

Beeman, Angie K.

1. EDUCATION:

<u>Degree</u>	<u>Institution</u>	<u>Field</u>	<u>Dates</u>
Ph D	University of Connecticut	Sociology	2010
MA	Indiana University of Pennsylvania	Sociology	2001
BA	Indiana University of Pennsylvania	Sociology	1999

2. FULL-TIME ACADEMIC EXPERIENCE:

<u>Institution</u>	<u>Rank</u>	<u>Field</u>	<u>Dates</u>
Baruch College	Assistant Professor	Sociology	August 27, 2012 - Present
Borough of Manhattan Community College	Assistant Professor	Sociology	2010 - August 26, 2012
Borough of Manhattan Community College	Instructor	Sociology	February 1, 2010 - August 2010
University of Connecticut	Research Assistant	Sociology	May 2005 - August 2009
University of Connecticut, Women's Studies Program	Graduate Student Instructor	Women's Studies	2004 - August 2009
University of Connecticut, Dept. of Sociology	Graduate Student Instructor	Sociology	January 2002 - July 2008
Gender & Society	Research Assistant	Sociology and Women's Studies	May 2006 - August 2006
University of Connecticut,	Research Assistant	Sociology, Judaic Studies	May 2005 - November 2005
University of Connecticut	Teaching Assistant	Sociology	August 2001 - December 2001
Mid-Atlantic Addictions Training Institute	Research Assistant	Sociology	August 1999 - August 2001

3. PART-TIME ACADEMIC EXPERIENCE:

<u>Institution</u>	<u>Rank</u>	<u>Field</u>	<u>Dates</u>
College of Staten Island	Instructor	Sociology	October 2009 - December 2009

4. NON ACADEMIC EXPERIENCE:

<u>Place of Employment</u>	<u>Title</u>	<u>Dates</u>
American Red Cross	Intern	May 1999 - August 1999

5. EMPLOYMENT RECORD AT BARUCH:

Rank

Assistant Professor

Dates

August 27, 2012 - Present

6. PUBLICATIONS IN FIELD OF EXPERTISE:

A. Books:

B. Papers in Professional Journals:

(1) Articles:

Beeman, A. (2015). Walk the Walk but Don't Talk the Talk: The Strategic Use of Color-Blind Ideology in an Interracial Social Movement Organization. *To appear in Sociological Forum*, 30(1). onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291573-7861

Beeman, A. (in press). Teaching to Convince, Teaching to Empower: Reflections on Student Resistance and Self-Defeat at Predominantly White vs. Racially Diverse Campuses. *To appear in Understanding & Dismantling Privilege*. <http://www.wpcjournal.com/about>

Beeman, A. (2012). Post-Civil Rights Racism and OWS: Dealing With Color-Blind Ideology. *Socialism & Democracy, Taylor & Francis*, 26(2), 51-54.

Beeman, A. (2011). Functional Theories of Stratification and the End of the World: An Activity in Reading, Understanding, and Evaluating Social Theory in Introductory Courses. *BMCC Inquirer*, 18, 3-10.

Casey, C., Glasberg, D., Beeman, A. (2011). Racial Disparities in Access to Mortgage Credit: Does Governance Matter? *Social Science Quarterly, Wiley-Blackwell*, 92(3), 782-806.

Beeman, A., Glasberg, D., Casey, C. (2011). Whiteness As Property: Predatory Lending and the Reproduction of Racialized Inequality. *Critical Sociology, Sage Pub*, 37(3), 1-23.

Beeman, A. (2007). Emotional Segregation: A Content Analysis of Institutional Racism in US Films, 1980-2001. *Ethnic and Racial Studies, Taylor & Francis*, 30(5), 687-712. *Lead article.

Gondolf, E. W., Beeman, A. (2003). Women's Accounts of Domestic Violence Versus Tactics-Based Outcome Categories. *Violence Against Women, Sage Pub*, 9(3), 278-301.

(2) Proceedings:

C. Chapters in Books:

Silfen Glasberg, D., Beeman, A., Casey, C. (2014). Predatory Lending and the Twenty-First Century Recession: Preying on the American Dream and Reasserting Racialized Inequality.

In Deric Shannon (Ed.), *The End of the World as We Know It? Crisis, Resistance, and the Age of Austerity* (pp. 55-69). Oakland, CA: AK Press.

Beeman, A., Narayan, A. (2011). If You're White, You're All Right: The Reproduction of Racial Hierarchies in U.S. and Indian Film. In Rodney Coates (Ed.), *Covert Racism* (pp. 155-173). Netherlands: Brill Press. *Reprinted September 2012, Haymarket Books.

Glasberg, D., Beeman, A., Casey, C. (2011). Preying on the American Dream: Predatory Lending, Institutionalized Racism, and Resistance to Economic Injustice. In William T. Armaline, Davita Silfen Glasberg, and Bandana Purkayastha (Ed.), *Human Rights in Our Own Backyard: Injustice and Resistance in the United States* (pp. 34-45). Philadelphia, PA: University of Pennsylvania Press. *Winner of the American Sociological Association's Human Rights Section 2013 Hirabayashi Book Award.

Beeman, A. (2006). Women's Movement of the United States. In James V. DeFronzo (Ed.), *Revolutionary Movements in World History: From 1750 to the Present* (pp. 940-954). Santa Barbara, CA: ABC-CLIO.

D. Government Reports or Monographs:

E. Book Reviews:

7. OTHER PUBLICATIONS:

8. PRESENTED PAPERS, LECTURES, AND EXHIBITIONS AND PERFORMANCES:

Beeman, A. (Panelist), Annual Meeting of the Society for the Study of Social Problems, Society for the Study of Social Problems, New York, "The Cumulative Effects of Teaching and Surviving Racism for Faculty of Color and Teaching to Empower Students of Color", National, No, Accepted. (August 9, 2013).

Beeman, A. (Panelist), Bernard L. Schwartz Communication Institute Faculty Development Roundtables, Bernard L. Schwartz Communication Institute, Baruch College, "Teaching Difficult Topics: Racism", Local, No, Invited. (May 2, 2013).

Beeman, A. (Presenter & Author), School of Public Affairs Faculty Seminar, School of Public Affairs, Baruch College, "Walk the Walk but Don't Talk the Talk: The Strategic and Paradoxical Use of Color-Blind Ideology in a Grassroots Interracial Social Movement Organization", National, No, Invited. (May 1, 2013).

Beeman, A. (Presenter & Author), Occupy Social Science, Department of Social Science, Borough of Manhattan Community College, "Color-Blind Ideology and OWS: Walking the Walk and Talking the Talk on Racism", Local, No, published elsewhere, Accepted. (November 11, 2012).

- Beeman, A. (Presenter & Author), Kim, R. (Presenter & Author), Annual Meeting of the Eastern Sociological Society, Easter Sociological Society, New York, "Reflections on the Experiences of Teaching Race and Racism to Community College Students", National, No, Accepted. (February 24, 2012).
- Beeman, A. (Presenter & Author), Annual Meeting of the Eastern Sociological Society, Easter Sociological Society, Philadelphia, PA, "Getting Students to Read, Understand, and Evaluate Social Theory in Introductory Courses", National, No, Accepted. (February 25, 2011).
- Beeman, A. (Panelist), Annual Meeting of the Eastern Sociological Society, Easter Sociological Society, Philadelphia, PA, "Corporatizing Higher Education", National, No, Invited. (February 24, 2011).
- Beeman, A. (Presenter & Author), Casey, C. (Presenter & Author), Human Rights in the USA, University of Connecticut, Storrs, CT, "Keeping Hearth and Home: Economic Justice and Resistance to Predatory Lending and Housing Foreclosure", National, No, Accepted. (October 24, 2009).
- Beeman, A. (Coordinator/Organizer), Delgado, H. (Coordinator/Organizer), Annual Meeting of the American Sociological Association, American Sociological Association, San Francisco, CA, "The Workers United?: Bridging Ethnic, Gender, and Racial Divides in the Labor Movement", National, No, Accepted. (August 8, 2009).
- Beeman, A. (Presenter & Author), Annual Meeting of the Association of Black Sociologists, Association of Black Sociologists, Boston, MA, "Post-Civil Rights Racism and Labor Organizing in the Twenty-First Century", National, No, Accepted. (August 2, 2008).
- Beeman, A. (Presenter & Author), Annual Meeting of the Society for the Study of Social Problems, Society for the Study of Social Problems, Boston, MA, "Grassroots Organizing and Post-Civil Rights Racism: The Dilemma of Negotiating Interracial Solidarity in a Color-Blind Society", National, No, Accepted. (August 2, 2008).
- Beeman, A. (Presenter & Author), Annual Meeting of Sociologists for Women in Society, Sociologists for Women in Society, Boston, MA, "Racialized and Gendered Talk in Grassroots Movement Organizations", National, No, Accepted. (July 31, 2008).
- Beeman, A. (Panelist), The Politics of Reproduction, Department of Women's Studies, University of Connecticut, "The Politics of Reproduction", Local, No, Invited. (2007).
- Beeman, A. (Panelist), Valuing and Reclaiming Motherhood, University of Connecticut, Women's Center, Storrs, CT, "Valuing and Reclaiming Motherhood", Local, No, Invited. (2007).
- Beeman, A. (Panelist), Representations of Motherhood, University of Connecticut, Women's Studies Program, Storrs, CT, "Representations of Motherhood", Local, No, Invited. (2006).

- Beeman, A. (Panelist), Social Justice Pedagogy, University of Connecticut, Women's Studies Program, Storrs, CT, "Social Justice Pedagogy", Local, No, Invited. (2006).
- Beeman, A. (Panelist), Annual Meeting of the Eastern Sociological Society, Eastern Sociological Society, Committee on the Status of Women, Boston, MA, "Career Trajectories of Women in Sociology", National, No, Accepted. (February 2006).
- Beeman, A. (Panelist), Annual Meeting of the American Sociological Association, American Sociological Association, Philadelphia, PA, "Minorities in Higher Education", National, No, Invited. (August 13, 2005).
- Beeman, A. (Discussant), Annual Meeting of the Pacific Sociological Association, Pacific Sociological Association, San Francisco, CA, "Sex, Youth and Well-Being", National, No, Accepted. (March 2004).
- Beeman, A. (Presenter & Author), Volscho, T. W. (Presenter & Author), Annual Meeting of the Pacific Sociological Association, Pacific Sociological Association, San Francisco, CA, "Transparency and Ableism on the College Campus: Institutional Barriers to Accessibility", National, No, Accepted. (March 2004).
- Beeman, A. (Presenter & Author), Annual Meeting of the American Sociological Association, American Sociological Association, Chicago, IL, "Sexual Racism: An Analysis of Institutional Racism and Emotional Segregation in U.S. Movies", National, No, Accepted. (August 16, 2002).
- Beeman, A. (Presenter & Author), Annual Meeting of the Pacific Sociological Association, Pacific Sociological Association, Vancouver, British Columbia, "Sexual Racism: An Exploratory Study of Emotional Segregation in U.S. Films", National, No, Accepted. (March 2002).
- Beeman, A. (Presenter & Author), State System of Higher Education Anthropological Conference, State System of Higher Education, Pennsylvania, Bloomsburg, PA, "Strangers in this Land: the Adjustment Process of European and Non-European Immigrants", State, No, Accepted. (1997).

9. WORK IN PROGRESS:

- A. Papers submitted to journals for consideration.
- B. Other completed papers.
- C. Research in progress.

Beeman, Angie, "Racialized Identity Contests", Writing Results, Scholarly.

This research addresses the racialized nature of "identity contests." Identity contests occur when a social movement organization and its opponent publicly shape each others' identities.

Beeman, Angie, "Public Memory of Slavery in New England: The Preservation, Presentation, and Consumption of the Isaac Royall House Plantation", On-Going, Scholarly.

This study examines archival data from the Isaac Royall House in Massachusetts. I investigate the ways in which the House has been publicly presented and experienced in a way that downplays slavery in New England.

Beeman, Angie, "Using Problem Solving Activities to Get Students to Read, Understand, and Evaluate Social Theory in an Introduction to Sociology Course", Writing Results, Scholarly.

This research addresses the use of a real-world activity in the classroom to get students to understand and evaluate sociological theory.

10. PROFESSIONAL HONORS, PRIZES, FELLOWSHIPS:

Weissman Collaborative Grant, Weissman School of Arts and Sciences, Service, Community, University. (November 18, 2013).

Awarded \$5,000 to fund a speaker series on racism, which included Barbara J. Fields, Ph.D. (Columbia University) and Eduardo-Bonilla-Silva, Ph.D. (Duke University). The talks were followed by workshops with faculty to discuss issues in researching and teaching race and racism. The series took place from March-April 2014.

Whiting Fellowship, Mrs. Giles Whiting Foundation, Teaching, National. (April 18, 2013).

Awarded to those who show exemplary teaching skills. The fellowship provides for a one semester sabbatical and accompanying research grant.

Faculty Fellowship Publication Program, Office of the Dean for Recruitment and Diversity, Scholarship/Research, University. (November 28, 2012).

Awards faculty course release time to work in writing groups to complete research for publication.

Excellence in Teaching Award, Univ of Connecticut, Women's Studies Program, Teaching, Department. (May 2009).

Award recognizing excellence in teaching, creative pedagogy, mentoring students, and engaging students in active learning.

Sociologists for Women in Society Sister-to-Sister Meeting Registration, Sociologists for Women in Society, Scholarship/Research, National. (August 2008).

\$300 scholarship to present research at national conference.

The Honor Society of Phi Kappa Phi, Phi Kappa Phi, Leadership, National. (April 2008).

Department of Sociology Summer Fellowship, University of Connecticut, Dept of Sociology, Scholarship/Research, Department. (August 2006).

Fellowship to fund summer research projects. \$456.

Outstanding Graduate Student Teacher Award, University of Connecticut, Dept of Sociology, Teaching, Department. (May 2006).

American Sociological Association Race Gender and Class Graduate Student Paper Award, American Sociological Association, Scholarship/Research, National. (August 2005).

Award recognizing excellence in scholarship with regard to the intersections of race, class, and gender. Paper Title: "Emotional Segregation: An Analysis of Institutional Racism in U.S. Films"

Department of Sociology Summer Fellowship, Univ of Connecticut, Dept of Sociology, Scholarship/Research, Department. (August 2005).
Fellowship to fund summer research projects. \$500.

Outstanding Graduate Student Award, University of Connecticut, Dept of Sociology, Scholarship/Research, Department. (May 2004).
Recognizing outstanding scholarship.

Outstanding Graduate Student Award, Indiana Univ of Pennsylvania, Dept of Sociology, Scholarship/Research, Department. (May 2001).
Recognizing outstanding scholarship

Alpha Kappa Delta Outstanding Senior Award, Indiana Univ of Pennsylvania, Scholarship/Research, Department. (1999).

Pi Gamma Mu, Indiana Univ of Pennsylvania, Leadership, University. (1999).
Awarded for excellence in and academic commitment to the social sciences. Served on Publication Committee.

Alpha Kappa Delta National Sociology Honor Society, Indiana Univ of Pennsylvania, Dept of Sociology, Leadership, National. (May 1999).
First President of Theta Chapter. Led petition for Theta Chapter recognition. Led induction of new AKD students.

Indiana University of Pennsylvania Provost Scholar, Indiana Univ of Pennsylvania, Scholarship/Research, University. (May 1999).

American Sociological Association Honors Program, American Sociological Association, Scholarship/Research, National. (August 1998).
Selected from a national pool of candidates to participate in a special honors program with the ASA.

Mollie E. Bolling Scholarship, Indiana Univ. of Pennsylvania, Dept of Sociology, Scholarship/Research, Department. (May 1998).
Honoring outstanding academic achievement. \$500

Mortar Board National Honor Society, Mortar Board Honor Society, Leadership, National. (May 1998).

Honoring academic achievement, leadership, and community service. Served as Membership Chair in 1999.

Indiana University of Pennsylvania Community Services Outstanding Volunteer Award, Indiana Univ of Pennsylvania, Service, Community, University. (April 1998).

Honoring outstanding service to the community.

Indiana University of Pennsylvania Women's Leadership Award, Indiana Univ of Pennsylvania, Leadership, University. (April 1998).

Honoring a commitment to leadership and mentoring, academic achievement, and community service.

Who's Who Among Students in American Colleges and Universities, Indiana Univ of Pennsylvania, Leadership, National. (April 1998).

Honoring outstanding academic achievement, leadership, and community service

Board of Governors Scholarship, Indiana Univ of Pennsylvania, Scholarship/Research, State. (August 1995).

\$5000 per yer from 1995-1999.

11. GRANTS-IN-AID:

Beeman, A. (Principal), Guest, K., Miles, T. (Co-Principal), Grant, "Weissman Collaborative Grant", Weissman School of Arts and Sciences, Baruch College - CUNY, \$5,000.00, Funded. (start: November 18, 2013, end: June 30, 2014).

Beeman, A. (Principal), Sponsored Research, "Whiting Fellowship", Mrs. Giles Whiting Foundation, Private, Funded. (start: August 2013, end: December 2013).

Beeman, A. (Principal), Sponsored Research, "Faculty Fellowship Publication Program", Office of the Dean for Recruitment and Diversity, Local, Funded. (start: February 2013, end: May 2013).

Beeman, A. (Principal), Sponsored Research, "Society for the Study of Social Problems Dissertation", Society for the Study of Social Problems, Other, \$12,000.00, Funded. (start: February 2007, end: February 2008).

Beeman, A. (Principal), Sponsored Research, "University of Connecticut Doctoral Dissertation Fellowship", Univ of Connecticut, State, \$2,000.00, Funded. (start: August 2005, end: December 2005).

Beeman, A. (Principal), Sponsored Research, "University of Connecticut Predoctoral Fellowship", Univ of Connecticut, State, \$1,500.00. (start: January 2005, end: May 2005).

Beeman, A. (Principal), Sponsored Research, "Department of Sociology Outstanding Graduate Student Fellowship", Univ of Connecticut, State, \$10,000.00. (start: August 2004, end: May 2005).

Beeman, A. (Principal), Sponsored Research, "University of Connecticut Predoctoral Fellowship", Univ of Connecticut, State, \$1,500.00. (start: August 2004, end: December 2004).

Beeman, A. (Principal), Sponsored Research, "University of Connecticut Predoctoral Fellowship", Univ of Connecticut, State, \$1,000.00. (start: January 2004, end: May 2004).

Beeman, A. (Principal), Sponsored Research, "University of Connecticut Predoctoral Fellowship", Univ of Connecticut, State, \$1,000.00. (start: August 2003, end: December 2003).

Beeman, A. (Principal), Sponsored Research, "University of Connecticut Predoctoral Fellowship", Univ of Connecticut, State, \$800.00. (start: January 2003, end: May 2003).

Beeman, A. (Principal), Sponsored Research, "University of Connecticut Predoctoral Fellowship", Univ of Connecticut, State, \$800.00. (start: August 2002, end: December 2002).

12. INSTITUTIONAL SERVICE:

A. Service to the Department

Executive Committee, Committee Member, Yes, elected, Pro Bono. (May 2014 - Present).

Race and Ethnic Inequality in "Post Racial" America Arts and Sciences Faculty Research Seminar 2012-2013, Attendee, Meeting, approximately 3 hours spent for the year, No, neither, Pro Bono. (May 8, 2013).

I attended a seminar with a well known scholar, Dr. Eduardo Bonilla-Silva. His talk was entitled, "Getting out of the Rabbit Hole: Colorblindness and Post-Racialism in Obamerica." I attended the reception following the talk to speak with Prof. Bonilla-Silva about the roundtable on teaching racism at Baruch.

School of Public Affairs, Attendee, Meeting, approximately 4 hours spent for the year, No, neither, Pro Bono. (February 6, 2013 - May 1, 2013).

Attended two faculty seminars organized by the School of Public Affairs. The presentations I attended were entitled, "Time to Move Beyond "Civility"? What the President, the Media, and the Rest of us Should Do with a Second Term" and "If Housing Subsidies were Entitlements: Lessons for the U.S. from the United Kingdom."

Baruch History Department, Attendee, Meeting, approximately 2 hours spent for the year, No, neither. (April 15, 2013).

Attended a talk organized by the History Dept. entitled, "Framed, Captured, and Gagged." Panelists discussed Black Liberation Movements and efforts to hinder them during the 1960s.

Majors Fair, Representative for department, approximately 2 hours spent for the year, No, neither, Pro Bono. (March 14, 2013).

I represented the Department of Sociology and Anthropology at the Majors Fair. I spoke with students about the major and minor. I also discussed their career interests and how a major or minor in sociology/anthropology might be useful to them.

Committee Member, approximately 10 hours spent for the year, No, neither, Pro Bono. (2010 - 2012).

I met with sociology faculty at BMCC to develop a sociology major. I assisted in writing several drafts of our letter of intent and contacted chairs of departments at the four year colleges to develop articulation letters.

Faculty Advisor, approximately 8 hours spent for the year, Yes, appointed, Pro Bono. (January 20, 2012).

I advised students during BMCC's winter advising session.

Faculty Advisor, approximately 4 hours spent for the year, Yes, appointed, Pro Bono. (January 2011).

I advised students during BMCC's winter advising session.

Faculty Salon, Attendee, Meeting, approximately 2 hours spent for the year, No, neither, Pro Bono. (2010).

Attended faculty brown bag series organized by the Department of Social Science at BMCC. Provided feedback on faculty research presented.

Women's Studies Program, Attendee, Meeting, approximately 4 hours spent for the year, No, neither, Pro Bono. (2005 - 2006).

Participated in two separate workshops on teaching.

Attendee, Meeting, approximately 3 hours spent for the year, No, neither, Pro Bono. (2005).

I participated in the Women's Studies Luncheons on Pedagogy to discuss teaching strategies.

Executive Committee, Committee Member, approximately 10 hours spent for the year, Yes, elected, Pro Bono. (2004 - 2005).

As graduate student representative for the executive committee, I met regularly with faculty and students to discuss graduate student concerns.

Orientation Committee, Committee Chair, approximately 5 hours spent for the year, Yes, elected, Pro Bono. (2003 - 2004).

I organized the orientation for incoming graduate students.

Undergraduate Programming Committee, Committee Member, approximately 5 hours spent for the year, Yes, elected, Pro Bono. (2003 - 2004).

I was the graduate student representative for this committee. I met regularly with faculty to discuss issues with various courses and course offerings. We specifically discussed the kinds of courses that would count as "d" or diversity courses. We also discussed the training of graduate student teachers.

Affirmative Action Committee, Committee Chair, approximately 10 hours spent for the year, Yes, elected, Pro Bono, We made significant changes to the building to increase accessibility. We improved the ramp by the side of the building and replaced the outdated doors. We also had push buttons installed so that doors would open automatically. (2001 - 2004).

I met with graduate students and faculty to discuss diversity and representation in the department. I focused on making our department building more accessible.

B. Service to the School

Weissman School of Arts and Sciences Undergraduate Curriculum Committee, Committee Member, approximately 12 hours spent for the year, No, neither, Pro Bono. (September 2012 - Present).

I meet once a month with the curriculum committee to discuss the syllabi of proposed courses.

Addison Gayle Memorial Lecture Series, Attendee, Meeting, approximately 2 hours spent for the year, No, neither, Pro Bono. (May 15, 2013).

Attended a lecture entitled, "The Poetics of Lynching and the Flight from Racism: Dante, Allen Tate, and other Freedom Readers." The lecture was delivered by Dr. Dennis Looney, Jr.

Faculty Development Subgroup, Committee Member, approximately 3 hours spent for the year, No, neither, Pro Bono. (February 19, 2013).

I met with the Faculty Development Subgroup to discuss the Five Year Strategic Plan for the Weissman School. Prior to the meeting, I submitted ideas for various topics, including online education, improving the research infrastructure, team teaching, workload issues, and diversity of faculty. I shared reports I had previously written on online education and its challenges.

Curriculum Committee, Committee Member, approximately 12 hours spent for the year, No, neither, Pro Bono. (February 2012 - May 2012).

I met once a month with the committee to discuss proposed courses. I submitted comments on syllabi to the committee.

C. Service to the College

Diversity Lunchtime Seminar, Attendee, Meeting, approximately 2 hours spent for the year. (April 28, 2014).

The workshop was led by Dr. Erica Gabrielle Foldy and Dr. Tamara R. Buckley, Authors of *The Color Bind: Talking (And Not Talking) About Race at Work*.

Women of Color Network, Attendee, Meeting, approximately 2 hours spent for the year, No, neither, Pro Bono. (March 13, 2013).

Attended the Women of Color Network celebration of Women's History Month, "Our Journey to Resilience, Power, and Leadership."

Assessment Committee, Committee Member, approximately 5 hours spent for the year, No, neither, Pro Bono. (2011 - 2012).

I met with faculty at BMCC and the Dean for Academic Programs and Instruction to discuss the methods of assessment faculty were using and how to measure the success of these strategies.

Organizational Trends Committee: Five Year Strategic Plan, Committee Member, approximately 15 hours spent for the year, No, neither, Pro Bono. (2011 - 2012).

I met with the committee once a month to discuss faculty development, online education, changes in student population, and other organizational trends topics. I developed a report detailing the challenges of online education and provided information on faculty satisfaction.

Writing Across the Curriculum, Committee Member, No, neither, Compensated. (2011).

I participated in training sessions throughout the semester and became certified to teach writing intensive courses. I developed a portfolio with assignments and assessments. I worked with writing fellows, when developing my course.

Center for Undergraduate Education, Attendee, Meeting, approximately 18 hours spent for the year, No, neither, Compensated. (February 2011 - May 2011).

I developed and taught a paired course with an English professor and met regularly with other faculty teaching paired courses. We submitted a report on paired assignments, assessments in the course, and student outcomes. We also met regularly with the Associate Dean of Academic Affairs.

E-Learning Center, Attendee, Meeting, approximately 40 hours spent for the year, No, neither, Compensated. (September 2010 - March 2011).

I participated in e-learning training workshops over the course of the year and received certification to teach hybrid courses. I developed my hybrid course as part of the training and taught it the following spring semester.

D. Service to the Graduate Center

E. Service to the University

Speaker Series on Racism, Program Organizer, (March 2014 - April 2014).

Organized a speaker series followed by workshops on researching and teaching racism. This series was open to CUNY faculty and students.

University of Connecticut Women's Center, Committee Member, approximately 10 hours spent for the year, No, neither, Pro Bono. (2009).

We organized events to increase opportunities for faculty to meet one another. We awarded two faculty members every year, who exhibited a commitment to outstanding research, teaching, and service. Awards were presented at a luncheon, which included a speech by an invited scholar.

University of Connecticut Women's Center Advisory Board, Committee Member, No, neither, Pro Bono. (2005 - 2009).

I met once a month with the advisory board and served on a special taskforce to improve the women's center's commitment to anti-racism. I also met with external reviewers to discuss challenges and needs of the Center.

University of Connecticut Women's Center, Chairperson, approximately 10 hours spent for the year, No, neither, Pro Bono. (2007 - 2008).

I chaired the Woman of Color Events Planning Committee. We raised funds for a special awards ceremony and luncheon. We reviewed dozens of applications and awarded two faculty who exhibited a strong commitment to outstanding research, teaching, and service. We also raised funds for a keynote speaker, who was invited to the luncheon.

Lakota Harden Workshop, Attendee, Meeting, approximately 5 hours spent for the year, No, neither, Pro Bono. (2006).

Participated in a day long workshop on anti-racism.

University of Connecticut Women's Center Recruitment/Retention Committee, Committee Member, No, neither, Pro Bono, We completed the faculty satisfaction survey for women and faculty of color and analyzed the results. (2005 - 2006).

I worked with the committee in analyzing data from the faculty satisfaction survey. We identified key concerns for women faculty and faculty of color.

Lakota Harden Workshop, Attendee, Meeting, approximately 5 hours spent for the year, No, neither, Pro Bono. (2005).

Attended a day long workshop on Anti-Racism.

13. OFFICES HELD IN PROFESSIONAL SOCIETIES:

Society for the Study of Social Problems, SSSP, Local Arrangements Chair, National. (November 2012 - Present).

Eastern Sociological Society, ESS, Regional. (2006 - 2012).

ESS is a non-profit organization dedicated to promoting excellence in sociological scholarship and instruction.

Association of Black Sociologists, ABS, International. (August 2008 - 2009).

ABS is committed to building a tradition of scholarship and service informed by the interests of historically disenfranchised groups in general and Black/African American people in particular.

Sociologists for Women in Society, SWS, International. (2006 - 2009).

SWS is a non-profit scientific and educational organization of sociologists and others dedicated to: maximizing the effectiveness of and professional opportunities for women in sociology exploring the contributions which sociology can, does and should make to the investigation of and humanization of current gender arrangements improving women's lives and creating feminist social change.

American Sociological Association, ASA, Racial/Ethnic Minority Scholarship Committee, International. (August 1999 - 2009).

ASA is a non-profit membership association dedicated to advancing sociology as a scientific discipline and profession serving the public good. ASA encompasses sociologists who are faculty members at colleges and universities, researchers, practitioners, and students.

Pacific Sociological Association, PSA. (2001 - 2004).

The PSA advances scholarly research on all social processes and areas of social life, to promote high quality teaching of sociological knowledge, and to mentor the next generation of sociologists. Consistent with principles of scientific investigation, the PSA endorses engagement of sociologists in areas of social justice and social responsibility.

14. OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE:

Social Problems, Reviewer, Journal Article, Oakland, CA, USA, approximately 5 hours spent for the year, Yes, appointed, Pro Bono, International. (February 17, 2014 - Present).
Review articles for the journal

Critical Sociology, Editor, Associate Editor, approximately 20 hours spent for the year, Yes, appointed, Pro Bono, International, Received greater funding. Moved from 6 to 8 issues a year. (November 2013 - Present).
Pre-review and review articles for the journal. Make publication decisions. Meet with editorial board to discuss issues pertaining to future of the journal.

Journal of Social Justice, Editorial Review Board Member, approximately 10 hours spent for the year, Yes, appointed, Pro Bono, International. (August 2013 - Present).
I review articles, submitting feedback to the editors and author(s).

Ethnic and Racial Studies, Reviewer, Journal Article, Pro Bono, International. (2011 - Present).
Manuscript reviewer.

The Sociological Quarterly, Reviewer, Journal Article. (2010 - Present).
Manuscript Reviewer

Critical Sociology, Reviewer, Journal Article. (2009 - Present).
Manuscript Reviewer

Gender and Society, Reviewer, Journal Article. (2008 - Present).
Manuscript Reviewer

Pacific Sociological Association, Discussant, San Francisco, CA, USA, approximately 2 hours spent for the year, Yes, appointed, Pro Bono, International. (2004 - Present).
Served as Discussant for a regular paper session entitled, "Sex, Youth and Well-Being."

Society for the Study of Social Problems, Workshop Organizer, New York, New York, USA, No, neither, Pro Bono, International. (August 2013).
Organized and selected participants for a critical dialogues workshop.

Society for the Study of Social Problems, Committee Chair, Knoxville, TN, USA, approximately 20 hours spent for the year, Yes, appointed, Compensated, International, We developed a number of panels and paper sessions on timely topics, such as environmental justice and Hurricane Sandy, Obama and the politics of the post-racial society, and the occupy movement. We also organized a concert to raise awareness on violence against women. (November 2012 - August 2013).
Arranged a committee to assist the program committee in developing materials for the annual meeting of the organization. Selected a graduate student to assist in the work of the committee. Wrote a welcome to the city, which was published in the organization's conference program. Worked with local media to cover conference activities.

College Magazine, Interview, approximately 1 hours spent for the year, No, neither, Local. (September 10, 2011).
Interviewed for an article about college loan debt.

Society for the Study of Social Problems Racial/Ethnic Minority Graduate Scholarship Committee, Committee Member, Yes, appointed, Pro Bono. (2009 - 2010).
Reviewed dozens of applications for the Racial/Ethnic Minority Scholarship. Applications were rated by the committee and we selected one recipient.

The Huffington Post, Interviewed, approximately 1 hours spent for the year, No, neither, Pro Bono, International. (March 4, 2009).
Interviewed by Abby Ferber for an article about bi-racial identity and politics in the post-Obama era.

Connecticut Public Television, Attendee, Meeting, Hartford, CT, USA, approximately 3 hours spent for the year, No, neither, Pro Bono, State. (February 16, 2008).

I appeared on Connecticut Public Television's "Front and Center with Ray Hardman." The show concerned racism on the college campus.

Parent Coordinator, Committee Member, West Orange, New Jersey, approximately 10 hours spent for the year, Yes, elected, Pro Bono, Local. (October 9, 2013 - June 30, 2014).

I work with parents and teachers to prepare classroom activities and materials for elementary school children.

Gregory Public School, Guest Speaker, West Orange, New Jersey, USA, approximately 2 hours spent for the year, No, neither, Pro Bono, Local. (April 12, 2013).

I presented a lecture to three different classrooms for career day.

15. TEACHING ACTIVITIES AT BARUCH:

A. Courses Taught

SOC 3125, Race and Ethnic Relations, 3 credit hours, Upper Division, Undergraduate, Classroom, (Fall 2014).

SOC 3125, Race and Ethnic Relations, 22, 3 credit hours, Upper Division, Undergraduate, Classroom, new format for existing course, (Summer 2014).

IDC 3001, People of NYC, 21, 3 credit hours, Upper Division, Undergraduate, Classroom, new course preparation, (Spring 2014).

SOC 3125, Race and Ethnic Relations, 35, 3 credit hours, Upper Division, Undergraduate, Classroom, new format for existing course, (Spring 2014).

Enhancements to Student Learning: I taught this course as an honors seminar for one of the students. She completed a project, which involved participation in a domestic violence organization. She focused specifically on the needs and experiences of South Asian women.

SOC 1005 - 2364, Introduction to Sociology, 14, 3 credit hours, Undergraduate, Classroom, new format for existing course, (Spring 2013).

Pedagogical Innovations: I revised the "bomb shelter" activity on social stratification. During this activity, students must choose survivors based on occupation and other factors. They must then connect this activity to readings on the functionalist and conflict theory of stratification. I also developed a new lecture on McDonaldization of Society and an assignment, which required students to write about an example of this process in their own lives.

New Teaching Material: I revised grading rubrics for the Davis and Moore theory activity to better suit the needs of honors students. I included a new reading from C. Wright Mills' "The Power Elite." I then showed students clips from Jamie Johnson's documentary "Born Rich" and asked students to write on connections between the film and concepts discussed in the readings.

Enhancements to Student Learning: I conducted several real-world activities and students wrote papers connecting the activities to the readings and current events. In addition to the "bomb shelter" activity, students conducted the "life happens" activity, where they made budgets and assessed the usefulness of public assistance programs for their hypothetical situations. I also revised PowerPoints on gender socialization and an assignment, which required students to bring visual examples of the concept. I developed a lecture on Dubois' concept of "double consciousness," which students connected to a later discussion of "race" and racism. In addition, I created a new assignment on the sociological imagination. Students wrote a short paper reflecting on their early understanding of this concept and how they might apply it to their careers.

SOC 1005 - 2286, Introduction to Sociology, 26, 3 credit hours, Undergraduate, Classroom, (Fall 2012).

Pedagogical Innovations: I developed a lecture on the reporting of climate change and an analysis of class inequalities following Hurricane Sandy.

New Teaching Material: I included an animated video of a lecture by David Harvey, which discussed crises in capitalism and Harvey's ideas on how these crises are shifted around globally. I introduced new material into the gender socialization and media sections. Specifically, I shared with students the story of a recent female engineering graduate from Stanford, who is now developing a product called "Goldie Blox" for young girls interested in engineering. Students connected the marketing of this recent product with sociological concepts.

Enhancements to Student Learning: I used the documentary "Mickey Mouse Monopoly" to illustrate Gramsci's concept of hegemony. Students revisited this concept at the end of the semester.

SOC 1005 - 2287, Introduction to Sociology, 28, 3 credit hours, Undergraduate, Classroom, (Fall 2012).

New Teaching Material: I included film clips from "People Like Us" to illustrate Weber's concepts of class, status, and power. I included the film "Human Behavior Experiments," which covers the Milgram Experiments, the Prison Experiments, etc. and applies them to real world events as well as Abu Ghraib. Students analyzed the social factors that caused people to conform and applied these findings to organizational culture.

Enhancements to Student Learning: Students watched two film clips--one from Malcolm X called "You Can't Hate the Roots of a Tree" and from a lecture given by Tim Wise called "Race is Not a Card." Both clips spoke to internalized oppression. Students worked in groups to connect these clips to readings by bell hooks and Eugenia Kaw. I also showed another clip from Tim Wise, which students connected to a reading on steps to create social change.

SOC 3125 - 2288, Race and Ethnic Relations, 36, 3 credit hours, Undergraduate, Classroom, new course preparation, (Fall 2012).

New Teaching Material: I used a reading of civil rights activist, Yuri Kochiyama by actress Sandra Oh to discuss the history of Japanese internment camps in the U.S. as well as the

perception that Asian Americans do not engage in social activism. I incorporated two poetry slams to illustrate the concept of internalized racism, especially as it pertained to Asian American women. The slams also addressed empowerment within communities of color. I discussed the group "Yellow Rage" and the significance of this group's name as it pertained to stereotypes about Asian Americans. I included a recent documentary called "Slavery By Another Name," which complimented readings on slavery and reconstruction.

Enhancements to Student Learning: Students read a few graduate level books and articles on the history of racism. Students were placed in groups to address several different discussion questions and were asked to have group leaders make lists of key issues on the board. We then looked for similarities and differences across the lists and discussed them. In the middle and end of the semester, students were placed in groups to discuss the most important issues from the course and develop lists of unanswered questions for further discussion.

SOC 230 - 141, Ethnic Groups, Writing Intensive, 18, 3 credit hours, Undergraduate, Classroom, (Spring 2012).

New Teaching Material: I developed a lecture on the creation of the "race" concept with slides of black face minstrelsy from past to present. Students listened to an interview with historian David Roediger on the history of whiteness and how it relates to immigration today. I developed a writing assignment and grading rubric for a paper on the history of the "race" concept. Students developed the paper in three parts and met in groups to assist one another in developing drafts.

Enhancements to Student Learning: I developed a unit on education and social change. Students watched the documentary "Eyes on the Prize: Fighting Back" and met in groups to discuss its connection to the readings on educational inequality. We discussed methods and counter-methods used by social movements. I also used the documentary "Hip Hop: Beyond Beats and Rhymes" to compliment Kimberle Crenshaw's intersectional analysis of the case against 2 Life Crew.

SOC 100 - 121, Introduction to Sociology, 36, 3 credit hours, Undergraduate, Classroom, (Spring 2012).

SOC 100 - 122, Introduction to Sociology, 38, 3 credit hours, Undergraduate, Classroom, (Spring 2012).

SOC 100 - 985, Introduction to Sociology, 19, 3 credit hours, Undergraduate, Hybrid (Part Classroom/Part On-Line), new course preparation, new format for existing course, (Spring 2012).

Pedagogical Innovations: I developed several new Blackboard activities to supplement classroom lectures and discussions. I revised the "bomb shelter" activity on social stratification to better suit the needs of the hybrid course.

SOC 3125 - 141, Ethnic Groups, Writing Intensive, 23, 3 credit hours, Upper Division, Undergraduate, Classroom, new course preparation, (Spring 2011).

Enhancements to Student Learning: I developed a jigsaw activity, where students address different questions on two different articles. Each group focused on different parts of the articles and moved from group to group teaching what they learned and learning from others. The activity was followed up with a quiz.

SOC 100 - 121, Introduction to Sociology, 37, 3 credit hours, Undergraduate, Classroom, (Spring 2011).

SOC 100 - 122, Introduction to Sociology, Paired, 3 credit hours, Undergraduate, Classroom, new course preparation, new format for existing course, (Spring 2011).

Pedagogical Innovations: This was a paired course with an upper level English course, "The Short Story." We developed several paired assignments. One of them included a unit on the Shirtwaist Factory Fire. Students submitted their papers to the 2011 David A. Garfinkel CUNY-wide essay contest on the Triangle Shirtwaist fire. One of our students won an honorable mention.

Enhancements to Student Learning: As part of the Shirtwaist Factory Fire essay assignment, I developed a wiki page through blackboard for students to submit and share work. Students also attended talks on the fire and visited the site.

SOC 100 - 123, Introduction to Sociology, 36, 3 credit hours, Undergraduate, Classroom, (Fall 2010).

SOC 100 - 124, Introduction to Sociology, 36, 3 credit hours, Undergraduate, Classroom, (Fall 2010).

SOC 100 - 164, Introduction to Sociology, 41, 3 credit hours, Undergraduate, Classroom, (Fall 2010).

SOC 100 - 141, Introduction to Sociology, Writing Intensive, 25, 3 credit hours, Undergraduate, Classroom, new format for existing course, (Fall 2010).

Pedagogical Innovations: I developed an activity to help students understand and evaluate sociological theories. Students worked in groups to decide on seven people to survive in a bomb shelter based on limited information, including their age, gender, and occupation. Each group reported their findings, which were nearly identical. Students were then asked to evaluate whether the results supported or contradicted functionalist and conflict theories on stratification.

New Teaching Material: I developed a writing assignment and grading rubrics for the life happens activity, stratification activity, and "race" jigsaw activity.

Enhancements to Student Learning: In addition to the stratification activity, I implemented Tracey Ore's "Life Happens" activity. Students worked in groups to develop budgets for their hypothetical families. Students were given "life happens" cards periodically. They reported their results and discussed which families they thought were poor. This activity

was followed up with handouts on the poverty threshold and lecture on poverty, economic inequality, and welfare. Students wrote a paper on the assignment. In addition, I developed a jigsaw activity concerning how, when, and why "race" was created.

SOC 100 - 121, Introduction to Sociology, 41, 3 credit hours, Undergraduate, Classroom, new course preparation, (Spring 2010).

SOC 100 - 122, Introduction to Sociology, 39, 3 credit hours, Undergraduate, Classroom, new course preparation, (Spring 2010).

SOC 100 - 167, Introduction to Sociology, 40, 3 credit hours, Undergraduate, Classroom, new course preparation, (Spring 2010).

SOC 200 - 141, Social Problems, 36, 3 credit hours, Upper Division, Undergraduate, Classroom, new course preparation, (Spring 2010).

SOC 370, Urban Sociology, 33, 3 credit hours, Upper Division, Undergraduate, Classroom, new course preparation, (Fall 2009).

Enhancements to Student Learning: I took the students on a field trip through Manhattan for a visual sociology photography project. Students took pictures that they thought illustrated concepts in urban sociology. They wrote and presented an essay on their photos.

B. New courses/programs developed

IDC 3001, People of NYC, 21, 3 credit hours, Upper Division, Undergraduate, Classroom, new course preparation, (Spring 2014).

SOC 3125 - 2288, Race and Ethnic Relations, 36, 3 credit hours, Undergraduate, Classroom, new course preparation, (Fall 2012).

SOC 100 - 985, Introduction to Sociology, 19, 3 credit hours, Undergraduate, Hybrid (Part Classroom/Part On-Line), new course preparation, new format for existing course, (Spring 2012).

SOC 3125 - 141, Ethnic Groups, Writing Intensive, 23, 3 credit hours, Upper Division, Undergraduate, Classroom, new course preparation, (Spring 2011).

SOC 100 - 122, Introduction to Sociology, Paired, 3 credit hours, Undergraduate, Classroom, new course preparation, new format for existing course, (Spring 2011).

SOC 100 - 121, Introduction to Sociology, 41, 3 credit hours, Undergraduate, Classroom, new course preparation, (Spring 2010).

SOC 100 - 122, Introduction to Sociology, 39, 3 credit hours, Undergraduate, Classroom, new course preparation, (Spring 2010).

SOC 100 - 167, Introduction to Sociology, 40, 3 credit hours, Undergraduate, Classroom, new course preparation, (Spring 2010).

SOC 200 - 141, Social Problems, 36, 3 credit hours, Upper Division, Undergraduate, Classroom, new course preparation, (Spring 2010).

SOC 370, Urban Sociology, 33, 3 credit hours, Upper Division, Undergraduate, Classroom, new course preparation, (Fall 2009).