

Proposal for AALAC Collaborative Workshop 2014

Internationalizing Women's Education: Altering Environments, Shifting Identities

Workshop Liaison

Anne Dalke, English/Gender & Sexuality Studies, Bryn Mawr College
Email: adalke@brynmawr.edu

Workshop Planners/Leaders

Alice Lesnick, Education, **Bryn Mawr and Haverford**
Elizabeth McCormack, Physics, **Bryn Mawr**
J. Paul Martin, Professor and Director, Human Rights Studies, **Barnard**
Karni Bhati, English Department/Women and Gender Studies, **Furman**
Cynthia King, Communication Studies, **Furman**
Marianne de Laet, Anthropology and Science and Technology Studies, **Harvey Mudd**
Kebokile Dengu-Zvobgo, International Programs, **Pitzer**
Alexandra Juhasz, Media Studies, **Pitzer**
Piya Chatterjee, Feminist, Gender and Sexuality Studies, **Scripps**
Chris Guzaitis, Chair, Feminist, Gender and Sexuality Studies, **Scripps**
Christopher Bjork, Education, **Vassar**
Leslie Dunn, English/Women's Studies, **Vassar**

Rationale

This proposal emerges from discussions among faculty and staff at AALAC colleges who are seeking concrete ways to bring collaboratively developed international experiences into our campus classrooms. Over the past several years, many of our colleges have initiated partnerships with institutions from around the world, and have begun to address the challenges of turning general memoranda of understanding into specific collaborative projects. We propose to create a time and place for our AALAC colleagues and international partners to come together and learn from one another as we pursue such directed work. We envision a workshop in which we will create explicit designs for specific projects, and contribute, as well, to a larger network with various, distributed points of connection and collaboration.

We expect that all of our projects presume not universality, but meaningful, non-collapsible difference, and seek better understanding and deployment of that difference, among teacher-researchers in different fields. We imagine that such a complex assemblage of experience and reflection will produce a surprising range of ideas and new questions. The workshop may spark innovative curricular and pedagogical developments as well as research collaborations among staff and faculty, interrogating not only the settled quality of disciplinary frameworks, but also the "settledness" of national boundaries around such discussions. We are eager, in

each of these ventures, to make our curricula less parochial in focus, more global in reach, more representative of the diversity of ways in which different people experience their lives within-and-beyond the categories we already recognize and know.

Format and Outcomes

We have explicitly expanded the terms of the current call for proposals to include international partners at the workshop. Over the course of three days, we envision AALAC members co-designing some collaborative venture—perhaps a class, a certificate course, a symposium, a research project—with their international partners, exploring the ways in which people in different parts of the world live, learn, and grow, both online and off. For example, those of us at Bryn Mawr will be using this time to develop a project focused on a cross-national study of gender, technology and education in collaboration with partners who may come from the University of Development Studies in Ghana, Effat College in the Kingdom of Saudi Arabia, and/or Ewha University in Korea. Other partner institutions represented by our group are: the University of Ghana, Indira Gandhi National Open University, Jadavpur University, and the University of Chile.

The opening session of the workshop will focus on the general motivations of our work with our partners and what its particular contexts are and might be. In subsequent breakout sessions, small groups of partners will devote time to the focused development of shared projects. These may entail devising pedagogical strategies, including the use of technology; articulating objectives, strategies and concrete plans for implementing teaching and research collaborations; and discussion of institutional support for all the above. At the end of the workshop we will return to more “cross-talk.” Rich interdisciplinary and cross-national participation should yield a whole new network of thoroughfares: tools for participants to engage colleagues on their own campuses; a foundation for pedagogical, curricular and institutional transformation; and the basis for an extended and sustainable international community.

Assuring truly egalitarian and mutually beneficial outcomes for such partnerships means that our prospective partners must be at the table from day one, in order to examine with us both the conscious and latent premises of our shared enterprise. We recognize that there are costs involved in assuring such collaboration: although we expect that some of our partners will be able to fund their own travel to the workshop, we are also requesting funds to enable other overseas faces and voices to be seen and heard virtually in our conversations (Bryn Mawr has the technology to facilitate overseas participation on this end).

Outcomes will include online resources: a website featuring shared syllabi and documenting other new projects that participants will develop and continue to update. This is one means of assuring the maintenance of expanded networks and resources on our campuses, as well as among AALAC colleges and our international partners.

Location/Schedule

Location: Bryn Mawr College

Date: Calendar Year 2014 (TBA)

Day 1: Dinner and opening discussion of motivation and context (Dalton 300)

Day 2: Morning and afternoon working sessions, dinner

Day 3: Final working session, large group future planning, lunch

Budget

We have assumed 15 U.S.-based and 10 international participants. Recognizing that AALAC cannot support non-AALAC participants, we will ask partnering institutions to supply the costs of travel and lodging for their faculty to participate; but we also think that it is essential that additional partners, who may not be able to afford to travel, can participate in our conversations by means of on-line technology.

Travel and housing allowance for 15 U.S.-based participants: **\$15,000**
(\$1000 per person:
hotel = \$150/night for 3 nights; airfare, other travel expenses = \$550)

Food for all 25 participants: **\$1,625**
(2 breakfasts @ \$7/person; 2 lunches and 1 dinner @ \$17/per)

IT personnel and technology, to support the distance/online participation of some of our international partners: **\$3,375**

Total **\$ 20,000**

Expenses underwritten by Bryn Mawr:

- Administrative support
- Meeting rooms
- Opening reception, discussion and dinner

Note: We will not reimburse expenses for lodging or travel for faculty members at Bryn Mawr and Haverford; we also expect that traveling costs for those coming from New York and Massachusetts will be minimal.

3/24/13
Curriculum Vitae, abbreviated
Anne French Dalke
903 Clinton St 2R
Philadelphia PA 19107
610-996-9624

Education

Ph.D. and MA. in English, University of Pennsylvania, Philadelphia PA (1982, 1978)
B.A. with High Honors in English, College of William and Mary, Williamsburg VA (1975)

Professional Appointments

At Bryn Mawr College:

Term Professor of English and Gender Studies, Spring 2012-present
Senior Lecturer in English, Fall 1996-Spring 2012
Coordinator, Gender and Sexuality Program, 1995-2006
Visiting Assistant Professor of English and Women's Studies, Fall 1990-Spring 1996
Lecturer, Fall 1987-Spring 1990, Fall 1985-Spring 1986, Fall 1982-Spring 1984

Awards

Rosabeth Moss Kanter Change Master Fund Award of \$2000 (2011-2012)
Tri-Co Environmental Studies Course Development Grant of \$5000 (April 2012)

Recent Publications

"Querying the 'Natural': Re-thinking Classroom Ecologies," with Jody Cohen. *Teaching and Learning Together in Higher Education*, 8 (Winter 2013). <http://teachingandlearningtogether.blogs.brynmawr.edu/eighth-issue-winter-2013/querying-the-natural-re-thinking-classroom-ecologies>

"In Search of the Unpredictable; Complexifying the Classroom in the Age of Globalization," with Elizabeth McCormack. *Teaching and Learning Together in Higher Education*, 8 (Winter 2013). <http://teachingandlearningtogether.blogs.brynmawr.edu/eighth-issue-winter-2013/in-search-of-the-unpredictable-complexifying-the-classroom-in-the-age-of-globalization>

"Teaching Intersection, Not Assessment: Celebrating the Surprise of Gift Giving and Gift Getting in the Cultural Commons," with Alice Lesnick. *Journal of Curriculum and Pedagogy*. 8 (2011): 75-96.

A Special Issue on Emergence Theory. Co-edited with Jan Trembley. *Soundings: An Interdisciplinary Journal*. 90, 1-2 (Spring/Summer 2007). Edited collection of essays by 9 contributors from Bryn Mawr College, Swarthmore College and the University of Wisconsin. <http://web.utk.edu/~sounding/current.php>

"Introduction: The Nature of Things," with Jan Trembley. A Special Issue of *Soundings* on Emergence Theory. 90, 1-2 (Spring/Summer 2007). 1-7.

"Where Words Arise and Wherefore: Literature and Literary Theory as Forms of Exploration." A Special Issue of *Soundings* on Emergence Theory. 90, 1-2 (Spring/Summer 2007), 65-75.

Special Issue: "On Beyond Interdisciplinarity." *Journal of Research Practice*. 3, 2 (2007). Collection of ten essays by 17 contributors, from Bryn Mawr College, University of Alberta, University of California-Berkeley, and Southern Methodist University. Co-edited with Elizabeth McCormack. <http://jrp.icaap.org/index.php/jrp/issue/view/6>

Introduction: "Centering on the Edge." With Elizabeth McCormack. Special Issue of *Journal of Research Practice*, "On Beyond Interdisciplinarity." 3, 2 (2007). Article E2. <http://jrp.icaap.org/index.php/jrp/article/view/122/100>

"Synecdoche and Surprise: Transdisciplinary Knowledge Production." With Elizabeth McCormack. Special Issue of *Journal of Research Practice*, "On Beyond Interdisciplinarity." 3, 2 (2007). Article M20. <http://jrp.icaap.org/index.php/jrp/article/view/106/99>

"Story-Telling In (At Least) Three Dimensions: An Exploration of Teaching Reading, Writing, and Beyond," with Paul Grobstein. *Journal of Teaching Writing* 23, 1 (2007).

"Emergent Pedagogy: Learning to Enjoy the Uncontrollable—and Make It Productive," with Kim Cassidy, Paul Grobstein and Doug Blank. *Journal of Educational Change* 8, 2 (June 2007).

"Exploring Interdisciplinarity: The Significance of Metaphoric and Metonymic Exchange," with Paul Grobstein and Elizabeth McCormack. *Journal of Research Practice* 2, 2 (2006). <http://jrp.icaap.org/index.php/jrp/article/view/43/54>

"Theorizing Interdisciplinarity: The Evolution of New Academic and Intellectual Communities," with Paul Grobstein and Elizabeth McCormack. *Academe* (May/June 2006).

Recent Presentations at National Conferences:

"Crafting Sustainable Teaching Practices: Respecting and Relying on the Eco-System," with Jody Cohen, Sophia Abbot and Chandrea Peng. Biennial Conference of the Association for the Study of Literature and the Environment. University of Kansas. May 30, 2013. <http://serendip.brynmawr.edu/exchange/ASLE2013>

"Mapping What's Not On the 'Net: Complexifying the Classroom in the Age of Globalization," with Alice Lesnick and Susan Sutton. COIL Conference on Collaborative On-Line International Learning. SUNY Global Center, New York City. April 3, 2013. <http://serendip.brynmawr.edu/exchange/COIL/13>

"The Pedagogy of Silence," with Sophia Abbot, Sara Gladwin and Esteniolla Maitre. "Silence... Silenzio...": Annual Conference of the French Italian Graduate Society. University of Pennsylvania. March 16, 2013.

"Crafting Sustainable Teaching Practices," with Jody Cohen. Friends' Association of Higher Education. Wilmington College. June 22, 2012. <http://serendip.brynmawr.edu/exchange/FAHE/12>

"Digital Dialogue as Cross-Stakeholder Inquiry: The Education DiaBlog, with Hayley Burke, Jillian Harmon, Alice Lesnick, and Samyuktha Natarajan. 33rd Annual Ethnography in Education Research Forum: Digital discourses: Education and Ethnography in the 21st Century. University of Pennsylvania. February 24, 2012. <http://serendip.brynmawr.edu/exchange/digitaldiscourse>

"Believing and Doubting" with Alice Lesnick. Friends' Association of Higher Education. Bryn Mawr College. June 17, 2011. <http://serendip.brynmawr.edu/exchange/FAHE/11>

"Accessing Wonderland': Seeing, Speaking and Writing from the Brain's Point of View," with Alice Lesnick. The Society for Literature, Science and the Arts. Indianapolis, Indiana. October 29, 2010. <http://serendip.brynmawr.edu/exchange/SLSA/10>

"From Encoding through Decoding to Transformation," with Ava Blitz and Elizabeth McCormack. The Society for Literature, Science and the Arts. Atlanta, Georgia, November 6, 2009. <http://serendip.brynmawr.edu/exchange/SLSA>

"Coding for 'Possibility Spaces': Designing and Teaching A New Course," with Laura Blankenship. The Society for Literature, Science and the Arts. Atlanta, Georgia, November 6, 2009. <http://gandt.blogs.brynmawr.edu/talking-notes/>

"Students and 'Non-Academic' Staff Sharing the Work of Teachers and Learners on a College Campus: What Changes and What's Blogging Got to Do with It?" with Paul Dolhancryk, Darla Himeles, Laura Hummer, Melissa Kramer, Alice Lesnick, Ashley Mallon, Tom Millward, Melvina Taylor and Mark Watson. 30th Annual Ethnography in Education Research Forum: Ethnography for Social Justice in Education. University of Pennsylvania. February 28, 2009.

"Science Education as Conversation: Experiments in Systemic Change in Progress," with Peter Brodfueher, Laura Cyckowski, Ashley Dawkins, Paul Grobstein and Ian Morton. SENCER: Science Education for New Civic Engagements and Responsibilities. Symposium and Capitol Hill Poster Session. Washington, D.C. April 13-15, 2008. <http://www.brynmawr.edu/news/2008-04-17/sencer.shtml>

Recent New Courses

Balch Seminars: "Ecological Imaginings." Fall 2012.

<http://serendip.brynmawr.edu/exchange/courses/esem/f12>

"InClass/OutClassed: On the Uses of a Liberal Education," with Jody Cohen. Fall 2011.

<http://serendip.brynmawr.edu/exchange/courses/esem/f11>

Computer Science/English/Gender & Sexuality Studies 257:

Gender and Technology, with Elizabeth McCormack, Spring 2011.

<http://serendip.brynmawr.edu/exchange/courses/GIST/s11>

with Laura Blankenship. Spring 2009.

<http://gandt.blogs.brynmawr.edu/about/>

English 228: The Rhetorics of Silence. Fall 2012

(part of a 360^a cluster on Women in Walled Communities, co-taught with Jody Cohen and Barbara Toews)

<http://serendip.brynmawr.edu/exchange/courses/360/f12>

<http://serendip.brynmawr.edu/exchange/courses/360/silence/f12>

English 313: Ecological Imaginings. Fall 2012.

<http://serendip.brynmawr.edu/exchange/courses/ecolit/f12>

CURRICULUM VITAE

Alice Lesnick

Bryn Mawr College
Bryn Mawr/Haverford Education Program
101 N. Merion Avenue
Bryn Mawr, PA, 19010
(267) 455-5848
alesnick@brynmawr.edu

EDUCATION

Ph.D. in Reading/Writing/Literacy, University of Pennsylvania, Graduate School of Education, Philadelphia, PA, 1999. Honors: Dean's (Merit) Fellowship, 1994-1996; AERA/Spencer Dissertation Fellowship, 1996-1997.

Graduate Certificate in Women's Studies, University of Pennsylvania, Philadelphia, PA, 2003.

Master of Arts in Liberal Education, St. John's College Graduate Institute, Santa Fe, NM, 1987.

Bachelor of Arts, Cum Laude, Yale College, New Haven, CT, 1984. Major in English.

PROFESSIONAL EXPERIENCE

Bryn Mawr College/Haverford College, Bryn Mawr, PA

Term Professor of Education, 2012-.

Director, Bryn Mawr/Haverford Education Program, 2006-present, Bryn Mawr/Haverford Education Program.

Senior Lecturer in Education, 2003-2012. Honors: **Roslyn R. Schwartz Teaching Award**, May, 2004; **Lecturer in Education**, 1997-2003.

Bard College, Annandale-on-Hudson, NY

Faculty Associate, 1993-present, Bard College, Institute for Writing and Thinking; member: Advisory Board, 2003-present. Workshop in Language and Thinking (for first year students), 1993-95; teacher professional development trainer, 1995-present.

K-12 Teaching Experience

English Department Chair, 1991-1994, **English Teacher**, 1989-1994, The Baldwin School, Bryn Mawr, PA.

Head Teacher (third grade), 1987-1988, **Apprentice Teacher** (third grade), 1984-1986, The Lenox School, New York, NY.

Pre-School Teacher, 1986-1987, The Meetinghouse Pre-School, Santa Fe, NM.

COURSES TAUGHT

Bryn Mawr and Haverford Colleges, 1997-present:

Technology, Education, and Society; Curriculum and Pedagogy; Practice Teaching Seminar ; Empowering Learners; Critical Issues in Education; Literacies and Education; Defining Educational Practice; Field Work Seminar; Researching Education on Campus: Qualitative Approaches to Assessment and Action; Writing Seminars: Critical Issues in Education; American Identities; Finding the Bias: Tracing the Self Across Contexts; Breaking: Creative Disruptions

SELECTED ACADEMIC PUBLICATIONS

Cohen, J., Cook-Sather, A., & Lesnick, A. (In press). "Students as Leaders and Learners: Toward Self-Authorship and Social Change on a College Campus." *Innovations in Education and Teaching International*.

Cohen, J. & Lesnick, A. (2012). Beyond 'Open-Mindedness:' Practices for Understanding the Myth of Meritocracy in Teacher Education Classes." In Gorski, P., Osei, Kofi, N., Sapp, J, & Zenkov, K., *Cultivating Social Justice Teachers: How Teacher Educators Have Helped Students Overcome Cognitive Bottlenecks and Learn Critical Social Justice Concepts*, Sterling, VA: Stylus Publishing.

Lesnick, A. (2102) "360 Degrees of Pedagogy. " *Teaching and Learning Together in Higher Education*. Issue 7, Fall.

Grobstein, P. & Lesnick, A. (2011). "Education Is Life Itself: Biological Evolution as a Model for Human Learning." *Evolution: Education and Outreach*, Vol. 4, Issue 4, pp. 688-700.

Dalke, A. & Lesnick, A. (2011). "Teaching Intersections: The Surprise of Gift-Giving and - Getting in the Cultural Commons." *Journal of Curriculum and Pedagogy*.

Lesnick, A. (2010). "Teaching and Learning in Community: Staff-Student Learning Partnerships as Part of a College Education." *Journal of Community Engagement and Scholarship*, 3,1.

Lesnick, A., & Cook-Sather, A. (2009). "Building Civic Capacity and Responsibility through a Radically Inclusive Teaching and Learning Initiative." *Innovative Higher Education*, 3, 1.

Cook-Sather, A., Lesnick, A., & Cohen, J. (2009). "Learning from the Tensions: Constructing Educational Studies within a Traditional Liberal Arts Context." *In Liberal Arts Education and Teacher Education: A Lasting Relationship*. AILACTE.

GRANTS

Co-Director and Co-Principal Investigator, Noyce Teacher Scholarship Program. A 3-year, \$900,000 grant from the National Science Foundation to increase teacher certification students in math and science and create a model for liberal arts colleges, 2009-present.

Core Member, Evolving Systems Project (serendip.brynmawr.edu/exchange/evolsys/home). An interdisciplinary exploration of theories of emergence and their implications for teaching, learning, and inquiry. Funded by the Metanexus Foundation, 2009-2011.

Trico Mellon Seed Grant (with Lauren Myers and Leslie Rescorla) to create a new minor in Child and Family Studies, 2010-211.

ELIZABETH F. MCCORMACK

emccorma@brynmawr.edu

EXPERIENCE AND EDUCATION

Bryn Mawr College

Dean of Graduate Studies	2008-2011
Chair of the Faculty	2006-2008
Director of the Center for Science in Society	2006-2008
Director of the Posse in Science and Mathematics	2012-present
Chair of the Department of Physics	2002-2005, 2012-present
Professor	2005-present
Associate Professor	2001-2005
Assistant Professor	1995-2001

Argonne National Laboratory

Physicist	1991-1995
Alexander Hollaender Distinguished Postdoctoral Fellow	1990-1991
Postdoctoral Appointee	1989-1990

Yale University , Ph.D. Physics	1989
Wellesley College , B.A. Physics and Astronomy	1983

ADDITIONAL AFFILIATIONS

Project Kaleidoscope - Association of American Colleges and Universities

Chair, Board of Advisors	2010-2012
Vice-Chair, Board of Advisors	2006-2009
Co-leader, Summer Leadership Institutes	2009-present
Member, Faculty for the 21 st Century (F21)	1996-present

Research Corporation for Science Advancement

Board of Directors	2009-present
Science Advisory Committee	2004-2009

Sherman Fairchild Foundation

Consultant, Scientific Equipment Program	2006-present
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Montgomery McCracken Walker and Rhoads LLP, Law Consultant 2003

Effat College (Jeddah, Saudi Arabia) Curriculum Consultant 2001

Paul Scherrer Institute (Switzerland) ERCOFTAC Guest Scientist 1999

University of Paris XI (Orsay, France) Fulbright Senior Research Scholar 1998

HONORS AND AWARDS

Bryn Mawr College McPherson Prize for Faculty 2007

American Council on Education (ACE) Fellow, Higher Education Leadership Program 2005-2006

Fellow of the **American Physical Society** (less than 0.5% of membership) 2005

Fellow of the **NASA Institute for Advanced Concepts** 2002, 2005

New Directions Teacher-Scholar Fellow, **Andrew W. Mellon Foundation** 2002

The Rosalyn R. Schwartz Lectureship, **Bryn Mawr College** 1996-1999

The John Charles Duncan Prize in Astronomy and Phi Beta Kappa, **Wellesley College** 1982, 1983

RESEARCH INTERESTS

Laser-based studies of atomic and molecular excited-state structure and decay dynamics, including Rydberg state dynamics, photoionization, autoionization, predissociation, and photodissociation. Nonlinear optical techniques, including multiphoton excitation and detection, and resonant, four-wave mixing in the frequency and time domains. Experimental and theoretical investigations of using laser traps to create reflective particle arrays for use in space environments.

ADMINISTRATIVE INTERESTS

Liberal education emphasizing integrative learning, high-impact teaching practices, sound assessment, and inclusiveness to prepare students for a complex and changing world. Faculty governance and leadership development, strategic internal and external partnerships, the

design and facilitation of leadership development programming for early-career faculty and advising on trends in undergraduate science and math education.

SAMPLE OF INVITED PRESENTATIONS (67 total)

1. INNOVATIONS IN TEACHING AND LEARNING IN THE SCIENCES
Effat College
Jeddah, Saudi Arabia
January 21, 2001
2. PREPARING STEM FACULTY LEADERS FOR 21ST CENTURY STUDENT SUCCESS
AAC&U Conference on Student Success
Seattle, WA
March 23, 2012
3. *UNGERADE* ION PAIR STATES OF MOLECULAR HYDROGEN
The Free University
Amsterdam, The Netherlands
April 13, 2012
4. DESTINATIONS AND INSPIRATIONS: THE ROLE OF UNDERGRADUATE RESEARCH IN
CAPACITY BUILDING FOR INDUSTRIAL PHYSICS
Industrial Physics Forum
International Center for Theoretical Physics
Trieste, Italy
April 18, 2012
5. DOING GENDER AND SCIENCE WITH A PHYSICIST AND A LITERARY CRITIC
Feminism and Science: Building Bridges for Teaching and Research Innovation
Mellon 23 Workshop
Claremont Colleges, CA
January 4-6, 2011

SAMPLE OF PEER REVIEWED PUBLICATIONS (31 total)

1. E. F. McCormack, S. T. Pratt, P. M. Dehmer, and J. L. Dehmer
DISSOCIATION DYNAMICS OF HIGH-V RYDBERG STATES OF MOLECULAR HYDROGEN
J. Chem. Phys. 98, 8370 (1993).
2. E. Sarajlic and E.F. McCormack
POLARIZATION EFFECTS IN QUANTUM COHERENCES PROBED BY TWO-COLOR,
RESONANT FOUR-WAVE MIXING
Phys. Rev. A 63, 23406 (2001).
3. A. Dalke, P. Grobstein, P. and E.F. McCormack
EXPLORING INTERDISCIPLINARITY: THE SIGNIFICANCE OF METAPHORIC AND
METONYMIC EXCHANGE
Journal of Research Practice, 2(2), Article M3 (2006).
<http://jrp.icaap.org/index.php/jrp/article/view/43/54>
4. J. Croman and E.F. McCormack
ENERGIES AND LIFETIMES OF THE PREDISSOCIATIVE $\nu = 12$ AND 13 LEVELS OF THE D
STATE OF H₂
J. Phys. B: At. Mol. Opt. Phys. 41, 035103 (2008).
5. R.C. Ekey and E.F. McCormack
SPECTROSCOPIC OBSERVATION OF BOUND *UNGERADE* ION-PAIR STATES IN
MOLECULAR HYDROGEN
Phys. Rev. A 84, 020501(R) (2011).

Curriculum Vitae

Piya Chatterjee
Dorothy Cruickshank Backstrand Chair
Professor, Gender and Women's Studies
Scripps College
Claremont, CA.

Education

1995: Ph.D. (Anthropology)
The University of Chicago
1983-1987: B.A. (Political Science and Anthropology)
magna cum laude
Wellesley College

Fellowships, Grants and Awards

2002-2005 Co. p.i.--Ford Foundation Grant. (\$300,000, multi-year)
(with Emory Elliott, Philomena Essed, David Theo Goldberg).
"Cloning Cultures: The Social Injustices of Sameness."
Center for Ideas and Society, UCR and UCHRI, UCI.
University of California at Riverside
2001: *John Hope Franklin Book Award*
*A Time for Tea: Women, Labor and Post/Colonial Politics on an
Indian Plantation*
John Hope Franklin Center for International Studies
Duke University, Durham, NC.

Positions Held

2002- Associate Professor
2012 Department of Women's Studies
University of California-Riverside

Select Publications

A Time for Tea: Women, Labor and Post/Colonial Politics on an Indian Plantation. Durham:
Duke University Press, 2001. *Re-published.* New Delhi: Zubaan Press, 2003.
States of Trauma: Gender and Violence in South Asia. Co-edited with Parama Roy and Manali
Desai. New Delhi: Zubaan, 2009.
Imperial Plantations: Past and Present. Special Issue for the *Journal of Historical Sociology.* 23
(1), 2010. Co-edited with Monisha Das Gupta and Richard Rath.
The Imperial University: Race, War and the Nation-State. Co-edited with Sunaina Maira.
University of Minnesota. Forthcoming 2014.
Book Series Editor. *Dissident Feminisms.* University of Illinois Press.
<http://www.press.uillinois.edu/wordpress/?p=8022>
"De/Colonizing the Exotic: Teaching "Asian Women" in a U.S. Classroom." Special Issue on
Asian American Women. Eds. M. Sciachitano and L.T. Vo. *Frontiers: A Journal of
Women Studies* (Volume XXI, Number 1-2, 2000), 87-110. Reprinted in *Asian American
Women: The Frontiers Reader.* Edited by Linda Vö, Marian Schiachitano et al. (Lincoln:
University of Nebraska Press, 2004).
"Transforming Pedagogies: Imagining Internationalist/Feminist/Antiracist Literacies." In *Activist*

- Scholarship: Antiracism, Feminism, and Social Change.* Julia Sudbury and Margo Okazawa-Rey (eds.) Boulder: Paradigm Press, 2009. pp. 131-148.
- “A State of Work: Women and Politics on Plantation Frontlines.” In *Frontline Feminisms: Women, War and Resistance*. Eds. M. Waller and J. Rycenga. (New York: Garland Press, 2000), 419-436. Reissued in paperback, Routledge Press, 2001. pp. 419-436.
- “Transforming Knowledges: Anthropology’s Encounters with Feminism(s).” In *Women in Research Universities*. Ed. L. Hornig. (New York: Kluwer Academic/Plenum Press, 2002).
- “Encountering “Third World Women”: Rac(e)ing the Global in a U.S. Classroom *Pedagogy*. 2.1, Winter 2002. 79-108.
- “Ethnographic Acts: Writing Women and Other Political Fields.” In *Feminist Post-Development Thought: Rethinking Post-Colonialism and Representation*. Ed. Kriemild Saunders. (London: Zed Press 2002), 243-262.
- “Taking Blood: Gender, Race and Imagining Public Anthropology in India.” *India Review*. Vol.5, nos.3-4, July/October 2006, pp. 255-267.
- “Hungering for Power: Borders and Contradictions in Indian Tea Plantation Women’s Organizing.” *Signs: A Journal of Women in Culture and Society*. Vol.33: 3, 2008. pp. 497-505.

Conference and Grassroots Organizing Experience.

1. **Co-founder and Board Member.** *Dooars Jagron*. (2002-2007) A Registered Society under the West Bengal (India) Societies Act, Dooars Jagron is a community-based, non-governmental organization based in North Bengal, India. Its work upholds tea plantation women’s human rights by focusing on women’s and children’s literacy and health rights issues. It built its base by forming women’s self-help groups with anti-violence as a principal organizing core. The organization has been funded by CRY, Child Rights and You (an Indian NGO), and the Global Fund for Women (San Francisco, CA. USA) and Oxfam (India). Mahila Jagron Manch funding was provided by GFW and Oxfam. Fundraising and grantwriting was my primary responsibility.
2. **Conference Co-Organizer.** *Frontline Feminisms: Women, War and Resistance*, January 1997. (Budget: \$30,000) Center for Women In Coalition, University of California at Riverside and the Center for Ideas and Society, University of California at Riverside, Riverside, CA. 92521.
3. **Conference Co-Organizer.** *Cloning Cultures: Normativities, Homogeneities, and The Human in Question*. May 13-14, 2005. (Budget: \$30,000) University of California Humanities Research Institute, UC-Irvine. Irvine, CA.
4. **Organizing Retreat/Conference Co-Organizer.** *Solidarity Work: Anti-Racist and Internationalist Women’s Human Rights*. Lake Arrowhead, CA. May 4-7, 2006. (Budget: \$50,000)
5. **National Collective Member.** *INCITE: Women of Color Against Violence*. (2009-2010) Nominated in 2008; worked with other members of the national collective to build infrastructural protocols and a grassroots, community-based fund

JOSEPH PAUL MARTIN

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Email: jpm2@columbia.edu; jmartin@barnard.edu

Married; two children
Citizenship: U.S. and British

Professional Experience:

2007- Director and Adjunct Professor, Human Rights Studies, Barnard College
2007- Senior Scholar, Center for the Study of Human Rights, Columbia University
2006- Co-Chair, University Seminar on Religion and World Community
1978 -2007 Executive Director, Center for the Study of Human Rights, Columbia University
1988 -2000 Director, Human Rights and Humanitarian Affairs Concentration, School of International and Public Affairs
1992 - 2003 Adjunct Professor, Teachers College, Columbia University
1994 - Lecturer, School of International and Public Affairs
1972 - 1986 Director, The Earl Hall Center, Columbia University
1971 - 1972 Consultant, International Council for Educational Development: Co-director, Study Team on the Puebla Project, Mexico
1969 - 1970 Assistant Chaplain, Manhattan College
1964 - 1970 Minister, Roman Catholic Church
1966 - 1967 Lecturer, Philosophy and Theology, University of Botswana, Lesotho, and Swaziland (UBLS)
1965 - 1967 Dean of Residence, UBLS
1954 - 1956 Second Lieutenant, Royal Artillery, British Army

Education:

1973 Ph.D., Comparative Education, Columbia University (1973)
Major Discipline: History Major Area: Africa
1968 M.A., International and Comparative Education, (1968)
Teachers College, Columbia University
1964 S.T.L., Theology, Angelicum University, Rome, Italy (1964)
1960 Ph.L., Philosophy, Angelicum University, Rome, Italy (1960)

Experience at Columbia University, Center for the Study of Human Rights

Organizing and Directing:

- Design and staffing of graduate and undergraduate courses on human rights at Columbia and overseas, created undergraduate human rights concentration at Columbia College
- Directed human rights studies at Barnard College 2007-present (14-17 majors each year)
- Numerous inter-disciplinary conferences and training programs
- International professional exchanges

- Annual four month training programs for human rights advocates from Global South.
- Research and exchange programs with Eastern Europe on Religion, Human Rights and Religious Freedom
- Training seminars in NY for study groups from overseas and in Africa (various locations)
- Field consulting on Human Rights Education in Africa and the Americas

Teaching:

Courses taught on education and modernization, human rights and international affairs, human rights education, human rights and international business, human rights and social change in Africa, religion and international affairs, and on fundraising for NGOs.

Lecturing:

Lectures, workshops, and brief courses on: human rights, hunger-related questions; values-education; education in Africa; problems of social change; the role of universities in developing countries. In-service training programs for human rights advocates, campus ministers, and foreign student advisors.

Fund-raising:

Assured twenty-nine years of Human Rights Center's budget of up to \$900,000 annually through foundation and other grants, including a \$2 million endowment. (Notably grants from the Aaron Diamond, Ford, MacArthur, Pew, Rockefeller, John Merck, Joyce Mertz-Gilmore, NED, NEH, Open Society, Smith Richardson foundations as well as from, UNICEF, USIA, and USAID). Taught "hands-on" course on fundraising for past ten years, raising each year from \$3-800,000 for human rights groups in developing countries.

Publications:

"Education for the Zulu in Natal, 1860 - 1880" (M.A. Essay)

"Educating the Sotho, 1833 - 1884" (Ph.D. Dissertation)

Annual Reports of the Earl Hall Center, 1972 - 1986

Annual Reports of the Center for the Study of Human Rights, 1978 - 2007

"Moral Values and University Education," Counseling and Values, October 1977

"Autonomy and Modern Universities," Teacher College Record, Winter 1977

"Teaching Human Rights: An Opportunity for Moral Development," in Moral Education Forum, 7:3, Fall 1982

"Guidelines for a High School Course (on Human Rights)," Ethics in Education, 3:2, October 1982

"Human Rights and Comparative Education: Notes on Areas of Potential Interaction," in Notes and Abstracts in American and International Education, 64, 1985

"Aging in Urban and Suburban Areas of the U.S.A.: Needs, Rights and Social Policy." Report to UNESCO Conference, December 1985

"Human Rights-- Education for What?" Human Rights Quarterly, August 1987

Human Rights-- A Topical Bibliography, Westview Press, 1982

Twenty-Four Human Rights Documents, Ed. Center for the Study of Human Rights 1992 and later version: Twenty Five Human Rights Documents, now in 4th edition

"Race and Ethnicity" Columbia History of the Twentieth Century, Columbia U. Press 1998

"Promoting Human Rights Education in a Marginalized Africa" (with Cosmas Gitta and Tokumbo Ige) and "Epilogue: The next Step Quality Control" in Human Rights Education for the Twenty-First Century, George J. Andreopoulos and Richard Pierre Claude. Eds. University of Pennsylvania Press (1997)

Women and Human Rights: The Basic Documents, Ed. with Lesley Carson, Center for The Study of Human Rights 1996

Contributions to the Oxford Encyclopedia on Political Science (1994) and Encyclopedia of the Modern Middle East (Macmillan 1996)

Religious Diversity and Human Rights, Co-edited with Irene Bloom and Wayne J. Proudfoot. Columbia University Press, 1996

Religion and Human Rights: Basic Documents, Ed. with Tad Stahnke, Center for The Study of Human Rights 1997

"Christianity and Islam: Lessons from Africa," in Brigham Young University Law Review, 2, 1998, pp 401-420

"Human Rights NGOs in Africa: The Emerging Agenda," in The Brown Journal of World Affairs, winter/spring, 1998. with Kury Cobham

"Interfaith Dialogue and the Modern State: International Perspectives", in Encuentro de las Tres Confesiones Religiosas, Ministerio de Justicia, Madrid, 1999

"How can Human Rights Education contribute to International Peace-Building?" with Tania Bernath and Tracey Holland, in Current Issues in Comparative Education, 2,1, 1999 On-line at www.tc.columbia.edu/cice

"Historical and Theological Perspectives at the End of the Twentieth Century" with Harry Winter OMI, in Proselytization and Communal Self-Determination in Africa., Abdullahi An-Naiem, ed., Orbis Press, 1999

"The Evolving Role of the State in Interfaith Relations," in Religious Freedom and the New Millennium, Falls Church, Va., International Coalition for Religious Freedom, 2000

"Religions, Human Rights and Civil Society: Lessons from the Seventeenth for the Twenty-First Century" Brigham Young University Law Review, 2000, Vol. 3

"Human Rights, Human Development and the Seven Freedoms" Cooperation South, 2000, Vol. 2

"Assessing the Outcomes of Proselytization: Missionaries among Moshesh's Sotho in Nineteenth Century Southern Africa, Emory International Law Review, Vol. 14, 2 Summer 2000

"Beyond Voluntarism; Human Rights and the Developing Legal Obligations of Companies" review in China Rights Forum, 1, 2003

Human Rights Education for Peacebuilding: A Planning and Evaluation Handbook, with Tania Bernath, Tracey Holland and Loren Miller, Center for the Study of Human Rights, 2003

"Evaluierung von Menschenrechtsbildungsprogrammen," with Carolyn Kissane, in Menschenrechtsbildung, Claudia Mahler und Anja Mihr Eds., Wiesbaden: Verlag für Sozialwissenschaften, 2004

"The Three Monotheistic Religions and International Human Rights" Journal of Social Issues, Fall 2005

"Rights-based Development and the Struggle for Constitutionalism in Sub-Saharan Africa," in Constitutionalism and Transition, J. Oloka-Onyanga, Chris Maina Peter, eds. Kampala, Uganda, Kituo cha Katiba Press, 2005.

“The MDGs: How to Achieve Accountability?” in Cooperation South 2005, UNDP, NY
 “Royal Dutch Shell: How deep the Changes?” in Non-State Actors in the Human Rights Universe,
 Andreopoulos, George et al. Eds. Bloomfield Ct., Kumarian Press, 2006
 “Louis Henkin” in Living Legacies at Columbia, Wm. Theodore de Bary. Ed., New York,
 Columbia University Press, 2006
 “Development and Rights Revisited: Lessons from Africa” SUR, International Journal on Human
 Rights, 4,3 2006
 “Citizenship and Human Rights Education for Displaced Persons,” TESEV, Istanbul, (2007)
 “Religions and International Poverty Alleviation: Is there something special?” with Shruti Patel
 and Jason Chau, Journal of International Affairs, Fall 2007
 “El Papel de la academia en derechos humanos” in Los Derechos Humanos en las Sociedades
 Contemporaneas, Gloria Ramirez, Ed. *Dialogos, Forum Universal de las Culturas, Monterrey,
 Mexico*, 2007
 Review: James Dawes, *That the World May Know: Bearing Witness to Atrocity.*” Human Rights
 Review, Spring 2008
 “Just Another Forum,” Note in Harvard International Review, Spring 2008
 Review: Paul J. Nelson and Ellen Dorsey, *New Human Rights Advocacy, Changing Strategies of
 Development and Human Rights NGOs*, Human Rights Quarterly, 30, 4, November 2008
 “NGOs” and “NGOs: Africa” in Encyclopedia of the Modern World, Oxford University Press,
 2009
 “Human Rights Advocacy and the Academy ” in The United Nations Decade for Human Rights
 Education and the Inclusion of National Minorities, Anja Mihr, Claudia Mahler and Reetta
 Toivanen, Eds., Peter Lang, Frankfurt am Maine, 2009
 “Los Derechos Humanos y la Justicia Distributiva Transnacional,” *Derecho*, PUCP, Peru 2009, 63,
 pp. 57-77
 “Collective Security: A Village-Eye View” with Benedicto Q. Sanchez, in United Nations Reform
 and the New Collective Security, Peter Danchin and Horst Fischer Eds., Cambridge University
 Press, 2010
 “Beyond Secularism” e-International Relations, Sacred and the Sovereign, March 2010 found at
<http://www.e-ir.info/?p=12475>
 Human Rights Education in Communities Recovering from Major Social Crisis: Lessons for
 Haiti. *Sur International Human Rights Journal*, 14 (2011)
 “Re-Thinking Secularism: a Paradigm based on non-Discrimination” Chapter in Jaime Contreras
 Contreras Rosa Maria Martinez de Codes Eds., Trends of Secularism in a Pluralistic World,
 Madrid-Stuttgart, Iberoamericana-Vervuert, 2012
 “Religions in a Globalizing World” Chapter XIII in William Barbieri, Ed., In and Beyond the
 Secular Age, Catholic Perspectives, Erdemanns, (forthcoming)
Human Rights Education and Peacebuilding. A Comparative Study, with Tracey Holland,
 Routledge Studies in Peace and Conflict Resolution, (forthcoming)

Languages: Fluent in French and Italian, conversational Spanish; Latin, some classical Greek,
 Portuguese and Sesotho

ALEXANDRA JEANNE JUHASZ

Professor, Media Studies, Pitzer College

EDUCATION

Harvard University: Management Development Program, Grad School of Ed. 2004.

New York University: Doctorate With Distinction in Cinema Studies, 1992.
Dissertation Award, SCMS, 1993.

Whitney Independent Studio Program: Artist's residency, the Whitney Museum, 1987-88.

Amherst College: B.A., Summa Cum Laude, Phi Beta Kappa, Am. Studies & English, 1986.

TEACHING AND ADMINISTRATIVE EXPERIENCE

CU Boulder: Distinguished Visiting Faculty in Film Studies, Summer 2012.

Claremont Graduate University: Chair, Cultural Studies Department, 2005-7.
Professor: Cultural Studies and Art Departments: 1997-present.

Pitzer College: Media history, theory, and production, women's, queer and cultural studies.
Professor, 2003-present. Associate Professor: 1997-03. Assistant Professor: 1995-97.
Associate Dean of the Faculty: 2004-05.

BOOKS

AIDS TV: Identity, Community and Alternative Video (Duke University Press, 1995).

Women of Vision: Histories in Feminist Media (University of Minnesota Press, 2001).

F is for Phony: Fake Documentary and Truth's Undoing, co-ed. (Minnesota Press, 2006).

Learning from YouTube (The MIT Press, 2011).

2 volume *Blackwell Companion to Film Studies: Documentary and Documentary Histories*.
Co-editor with Alisa Lebow (Cambridge, MA: Blackwell Press, forthcoming 2013/15).

SELECTED ARTICLES (2011-PRESENT)

"Placing My Bets on YouTube Futures," in *Blackwell Companion: Media Studies Futures*,
ed. Kelly Gates (Cambridge, MA: Blackwell Press, forthcoming).

"An Archive of Process," Otis College of Art catalogue, *Art of the Woman's Building*
(Fall 2011): 97-123.

"Forgetting ACT UP," ACT UP 25 Forum, *Quarterly Journal of Speech* 98: 1 (February 2012).

ON THE INTERNET (ARTICLES, ART SHOWS, INTERVIEWS): SELECT

"Bodies in Classrooms: Feminist Dialogues on Technology, Part 1" interview by Liz Losh,
DML Central: net/blog/liz-losh/bodies-classrooms-feminist-dialogues-technology-part-i.

"Fred Rant," *Transformative Works and Cultures* 9 (2012), special issue on Fan/Remix Video:
<http://journal.transformativeworks.org/index.php/twc/article/view/295/258>.

“A Place in the Online Feminist Documentary Cyber-Closet,” *Media Fields Journal* 3 (Fall 2011) special issue, "Documentary and Space": <http://www.mediafieldsjournal.org>

“A Truly New Genre,” *Inside Higher Ed*, May 3, 2011:
http://www.insidehighered.com/views/2011/05/03/essay_on_publishing_video_books

“On the Online Publishing and Re-Purposing of Learning from YouTube,” *Enculturation: A Journal of Rhetoric*, 8 (2010): <http://enculturation.gmu.edu>.

“PerpiTube: Repurposing Social Media Spaces,” co-curated with Pato Hebert, at Nichols Art Gallery, Pitzer College, July-September, 2011: www.youtube.com/PerpiTubeSpace.

NARRATIVE FEATURE PRODUCTION

THE OWLS

First Run Features. Producer. 2010, digital video feature.
Premiered at Berlin Intl Film Festival. Streaming on Netflix.
Fests: Seoul, Tei Pei, Torino, Seattle, Gay: LA, NY, Toronto, Salt Lake City, SF.

THE WATERMELON WOMAN

First Run Features. Producer. 1995, 16mm.
Winner “Teddy Bear” Berlin Film Festival, Audience Awards at Creteil Women’s Festival, Torino, Toronto and Los Angeles Gay and Lesbian Festivals, Taipei Golden Horse Festival, featured at New York and San Francisco Gay Festivals and Toronto Film Festival, 1996. Film and 32 photos created for the film both selected for 1997 Whitney Biennial. Airs on Sundance Channel and BET. Available on home video.

INVITED TALKS (2012)

Palm Springs Art Museum: Day Without Art, screening of *Video Remains*.

NITLE Seminar: FemTechNet: The First DOCC, a Feminist MOOC.

Scripps College Humanities Institute, “Social Media/Social Change.”

Artist Talk with Natalie Bookchin, LACE.

Colby College, Women’s, Gender and Sexuality Studies, “Digital Humanities Series.”

Smith College: Social Justice and Documentary Conference.

UC Riverside, Conversations in New Media.

Yale University, Women, Gender, Sexuality Studies Lecture Series.

Swarthmore, Haverford, Bryn Mawr: Re: Humanities 12, Keynote Speaker.