

Faculty and Staff news continued

Diaper bank for student parents wins challenge

By Lucero Benitez



A University-based diaper bank for student parents and caregivers may soon be a resource at Fresno State. The bold idea was presented by Jennifer Randles, Sociology Associate Professor, for the "Bold Ideas Challenge."

In January, President Joseph Castro announced the third challenge as an opportunity for all faculty, staff and administrators to submit bold, innovative ideas on how services to students can be improved, fix an ineffective process on campus and advance the strategic plan.

Randles proposed creating a university-based diaper bank for student parents and caregivers because she saw a lack of access to sufficient diapers, which she believes is often a hidden consequence of inequality.



She says many students struggle to provide for their families and go to

school at the same time. "Diaper support is an important way to ensure that our students can do both and meet their educational goals."

Randles' current research focuses on diaper need and the lack of access to sufficient diapers to keep an infant dry, comfortable, and healthy. Through this research, she discovered that one in three mothers struggles with diaper need.

"Given our student demographics, this means that a significant portion of our students also struggle with this issue," said Randles.

Larissa Mercado-López, Women's Studies Associate Professor, has been conducting research about student parents and says the national

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average shows student parents make up 15% of the student population but she estimates it's closer to 25% at Fresno State.

That means about 6,292 students on campus are raising a child. In the survey Mercado-López administered to student parents, nearly



half of them (48%) indicated that their children were between 0 and 5 years old, a significant age group because they are in the diaper need range.



The selection of the top ideas was a process that involved staff, faculty and administrators from all across campus. The Creativity And Innovation

Alumni Corner

This issue marks the introduction of a new feature to *The COSS Herald*, the Alumni Corner, conveying what COSS graduates have been doing since attaining their degrees. Recent news includes:

Sarah Andrews (BA, Sociology, 2016) has been accepted into Pacific University's School of Occupational Therapy doctoral program.

Selena Carbajal (BA, Women's Studies, Chicano and Latin American Studies, & Psychology) will begin this fall her PhD program in Family



In May 2018, Victoria Malko presented a paper, "Teachers and the Holodomor: Victims, Survivors, Perpetrators," at the 23rd Association for the Study of Nationalities World Convention at the Harriman Institute, Columbia University, New York.

Studies and Human Development at the University of Arizona on a full fellowship. She was the 2017-18 College of Social Sciences Dean's Medalist, and was the outstanding student in each of her major departments. At the University of Arizona, she will continue her research on first generation Latina college students.

Mateo Jesús Carrillo (MA, History, 2011) has just completed six months of research in Mexico City on a Fulbright Grant. A doctoral student at Stanford, Carrillo is completing his dissertation on how postwar agricultural and infra-

structural modernization in Mexico and the U.S. Southwest shaped transnational migration and perceptions of race, gender, and national citizenship.

Zac Emerzian (BA, History & Math, 2018) has been accepted into UC Santa Cruz's graduate program in Games + Playable Media.

Monica Kiser (BA, Anthropology, 2016) is engage to Roger Daly.

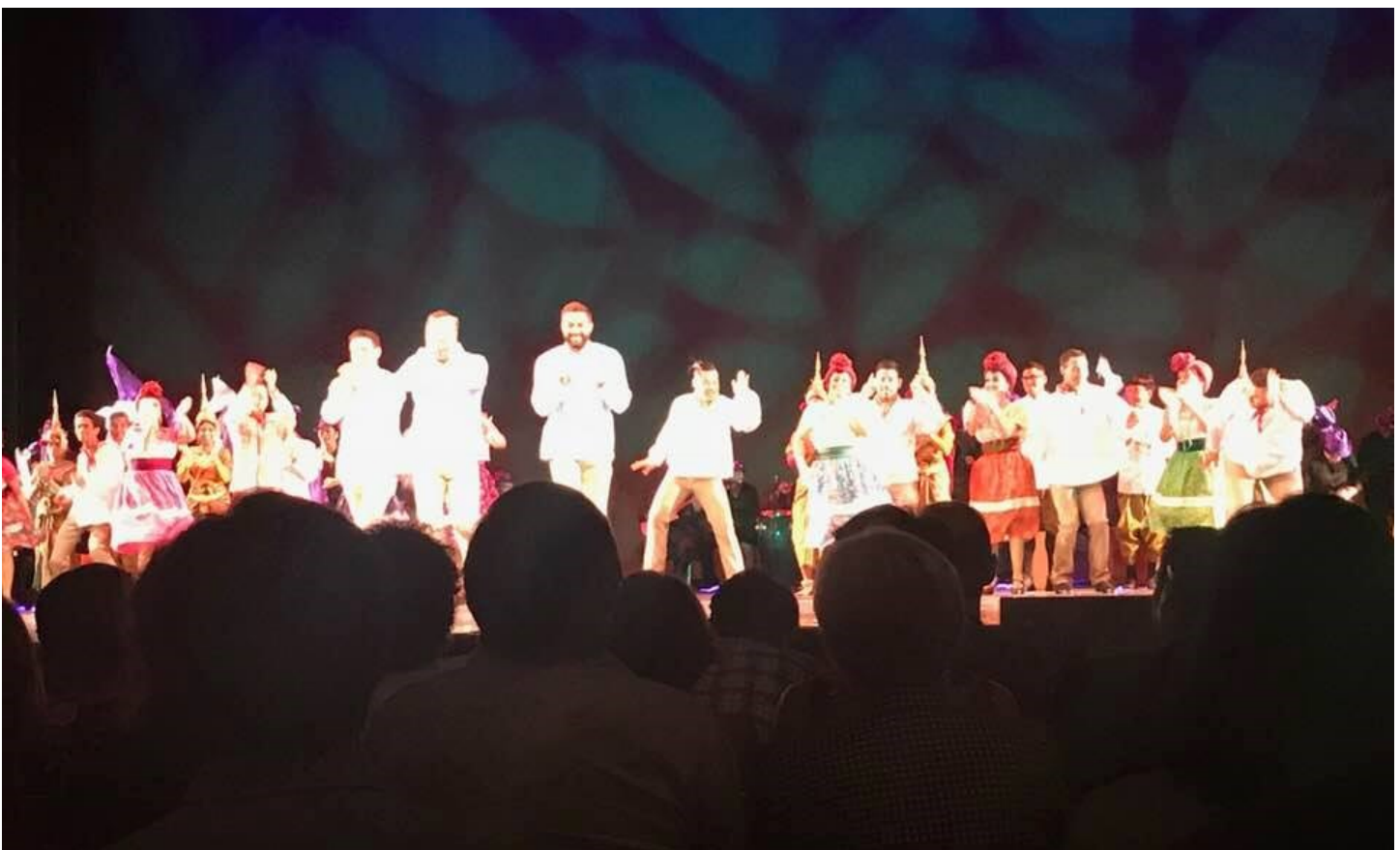
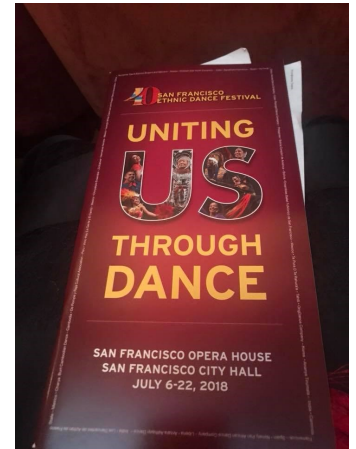
Jesse Mendiola (BA, Sociology, 2012) served as a mentor to a McNair scholar, a sophomore (continued on page 14)

San Francisco Ethnic Dance Festival

Los Danzantes de Aztlán (LDA) performed at the War Memorial Opera House in July for the San Francisco Ethnic Dance Festival. LDA was one of only two Mexican dance groups selected out of 12 that auditioned for the event.

Program director Victor Torres notes, "No other CSU Mexican dance group has been selected

to perform at this venue. We have been selected three times," noted Victor Torres, director of the dance program. "We were the only university-based group in California to be selected to participate, and the only San Joaquin Valley group either university- or community-based to be selected more than once."



Paparazzi II



(Left) Fresno State's chapter of Alpha Phi Sigma (APS), the criminal justice student honors society, won the crime scene investigation competition at their national conference in New Orleans in February 2018. As a reward for winning, Fresno State's APS students will host the crime scene competition at the national conference in Baltimore in Spring 2019.



(Above) Undergraduate history students worked with Romeo Guzmán (standing behind the miniature goal) to launch the public history project "The Other Football: Tracing the Game's Roots and Routes in the San Joaquin Valley." Throughout the spring semester, students conducted interviews and historical research and shared the history of soccer in the Valley by organizing a two-day conference and by creating and distributing soccer trading cards at the Fresno FC game and local soccer events.

An Amazing Academic Adventure: Five Lessons We Learned Team Teaching

By Lori Clune and Bill Skuban,
Department of History

A promising new chapter in U.S.-Cuban relations seemingly opened on December 14, 2014 when President Barack Obama and Cuban President Raul Castro announced intentions to “normalize” relations between their two countries. The relationship continued to progress when embassies reopened in both countries in 2015, and then Obama traveled to Havana in 2016 for an official state visit, even attending a baseball game and doing “the wave” with Castro.

We followed these developments closely and decided to challenge both our students and ourselves by developing a new course: a team-taught, upper division course on U.S.-Cuban relations that would draw on our individual strengths and collective passions. We both studied at UC Davis, although at different times, we both have maintained strong research agendas, and, perhaps most importantly, we both have an enduring love for and commitment to innovative classroom teaching. There were numerous bureaucratic and logistical hurdles to overcome, but with the help of a supportive dean and department chair we were able to offer the course to 45 upper division history majors in the fall of 2017. In their evaluations of the course, students reported that they learned a great deal. We learned many lessons as well, and we came away with the conviction that team teaching holds enormous benefits for students and instructors alike, especially in the College of Social Sciences.

Lesson #1: Planning

Continuous, on-going planning was key. We felt that we had to reach consensus on virtually every element of the course, and although time consuming, we viewed this practice as the best guarantee for a successful course. We met several times

during the spring and summer of 2017 to select and plot the readings, topics, and course assignments. During the fall semester, with the class meeting twice (Monday and Wednesday) weekly, we met for lunch (occasionally enjoying Cuba Libres!) every Friday to review what had been successful that week and to plan the following week’s lectures and presentations. We used Google Slides (albeit minimally) during our presentations for the Monday class meeting, and we assigned groups of students to lead the Wednesday class meeting, which was devoted entirely to discussion.

Collaborative grading proved essential. As mentioned above, we planned and agreed upon all assignments (précis, papers, exams, presentations) and developed rubrics for all to insure transparency and to help everyone understand the agreed-upon criteria for grading. To insure fairness, we divided the work evenly and swapped the first few papers of each assignment, as well as those papers deemed especially problematic. For the midterm and final, we individually chose and were responsible for grading those identification terms and essays that aligned with our individual strengths.

Lesson #2: Integrating Material and Modeling Intellectual Debate

We decided early on to employ an interactive teaching model, meaning that we would both attend every class meeting and that we would interact (ask questions, make comments, etc.) while the other lectured. We felt that students would benefit from consistently hearing multiple perspectives on the topics and materials covered in the class from specialists working on different sides of the U.S.-Cuban divide. This aspect of the course worked extremely well, and these remarks from one student were typical: “On

Mondays (lecture days) the way they split time in half with one doing the U.S. perspective while the other the Cuban perspective was a wonderful mixer.”

Nevertheless, although we were careful to balance content and perspectives, during the first few weeks of the semester we kept our presentations separate and somewhat self-contained. As we became more acclimated to team-teaching, and as the course chronologically entered the twentieth century, we chose to integrate our presentations much more tightly. This strategy involved alternating every

ten to fifteen minutes between Lori and Bill lecturing, and at times students were not sure who would speak next! This method had the added benefit of keeping students on their toes and riveted to the presentation.

In addition, we found that integrating our teaching allowed us to model civil, intellectual debate. Although our political bearings and sensibilities are very similar, we did sometimes disagree, and these moments became excellent opportunities to show students how rational adults can disagree in a respectful manner. Moreover, (continued on page 13)

Associate Dean continued

By Lucero Benitez

Department Chair from 2012 to 2015.

Bernadette Muscat, Interim Associate Dean of the College of Social Sciences was permanently named Associate Dean of the College, effective June 1, 2018.

Muscat has been Interim Associate Dean in the College since May 2015. Previously, she served as the Criminology

Muscat’s accomplishments include several academic and student success initiatives. She is responsible for increasing the number of units students take each semester through the Course Access Initiative, the Graduation Rate Initiative, and Four Year Guarantee Program pertaining to the College

Pub Crawl continued

Accepted

Journal article. “Paper spirits and flower dragons,” in *Journal of Transcultural Nursing*. Deborah Helsel.

Academic Report. “Accountability & International Financial Institutions: Community Perspectives on the World Bank’s Office of the Compliance Advisor Ombudsman,” published by the Human Rights Center, University of California, Berkeley. Christopher Sullivan and Roxanna Altholz.

Book. *#Think: Critical Thinking about Social Problems*. Matthew Jendian, Vera Kennedy, and Romney Norwood.

Book chapter. “Finances of the Missions,” in *Early Modern Catholic Global Missions*, R. Po-chia Hsia (ed.). Fred Vermote.

Journal article. “Travellers Lost and Redirected: Jesuit Networks and the Limits of European Exploration in Asia,” in *Itinerario: International Journal on the History of European Expansion and Global Interaction*. Fred Vermote.

Journal article. “Attitudes Towards Immigration: Ethnicity trumps skills but not legality?” in *Social Sciences Quarterly*. Annabella España-Nájera and David Vera.

Journal article. “A Theoretical Foundation for Assessing Prin-

An Amazing Academic Adventure continued

(continued from page 12) students could observe how specialists from two different fields of history, each employing varying methodological approaches, may interpret the same material differently. We believe this practice delivered a more nuanced understanding of the complicated history of U.S.-Cuban relations.

Lesson #3: Incorporating Open-Ended Questions and Problems

Lecture, discussion, and document analysis afforded opportunities to probe open-ended problems. Indeed, the very content and dynamic of this course lent itself to exploring questions from different angles with many different and possi-

bly conflicting “answers.” We encouraged students to think critically about the material and to develop a sense of historical empathy, to look at an issue from both the U.S. and Cuban perspective and to imagine themselves in the shoes of any one of a diverse number of historical agents, perhaps an American diplomat, or a Cuban poet, or an American businessman, or a Cuban guajira. Wednesday discussions and document analyses proved ideal in this regard. We selected primary documents from both the United States and Cuba, documents that would allow students to sense how people from different walks of life experienced the evolving na-

ture and impact of official U.S.-Cuban relations. Each week we charged a different group of students with developing a plan to initiate discussion, invite questions and responses, and interpret the material at hand. We stayed in the background for the most part, but we intervened to add context, suggest alternative interpretations, or highlight key points. We strove to create a safe space in the classroom, one in which all participants could advance their own answers without the risk of being “wrong.” As one student observed: “The way in which we worked in groups to analyze primary source documents over the weeks was engaging and effective. Having each group lead a discussion helps us all in our ability to lead, speak, and promote poignantly, captivating back-and-forth discussion.”

Lesson #4: Be Willing to Learn and to be Surprised

By being in the classroom together, we learned not only how a Latin American historian approaches and teaches U.S.-Latin American relations (in this case Cuba) and vice versa, but we learned from observing the other’s pedagogical style and classroom management strategies. These revelations may not be all that surprising, but their rewards are priceless. To say that we came away from this experience as better teachers would be an understatement.

What genuinely surprised us, however, was the degree to which students engaged with this class. As one student wrote, “This is my favorite class I have ever taken... Drs. Clune and Skuban work well together which helps make the class more comfortable and makes students want to participate in discussions.” Students seemed to really take ownership of the material and, on Wednesdays, the entire classroom. To be sure, we were surprised at our level

of excitement in developing this class, but the level of enjoyment our students demonstrated was perhaps most surprising of all!

Lesson #5: Students Want It

Finally, we learned that students greatly appreciate the team-teaching format and want more classes taught this way:

“Having dual professors whose focus was on counter perspectives helps gain the full picture of this history.”

“I rate this an outstanding class and hope it continues to be a course that is combined.”

“I hope to have two professors for a course again.”

“Why wasn’t this implemented years ago?”

Epilogue and Conclusion

As a final point, and by way of conclusion, it should be disclosed that we planned a trip to take students to Cuba as a complementary and voluntary component to the course (approximately 25 students were highly motivated to make this trip). The provost approved our proposal, we negotiated with travel agencies and finalized an itinerary, we secured financial aid for our students, and we paid a deposit. Sadly, the brave new opening in U.S.-Cuban relations engineered by Presidents Obama and Castro was narrowed significantly by the Trump administration, and then just as our class began in the fall of 2017, reports of the mysterious “sonic attacks” in Havana led to the decision by the California State University and its insurers to no longer provide coverage for students travelling to Cuba – the death blow to our trip. We do not see these restrictions easing anytime soon, but building on what we learned, we will teach this course again in the spring of 2018. Team teaching is an exhausting, pedagogically rewarding, and intellectually stimulating experience.

Africana Studies Program welcomes new Coordinator

By Lucero Benitez



This semester COSS welcomes Thomas Ellis as the new Program Coordinator of the Africana Studies program. Ellis

has been contributing to the success of Fresno State students since 1991 with research interests that include, but not limited to, African American Theatre and Film.

Ellis is most proud of being the first African American Fulbright Scholar posted at the National Taiwan University. He was the only black faculty member at the university at that time. While there, he directed “Golden Child,” a play by Asian American writer David Henry Hwang. He describes his time as the director as “trouble free with a healthy and creative environment.” To introduce Professor Ellis, we caught up with him with a few Q&As.

Question: How do you feel

about leading the Africana Studies program?

Answer: My experience has taught me that leading a department, college or university is essentially a thankless job, serving many masters and rarely pleasing few. This program is the right size for my involvement, colleagues are personable, relatively conflict free, but most importantly sharing an immense capacity for helping and fostering African American student growth and development. I have never worked with a team solely focused on this mission, which is a tremendous and exciting change of direction for me.

Question: What are you looking forward to?

Answer: Working on a few initiatives geared toward improving enrollment and interest in the program, furthering community involvement and maintaining a steady course until a more permanent coordinator can be placed.

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Fulbright work in Nepal

Mohan B. Dangi (pictured above) delivered a keynote talk on Sustainable Solid Waste Management in Developing Countries, July 27, 2018, at the Tokha Municipality Workshop. Dangi is currently serving as a Fulbright specialist in Nepal.

"I have conducted four training workshops for local municipali-

ties, have two more workshops to give, had an invited talk, taught a Solid Waste Engineering course, and now I am busy with other capacity-building activities."

In his talk at the Tokha Municipality Workshop, Dangi discussed various aspects of current practices of solid

waste management in the context of the national and local levels of developing countries. He emphasized composting as a better method for municipal waste management in Nepal as a larger proportion of the waste is organic waste characterized by high moisture content.

Alumni Corner continued

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double-majoring in psychology and business, while pursuing his PhD in environmental sociology at Washington State University, Pullman.

Mutsumi Ogaki (BS, Criminology, 2017) is starting in the PhD program in Social Ecology at UC Irvine.

Maya Olais, (BA, Women's Studies, 2016) recently completed her Master's degree in Cultural Studies at Claremont Graduate University. This fall she will begin her PhD studies in the same program.

Maria Ortega Reyes (BA, Sociology & Political Science, 2014) became the Graduate Student Coordinator for Brown

University's First-Generation College and Low-Income Student Center (FLiCenter) while pursuing her PhD in sociology.

Ryan Christopher Reaves (BA, Sociology, 2014) graduated in May 2018 with his

Master's Degree in Public Policy from Mills College.

Christine Thompson (BA, Sociology, 2016) is working on a Masters in Sociology at University of Alabama at Birmingham.

Conference presentations

Tinneke Van Camp presented at three conferences since the last issue of the Herald: Recruiting victims of crime for participation in research projects – reflections from the field, presented at the annual meeting of the Academy of Criminal Justice Sciences (ACJS), New Orleans, February 2018. Student awareness about on-campus resources in

response to sexual violence under the Title IX provisions, presented at the World Society of Victimology symposium, Hong Kong, June 2018. A game theoretical perspective on restorative justice, presented at the biennial meeting of the International Society for Justice Research, Atlanta, Georgia, July 2018.

Faculty and Staff news continued

For Excellence (CAIFE) alumni reviewed the submissions and made recommendations to the Cabinet. In March, the Cabinet announced the selected ideas and created working groups (CAIFE teams) charged with assessing and implementing the ideas beginning in September.

"I feel very honored and hope this will draw greater attention to the needs of our caregiving students who deserve our recognition and support. I appreciate the President's Bold Ideas Selection



Panel for recognizing the importance of this issue," said Randles.

Bold Idea winners were announced and recognized last April at the Annual President's Showcase of Excellence. Winners received either a \$1,000 cash award or a \$1,000 professional development award.



The Departments of Anthropology, Geography, History, Political Science, and Sociology added new faculty to their ranks this fall, and new counselors joined the Advising Center.

Justin Myers (SOC)



Justin Sean Myers received his PhD in Sociology from The Graduate Center - City University of New York. His research utilizes qualitative methods to chronicle how marginalized communities are organizing against environmental and food injustice. His work has documented how food justice organizations are challenging disinvestment, displacement, and cultural assimilation through urban agriculture as

Fall Faculty Workshop Schedule

To register: bit.ly/RSVPworkshops

All workshops are in Thomas Administration Building Room 117

Getting Started with Grants or Contracts

- 8/30/18 10:00 - 11:30 a.m.
- 9/19/18 10:00 - 11:30 a.m.
- 10/2/18 1:00 - 2:30 p.m.

Kuali GrantLaunch

- 9/4/18 1:00 - 2:00 p.m.
- 9/5/18 10:00 - 11:00 a.m.
- 9/6/18 10:00 - 11:00 a.m.
- 9/17/18 1:00 - 2:00 p.m.

Compliance, Integrity, and Good Research Practices

- 9/10/18 10:00- 11:00 a.m.
- 9/12/18 1:00-2:00 p.m.
- 9/20/18 1:00-2:00 p.m.

Private Foundation Opportunities and Arts & Humanities Agencies

- 9/11/18 1:00-2:30 p.m.

Serving Community Needs - Contracts & Other Partnerships

- 9/18/18 10:00 - 11:30 a.m.
- 9/26/18 1:00 - 2:30 p.m.

How to Develop Budgets

- 9/24/18 10:00 - 11:30 a.m.
- 9/27/18 10:00 - 11:30 a.m.

National Science Foundation (NSF) and Research at Undergraduate Institutions

- 9/25/18 10:00 - 11:30 a.m.



INSIDER ART:
EXPLORING THE ARTS WITHIN PRISON ENVIRONMENTS
A Collection of Work from Avenal State Prison
Edited by Emma Hughes and Cindy Urrutia

Insider Art: Exploring the Arts Within Prison Environments, A Collection of Work from Avenal State Prison

The companion catalog to the April 2018 prison art exhibition held at Fresno State has been published by the Press at California State University, Fresno. Co-edited by Emma Hughes from the Criminology Department and Cindy Urrutia, director of the Center for Creativity and the Arts, the catalog features images of over 100 works of art, essays by Hughes, Urrutia, two incarcerated artists, the warden of Avenal State Prison, and a CDCR lieutenant, as well as photographs by art professor Neil Chowdhury. Hughes arranged for a copy of the catalog to be delivered to US Supreme Court Justice Anthony Kennedy since it was his vote in *Brown v. Plata* (2011) that helped reduce overcrowding in California prisons which in turn opened up space where art classes and other programs could take place. As it happened, the catalog was delivered to Justice Kennedy the day after he announced

his retirement. Justice Kennedy most generously took the time to respond even while at the center of the national spotlight. In his letter

he remarked of the catalog: "This is one of the most interesting things we have seen this entire year. It gives us a good deal to think about."

Africana Studies Coordinator

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Question: What is an interesting unknown fact about yourself?

Answer: As an undergrad, I was high hurdle college champion at the West Coast Relays here in Fresno, twice;

NCAA All American in Track and Field; and held the record for the longest standing Track and Field record at California State University, Sacramento.

Ellis will teach African American Theatre in the spring and direct the musical "The Color Purple" at Fresno State, May 2019.

MISSING AN ISSUE? GO TO: <http://www.fresnostate.edu/socialsciences/sociology/news/cossherald.html>