

**RESEARCH CENTER FOR THE  
HUMANITIES AND SOCIAL SCIENCES**



**FACULTY RESEARCH SUMMER  
STIPENDS 2007**

**SUMMARY REPORTS**



## **RESEARCH AWARDS FOR SUMMER 2007**



The Research Center for the Humanities and Social Sciences, thanks to funds from the College and from Institutional Advancement and the WPU Foundation, has been able to run a Summer Research Stipend competition for the last three years. The competition provides support to tenure-track faculty to conduct research or write manuscripts. In summer 2007 the Center awarded more than \$20,000 in stipends. Our thanks to the Center's Advisory Board (Professors Linda Hamalian, Marie Friquegnon, George Robb, and Martin Weinstein), who read and judged the applications. A summary of the final reports attests to the lively intellectual life of the college. This year's awardees are as follows:

1. **Jason Ambrose, History Department**
2. **Jane Austin, Psychology Department**
3. **Judith Broome, English Department**
4. **Marina Budhos, English Department**
5. **Katherine Chen, Sociology Department**
6. **Laura Cramer-Berness, Psychology Department**
7. **Justina Ekeocha, Psychology Department**
8. **Paula Fernandez, Sociology Department**
9. **Michael Innis-Jiménez, History Department**
10. **Rajender Kaur, English Department**
11. **David Koistinen, History Department**
12. **Ian Marshall, English Department**
13. **Scott McDonough, History Department**
14. **Balmurli Natrajan, Anthropology Department**
15. **Robin Nemeroff, Psychology Department**
16. **Hiram Perez, English Department**
17. **Rosa Soto, English Department**
18. **Michael Thompson, Political Science Department**
19. **Benjamin Vilhauer, Philosophy Department**

**1. JASON AMBROISE, HISTORY DEPARTMENT**

**Title: The Classical School of Criminal Justice of the Post-  
Revolutionary U.S. Republic**



Dr. Ambroise used the Summer Stipend to conduct research on the intellectual history of American criminal thought at Northwestern University in Evanston, Illinois, and the New York City Public Library’s Humanities and Social Sciences Research Branch.

At Northwestern, he worked with the archives of the American Institute of Criminal Law and Criminology. Founded in 1909 by the dean of the university’s school of law, the Institute spearheaded the movement to introduce a medical and social scientific approach into the study and practice of criminal justice. From 1909 to 1934, the organization published the *Journal of Criminal Law and Criminology*. While in Evanston, he sifted through original and microfiche copies of the early years of the journal, as well as material from the professional meetings and published reports of the Institute.

The New York City Public Library’s Humanities and Social Sciences Research Branch served as home base for the bulk of his research activities. He secured space in the Wertheim Study for the summer as well as for the duration of the 2007-2008 academic year. In revising his book manuscript for publication, he has included primary source literature and thematic discussions that did not make it into his doctoral dissertation. At the NY Public library, he has been able to go through much of this original material for re-incorporation into the manuscript.

Dr. Ambroise has received a Woodrow Wilson fellowship for the 2007-2008 academic year to continue his work on the origins of American criminology.

**2. JANE AUSTIN, PSYCHOLOGY DEPARTMENT**

**Title: Women’s Sense of Self in Relationships and Attachment as a Function of Relationship Satisfaction**



Dr. Austin’s research explores attachment style and self-silencing behavior in conjunction with relationship satisfaction. Self-silencing is a term used to describe how women behave in culturally prescribed ways as a means to preserving attachment in relationships and involves censoring thoughts and feelings. Both attachment style and self-silencing have been studied in the context of romantic relationships and each has been correlated with depression and relationship satisfaction. These variables, however, have not been studied together. Dr. Austin’s study examines the extent to which attachment style and silencing-the-self together account for the variance in relationship satisfaction.

Dr. Austin reports making good progress on this project. She conducted additional analyses and refined the overall outline of a paper based on this research. She completed several sections of the manuscript and read related studies and books to support her results. She also reviewed the journal literature to identify the best venues for this manuscript.

The summer project yielded significant findings and, once the manuscript is completed, she will submit it to an appropriate peer-reviewed journal for consideration.

### 3. JUDITH BROOME, ENGLISH DEPARTMENT

#### **Title: ‘All shall be well, and I’ll forgive you’: Emotional Abuse in the Eighteenth-Century British Novel.**



Dr. Broome’s summer research focused on the emerging genre of the novel—with its emphasis on private life, domesticity, and the interior lives of characters—as an important vehicle for the description of the affective lives of families. The resulting essay, “‘All shall be well, and I’ll forgive you’: Emotional Abuse in the Eighteenth-Century British Novel,” centers on Samuel Richardson’s epistolary novel, *Pamela; or, Virtue Rewarded* (1740), and examines the emotional pressures brought to bear on a young servant by her employer. Broome argues that the developing British novel offered a discourse that represented the silent violence of domestic emotional abuse. She began her research for the essay by examining domestic violence of all types, as represented in the digital collection of “The Proceedings of the Old Bailey, London, 1674-1834.” The trial proceedings for prosecutions of homicide, rape, and assaults within the household often reveal a subtext that suggests a history of verbal or emotional violence preceding physical violence. While no legal recourse was available for cruelty absent physical evidence, the allusion to a master’s or family member’s frequent drunkenness or “unkindness” as extenuating circumstances suggests that there was some recognition of the problem of verbal and emotional violence.

Dr. Broome’s review of the digital collection of “British and Irish Women’s Letters and Diaries” suggests that the privacy of the home often hid emotional mistreatment. While newspapers of the period often reported occasions of violence by husbands toward their wives, the private writings of women described other types of less-sensational abuse, such as confinement to the home or social isolation. Descriptions of “nerves,” “vapours,” or “melancholy” suggest women’s despair in response to extreme tensions within the family. Dr. Broome consulted other sources, including histories of marriage and divorce, of servants, and of crime and criminal law. The research on the social history of privacy led her to the collections of the New York Public Library and the 18<sup>th</sup>-Century Collection of the Mina Rees Library of the Graduate Center of the City University of New York.

Dr. Broome is preparing the essay for submission to a peer-reviewed journal, such as *Eighteenth-Century Fiction*, *The Eighteenth-Century Novel*, or *Eighteenth-Century Studies*.

#### 4. MARINA BUDHOS, ENGLISH DEPARTMENT

**Title: *Sweetness: A Historical Novel***



Dr. Budhos is working on *Sweetness*, a historical novel set in India and the Caribbean. The work opens in 1897 and tells the story of Madhuri, a girl in northern India, groomed by her father, an enlightened tax collector. When he dies, leaving his family in debt, Madhuri is hurriedly married off to a landowner, from whom she runs away on her wedding night, fleeing to join the recruits for work in the cane fields of the Caribbean. However, at the depot in Calcutta, she is pulled aside by Edward Chace, Assistant Protectorate of Calcutta, who selects her as a companion to his impetuous sister, Emily Rose.

Emily has arrived in Calcutta as part of “the Fishing Fleet”—British girls who come each season in search of civil service husbands. Chafing under the stultifying life of colonial India, Emily has chosen an unlikely fiancé: Neville Delancey, a man of pleasure, a bisexual. His affair and entanglement with a nawob’s son escalates into a scandal, and he and Emily are forced to leave for the Caribbean, where they will run her family’s declining sugar plantation. Once there, a displaced Neville grows more deranged and cruel toward his indentured workers, while Emily comes into her own in the less confining outpost of British Guiana. Madhuri, too, is awakened to this new life as a violent uprising starts to mount on the plantation, and her allegiances are tested.

Ms. Budhos used the summer to develop the background involving the “known” history about this era. This has meant delving into the Queen’s Jubilee Year and the beginning of the end of the British Empire. Gandhi, too, makes an appearance early in the book, pleading for the rights of indentured workers in South Africa; and he returns as a motif throughout. This has necessitated doing background reading about the era, including biographies of Lord Curzon and Gandhi. Finally, one of the most significant changes is the use of a journalist character who is watching and following the story of Madhuri, Emily and Nevilee, and who follows them to the Caribbean, in search of a great “story.” This character is a Calcutta Jew—and it is through his eyes that we come to understand the significance of this other diaspora.

Also this summer, Ms. Budhos worked on her nonfiction book, *Sweet and Bitter: The World that Sugar Created*, co-authored with Marc Aronson, which will have a direct impact on the novel manuscript. She has written most of the manuscript. Much of the research about the conditions of plantations will be folded into the Caribbean portion of the novel.

## **5. KATHERINE CHEN, SOCIOLOGY DEPARTMENT**

### **Title: Charismatizing the Routine: Storytelling in the Burning Man Organization**



Dr. Chen used the summer stipend to prepare a peer reviewed paper on the Burning Man organization that was accepted for a presentation at the American Sociological Association, the major conference in her discipline. In this project, she analyzed how story-telling can invigorate organizing by instilling meaning and inspiring individual actions. These aspects are underdeveloped in standard organizing practices, such as rules and procedures. Scholars in management, social movements, and organizational research have called for additional research in this area, as it has practical applications for understanding how to motivate members of a given organization.

Dr. Chen researched additional relevant literature, refining her theoretical concepts, and preparing a Powerpoint presentation for the conference. Dr. Chen was invited to present her work as an exemplar of how to conduct and present research for graduate students. At the conference, she met with leading academics in the field, connected with other junior scholars, and got recommendations for possible publication venues for her work. She also followed up with a university press on the progress of her book manuscript, which is under an advance book contract. Presenting her work at the conference helped disseminate and refine her theoretical concepts for future possible publications and supported her professional development and William Paterson University's mission of excellence. Dr. Chen did an interview this summer about the Burning Man organization for the National Public Radio network. (The interview is posted on the COHSS web site).

## **6. LAURA C. BERNES, DEPARTMENT OF PSYCHOLOGY**

### **Title: Understanding the Mental Health Needs of College Students: Identifying At-Risk Students**



There has been growing concern over the mental health needs of college students. While university mental health centers are widely available to students, research suggests that suicide may be the second leading cause of death among 18 to 24-year-old college students and that a best practices model is needed to help university mental health centers effectively reach out to these and other students in need. Dr. Berness collected data from a stratified random sample of 3,449 undergraduates at a large public university. The survey included measures of depression, overall distress, negative life events, activity involvement, university contacts, attitudes toward psychological services, and help-seeking behavior for obtaining psychological services. The main purpose of the project is to analyze this data in order to examine students' perceived need for mental health services (i.e., students who report that they may benefit from seeing a mental health counselor), their actual need for mental health services (i.e., students who meet a diagnosis of depression), and whether or not these services were obtained. She will conduct additional statistical analyses to gain further insight into what influences these factors and where points of intervention on campuses may be most beneficial.

Dr. Berness conducted multiple analyses to address the study's hypotheses. Results indicated that a higher number of university connections (such as contact with professors and staff) tended to yield more positive views of psychological services and more help-seeking behaviors. She will present her findings at the annual meeting of the American Psychological Association. In addition, she made significant progress on a manuscript. The Introduction, Methods, and Results sections of this paper are all in the final stages of development.

## **7. JUSTINA EKEOCHA, PSYCHOLOGY DEPARTMENT**

### **Title: The Role of “Scribe” in Collaborative Recall: Effects on Member Contribution**



When a group of individuals recalls a shared experience, the quantity of information they produce together (as a collaborating group) is generally less than the quantity obtained by pooling together the information they recall as individuals (as a nominal group). Dr. Ekeocha’s research investigates whether the practice of assigning the role of “scribe” (who pulls together the group product) to a group member adversely impacts the productivity of the group by reducing the contributions of the scribe to the group effort.

Dr. Ekeocha began with 13 audio-recording of face-to-face group recall sessions and 13 transcripts of electronic group recall sessions. She collected the data in the process of investigating other aspects of collaborative recall. Her research goals for the summer included transcribing the 13 audio-tapes, indicating individual contributions to the group discussion; reviewing each of the 26 transcripts (face-to-face and electronic), noting the number of conversational turns each group member takes and the proportion of these turns that represents relevant input, i.e., contribution of recall items; running statistical analyses to determine if “scribes” have significantly lower rates of relevant contribution than other group members and if this “scribe” impact (assuming it exists) is significantly different based on the group interaction medium, face-to-face or electronic.

She was able to fully transcribe the 13 audio-tapes for the face-to-face groups – each tape had approximately 45 minutes of content. She also was able to determine the number of conversational turns taken by each group member, and to code the content of the conversational turns for individuals in the 13 face-to-face groups. Dr. Ekeocha is still in the process of coding for the electronic groups and doing the statistical analyses.

Dr. Ekeocha is planning to complete her research by coding the transcripts for the computer-mediated groups and running the planned statistical analyses this fall.

## **8. PAULA FERNANDEZ, SOCIOLOGY DEPARTMENT**

### **Title: Defining Cultural Competence: A Working Definition across Disciplines**



Dr. Fernandez’s project is intended to provide culturally competent treatment for professionals treating minorities already infected with HIV or living with AIDS. As such, her project should contribute to professionals from the various disciplines working to prevent the spread of HIV infection among minorities in the U.S. She has established a website for the project “Defining Cultural Competence” and has posted the survey to facilitate participation and maximize respondents’ rates:

[http://survey.wpunj.edu/scripts/rws3.pl?FORM=DefiningCulturalCompetence Survey](http://survey.wpunj.edu/scripts/rws3.pl?FORM=DefiningCulturalCompetenceSurvey). Dr. Fernandez developed a database of respondents and administered

the survey to professionals from a variety of disciplines, including students, educators, practitioners, etc. who study, teach, and/or work in the field of HIV/AIDS prevention for Latinos and African-Americans. These respondents are located in the New York, New Jersey, and South Florida areas, geographic areas that have high rates of incidence and prevalence of HIV and AIDS infection.

She submitted the proposal to William Paterson University’s Institutional Review Board (IRB) and received its approval. She pilot-tested the survey questionnaire and contacted the respondents through an introductory letter explaining the study and inviting them to participate in the survey. She began data collection during the summer, but reflecting the summer break in academia, the responses came mainly from non-academic respondents. She is continuing the data collection process; with a target of at least 100 respondents to start data analysis. Dr. Fernandez will make the results available through the project’s website.

## **9. MICHAEL INNIS-JIMÉNEZ, HISTORY DEPARTMENT**

### **Title: Passing Through our Egypt: Mexican Resistance in Interwar Chicago**



Dr. Innis-Jimenez is working on a book project entitled *Persisting in the Shadow of Steel: Community Formation and Survival in Mexican South Chicago, 1919-1939*, which examines acts of negotiation and resistance by Mexican immigrants in Chicago during the interwar period. He argues that Chicago's Mexican communities used the social and political legacies of the Mexican Revolution to shape their modes of resistance. Their sense of cultural pride and obligation to Mexico as well as the political and economic conditions in their "patria" were all factors in creating a physically and culturally strong community that organized against harassment, discrimination, and hardship.

Dr. Innis-Jimenez's work offers new insights into how and why members of the Mexican community in South Chicago persisted and at times thrived despite economic hardship, ethnic prejudice, nativism, and internal divisions. Until recently, most of the scholarship assumed that weak, fractured communities characterized Mexican Chicago and that no city-wide community existed because Mexicans tended to stay, work, and play within their neighborhood. It is clear, however, that the community in South Chicago created and maintained ties to other Mexican communities in surrounding areas. South Chicago Mexicans found ways to weather the Great Depression, using survival skills learned from wartime shortages and uncertainty in Mexico, with help from social workers, immigrant advocates, and through a strong common cultural bond to and identification with Mexico. At its core, this study argues that Mexicans created a community in order to defend against social, political, and economic discrimination.

Dr. Innis-Jimenez conducted research in newly accessible collections at the Chicago Theological Seminary and the Claritian Archives, and at the Chicago Public Library, the Chicago Historical Society, and the University of Chicago Special Collections. He incorporated this research in a conference paper for the annual meeting of the Latin American Studies Association Congress in Montreal in September 2007. More generally, the summer research will also contribute to his book manuscript and to the preparation of a conference paper for the 2009 annual meeting of American Historical Association to be held in New York City.

## 10. RAJENDER KAUR, ENGLISH DEPARTMENT

### **Title: The Komagata Maru in History and Narrative: Cultural Memory and Identity Politics**

The Komagata Maru incident of 1914, in which 376 aspiring Indian immigrants to Canada were denied entry despite meeting all legal requirements, and were kept waiting in Vancouver harbor for over two months, has come to be known as one of the most stunning cases of racial discrimination in Canadian history, a country that prides itself for its multiculturalism and tolerant inclusiveness. Even today, the demand for an apology from the government is still voiced on websites devoted to the memory of this incident among the Indian immigrant community, and specifically Sikh websites. The frustrated voyage of the Komagata Maru has been commemorated in a number of Canadian and South Asian plays, films, memoirs, and novels. Deepa Mehta, the celebrated Canadian based Indian director of such critically acclaimed films as *Earth, Fire, and Water*, is said to be making a film on the Komagata Maru entitled *Exclusion*.

Dr. Kaur used the research stipend to acquire key documents and books, such as the *Komagata Maru Commission Report* from the National Archives of India in New Delhi, Jesse Thind's *The Lions of the Sea*, and Anita Rau Badami's *For Whom the Nightbird Calls?* She is doing a literary reading of these texts as cultural documents in order to map the array of divided responses to this highly charged, over-determined incident and to analyze the "interested" politics involved in invoking the Komagata Maru. She offers a critique of cultural amnesia of a history of racial prejudice that needs to be confronted and resolved for more inclusive race relations in contemporary Canada. Her work explores the uses of this incident to forge ethnic solidarity, not just within the South Asian Community, but also a pan-Asian ethnic solidarity that can lead to collaborative networks. Dr. Kaur will attempt to study the literary uses of the Komagata Maru, to discern the narrative patterns in its representations, and to analyze rhetorical and dramatic strategies.

Dr. Kaur plans to write a historically-researched, nuanced analysis of some representative literary texts and key documents centered on the Komagata affair to shed light on how history gets narrated in the differing, yet intersecting contexts of immigrant aspirations and anti-colonial struggles. She plans to present this research at the Annual Comparative Literature conference or at the Annual MELUS conference, and then to publish a refereed article in the *Journal of World Literature* or *South Asian Review*.

## **11. DAVID KOISTINEN, HISTORY DEPARTMENT**

### **Title: The Political Economy of Deindustrialization: Business, Labor, and the State during the Decline of the New England Textile Industry**



Dr. Koistinen worked on a chapter for a book manuscript entitled *The Political Economy of Deindustrialization: Business, Labor, and the State during the Decline of the New England Textile Industry*. The book chapter examines efforts made during the 1930s, 1940s and 1950s to jumpstart the growth of new technology-based companies in New England by providing needed financial support to these firms. The University of Illinois Press completed an initial review of the entire book manuscript and has requested a revised version for further consideration for publication.

Dr. Koistinen used the summer to improve the book chapter on the financing of high-technology. The chapter needed editing to develop its central themes with greater clarity. He reviewed his research materials for the chapter to fully document citations to primary sources. In addition, he read and incorporated scholarly publications about the mid-twentieth century electronics industry that have appeared since the chapter was originally drafted. Dr. Koistinen used the summer to do needed revisions to other parts of the book manuscript.

Dr. Koistinen will be using release time awarded through the ART program to support additional revisions during the fall semester. He plans to submit a completely revised book manuscript to the Illinois Press during the academic year 2007-2008.

## 12. IAN MARSHALL, ENGLISH DEPARTMENT

### Title: Aristotle's Enthymeme and the Rhetoric of (Mis) Communication



Dr. Marshall uses Aristotle's notion of the Enthymeme for an exploration of the rhetoric of institutional communication. The enthymeme was meant to be the rhetorical equivalent of the syllogism where the conclusion and one of the premises are stated, while the other premise is assumed to be understood by the audience. Dr. Marshall seeks to demonstrate how the enthymeme serves as a metaphor illustrating the relationship between the institution of learning and those it serves—the student—particularly as it applies to issues of race and social class in composition classes.

To his study of the enthymeme as a theoretical frame, Dr. Marshall makes use of Mike Hill's *After Whiteness: Unmaking and American Majority* to inform his understanding of the institution as a site where race and class division is played out both in the classroom and in the structure of the instruction itself. "Basic Skills" in institutions of higher education today, he argues, is an apartheid formulation which treats language and culture hierarchically. Particularly helpful for understanding this phenomenon is Hill's suggestion that the organization of the institution is much less centered on the practice of education than it is on self preservation and on conceiving members of the academic community—students, teachers and administrators—in very particular ways.

Dr. Marshall argues that the institution as speaker (or "rhetor") constructs an image of its audience—the student—to suit its needs, rather than the needs of the students themselves. This is consistent with an enthymeme with a faulty premise, but nonetheless, a convenient one. Rather than bridge race and class gaps (or even elide them), higher education today uses them, in part, for financial gain. Basic skills is both an apartheid formulation and a profitable one populated primarily with minority students and taught overwhelmingly by adjunct faculty. Dr. Marshall's work is significant to those interested in the redesign of academic programs generally, and to those interested in the field of rhetoric and composition. This project not only presents "the passing the gate" of freshman composition, a requirement for all college freshman, as raced and classed, but implicates the institution as complicit for its own ends. This article will appear in a collection that Dr. Marshall is co-editing with Wendy Ryden, entitled *Where Has All the Whiteness Gone: Reading and Writing Race in a Post-Race Era*.

### **13. SCOTT MCDONOUGH, HISTORY DEPARTMENT**

#### **Title: “We and Those Waters of the Sea Are One:” Baptism, Bathing and the Construction of Identity in Late Ancient Babylonia**



Dr. McDonough revised a paper on “The Nature and Function of Water, Baths, Bathing, and Hygiene from Antiquity through the Renaissance,” which argues that the ritual use of water served a primary role in the construction or imposition of communal, confessional identities among the peoples of Sasanian Iran and the region during the period of late antiquity (c. 250-650 CE). In this period, the Magian (Zoroastrian) political elite of Iran placed itself apart from its subjects and its Roman enemies through its rejection of the public bathing and baptism practiced by their non-Magian subjects. Simultaneously, Jews, Christians and Gnostic “baptizers” sought to disguise and defend these ritual practices. Through varying degrees of compromise with and resistance to their rulers, the peoples of Babylonia made baths and ritual immersion a cornerstone of communal initiation and identification, establishing boundaries of ritual, tradition and law that made “community” possible in an ancient, diverse and densely populated land.

This article is part of broader study devoted to a central problem in the study of late ancient societies in the Near East and Mediterranean world: how did individuals, communities and societies reshape their notions of individual and collective identity in the face of the linked rise of proselytizing monotheisms and the development of hegemonic, bureaucratic “world empires” between 200-650 CE? The importance of “identity” lies both in its implications for the study of late antiquity itself, as well as in what the answers might tell us about the division of the Roman world into three distinct medieval societies (Latin, Byzantine, and Islamic), the establishment of the socio-political institutions of the medieval Muslim world, the development of religious and national identities in medieval Europe, and the enduring consequences of late ancient social definitions throughout the western world.

The essay makes a significant contribution to our understanding of the construction of identity in both Sasanian Iran and the late ancient world. The paper also fits well with the primary thrust of Dr. McDonough’s research agenda and serves as a stepping-stone to an eventual monograph. The article is now awaiting final proof correction for a November 2007 deadline at Koninklijke Brill NV.

**14. BALMURLI NATRAJAN, ANTHROPOLOGY DEPARTMENT**

**Title: Narrating Nation, (P)reserving Privilege: Caste, Merit and “Brand India”**



State policies of positive discrimination (PD) characterize both India and the U.S.A. Dr. Natrajan worked on a paper comparing the policy of reservations or quotas in India and affirmative action in the US. While recognizing the immense differences in the context of the PD policy in India and affirmative action in the U.S., especially the distinctions between caste and race, this paper focuses on two sets of questions that emerge from debates over PD, one from the Indian context on “merit” and “efficiency,” the other from the US context on “promotion of diversity.”

The section on “merit” and “efficiency” deals with the impact of quotas or reservations on the receiving institutions, the policy’s beneficiaries, and its detractors. Dr. Natrajan examines the discourse, especially the tensions between the social and cultural *construction* arguments on one hand and the visions of India as a newly emergent, confident, and globalizing economic power on the other. The reservations policy in India operates in two realms: as political representation in legislative assemblies at the state and national levels, and as access to public sector jobs and admissions to institutions of higher education. Ongoing legislative and judicial battles have sought to extend or limit the practice of quotas in schools and jobs. Behind these battles are assumptions as to who should and could represent India, and how to “package” India for the West and for global capital. The image of an ascendant and liberalized India clashes with the fact of caste-based quotas.

Dr. Natrajan then looks at the U.S., where the last three decades have witnessed a shift in the legal discourse away from a “redressal of discrimination” (or compensatory justice argument), to the “promotion of cultural diversity.” Such an approach in the U.S. is based on the related but distinct notions of race and ethnicity, and of multiculturalism or the valorization of *cultural* diversity. Since 2002, the discourse of “promotion of diversity” has been embraced by detractors and defenders of quotas in India, with the demand to apply the U.S. diversity model and view castes as ethnic groups. In so doing, these arguments reproduce the logic of “racial culture” in the U.S. in problematic ways in the context of caste in India. Dr. Natrajan will present this paper at the American Anthropological Association later this year.

**15. ROBIN NEMEROFF, PSYCHOLOGY DEPARTMENT**

**Title: Predictors of Schools' Willingness and Ability to Use an Evidence-Based Mental Health Assessment to Identify Youth at Risk**



Dr. Nemeroff built on a previously published article in the *Journal of the American Academy of Child and Adolescent Psychiatry* describing a programmatic approach to increasing the likelihood that schools would screen youth for mental health problems using an evidence-based mental health assessment tool called the DISC (Diagnostic Interview Schedule for Children). Given the fact that the nation says that we should be screening and the lack of successful attempts to do so, studies of cost-efficient means of assisting communities to do this are essential. In spite of the benefits of screening in schools, the approach was not uniformly adopted across all of the participating schools and school staff.

Specific predictors of schools' willingness and ability to use an evidence-based mental health assessment tool to identify students at risk may explain the variations in U.S.A.ge patterns across settings and staff. When thinking about how to translate the screening approach to other communities across the nation, it is critical to identify the types of schools that are most willing and able to adopt this approach. No one has studied the types of schools that are most receptive and able to implement a strategic plan for assessing children at risk for a mental health problem.

The study found that several key factors predicted schools' willingness and ability to implement an evidence-based screening approach to identify kids at risk. For example, middle schools assessed students at a higher rate than high schools. Rural schools assessed students at a higher rate than urban schools. The study demonstrated that demographics predicted the rate with which the evidence-based assessment tool was used. As the number of counselors per school increased, the rate of DISC use decreased.

Counselors' attitudes toward mental health assessment at the beginning of the study predicted subsequent DISC use over the course of the study. At the end of the study, counselors' attitudes toward the DISC were a significant predictor of DISC use.

Counselors' beliefs about whether the DISC results make it easier to give parents feedback about mental health assessments. Identifying significant predictors of schools' willingness and ability to use an evidence-based assessment will facilitate efforts to identify youth who are at-risk for mental health problems.

## 16. HIRAM PEREZ, ENGLISH DEPARTMENT

### Title: Gay Cosmopolitanism: Essays on Race and Desire



Dr. Perez worked at the Columbia University library on a book manuscript, and plans to discuss a draft of the book proposal with the Professional Writing Group workshop run by Jim Hauser in the English Department this Fall.

Much of the summer's research was devoted to the chapter, "Queer Hybridity," which studies the film *Fresa y chocolate* (1993) by Tomas Gutiérrez Alea's and Juan Carlos Tabío for the "anxious masculinity" of Cuban postcolonial nationalist rhetoric—combining elements both of homo-sociality and homoeroticism. Dr. Perez situates the film in its national context as well as within the context of the "global queer cinema" of the 1990s. Dr. Perez traces the Cuban concept of masculinity to José Martí's most celebrated essay, "Nuestra America" (1891), which is both a nation founding document and a foundational document for the recent revisionism of American Studies (i.e. New Americanist, Transnational American Studies, Hemispheric American Studies). Dr. Perez presented a version of this chapter at the Queer Exoticism symposium at Hofstra University which probably will be published in a collection.

Dr. Perez also expanded a second chapter on queer of color spectatorship and the two Hollywood adaptations of Fannie Hurst's novel *Imitation of Life* (1934), to include a consideration of the Mexican adaptations of the text, including the two film productions of *Angelitos Negros* directed by Joselito Rodríguez (1948 and 1969), followed by two telenovelas: *Angelitos Negros* (dir: Antulio Jiménez Pons, Mexico, 1970) and *El Alma No Tiene Color* (dir. Otto Sirgo, Mexico, 1997). The Mexican adaptations typically portrayed the narrative's black characters as Cuban or Puerto Rican, using either white actors in blackface or casting well-known Cuban performers such as Rita Montaner (1948) or Celia Cruz (1997). Montaner, herself the daughter of a mulata, performs the role of the nanny in blackface. I argue that Mexico's own national anxieties about hybridity motivate the projection of racial otherness onto Cuban and Puerto Rican bodies. This new direction for my research will contribute to the emerging field of Hemispheric American Studies as well as aiding me in developing curriculum around Afro-Latinidad for both the English Department and the Latin American/Latino Studies Program. An abridged version of this chapter, not including this new material, is forthcoming in the journal *Camera Obscura: Feminism, Media and Film*.

## 17. ROSA SOTO, ENGLISH DEPARTMENT

### Title: “Are you my Homie?” Examining Ethnic Toys and Collectibles



Dr. Rosa Soto revised a chapter of her dissertation for publication as “Are you my Homie? Examining Ethnic Toys and Collectibles.” She visited the prominent D.U.S.A.ble Museum of African American History and historical collection in Chicago, a collections of artifacts dating from the Transatlantic Slave Trade through the present. Dr. Soto was interested both in the objects that were *chosen* for the collection and in how they were *classified*. She argues that, although objects such as the Homies—the controversial 1-inch Latino figurines—are often deemed problematic by Latinos themselves, they may be incorporated as part of a historical, social, political and economic reality of Latino culture and subcultures in the U.S. She learned from the D.U.S.A.ble Museum how to articulate the significance of collecting *images* of Latinos in a society and world that often negates their existence. Problematic though it may be, it is important to collect, catalog and make relevant any aspect of Latino culture, as a way of expanding our knowledge of that experience. This process further allowed her to deconstruct the narratives and the reasons individuals of all colors *choose* to collect figures of negotiation and how they use that *choice* to situate themselves within a larger global political, economic and social battlefield.

Dr. Soto argues that collecting is no easy marker of identity. The various and complicated reasons for collecting are imbued with social, cultural, political, and economic realities which take on intricate patterns of race, class, gender, and even sexuality. Her research about Latinos in a variety of cultural productions, from film, television, and music to collecting toys, delves into new arenas. It takes her to the field of comic book production, a field not yet discussed in Latino Studies, but already a topic of consideration in the last ten years in the field of Popular Culture Studies. Specifically, she examines these productions from the perspective of Latino cultural consumption. Little or no attention has been given to Latinos who create such comics or to Latino audiences who purchase them—in other words, the areas of spectatorship and audience, and their connection to the growing field of Narrative theory. Dr. Soto plans to submit the inter-disciplinary essay about Homies to the refereed journals *Centro*, the leading journal of Puerto Rican Studies, or to *Latino Studies*, both of which focus on publishing multi-disciplinary works by emerging Latino scholars.

**18. MICHAEL THOMPSON, DEPARTMENT OF POLITICAL SCIENCE**

**Title: Liberalism and Authority**



Dr. Thompson used the summer stipend to research two book projects. The first is a study of the limits of liberal theory in contemporary American life. The stipend allowed him to spend time at Columbia University over the summer doing research and writing on this project. Also, he was able to begin foundational research at several centers at Columbia University on a second book, entitled “The Specter of Babel.” This work focuses on the ways that anti-urbanism in American life is adversely affecting the ways people are able to interact and even to think publicly.

Dr. Thompson reports that this work is already coming to fruition. He published two articles based on the research into anti-urbanism and the nature of “public reason”: or the ways that space can affect political cognition and ideology. He was also able to prepare a book prospectus for Cornell University Press, his intended venue for this particular book. He is hoping to receive a contract within the next few months. Second, he will be presenting his research into the limits of liberal theory in a talk in Philadelphia this November. He was also able to write a detailed proposal and sample chapter for Columbia University Press, with whom he will be working on this project.

**19. BENJAMIN VILHAUER, PHILOSOPHY DEPARTMENT**

**Title: Punishment and Personhood as a Desert Base**



Dr. Vilhauer is researching free will theory, and in particular, an article entitled “Free Will and Reasonable Doubt”. He plans to present the paper on campus, and at philosophy conferences before submitting it for publication in a peer-reviewed scholarly journal. “Free Will and Reasonable Doubt” discusses the implications of contemporary free will theory for the theory of punishment, with a special focus on the retributive justification of punishment. To retributively justify harming someone is to claim that that person deserves to be harmed because of how he has acted. Someone can only deserve to be harmed because of how he has acted if he is morally responsible for acting that way. Further, someone can only be morally responsible for acting in some way if he had free will in acting that way.

Dr. Vilhauer argues that it is a requirement of justice to be skeptical about free will in a subset of the cases where free will is at issue, i.e. in those cases where the purpose of attributing free will to someone is to retributively justify doing serious harm to him. Free will skepticism is understood as the *epistemic* claim that our reasons for believing that human beings have free will are not strong enough to justify that belief. This is to be distinguished from a stronger claim by the name “free will skepticism”, i.e. the *metaphysical* claim that human beings do not have free will.

Though the argument made in “Free Will and Reasonable Doubt” is in a sense weaker (since it is epistemological rather than metaphysical) and narrower (since it applies only to a subset of the cases where free will is at issue) it should nonetheless be of interest. This is because, while other recent arguments depend on metaphysical intuitions which are quite controversial, the argument to be made here turns instead on an intuition about justice which should be less controversial. The argument is as follows:

When the purpose of attributing free will to someone is to retributively justify seriously harming him, it is a requirement of justice to hold that the reasons for believing that he had free will are not strong enough if it is possible to reasonably doubt that he had free will. Anyone who believes the free will debate to be philosophically valuable must acknowledge that it is possible to reasonably doubt that anyone ever has free will. Therefore, anyone who believes the free will debate to be philosophically valuable must acknowledge that when the purpose of attributing free will to someone is to retributively justify seriously harming him, it is a requirement of justice to hold that the reasons for believing that he had free will are not strong enough.