

About the Contributors

Leor Alcalay (Liberal Arts Faculty, Quincy College) serves as a tenured ESL Specialist and Liberal Arts instructor at Quincy College, Massachusetts. He has designed many curricula for college preparatory subjects and ESL, presented various teacher training workshops, and taught graduate courses at UMass Boston in “Bilingualism and Ethnicity.” His interests include dialogue, complexity, accelerated learning, multiple intelligence-based pedagogy, and use of films in instruction.

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Bart Bonikowski (Graduate Student, Sociology, Duke University) received his B.A.(H) from Queen’s University in Kingston, Ontario and is currently enrolled in the Ph.D. program at Duke University. Bonikowski is primarily interested in critical social theory and its attempts to explain the relationship between political and economic power and cultural practices. Much of his research over the past couple of years has focused on surveillance and privacy in Canadian and American societies and on the reproduction of power structures through educational narratives.

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Shkeya Brittle is an undergraduate student at UMass Boston.

Milton Butts Jr. (Assistant Professor, Sociology, UMass Boston) teaches and conducts research on juvenile delinquency, urban sociology, race & ethnic relations, criminology, and deviance. Butts’s current activities include follow-up with youth who were part of an ethnographic field study, to assess their life experiences since their incarceration at a state maximum security facility for juveniles. Also he has been investigating the relationships among youth services, the juvenile justice system, and the public education system in Boston.

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Jorge Capetillo-Ponce (Assistant Professor, Sociology, UMass Boston) specializes in social theory, race and ethnic relations, media studies, Latino studies, U.S.-Latin America relations, and U.S. media coverage of Islamic societies. Capetillo’s current research is focused on majority-minority identity politics in Massachusetts, U.S. mainstream media representations of Latinos and influences on U.S.-Mexico relations, media and violence, and the influence of Georg Simmel on Octavio Paz’s *The Labyrinth of Solitude*. His recent publications include *Images of Mexico in the U.S. News Media* (editor, 2000), and “The Vote on Bilingual Education and Latino identity Politics in Massachusetts” (2003).

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Estelle Disch (Professor, Sociology, UMass Boston) is a certified Clinical Sociologist, Disch serves as coordinator of the first year seminar program at UMass Boston. Her recent research has focused on sexual abuse by professionals, and is the editor of *Reconstructing Gender* (McGraw Hill). Disch leads faculty development workshops on General Education teaching and other pedagogical issues and has provided consultations to many campuses on diversity and campus climate issues.

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Glenn Jacobs (Associate Professor, Sociology, UMass Boston) is currently conducting research on the social contexts of the Afro-Cuban religion, santería, in Cuba and the United States. Jacobs has completed a volume (for the University of Massachusetts Press) on Charles Horton Cooley as a belletrist, i.e., a sociologist whose inspiration came from literature. Other recent writing has been on Latino students and retention.

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Kelli Lynn Joseph (Graduate Student, Sociology, University of Virginia) is recipient of FLAS (Foreign Language Areas Studies) Fellowship, U.S. Department of Education, 2002-2004, and trained in American Institute of

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Paul Kane is an undergraduate student at UMass Boston.

Esther Kingston-Mann (Professor, History/American Studies, UMass Boston) is Ford Service Professor of History/American Studies at University of Massachusetts Boston. Her publications include: *In Search of the True West: Culture, Economics and Problems of Russian Development* (Princeton, 1999), *Peasant Economy, Culture and Politics of European Russia*, edited with Tim Mixter (Princeton, 1991), "Deconstructing the Romance of the Bourgeoisie: A Russian Marxist Path Not Taken," *Review of International Political Economy*, (Spring, 2003), and *Achieving Against the Odds: How Academics Become Teachers of Diverse Students*, edited with Tim Sieber (Temple, 2002).

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Emily Margulies (B.A., Sociology, SUNY-Oneonta) graduated in May 2004 from SUNY-Oneonta, majoring in sociology with a minor in Criminal Justice. Her immediate plans include pursuing an M.A. degree in public policy. Margulies has published "Why I Smoke: Sociology of A Deadly Habit" (2003) and "From Anti-Man to Anti-Patriarchy" (2002) in *Human Architecture: Journal of the Sociology of Self-Knowledge*.

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Jonathan Martin (Assistant Professor, Sociology, Framingham State College) teaches social theory, political sociology, and social class at FSC. Martin's dissertation on contemporary "middle class" Americans' economic populist attitudes is currently under review at Temple University Press. His recent research and conference presentations have focused on the class consciousness of working class college students and working class participation in the movement against the Iraq War.

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Haley Salinas (Undergraduate Senior, Sociology, UMass Boston) is a senior in the undergraduate program in Sociology at UMass Boston. Last fall, Ms. Salinas won a UMass grant to conduct a study on early feminist theory. She is presently engaged in research for this study that focuses on Harriet Martineau, Beatrice Webb, and Charlotte Gilman.

Khaldoun Samman (Assistant Professor, Sociology, Macalester College) teaches a variety of sociology courses, including "Islam and the West," and is working on a book manuscript, *Cities of God & Nationalism: Mecca, Jerusalem, and Vatican City As Contested Global Sacred Cities*. Present research interests include comparative analyses of Occidental nationalistisms in Israel and Turkey in contrast to Orientalizing nationalistisms in Jordan and Iran.

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Tim Sieber (Professor/Chair, Anthropology, UMass Boston) teaches and conducts research on Urban Anthropology, Social Class and Ethnicity, Cultural Issues in Urban Development, and Schooling. Committed to teaching, learning, and the transformation of the higher education curriculum, Sieber received the 2003 Chancellor's Distinguished Service Award at UMass Boston. He has been serving on the board of the Center for Improvement of Teaching at UMass Boston, and recently co-edited (with Esther Kingston-Mann) the 2001 *Achieving Against the Odds: how Academics Become Teachers of Diverse Students*, a collection of essays by UMass Boston faculty on the craft of teaching.

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Rajini Srikanth (Associate Professor of English, and Director of the University Honors Program, UMass Boston) is the author of the forthcoming book *The World Next Door: South Asian American Literature and the Idea of America* (2004) and coeditor of *Contours of the Heart: South Asians Map North America* (1996); *A Part, Yet Apart: South Asians in Asian America* (1998); *Encounters: People of Asian Descent in the Americas* (1999); *Bold Words: A Century of Asian American Writing* (2001); *White Women in Racialized Spaces: Imaginative Transformation and Ethical Action*. Her interests include American Literature (including Asian American literature and literature of the American South), diaspora studies, comparative race and ethnic studies, the pedagogy of literature, and interdisciplinary approaches to literature.

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Samuel Zalanga (Associate Professor, Sociology, Bethel University) was trained in Nigeria and the U.S., and recipient of MacArthur Scholar's Fellowship at the University of Minnesota, and has done sociological field work in Malaysia and Nigeria. Broad areas of research interest include Development Studies and Social Change, and Sociology of Religion. Recent publications include "Indigenous Capitalists: The Development of Indigenous Investment Companies in Relation to Class, Ethnicity, and the State in Malaysia and Fiji" (with Erik Larson, 2004).

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