

Of Note

Recent Highlights from the
Language, Literacy & Culture Doctoral Program

Welcome to *Of Note*, Fall 2016

As we begin another academic year, we are happy to share with you some of the recent successes and accomplishments of LLC's faculty, students, alumni, and friends.

The strength of our faculty members is reflected in the recognition they have been receiving. Below, you will be able to read about their new publications, scholarly awards, national and international presentations at academic conferences, and election to high offices. Our professors are also convening timely conferences, making news, and being quoted in the media. I hope you will enjoy reading about our extraordinary faculty members in this current edition of *Of Note*.

We have also been fortunate to have exceptional students who will ensure our continued success. For example, these engaged scholars will be convening an LLC graduate student conference entitled #IAM, Intellectual Activist Movements: Reconnecting University Scholarship and Community Action on Saturday, October 1, 2016. In addition, they are actively engaged in publishing and presenting at major national and international conferences.

Our growing academic reputation may also explain how—in the face of overall demographic trends toward a declining college-age population—we welcomed the largest class of first-year students in several years. This year, we have an entering cohort of 14 distinguished scholars-in-training. You can read about them and their many accomplishments in this issue. We have been able to realize this class size without sacrificing our commitment to diversity, academic excellence, and access. We are so pleased that the

campus' mission of "Inclusive Excellence" is so well represented in LLC.

In this edition, you will also see that our colleague, Claudia Galindo, has taken a position at the University of Maryland, College Park. Claudia joined the faculty of UMBC in 2008 as an Assistant Professor in the Language, Literacy, and Culture PhD Program and as a Faculty Associate in the Maryland Institute for Policy Analysis and Research. In 2010, she became an Affiliate Assistant Professor, Gender & Women's Studies Program. And in 2014, she was promoted to the rank of Associate Professor. Professor Galindo has also been a stalwart in terms of working with LLC students. Since joining UMBC, she has taught core courses in LLC. She has mentored dozens of doctoral students. Last year alone, she served on more than 10 such dissertation committees. Although Claudia's departure is very sad news for LLC, we do congratulate her on her new position and in her new endeavors.

As a program within a public institution, we face budgetary uncertainties and challenges. One of the reasons we are able to provide an outstanding interdisciplinary education is the generosity of our supporters. We are, therefore, exceptionally thankful to those who have helped increase our ability to support our students. In this, UMBC's 50th anniversary, we invite even more contributions to help fund the Jodi Crandall Fellowship for Research in Language, Literacy & Culture. We also welcome your contributions to the LLC Foundation, which allows us to provide additional graduate assistantships, fund our Research Apprenticeship Program, support students in the final stages of dissertation preparation, convene conferences, sponsor speakers, and host events.

We are looking forward to 2016-17 and beyond. Thanks to the beneficence of the friends, alumni, faculty, students, and staff, who give of their vision, time, enthusiasm, and service in so many ways, we are presented with even more opportunities. Thank you for all you do to strengthen LLC at UMBC!

Cedric Herring

Professor and Director

Language, Literacy & Culture Doctoral Program

Hrabowski Innovation Fellow

UMBC50
GRIT&GREATNESS

The Language Literacy & Culture PhD Program is pleased to introduce our new cohort of PhD students:

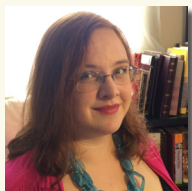


Cohort 19: From left (standing): Harry Bhandari, J. Michael Powell, Eloiza Domingo-Snyder, Montia Gardner, Anthony Hynes, Elizabeth Cusick, Dawn Schafer, Shawnisha Hester. (Sitting): Aiyda Evans, Alison Morrow, Jon Inscoe, Tunisia Lumpkin, Tamisha Ponder, Antione Tomlin.



Aiyda Evans, comes to LLC from Morgan State University, where she completed her Bachelor and Master degrees in Sociology. She currently teaches anthropology, sociology, research methods, and statistics courses at CCBC, Towson and Morgan State Universities. Her general interests are in cultural anthropology, race/ethnicity, social inequality, social movements, culturally inclusive research methodologies, and

the sociology of education. She is interested in investigating foreign language immersion school programs and how cultural processes are experienced and shaped by immersion school administrators, teachers, and students - especially in low-income/urban school districts. She calls this investigation, "Class, Culture, and Bilingualism: The Products of Language Immersion in the Inner-City."



Alison Morrow comes to the LLC PhD program with an MLA from Johns Hopkins University. Her research focuses on how culturally specific film/television adaptations of repetitive narratives and traditional stories are used to delineate the self and society, and to define political, economic, and ideological platforms for global consumption. Her work

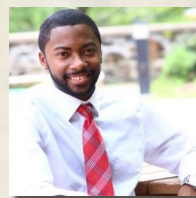
has been presented at the UFVA conference and published in Palaver Journal.



Tony Hynes is an activist for transracial adoptees and current Board Member of Rainbow Families, an organization devoted to supporting and connecting lesbian, gay, bisexual, transgender, and queer (LGBTQ) parents and prospective parents by providing educational programs, social events, and

discussion forums for LGBTQ parents and prospective parents. He works for Adoptions Together, and hosts educational workshops for parents of transracial adoptees. Tony is also the author of "The Son With Two Moms" a memoir about his experiences growing up with his two white, lesbian moms during the early 90s in Takoma Park, Maryland. Tony received his Masters in the Field of Applied Sociology from the University of Maryland, Baltimore County, in 2013. Hynes wrote his thesis on "The Psychological Well Being of the Child Within the Same Sex

Household." He is currently a PhD Candidate at his Alma Mater in the Language Literacy and Culture Department, with a focus on Educational Outcomes for Minorities. Tony plans to expand upon his research on individuals from transracial households throughout the course of the program as well. In his spare time, Tony works with Autistic children learning to gain verbal skills in Montgomery County, Maryland.



Antione D. Tomlin obtained his M.A. degree in Higher Education Administration from Morgan State University. He obtained his B.S. degree in Psychology from Stevenson University. Antione is dedicated to increasing student access to and success in college.

Antione's work is grounded in providing students with intrusive academic advising, engagement in a network of mentors, interaction with other success-focused students, focused referral to support services, and guided career exploration and planning. His research interests include African American male student success, attitudes toward students with disabilities, and transitional periods of first year college students.



Dawn Schafer is a licensed clinical social worker currently working in an administrative capacity at the University of Maryland Baltimore, School of Social Work. Dawn completed her MSW in San Diego and spent the next 13 years as a clinician with Johns Hopkins with a dual specialization in mental health and substance use disorders. It was during this time that she developed an interest in the concept of resilience, particularly the role that resilience plays in

recovering from trauma. Dawn has a passion for working with college and graduate students. Her academic interests include educational inequity and the intersectionality with race, first generation status, and SES. Dawn lives in Baltimore City with her wife, 5-year-old daughter and 2 dogs.



Elizabeth Cusick enters the LLC program after a career as a Federal executive where she worked on pension and health care issues. After years of involvement with the administration of public policy, she is interested in thinking about the relationship between government and society, particularly changing attitudes

towards social welfare programs. She has enjoyed attending UMBC, where she received an MA in Historical Studies last year, and is pleased to continue her studies with LLC.



Eloiza Domingo-Snyder is the Sr. Director and Deputy Chief Diversity Officer at Johns Hopkins Medicine and The Johns Hopkins Health System Corporation in Baltimore, Maryland. Mrs. Domingo-Snyder is a two-time graduate of Indiana University. She holds a M.S. in Higher Education and

Student Affairs with a minor in Counseling and (Concentration in Diversity Education), and a B.A. in Psychology and Sociology with a minor in Spanish. Eloiza has been recognized at both organizational, national and global levels for her work. In 2007, she was awarded Ally of the Year by the Office of GLBTQ Services at Miami University, and was recognized in 2016 as one of the top 100 Most Influential Filipina Women in the World. This Global FWN100 Award™ is distributed by the Filipina Women's Network and recognizes 100 women of Philippine ancestry who are changing the face of leadership in the global workplace, having reached status for outstanding work in their respective fields. In addition, Mrs. Domingo-Snyder co-developed the Cultural Competence Instrument for the Psychometric Assessment of Healthcare Providers which was featured in a 2015 issue of INQUIRY: The Journal of Health Care Organization, Provision, and Financing. She resides in Columbia, Maryland with her husband and two sets of twin boys.



The prospect of conducting research on race, affirmative action, and diversity motivates **Harry Bhandari**. His M.A. in English Literature and Graduate Certificate Program in School Administration and Supervision helped him understand issues around the pains and pangs of displacement, migration, and inequality.

He began writing and delivering speeches on the topic of cultural studies after co-authoring a literary theory which is termed as 'Labyrinth Conscience.' As a high-school principal and university lecturer, he recognized the exigency of actions for social and educational inequality. While teaching at Baltimore Public School System, and Baltimore City Community College, he has completed multiple action-based types of research on educational disparity at Johns Hopkins University. His long-term goal is to utilize the knowledge acquired in pursuit of a Ph.D. in LLC to be a professional researcher on diversity studies and contribute to the education policy



Michael Powell is an AP US History and 7th grade Global Studies teacher at Maret School, a private school in Washington, DC. Michael also teaches a senior elective at Maret called Black America (a study of history, literature, art, and race relations of African Americans). He earned his dual undergraduate degrees in Political Science

and History from Virginia Union University and his master's degree in Humanities with an emphasis in American Studies from Loyola University Maryland. Michael's research interests include the history and culture of social justice, social inequality, and diversity in private school education. Michael is an avid tennis player.



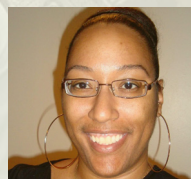
Jon Inscoe is a North Carolinian student of linguistics with interests in dialect awareness education, media representations of Southern dialects, and language-based social justice/advocacy. He received his BA in English and MA in Linguistics at North Carolina State University, where he studied topics ranging from code-simultaneity in ASL slam poetry to

gendered perceptions of HRT and vocal creak. In his free-time, Jon is an avid gamer, amateur political critic, and Magic: The Gathering enthusiast.



Montia D. Gardner is from the great state of Indiana. She has spent the last 13 years teaching English in Gary, Indiana and Matteson, Illinois. Montia received a Bachelor's degree from DePaul University in Secondary Education English and a Master's Degree from Concordia University in School Administration. She also serves as the CEO of the Math and Reading Summer Enrichment

Program, LLC. She has previously been an Adjunct Professor in the Communications Department at Indiana University Northwest and Ivy Tech Community College. Montia published her first article *The Parent Variable/Solve for (P): The Absence of Parental Presence, Involvement, and Advocacy in the Classroom* in the National Sorority of Phi Delta Kappa's publication of the Krinon. In her spare time Montia enjoys reading historical fiction and writing and performing spoken word.



Shawnisha Hester is a native Washingtonian and lifelong lover of photographs because of the stories they tell. As an avid traveler, she layers a professional interest in the sociological well-being of her human subjects with their visually expressive testimonies of life and experience. Her

subjects reflect seventeen years of travel in Africa, Asia, Europe, the Caribbean, and Central America. Her images have been featured with the PROMISE program of UMBC: An Honors University in Maryland; the University of Maryland where she was a featured Women's History Month Artist, and she is an on-site portrait photographer for families throughout the D.C. metropolitan area.



After completing her graduate studies over six years ago, **Tunisia Lumpkin** is excited to begin her journey as a doctoral student in UMBC's Language Literacy and Culture Ph.D. program. In 2005, she graduated with her BA in Speech Communication from Shippensburg University and in 2009; she completed her MA in Organizational Communications from Bowie State

University. While attending Shippensburg University, she competed on the track and field team. She was inducted into the Athletic Hall of Fame in 2015. Tunisia currently works as a Disability Examiner for Social Security Administration.

Prior to working for the federal government, she worked in higher education as an undergraduate and graduate recruiter, as well as coached part-time as a track and field coach at the collegiate level. Tunisia's research interest is in examining the view of Black hair within the Black community, utilizing the theories of self-hatred and internalized racism. After completing the doctoral program, she hopes to continue researching discrimination among Black women and within the workplace. Her ultimate professional goal is to remain in the federal government but transition into human resources with a focus on organizing and facilitating employee training including diversity training and effective communication strategies. Her top supporters on this new journey are her husband and her two children.



Tamisha "T.J." Ponder is a social justice advocate working in higher education for 7+ years. With experience in college readiness, student success and first year programs, her positions have ranged from student affairs to academic affairs to an adjunct professorship. Currently the Transition & Retention Specialist at Bowie State University, she develops and institutes New Student Orientation for incoming students, and generates programming, resources and initiatives geared towards underrepresented populations. She also instructs FRSE 101 (Freshman Seminar) aiding with life skills and learning tools to help freshmen students transition into a fast paced learning environment while also discovering their identity. She is also a Registered Yoga Teacher (RYT) and has been featured on TVOne, News One Now, with Roland Martin discussing the benefits of yoga in urban communities. A native of Maryland, Tamisha earned a BS in Communications: Print Journalism from Bowie State University in 2009; and a MS in Women's & Gender Studies: Health & Sexuality from Towson University in 2011.

Welcome to our Language, Literacy & Culture Doctoral Program

Packing up belongings and memories.

An interview with Dr. Claudia Galindo

By Félix Burgos



By the end of Summer, we learned that, after 8 years of service, Dr. Claudia Galindo would depart from the LLC. It was, indeed, sad news for the Program as Professor Galindo has been a stalwart in terms of working with LLC students. Most students in recent cohorts got to know and work with Claudia in classes such as Introduction to LLC, Inequality in Education, and the Quantitative Research Methods in LLC. Moreover, she has mentored dozens of students, and served on an important number of dissertation committees.

For this issue of *Of Note* Dr. Galindo answered to some questions about her experience in the program. What follows is a translation of an interview we had as we were packing her belongings and memories.

Félix Burgos: *Dr. Galindo, can you tell us about how you became part of the LLC?*

Claudia Galindo: I was finishing a Post-Doctorate at Johns Hopkins, and I was deciding on whether I would return to Perú or if I would stay here. As I was applying for jobs, the position the LLC was offering at the time caught my eye. They were looking for a professor on quantitative methodology for a Language, Literacy and Culture program! The nature of the position attracted me because I thought of the LLC as a space where different boundaries could be easily transgressed. Also, the LLC seemed like a place where it was possible to work and conduct a type of research by combining aspects that are important in my professional life. In other words, to be able to do something serious and rigorous, and also meaningful for the well-being of the world. Of course, when I met Jodi, Bev, and Christine, I realized this would be a great team to work with. I also saw that my professional commitment had a lot to do with UMBC's mission.

F.B.: *Why don't you tell us more about that connection between your work and UMBC?*

C. G.: Sure. Something that higher education institutions in the US and around the world need to learn from UMBC is how the university lives and demonstrates its social commitment. All the different actions towards social justice, equity, providing support and opportunities for people who do not have it as easy as others is something that is extremely important. In that sense, all my work points towards that direction: thinking about equity and social justice and trying to understand that, because of our privilege, we have a responsibility to society.

Something that I would like to see in the future, although I've seen that UMBC is working really hard on this, is that there would be a more important presence of Latinos on campus. I think that there is a lot of potential, since the Latino population is growing in some parts of the state.

F.B.: *Let's talk about the program, and its interdisciplinary commitment. What would you say are our students' strengths in a world where "it is not easy being interdisciplinary"?*

C.G.: Definitely, the possibility of seeing and approaching any problem, phenomenon or reality from a position that is both flexible and complex. Having an interdisciplinary training allows you to do so. Students in the LLC are exposed (sometimes too much) to an incredible disciplinary variety. They have the possibility to read and study theories that many people have no idea about. During the PhD, you all do a great job integrating theories and disciplines. At the beginning it is difficult, because when I taught LLC 700 there was not enough space to integrate, but only to show some theoretical basis. But, during your profession, you will integrate that synergy. The LLC and our students have an interdisciplinary approach that has great potential.



Moreover, what I love about LLC students is that the majority, if not all, have incredible practical experiences. I have seen many of you being able to integrate theoretical understandings with practical experiences. That is something that I value, and that I consider makes them strong professionals, different to other professionals who might have wide theoretical knowledge, but who have no idea of what happens around them. That is why I think that any person who starts this program is really courageous, because (as we repeat in our classes) this is at times complicated, confusing, diverse, without clear rules. But each of our students comes with this rich personal background that helps to shape these processes.

Dr. Galindo will join the Department of Teaching and Learning, Policy and Leadership at the University of Maryland, College Park. She will continue teaching and conducting her research on educational policy and education.

F.B.: *Now, what advice would you give to new and current students?*

C.G.: OK, I have five things to say:

1) Have a clear idea of what it means to pursue a PhD. Sometimes we have a lot of personal and professional commitments, but being in a PhD program implies devoting more time to read, to be committed and to sacrifice other activities. These will be 5 or 6 years of your life when you will have to struggle to balance all responsibilities.

2) Be humble! Indeed, feel proud for what you know and your accomplishments. However, be open not only to understand, learn, or

deal with different theories, but also to confront your own pre-conceptions, different teaching styles, forms of doing academic work. We are sometimes sure of how to do things, but here you will learn that things can be done in multiple ways.

3) Know your limitations from the very beginning, and ask for help when you need it. If you have problems understanding a reading, ask classmates to initiate discussion groups. If academic writing is not your strength, look for your professor's or your colleagues' help, or take advantage of the services the university has to offer.

4) This program gives a lot to its students. However, if you feel that a class could be improved, or if, at some point, you want to do a specific activity and need the program's help, do not hesitate asking for help. Ask and demand what you think you should receive from your professors and program.

5) Have a clear idea of the space that this program will occupy in your life. Ask yourself what is the part that this program is playing in your current and future professional life.

F.B.: *What will you miss from the program?*

C.G.: I will miss the students. It took me hard work to adapt to them, as my perspective towards academia is a bit different from others. As my standards are pretty high, I was really hard on my students' assignments. But, I have been fortunate that my students accepted me as I am: confusing at times, speaking Spanish and English at the same time, or pushing them at the beginning to the point that they felt uncomfortable.

Celebrating Our Accomplishments



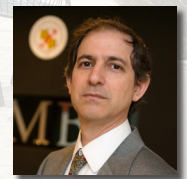
Dr. Brian Souders '09 assumed responsibility for providing leadership for all the activities of IES and the daily management of its operations. Dr. Souders has provided outstanding leadership to UMBC's Study Abroad Office and has played a critical role in the success of UMBC students being awarded Fulbright Scholarships at unprecedented numbers.

Dr. Cedric Herring was elected Chairman of the UMBC Black Faculty Committee. This committee is charged with working to improve the recruitment, retention, and promotion of Black faculty through mentoring, information sharing, policy development, and collaborative teaching and research. Also, Dr. Herring was invited to deliver a keynote address at the Mid-Atlantic Higher Education Recruitment Consortium (HERC) Spring Conference, Columbia, MD. The title of his talk was "Critical Diversity: A New Case for Inclusion and Equal Opportunity."



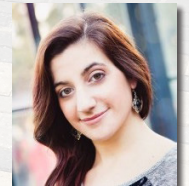
Dr. Cara Okopny '12 recently joined American University full-time as a Professorial Lecturer in the Women's, Gender, and Sexuality Studies Program.

Dr. Craig Saper directed the Drescher Faculty Working Group on Digital Humanities that in the spring invited Matthew G. Kirschenbaum & Raffaele Viglianti from the Maryland Institute of Technology (MITH) and Helen Burgess (who Saper introduced) and her Digital Loom and tweeting bots. He is currently serving on the Library's Committee on Digital Repositories.



Dr. David Hoffman '13 delivered a keynote address at the 2016 Civic Learning & Democratic Engagement meeting in Indianapolis. David's talk, "A Brief History of U.S. Democracy, 2016-2046," took a visionary "retrospective" look 30 years of (future) accomplishments by people in higher education concerned about preparing students to participate in democracy.

Deanna Cerquetti (Cohort 16) was elected President of the UMBC Graduate Student Association.

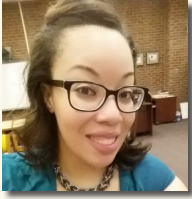


Doaa Rashed (Cohort 11) accepted a visiting lecturer and graduate program director position in the M.A. TESOL Program at UMBC. In her current position, Doaa will be teaching courses on cross cultural and intercultural communication and methods of teaching English Grammar, in addition to developing new programs and partnerships with universities and bicultural centers in Russia, Peru & Ecuador. Doaa is developing a research agenda on language teacher development, identity, and professionalism. She welcomes ideas and collaboration in that area from current and former LLC students.

Dr. Emek Ergun '15 was appointed Assistant Professor at the Women's and Gender Studies Program and the Department of Global, International, and Area Studies at the University of North Carolina at Charlotte. This is a joint appointment and a tenure track position.



Dr. Emerald Christopher-Byrd '15 will be returning to her alma mater, the University of Delaware in Fall 2016 as Assistant Professor of Instruction in the Department of Women's and Gender Studies. In addition to teaching introductory courses, she will also instruct courses focused on critical race theory and gender, race, and the media.



Beginning Fall 2016, PhD Candidate, **Erin L. Berry** (Cohort 16) is a new Lecturer at Towson University in the Department of Mass Communication and Communication Studies. Erin will be teaching her newly developed Special Topics courses titled: African American Rhetoric as well as department foundation courses: Interpersonal Communication and Intercultural Communication.

In the spring, **Kevin Wisniewski** (Cohort 16) was invited to give the Keynote Address at the Induction Ceremony of The Maryland Epsilon Chapter of Alpha Chi Honor Society in Baltimore.



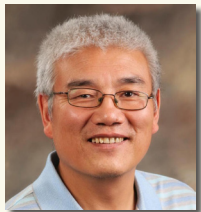
Dr. Kimberly Moffitt was elected UMBC Faculty Senate President.

Dr. Lori Edmonds '15 accepted a position as Clinical Assistant Professor in the School of Education at University of North Carolina at Chapel Hill.



May Chung (Cohort 17) was awarded the second annual Jodi Crandall Fellowship for Research Award in Language, Literacy and Culture for her project "Voices from the Classroom." In this sociolinguistics research, May will collaborate with Dr. Sarah Shin, LLC Affiliate Faculty member of the Department of Education. May also was selected as the Fall semester student intern at the Secretariat office of the Linguistic Society of America in Washington D.C. May's duties include helping the LSA with social media projects and other programs for student members.

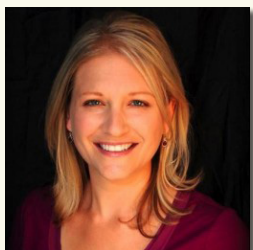
Dr. Marina Adler is now the graduate director of the Department of Sociology, Anthropology, and Health Administration and Policy.



Dr. Zuotang Zhang '14 was invited by Ningxia Normal University, China, to give a lecture to the English majors on "knowledge" and its "use" under the perspectives of international communications. <http://wyxy.nextu.cn/info/news/content/2057.htm>

And the Winner Is...

Dr. Cedric Herring, Professor and Director of the Language, Literacy, and Culture PhD Program, and Dr. Loren Henderson, Assistant Professor of Sociology and LLC Affiliate Faculty were named winners of the Hrabowski Fund for Innovation competition for their project entitled "The Baltimore Metropolitan Area Study on Race, Inequality and the City: A Graduate Student Survey Research and Training Program." As part of this award, Drs. Herring and Henderson will create a new multidisciplinary graduate program that trains students in survey research methods while generating social science data on issues of race and inequality in the Baltimore metropolitan area to be shared with community leaders and policymakers to inform future decision-making.



Dr. Christine Mallinson received a 2016 UMBC Dresher Center for the Humanities Summer Faculty Research Fellowship to complete a second edition of her co-edited text, *Data Collection in Sociolinguistics: Methods and Applications*, to be published with Routledge in Fall 2017.



Diane Kuthy (Cohort 14) was awarded one of the Towson University's Diversity Faculty Fellows Program (DFF). Diane "will develop and disseminate an arts-infused toolkit for introducing the history of structural racism in Baltimore. The tool-kit will be piloted and assessed with art education classes as they prepare for teaching and for other community centered experiences in Baltimore."

Jessica Floyd (Cohort 16) was chosen a Dresher fellow for Fall 2016. Jessica's project is called "J booms, Barrels, and Arseholes: Singing Sex in Sea Chanteys." Her advisors are Dr. Christine Mallinson (LLC) and Dr. Amy Froide (History).



Dr. Kimberly Moffitt was voted "Outstanding Faculty" by the UMBC Alumni Association Awards. Dr. Moffitt will receive the prize at the awards ceremony on October 6. Also, Kimberly was accepted into Higher Education Resource Services (HERS) program geared to preparing women faculty and administrators for leadership roles.

Hot Off the Press

Drs. **Cedric Herring** and Loren Henderson published the co-authored article "[Wealth Inequality in Black and White: Cultural and Structural Sources of the Racial Wealth Gap](#)" in the journal *Race and Social Problems*. Also, Dr. Herring's article "Racial Differences in Access to Scarce Jobs" was accepted to appear in the *American Journal of Sociological Research*.

In August, Dr. **Christine Mallinson** and Dr. Anne H. Charity Hudley (College of William & Mary) published the co-authored article "[It's Worth Our Time': A Model of Culturally and Linguistically Responsive Supportive Development for K-12 STEM Educators](#)" in the journal *Cultural Studies in Science Education*.

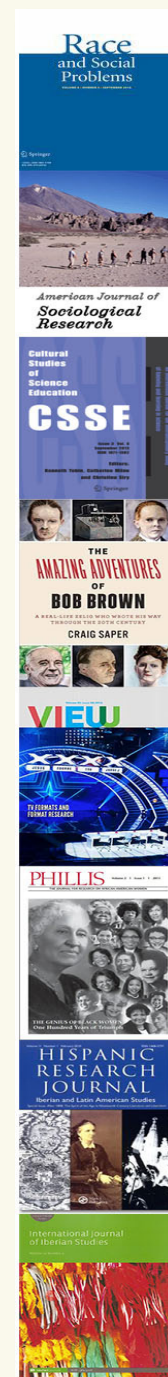
In May, Dr. **Craig Saper's** latest book [The Amazing Adventures of Bob Brown: A Real-life Zelig Who Wrote his Way Through the 20th Century](#) was published by Fordham University Press. A cross between an intellectual biography and a picaresque novel, this experimental work traces the life and works of Robert Carlton Brown (1886-1959) through virtually every significant American literary, artistic, political, and popular or countercultural movement of his time--from Greenwich Village's bohemians and the Imagist poets to the American vanguard expatriate groups in Europe to the Beats. Along the way, readers meet many of the most important cultural figures and movements of the era and are witness to the astonishingly prescient vision Brown held of the future of American cultural life in the digital age.

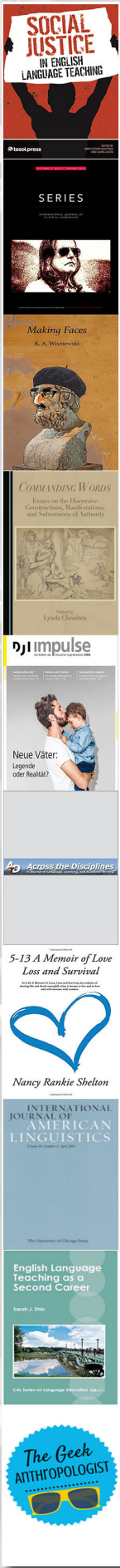
VIEW, the Journal of European Television, History & Culture, published "[Measuring Transnationalism: Comparing TV Formats using Digital Tools](#)" an article written by **Ed Larkey** (MLLI) and LLC students **Landry Digeon** (Cohort 15) and **Ibrahim Er** (Cohort 16). The article explains the cross-cultural work on TV format adaptations of Larkey, Digeon and Er's research group.

In May, **Erin Berry** (Cohort 15) also co-published an article titled "For Harriet, For Me: An Analysis of Black Feminist Safe Spaces in Digital Media" with colleague Ashley C. Daniels (Howard University) in *PHILLIS: The Journal of Research on African American Women*.

Dr. **Erin Hogan** (Modern Languages, Linguistics and Intercultural Communication Department) published "[Queering Post-war Childhood: Pa negra \(Agustí Villaronga, Spain 2010\)](#)" on the *Hispanic Research Journal*. Also, her paper "[A Politics of Listening in Isabel Coixet's Escuchando al juez Garzón/ Listening to Judge Garzón \(2011\)](#)" appeared in the *International Journal of Iberian Studies*.

Erin Roth (Cohort 17) received an honorable mention for the manuscript, Stigma and Discontinuity in Multilevel Senior Housing's Continuum of Care (Erin appears as the first author). The Innovative Research on Aging Awards is given by the Mather LifeWays Institute on Aging. "The goal of this award is to bring attention to excellent applied research that offers important implications for the senior living industry" (<http://www.matherlifewaysinstituteonaging.com>).





Heidi Faust (Cohort 13) has a chapter in the newly released text from the TESOL International Association: *Social Justice in English Language Teaching*. Her chapter is titled "[Understanding Privilege: Considerations for Teaching and Teacher Training Toward Social Justice.](#)"

Ibrahim Er's article "[A Funnier Monk: A Multimodal Approach to Transnational TV Series Adaptations](#)" was published in the *Series, the International Journal of TV Serial Narratives*.

Kevin A. Wisniewski (Cohort 15) published his first poetry chapbook *Making Faces* (Hot Air Press, 2016). In 2016, his poetry, fiction, and translations have also appeared in *Arsenic Lobster Poetry Journal*, *R.kv.r.y. Quarterly Literary Journal*, *Tule Review*, *Sour Grapes: A Journal of Literature & Art*, *Clackamas Literary Review*, *PING-PONG*, and *Blue Lyra Review*.

Kevin's recent scholarly publications also include the following: "Composers of Types: Typography and Design in Eighteenth-Century America," in *The Beauty of Letters: Text, Type and Communication in the Eighteenth Century*, Ed. Caroline Archer-Parré and Kate Isles (Liverpool: Liverpool University Press, forthcoming 2018).

"[Introductory Tissue](#)" and "[Crowy Choragraphy: Poetic Pecks](#)," *Textshop Experiments 1* (Summer 2016). "The Periodical Disruption: The Minor Methods of the Eighteenth-century American Essay," in [Commanding Words: Essays on the Discursive Constructions, Manifestations, and Subversions of Authority](#), Ed. Lynda Chouiten (Newcastle-upon-Tyne, UK: Cambridge Scholars Publishing, 2016), 161-179.

Dr. **Marina Adler** (Department of Sociology and Anthropology) published an article with Karl Lenz "Väter und Familienpolitik im internationalen Vergleich (Fathers and family policy in international comparison)" in the special edition *Neue Väter. Legende oder Realität? (New Fathers. Legend or Reality?)* of the German journal *DJI Impulse* (summer 2016).

Mary Gallagher (Cohort 18) co-authored, with Drs. Claudia Galindo and Sarah J. Shin, the article "[Writing-related Attitudes of L1 and L2 Students Who Receive Help from Writing Fellows.](#)" The publication appeared in the journal *Across the Disciplines*. This article is based on Mary's master's thesis for the TESOL program.

Dr. **Nancy Shelton** (Dept. of Education) published the book [5-13, A Memoir of Love, Loss and Survival](#) (Garn Press). In her book, Nancy encourages readers to overcome their fears of cancer, remain steadfast and loving, survive the death of a loved one, and continue living.

Dr. **Renée Lambert-Brétière** (Modern Languages, Linguistics and Intercultural Communication Department) co-authored with Lynn Drapeau and Adriana Machado-Estevam from the University of Quebec at Montreal the paper "Innu Texts (Algonquian)". The paper is expected to appear in January 2019 in the *International Journal of American Linguistics - Texts in the Native Languages of the Americas*.

Dr. **Sara J. Shin** (Dept. of Education) published the book [English Language Teaching as a Second Career](#). This book explores the experiences of men and women who train to teach ESL as a second career. Drawing from in-depth interviews and observations of 30 students (aged 45 to 73) in a TESOL graduate program, this book provides portraits of these individuals as they develop as teachers.

In August, **Steven Dashiell** (Cohort 16) published an entry for the academic blog *The Geek Anthropologist*, "a blog where geek culture and all things geek are analyzed through the perspective of socio-cultural anthropology". His essay was titled "[Con-Men: Understanding the Gendered Language of the Comic Book Convention.](#)"

Shirley Basfield Dunlap (Cohort 16) directed *Red Velvet*, by Lolita Chakrabarti, at the Walters Art Museum on September 10. *Red Velvet* recounts the life and career of the African-American actor Ira Aldridge, who is credited with breaking European theatre's color line when he began performing in England in 1826. Shirley also directed *Feeble-Minded White Trash*, by Susan Middaugh, as part of the Dramatists' Guild's regional Footlight Series, May 26, 2016 at Single Carrot Theater, Baltimore, Maryland.

Talk, Talk, Talk

Dr. Cedric Herring co-presented with Melvin Thomas, Moshe Semyonov, and Hayward Derrick Horton the paper "Race and the Accumulation of Wealth: Racial Differences in Net Worth over the Life Course, 1989-2009." The paper was presented at the *American Sociological Association Conference* in August, 2016..

In May, **Dr. Christine Mallinson** was invited to take part in a workshop with 17 faculty from anthropology and related fields on "Digital Data Management for a New Generation: Bringing Digital Data Management Training into Methods Training for Anthropology," sponsored by the American Anthropological Association and the National Science Foundation.

In August, Dr. Mallinson co-organized an invited panel session on "Language, Dialect, and Rurality" and presented a paper, "The Significance of Language to Rural Sociology: Analyzing Dynamic and Variable Linguistic Practices in the Construction of Racial and Rural Identities," at the *2016 Rural Sociological Society* conference in Toronto, Canada.

Dr. Craig Saper delivered a number of conference talks and led a number of workshops this summer. In June, Saper co-presented "Loving-Together with Roland's Bots" with Helen Burgess (North Carolina State University) at the *ELO Conference & Media Art Festival* in Vancouver, Canada, and in July he delivered a talk entitled, "Content Curation: The Curatorial Process in the 21st Century University" at the *University Film and Video Association (UFVA)* in Las Vegas. He has also given a number of talks related to his work on Bob Brown, most recently at the annual meeting for the *Modernist Studies Association (MSA)*, and, in September, he was invited to host a discussion on net.art and networked writings on *-empyre-*, a global listerv of new media artists, scholars, and theorists organized by Cornell University. This November, at the annual conference for the *Society for Literature, Science & the Arts (SLSA)*, Dr. Saper will also be on a panel called "Creativity after Fluxus" in which he will present on "Infrastructuralist Revolution in Art".

Doaa Rashed presented on "Investigating Factors Influencing ESL Teacher Professional Identity in Language Programs" in the Doctoral Forum in the *2016 TESOL International Convention & Expo*. Her presentation highlighted the use of Structural Equation Modeling and the Qualitative Data Analysis Software; NVivo, in testing eight conceptual models exploring the relationship between the factors of self-efficacy, job satisfaction, motivation, and commitment, and ESL teachers' professional identity.

Dr. Ed Larkey, Landry Digeon and Ibrahim Er presented in the panel Measuring Transnationalism: Comparing Television Formats Using Digital Tools at the *British Association of Film, Television and Screen Studies* (April 14-16, 2016). They will also participate in September in the *FLOW* conference at the University of Texas at Austin. Dr. Larkey will present the paper "Caught in the *Dragnet*: Transforming a 1950s German TV Crime Series from Radio to Cinematic Narrative;" Ibrahim will present "Transnational Formats as a Means to Study Non-U.S. Television;" and Landry's paper is titled: "Twilight Zone: Traveling Through Time."

Felix Burgos presented in May the paper "Work of Memory and the Construction of the Museo Nacional de la Memoria" at the *Latin American Studies Association* conference in New York City. He also co-chaired, with Dr. Michelle Stefano (AMST), the panel Critical Heritage Studies in the Americas: Theoretical and Practical Considerations, Case Studies, and Dialogue at the *Association of Critical Heritage Studies 2016* conference in Montreal, Canada.

Ibrahim Er will present the paper "The Voiceless in The Voice" at the *Mediasia 2016: The Asian Conference on Media & Mass Communication 2016*, in Japan. In December, Ibrahim will travel to South Africa to present the paper "The Voiceless in The Voice: A Multimodal Critical Discourse Analysis" at the *The 8th International Conference on Multimodality*, University of Cape Town.

Dr. John Fritz presented and published proceedings on "Course Design as Learning Analytics Variable" at the *6th International Learning Analytics and Knowledge (LAK)* conference in Edinburgh, Scotland on April 25.

This fall, **Kevin Wisniewski** was selected to present the paper "From the Pulpit to the Parade: Francis Hopkinson & his New Methods of Writing & Learning," at the *Rutgers Media Studies Conference: Extending Play* at Rutgers University and as an invited reader at poetry readings in Wilmington, Delaware, and Philadelphia.

Dr. Lori Edmonds, Ms. Doris Woodruff (Anne Arundel County Public Schools) and **Dr. Jodi Crandall**, presented "Beyond the Borders of School: Accessing Students' Funds of Knowledge" at the *TESOL International Convention and English Language Expo* in Baltimore in April, 2016.

Dr. Marina Adler organized the Book Dialog Session: Father Involvement in the Context of *International Policy and Practice at the Work and Family Research Network (WFRN)* conference in Washington, DC on June 24, 2016. At the session she also presented the paper "The Weekend Father: Father Involvement in Contemporary Germany." with her colleague Karl Lenz from the University of Technology Dresden, Germany.

Steven Dashiell presented at the *American Men's Studies Association's Twenty-Fourth Conference on Men and Masculinities* in Ann Arbor, Michigan. The title of his presentation was "The Other Camo Closet: Discussing Concealment of Veteran Status for Postwar Male College Students." He also presented at the *Cultural Studies Association* conference at Villanova University in Villanova, PA. The title of his presentation was "Books and Boots: The Construction of Student Vet as a Masculine Identity."

Shirley Basfield Dunlap (Cohort 16) led a workshop on Racial Battle Fatigue in Performance during the *Third Annual Black Theatre Symposium* at The School of Theatre, Dance and Performance Studies in UMCP. On September 3, Shirley performed twice in the *15th Annual Page-to-Stage New Play Festival* at the Kennedy Center in Washington D.C.. She performed in *Exit Pluto*, written by Amy Bernstein, and directed by Dwight R. B. Cook. Also, Shirley performed "What a Year" by Rich Espey.

Dr. Renée Lambert-Brétière presented the paper "Adverbial Clause Linkage in Kwoma (Papua New Guinea)" in the workshop "Adverbial Relations and Clause Linking" as part of the conference *Syntax of the World's Languages, UNAM*, August 17-20, 2016.

Collaborations



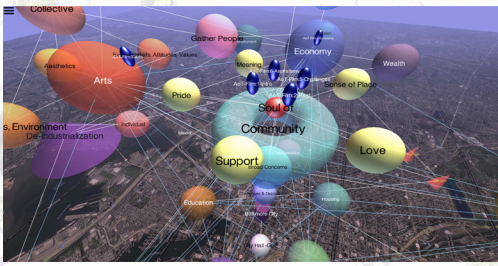
The *2nd Language, Literacy & Culture Graduate Student Conference: #IntellectualActivistMovement(s): Reconnecting University Scholarship and Community Action* has been organized with the collaboration of several LLC graduate students. This second conference is offered as a space of reflection and dialogue about the value of being an intellectual/activist: on lessons learned, on unanswered questions, on how changing socio-cultural landscapes interact with our work, and on what it means to be an intellectual activist in 2016 in Baltimore, the U.S., and internationally. The conference presents an opportunity to examine how your work enters this conversation as we ask: In what ways do our intersectional identities inform our work? What can we learn from earlier social

movements that can further contextualize our current perspectives and methodologies for social change? What is different today in our cultural and social landscapes, and how does that impact our work? How might we reimagine university-community connections in ways that respect the different but essential roles of thinking, writing, and acting, and the dynamic interactions between them?

The Conference Committee invites the LLC community to join us in this event on **October, 1st, 2016** at the Performing Arts and Humanities Building (PAHB). For more information visit: <https://llconference.wordpress.com/>

In response to Dr. Craig Saper's course "Electracy", **Felix Burgos** and **Kevin A. Wisniewski** started the biannual, peer-reviewed open access journal [Textshop Experiments](http://textshopexperiments.org/) (ISSN: 2377-9039). *TE*, as it is now being referred to, aims to foster experimental works that invent, operate in, or analyze the apparatus of Electracy. The journal publishes original scholarship and innovative and hybrid works in new media, digital literacy, electronic writing, Internet studies, rhetoric & composition, and culture. The inaugural issue, The Textshop (T)issue, was published in June 2016 and has been viewed by over 2,000 unique visitors. The second issue, Tours & Detours, is scheduled for a December release, and the editors are currently accepting submissions for the 2017 issues. For more information, please visit <http://textshopexperiments.org/>.





Following the Imagining America conference hosted by UMBC last fall, some local university and community organizers continued to meet (and started calling ourselves big, the *Baltimore Imagining Group*) to work on projects including: ongoing cultural actions of the US Department of Arts and Culture (<http://usdac.us>--"not a government agency, but an act of collective imagination"), advocacy for equity in arts and humanities funding in the Baltimore region, and the UMBC Imagining Research Center (IRC) project called the Art of Transformation (<https://www.facebook.com/ArtTransform/>--"a public media project to document and

catalyze transformation in Baltimore through cultural means"). **Bev Bickel** has been working with Lee Boot, director of the IRC, and a team of graduate students from LLC, Visual Arts and Psychology to develop the project working with people around Baltimore on telling and sharing their stories, histories and aspirations related to culture, identity, economy and what we have come to call the "soul of the community. This public scholarship project involves scholars from universities and communities in a collaborative "visual Wikipedia like-project." Being built on IRC's MapTu software, the AoT project invites users to add texts and audio-visual materials and make connections between them to create a space of connected and persistent knowledge about society and communities.

LLC's Newest Alumni

On May 18, 2016, three of our Doctoral students received their Ph.D. diploma during the graduation ceremony at the University of Maryland, Baltimore County.

Dr. Lori Edmonds

Student-Centered Funds of Knowledge in the Secondary Science Classroom: An Ethnography.

Chairs: Drs. Jodi Crandall & Nancy Shelton.

Dr. John Fritz

Using Analytics to Encourage Student Responsibility for Learning and Identify Course Designs that Help.

Chair: Dr. Zane Berge

Dr. Anissa Sorokin

"The Hardest Part Was Writing the Songs, but the Easiest Part was Motivation": Music Centered Pedagogy in the College Composition Classroom.

Chairs: Drs. Christine Mallinson and Lucille McCarthy



Congratulations!

LLC's Steering Committee



We would like to thank the 2015-16 LLC Steering Committee for their service and dedication to our doctoral program.

They are (left to right standing): Bill Shewbridge, MCS; Sarah Shin, EDUC; Ed Larkey, MLLI; Piotr Gwiazda, ENGL. Gloria Chuku, AFST; Kimberly Moffitt, AMST and LLC; and Claudia Galindo, LLC; (left to right seated): Craig Saper, LLC; Carole McCann, GWST; Cedric Herring, LLC; Bev Bickel, LLC; Christine Mallinson, LLC; and Michelle Scott, HIST. Not pictured is Bambi Chapin, SOCY/ANTH.