“Arabs and Muslim in the Media”
After 9/11, there was an increase in both the incidence of hate crimes and government policies that targeted Arabs and Muslims and the proliferation of sympathetic portrayals of Arabs and Muslims in the U.S. media. Arabs and Muslims in the Media examines this paradox and investigates the increase of sympathetic images of "the enemy" during the War on Terror.

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“The NAACP, Advocacy, and the Struggle Over Blacks’ Participation in Media.”
The NAACP, Advocacy, and the Struggle Over Blacks’ Participation in Media charts the role the NAACP has taken, 1909 to present, in advocating for changes in the media industry on behalf of Blacks (e.g., improved participation and representations). The book answers three general questions: 1. How has the NAACP handled dissonance while negotiating the, at times, differing goals of the organization and the interests of the media industry? 2. What strategies have the NAACP employed to communicate the relevance of media
activism to its constituency and the general public, and with what degree of success (or failure)?

3. How has the media industry responded to the NAACP's calls for change, and what does the media landscape look like as a result of NAACP interventions?

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“African American Folksong and American Cultural Politics”
This work documents one of the most unusual collections of African-American folk music ever produced, as well as the life of the person who produced it: Lawrence Gellert and his collection of African American folk music from the 1920s and 1930s. Gellert's recordings were immediately adopted by the American Left as the voice of the true American proletariat and the songs (generally no more than variants on traditional work songs or blues) were dubbed by the Left "Songs of Protest." Both the songs and Gellert were exploited in this regard and as such they were quickly disregarded by traditional academics as having been faked by Gellert solely for political purposes. Gellert's actual collection, however, stands as the earliest disc field recordings made of African Americans (begun in 1925), and consists of over 500 blues, spirituals, and work songs, as well as folk narratives, sayings, proverbs, and other oral genres.

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“Maryland Adolescent Growth in Context Study”
This is a longitudinal study of approximately 800 adolescents and their families living near DC. The study began when the youth were in 7th grade and we are just completing our 8th wave of data collection on the now 30 year old youth. Much of the study focuses on racial identity and experiences of racial discrimination. We have many papers on our web site reporting the results of various analyses (www.rcgd.isr.umich.edu/garp). For example, we have found that a strong racial identity during the 8th grade protects African American youth from the negative effects of perceived race-based discriminatory experiences on the youth's mental health, academic motivation and achievement, and
association with risky peers. We have many other findings as well on the link between race and human development in the second two decades of life.

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“Race across the French Atlantic: What Color is Black?”
Race and sex across the French Atlantic enters the field of transatlantic race studies in order to show how the Francophone world offers intriguing neglected perspectives on how the matrices of race and sex as nodal modes of power are deeply intertwined. This study engages in a critical dialogue between Francophone writers such as Jean Genet, Aimée Césaire, Frantz Fanon, and Danny Laferrière, and influential writers from the US such as Lorraine Hansberry, James Baldwin and Norman Mailer. What Color is Black brings the overlooked field of Francophone history and culture into the discussion of globalized African history and subjectivity begun in Paul Gilroy’s powerful 1991 *The Black Atlantic*. This study also takes as its point of reference that the most important insight articulated by W.E.B. Du Bois at the turn of the twentieth century, the question of the “color line” has received its clearest response not from a black American race thinker.

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“The Secret Game”
I am writing a book about race relations in the American South during the pre-Civil Rights era. The title stems from an illegal, clandestine, integrated college basketball game that took place in North Carolina during World War II. The book is based on more than ten years of research, including scores of oral history interviews conducted across the country.

Helen Fox
Lecturer
"When Race Breaks Out: Conversations About Race and Racism in College Classrooms"
The book is a guide for instructors who want to promote more honest and informed conversations about race and racism. Based on the author's personal practice and interviews with University of Michigan students and faculty from a variety of disciplines, this book combines personal memoirs, advice, teaching ideas, and lively stories from college classrooms. A unique "insider's guide" to the main ideas, definitions, and opinions about race helps instructors answer students' questions and anticipate their reactions, both to the material and to each other. An updated annotated bibliography of over 225 articles, books, and videos with recommendations for classroom use is included.

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"Developing a Traditional Spirituality Program for Urban American Indians"
Efforts to reduce mental health disparities and low treatment utilization rates for American Indians have had little success. Treatment barriers include differences in cultural assumptions between Native life ways and Western psychosocial interventions, with many Indian people preferring access to traditional healing. Despite this preference, urban Indian health organizations have lacked concrete strategies for incorporating these practices into their services. Thus, we formed a partnership between mental health researchers at the University of Michigan and administrators at American Indian Health and Family Services of Southeastern Michigan (AIHFS) to develop a traditional spirituality education program that will orient urban American Indian community members to ceremonial practices in an effort to begin to address this community’s wellness needs.

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"Dialogue Across Difference: Practice, Theory and Research on Intergroup Dialogue"
This book, to be published February 2013, presents the results of a multi-university study of the impact of intergroup dialogue courses on students' understanding of group-based inequalities, intergroup empathy, motivation to bridge differences, and commitment to social action. The study, conducted in nine universities, involved randomly assigning students who applied to enroll in intergroup dialogue courses either to a course or a control group. Random assignment assured that evidence showing greater change among the dialogue than the control group students is attributable to the course experience rather than merely being in college another term. Altogether 52 pairs of dialogue courses and control groups, half focused on race and half on gender (1437 students), formed this experimental investigation of the effects of intergroup dialogue and the processes within the courses that accounted for the effects. Positive effects of dialogue were consistent and robust over many measures.

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“The Anarcha Project: Objection in the Medical Archive”
The Anarcha Project uses performative research methods to engage intersections between black history and disability history, and to investigate the effects of slavery medicine on contemporary health inequalities. Black history, disability studies and performance scholars work on remembering Alabama women Anarcha, Lucy and Betsey. The anti-archive envisions a site for a discussion of Anarcha and J. Marion Sims, the gynecologist who used slave women as experimental subjects while he was searching for a cure for fistula. Using movement, words and visuals to connect Anarcha’s story to disability history and black history, we sought to add to the anti-archive, to hear from others what they knew about this story, what it meant to them, the responses it compelled. / Here is the link to our site: http://liminalities.net/4-2/ / We have a DVD with responses by many project participants, and there’s also a large body of traditional print publications associated with the project."

Nadine Naber
“Race and Arab Americans”
This book highlights emergent discourses on the distinct ways that race matters to the study of Arab American histories and asks essential questions. What is the relationship between U.S. imperialism in Arab homelands and anti-Arab racism in the lives of Arab Americans? What are the relationships between religion, class, gender, and anti-Arab racism? What is the significance of whiteness studies to Arab American studies?
Transcending multiculturalist discourses after September 11 that have simply "added on" the category "Arab American" to the landscape of U.S. ethnic and racial studies, this volume locates September 11 as a turning point, rather than a beginning, in the history of Arab American engagements with race, multiculturalism, and Americanization.

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“Arab America: Gender, Cultural Politics, and Activism”
Arab Americans are one of the most misunderstood segments of the U.S. population, especially after the events of 9/11. In Arab America, Nadine Naber tells the stories of second generation Arab American young adults living in the San Francisco Bay Area, most of whom are political activists engaged in two racial justice movements that draw on the conditions of diaspora, a Muslim global justice and a Leftist Arab movement. Writing from a transnational feminist perspective, Naber reveals the complex and at times contradictory cultural and political processes through which Arabness is forged in the contemporary United States, and explores the apparently intra-communal cultural concepts of religion, family, gender, and sexuality as the battleground on which Arab American young adults and the looming world of America all wrangle. (New York University Press, 2012)"

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“Teacher Beliefs about the Origins of Racial/Ethnic Achievement Gaps”
We examine teacher beliefs about the origins of Black-White and Latino-White achievement gaps in a sample of 400 middle school teachers from all over the state of Michigan. We have 3 aims. First, we want to relate teacher beliefs to their background characteristics (race, gender, years teaching). Second, we relate beliefs about the achievement gap to beliefs about the nature of intelligence and awareness of racial discrimination. Third, we consider how school characteristics (racial composition, socioeconomic status, size, urbanicity) relate to teacher beliefs. The goal with this pilot study is to develop measurement tools that can help us to develop intervention programs aimed at building adaptive attitudes in teachers who serve students of color."

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“Bodies & Identities”
I am working with a group of students here and a group of students, together with a faculty, from Universidad Nacional de Colombia examining the issue of race, bodies, and identities from a global, intercultural perspective. We have a seminar during which we talk and see each other using available university technologies and in which the students engage in large group and small group dialogues on this issue. Students from our university do collaborative work with students from Colombia on particular areas within the broader notion of bodies and identities. They are expected to understand each nation’s theoretical perspectives, histories, cultural contexts within which racial identities are constructed and de-constructed; share bibliographies, collaborate with research projects, and write small group papers on the topics of their choice. We also plan to take our students to Colombia for a symposium and welcome them to visit the University of Michigan in the near future.

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“In the Company of Women: James Baldwin and Gendering of Narrative”
I explore Baldwin’s interest in female characters and narrators in his later works and challenges the traditional placement, if not entrapment, of his oeuvre in the black male tradition of the “big three,” alongside Richard Wright and Ralph Ellison. As black feminist critics have long argued, the works of women writers, e.g., Gwendolyn Brooks, Anne Petry, Paule Marshall, Audre Lorde, Alice Walker, Gloria Naylor, and Toni Morrison created a powerful and diverse counter-tradition that developed throughout the same historic period and changed the course of American and African American literary history. I argue for re-reading Baldwin’s works in conversation with these black female writers and in the context of changing theoretical and literary critical approaches to gender and narrative theory since the 1980’s, and especially the critiques offered within the fields of black queer, performance, and comparative ethnic studies.

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“Overturning Dred Scott: Race, Rights, and Citizenship in the Antebellum United States”

Overturning Dred Scott presents new chapter in the history of U.S. citizenship, one that turns on the status of free African Americans. On citizenship, the Constitution of 1787 was silent. By the 1850s, this gap was filled by an alternative jurisprudence. Lawmakers debated the status of free African Americans in legislatures and constitutional conventions. Black activists argued in political meetings and the press. In courthouses, judges and lawyers wrestled African American rights, while free black people used ordinary civil proceedings to carve out extraordinary rights. Dred Scott v. Sandford has long substituted for an understanding of race, law and citizenship in the 1850s. This book tells a new story about the terms of the 1866 Civil Rights Act and the 14th Amendment. Contest over civil rights were not new in the Reconstruction era. These very terms had been claimed, debated, and sometimes won by free African Americans in the 1850s.