente: Latino Centered Learning Communities to the National Endowment of the Humanities by Drs. Peter Kolozi, Brandi Rima, and Crystal Rodriguez.

I am confident that the Presente: Latino Centered Learning Communities program will make significant contributions to the college and, most importantly, our students. The program will build upon and enhance our existing faculty development, Learning Community, and First Year Seminar initiatives. This program will also solidify our commitment to faculty collaboration and scholarship.

I fully support faculty efforts as they seek NEH funding to create a professional development program in developing learning communities centered on Latino studies and culture.

Sincerely,

  
Thomas A. Isekenegbe, Ph.D.  
President



**U.S. Department of Education  
Office of Postsecondary Education**

**OPEID: 00269200**  
**CUNY Bronx Community College**  
**Bronx, NY**  
**FY: 2016**  
**Submit Date: 12/11/2015**  
**Print Date: 06/21/2016**

We are pleased to inform you that your recent request for Designation as an Eligible Institution under Title III and Title V programs of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA) is approved. Subject to the specific program requirements, your institution may apply for a new grant under any of the Title III and Title V programs.

As a result of receiving this designation, your institution is also eligible for a waiver of the non-Federal share matching requirements under the Federal Work Study Program (FWS), the Federal Supplemental Educational Opportunity Grant Program (FSEOG), and the TRIO Student Support Services Program under Title IV of the HEA, as well as the Undergraduate International Studies and Foreign Language Program authorized by Title VI of the HEA.\* The eligibility for a waiver of the non-Federal share matching requirements applies for a one-year period beginning July 1, 2016. The offices within the Department that administer those specific programs will handle the waiver of the cost sharing. You must apply for eligibility designation annually.

\*NOTE: Branch campuses are not eligible for the waiver of the non-Federal share matching requirements.

Please retain this letter as evidence of your eligibility and for an adequate audit trail.

If you have questions concerning this designation, please contact Christopher Smith at [Christopher.Smith@ed.gov](mailto:Christopher.Smith@ed.gov) or (202) 502-7012 or Jeffrey Hartman at [Jeffrey.Hartman@ed.gov](mailto:Jeffrey.Hartman@ed.gov) or (202) 502-7607. If you have questions concerning the waiver of the non-Federal share matching requirements for FWS or FSEOG, please contact the Campus-Based Call Center at [CBFOB@ed.gov](mailto:CBFOB@ed.gov) or (877) 801-7168.

Sincerely,

A handwritten signature in black ink, appearing to read "Leonard L. Haynes" followed by a stylized flourish.

Leonard L. Haynes, Ph.D  
Senior Director  
Institutional Service