

2003 NEW BRUNSWICK BILDNER INTERCULTURAL FELLOWS

PROJECT ABSTRACTS

AND

BIOGRAPHICAL SKETCHES

Revising History and Theory of Geography (450:470) Course

Kevin St. Martin and Robin Leichenko, Department of Geography, FAS

Geography is by nature an intercultural discipline. Many of our undergraduate courses directly address the cultural, economic and environmental dimensions of globalization. We also offer courses on the geography of most world regions including, for example, Africa, Latin American, the Caribbean Borderlands, Eastern Europe, South Asia and the Middle East, and East Asia. Yet the capstone theoretical course for our majors, History and Theory of Geography, emphasizes only traditions of Western thought in geographic research. This project entails substantial revision of History and Theory to incorporate examination of geographic research and thought from non-Western traditions.

History and Theory entails an intellectual inquiry into the discipline of Geography, examining the practice of Geography in both historical and contemporary times. The course considers how the academic discipline of Geography originated, evolved, struggled, and currently stands and attempts to place the history of Geography within a social and scientific context. The proposed revisions would incorporate study of geographic thought from non-Western perspectives. A multi-cultural and global context will be developed early in the course and will provide a framework with which to examine contemporary geographic thought. The broad goal of the revised course will be to provide students with exposure to a diversity of thought from different cultural/historical traditions in geography that will inform both a historical and contemporary examination of geographic theory and practices.

Dr. Kevin St. Martin is an economic/resource geographer with a specialization in the application of Geographic Information Systems (GIS). He is interested in critical analyses of economic and resource management discourses. His current research focuses on the discourse and practice of fisheries science and its implications for both resource management and community-based economic development. His interest in GIS has led to an examination of the use of GIS in participatory scientific and resource management initiatives. Dr. St. Martin has received funding for several fisheries related research projects that combine his interests in community/economy with participatory GIS. He teaches courses on the history and theory of geography (both undergraduate and graduate) and GIS. He is currently developing a course on community and the economy.

Dr. Robin Leichenko is an economic geographer. Her research addresses the regional impacts of economic globalization in advanced and developing countries. She is especially interested in the consequences of global economic change for vulnerable regions and vulnerable populations. She teaches courses in economic geography, economic globalization, history and theory of geography, and research methods. Her current research projects include a study of the impacts of international trade on employment and income inequality across U.S. rural regions, and two international, collaborative studies of the effects of economic globalization on rural vulnerability to climate change, one in India and the other in Mozambique. Her recent scholarly articles have appeared in journals including *Economic Geography*, *Growth and Change*, *International Journal of Urban and Regional Research*, *Global Environmental Change*, *Urban Studies*, and *Journal of Regional Science*.

Curricular Strategies for War and Terror

Ethel Brooks, Departments of Women's and Gender Studies and Sociology, FAS

Louisa Schein, Departments of Women's and Gender Studies and Anthropology, FAS

Events in the last year have made it increasingly imperative that our classrooms offer students strategies for grappling with the realities of war and terror at a global scale. We will develop curricular revisions for courses in Women's and Gender Studies, Anthropology, and Sociology. These teaching "modules" will encourage student understanding of the lived experiences, cultures and historical contexts of war and terror, and of the intercultural factors underlying such forms of human aggression. We will hone pedagogical techniques, through readings and exercises, for allowing students to arrive at their own informed conclusions about the ways that cultural differences are related to these global phenomena.

We will cooperatively develop three 3-week teaching modules for use in the following courses, representing three departments: Women's and Gender Studies 101, *Women, Culture and Society*; Anthropology 318, *Reading Ethnographic Writing*; Sociology 270, *Sociology of the Third World*.

Additionally, based on our research and training in relevant literatures under the Bildner Fellowship program, we hope to develop:

- An advanced undergraduate course, at the 300- or 400-level, in Women's and Gender Studies that will be offered under the title *War, Gender and Terror in Comparative Perspective*;
- A reading and resource list for undergraduate students and faculty with the theme of war and terror;
- An outline for a graduate seminar relating to the theme to be taught in the Women's and Gender Studies Department.

Ethel Brooks teaches in the Departments of Women's and Gender Studies and Sociology. She offers courses on relations of gender, race, class, labor practices and nation-state formations, research methods, globalization, comparative and historical sociology, and border crossing. Her research is on critical political economy, transnational social movements, urban geographies and post-colonialism, with close attention to epistemology. She has done fieldwork in Bangladesh, El Salvador, New York City, and Mexico, among garment workers, union organizers, factory managers, indigenous activists and development practitioners. Her book manuscript, *The Empire's New Clothes: Transnational Protest, the New International Division of Labor and Women's Work in the Garment Industry*, is currently under review. Other publications include articles in *International Labor and Working Class History*, *Asian Pacific Perspectives*, *Apuntes de Investigacin* and *NACLA: Report on the Americas*.

Louisa Schein teaches in the Departments of Anthropology and Women's and Gender Studies. She offers courses on ethnography, diaspora and multiculturalism, introductory anthropology, Asia and Asian Americans, transnationalism, gender and sexuality, mass media and popular culture. Her research is on ethnicity, gender/sexuality, cultural politics, media, diaspora and transnationalism. She has done fieldwork in a rural minority area in China's southwest, in Chinese cities, and on Hmong refugees from Southeast Asia in the urban United States. She is the author of *Minority Rules: The Miao and the Feminine in China's Cultural Politics* (Duke University Press, 2000). Other publications include a special issue on "East Asian Sexualities" for the journal *East Asia*, and articles in *Modern China*, *Cultural Anthropology*, *Social Text*, *Postcolonial Studies*, *Positions* and other journals.

Preparing Culturally Responsive Teachers: Infusing Multicultural Content Throughout the Teacher Education Curriculum

Carol S. Weinstein, Department of Learning and Teaching, Graduate School of Education

Demographic data indicate that our K-12 population is becoming increasingly diverse in terms of race, ethnicity, social class, culture, and language background, while our teaching force remains overwhelmingly White, middle class, and monolingual English. To address this cultural gap, GSE teacher education programs currently include a course entitled *Individual and Cultural Diversity*. Although the course provides a critical introduction to issues of cultural diversity, it is insufficient to prepare culturally responsive teachers. Thus, the overall goal of the proposed project is to infuse multicultural content throughout the teacher education curriculum so that issues of diversity are treated more saliently, more systematically, and with greater depth.

By infusing multicultural content throughout the teacher education curriculum, we seek to foster six dispositions and capacities characteristic of the culturally responsive teacher (Villegas & Lucas, 2002): 1) an understanding of one's own sociocultural identity, biases, and ethnocentrism; 2) an awareness of the ways that schools both reflect and reinforce the discriminatory practices of the larger society; 3) an affirming attitude toward students from culturally diverse backgrounds; 4) knowledge of students' cultural backgrounds; 5) a commitment to building caring, inclusive classrooms; and 6) the ability and willingness to practice "culturally responsive pedagogy."

Carol Weinstein (Ed.M., Ed.D., Harvard Graduate School of Education) came to Rutgers in 1974. She has served as Associate Dean for Teacher Education from 1984-1986, as chairperson of the Department of Learning & Teaching from 1993-1996, and is currently coordinator of the program in Early Childhood/Elementary Education and chair of the Teacher Education Committee, the standing committee of the GSE that is responsible for considering and recommending to the GSE faculty changes to the structure and requirements of the teacher certification programs offered by the GSE. Dr. Weinstein's area of scholarly activity focuses on classroom organization and management. She is the author of two textbooks on classroom management, as well as numerous chapters and articles on this topic and on teacher education students' beliefs about caring and control. In 2000, she received a "Contributing Researcher Award" from the American Federation of Teachers for "Bridging the Gap Between Theory and Practice in Effective Classroom Management." More recently, Dr. Weinstein has begun to explore the ways in which issues of cultural diversity are intertwined with classroom management. Relevant publications include "Toward a conception of culturally responsive classroom management," co-authored with Sandra Tomlinson-Clarke and Mary Curran ([Journal of Teacher Education, in press](#)) and "Culturally responsive classroom management: Awareness into action," also with Tomlinson-Clarke and Curran ([Theory Into Practice](#), special theme issue on *Managing Classrooms in a Diverse Society*. Guest Editor, Carol Weinstein). Dr. Weinstein was one of the leaders in the redesign of Rutgers' teacher education programs as well as a leader in Rutgers' efforts to establish a professional development school with the New Brunswick school district. She currently works with teachers at the Rutgers Professional Development Schools on conflict resolution and peacemaking and is a trainer for *Second Step*, a violence prevention program.

Culture, Power and Social Difference: Anthropological Perspectives

Dorothy L. Hodgson, Department of Anthropology, FAS

This project will develop creative teaching modules for the new mandatory recitation sections that will be taught as part of *Introduction to Cultural Anthropology* as of Fall 2003. These modules will: 1) address the needs of students' different learning styles, 2) incorporate active learning into the curriculum; and 3) promote discussion, questions and critical thinking. They will include exercises that apply course materials, mini-research projects, and weekly discussion guides and questions. Once developed and tested during Fall 2003, they will be shared with other faculty who alternate teaching 101.

Several types of teaching modules will be developed to review, engage, apply and expand the material on culture, power and social difference that is taught in the lectures. These include:

1. *Exercises designed to apply course material:* These modules will enhance and enable active learning by making students apply and use course material. They might include drafting mock field notes, writing short "thick descriptions" of an event, testing theories about cultural differences in "personal space," compiling kinship charts, performing a conversational analysis, and writing critical film reviews.
2. *Mini-research projects:* These projects will help students to understand the relationship between research methods and theory in cultural anthropology. Possibilities include preparing and doing a semi-structured interview, a short project in "participant-observation," a media analysis project, and a cross-cultural analysis of some social practice such as marriage.
3. *Weekly discussion guides and questions for teaching assistants:* These guides and questions will be designed to help students review, absorb and synthesize course materials. Some questions will also push students to think about how cross-cultural examples challenge their own attitudes, beliefs and practices.

Dorothy L. Hodgson is currently the Graduate Program Director and an Associate Professor in the Department of Anthropology, as well as a faculty affiliate in the Department of Women's and Gender Studies and the Center for African Studies. As a historical anthropologist, her research and teaching interests include gender, ethnicity, cultural politics, development, colonialism, ethnicity, missionary encounters, the indigenous rights movement, and women's collective action. She has conducted research in Africa, primarily Tanzania, since 1985, and published extensively. In addition to her numerous articles in peer-reviewed journals, her books include *Once Intrepid Warriors: Gender, Ethnicity and the Cultural Politics of Maasai Development* (Indiana, 2001), *Gendered Modernities: Ethnographic Perspectives* (Palgrave, 2001), *Rethinking Pastoralism in Africa: Gender Culture and the Myth of the Patriarchal Pastoralist* (James Currey & Ohio, 2000) and *"Wicked" Women and the Reconfiguration of Gender in Africa* (Heinemann, 2000, with Sheryl McCurdy). Her work has been supported by grants and fellowships from the Center for Advanced Study in the Behavioral Sciences, National Science Foundation, Social Science Research Council, Fulbright-Hays, Mellon Foundation, Wenner Gren Foundation for Anthropological Research and American Philosophical Society, among other sources. Most recently, she was awarded a Board of Trustees Research Fellowship for Scholarly Excellence by the Board of Trustees of Rutgers University in 2000-01.

Revision – Music 101

Nanette de Jong and Andrew Kirkman, Department of Music, Mason Gross School of the Arts

The *Introduction to Music* (Music 101) course is one of the most heavily subscribed courses on campus. To date, it has concentrated on a circumscribed number of compositions by European “classical” composers or Americans working in the same tradition. Our position in reformulating this course is that its goal can no longer be to instruct on the basis of a narrow canon of musical taste, nor to segregate certain musical genres of analysis. Rather, we plan to present theories, frameworks, and approaches to the study of all the world’s music and to promote a more general understanding of the role of music in human life.

The newly-formulated course will address how people define, create, value, and use music in cultures around the world, exploring basic elements of rhythm, melody, timbre, texture, harmony, and forms. Larger themes will also be examined, including music and the environment; music as cultural memory; and music and technology. Using this culturally diverse approach, each class will focus on one of the elements of music or one major theme, exploring it through its various cultural and historical manifestations.

Andrew Kirkman studied at the universities of Durham, London (Kings College) and Princeton, and has worked at the universities of Manchester, Wales, and Oxford. He is currently Associate Professor of Music at Mason Gross School of the Arts, Rutgers University. His research centers on sacred music of the fifteenth century, and he has published and lectured widely on English and continental music of the period, including the music of such composers as Dufay, Ockeghem, Walter Frye and John Bedyngham. *Binchois Studies*, a collection of essays edited jointly with Dennis Slavin, was recently published by Oxford University Press. He also directs “The Binchois Consort”, a professional vocal ensemble dedicated to Renaissance music, with which he records for Hyperion Records, and is a freelance violinist.

Nanette de Jong - Assistant Professor, Rutgers University. Specialist in Caribbean music and avant-garde jazz; founder and director of “RU Salsa Band,” 2001 recipient of Human Dignity Award.