

Beeman, Angie K.

1. EDUCATION:

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

2. FULL-TIME ACADEMIC EXPERIENCE:

<u>Institution</u>	<u>Rank</u>	<u>Field</u>	<u>Dates</u>
Baruch College	Associate Professor	Sociology	August 25, 2017 - Present
Baruch College	Assistant Professor	Sociology	August 27, 2012 - August 24, 2017
Borough of Manhattan Community College	Assistant Professor	Sociology	2010 - August 26, 2012
Borough of Manhattan Community College	Instructor	Sociology	February 1, 2010 - August 2010
University of Connecticut	Research Assistant	Sociology	May 2005 - August 2009
University of Connecticut, Women's Studies Program	Graduate Student Instructor	Women's Studies	2004 - August 2009
University of Connecticut, Dept. of Sociology	Graduate Student Instructor	Sociology	January 2002 - July 2008
Gender & Society	Research Assistant	Sociology and Women's Studies	May 2006 - August 2006
University of Connecticut,	Research Assistant	Sociology, Judaic Studies	May 2005 - November 2005
University of Connecticut	Teaching Assistant	Sociology	August 2001 - December 2001
Mid-Atlantic Addictions Training Institute	Research Assistant	Sociology	August 1999 - August 2001

3. PART-TIME ACADEMIC EXPERIENCE:

<u>Institution</u>	<u>Rank</u>	<u>Field</u>	<u>Dates</u>
Baruch College	Affiliate Faculty	Black and Latino Studies	December 2020 - Present
College of Staten Island	Instructor	Sociology	October 2009 - December 2009

4. NON ACADEMIC EXPERIENCE:

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

5. EMPLOYMENT RECORD AT BARUCH:

<u>Rank</u>	<u>Dates</u>
Affiliate Faculty	December 2020 - Present
Associate Professor	August 25, 2017 - Present
Assistant Professor	August 27, 2012 - August 24, 2017

6. PUBLICATIONS IN FIELD OF EXPERTISE:

A. Books:

B. Papers in Professional Journals:

(1) Articles:

Beeman, A. (2019). Royall Must Fall: Old and New Battles on the Memory of Slavery in New England. *Sociology of Race and Ethnicity*, 5(3), 326-339.

Beeman, A. (2015). Walk the Walk but Don't Talk the Talk: The Strategic Use of Color-Blind Ideology in an Interracial Social Movement Organization. *Sociological Forum*, 30(1), 127-147.

Beeman, A. (2015). Teaching to Convince, Teaching to Empower: Reflections on Student Resistance and Self-Defeat at Predominantly White vs. Racially Diverse Campuses. *Understanding & Dismantling Privilege*, 5(1), 13-33.

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

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

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

Beeman, A., Glasberg, D., & Casey, C. (2011). Whiteness As Property: Predatory Lending and the Reproduction of Racialized Inequality. *Critical Sociology*, 37(1), 27-45.

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

(2) Proceedings:

C. Chapters in Books:

Silfen Glasberg, D., Beeman, A., & Casey, C. (2014). Predatory Lending and the Twenty-First Century Recession: Preying on the American Dream and Reasserting Racialized Inequality. In D. Shannon (Ed.), *The End of the World as We Know It? Crisis, Resistance, and the Age of Austerity* (pp. 55-69). Oakland, CA: AK Press.

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

Glasberg, D., Beeman, A., & Casey, C. (2011). Preying on the American Dream: Predatory Lending, Institutionalized Racism, and Resistance to Economic Injustice. In W. T. Armaline, D. S. Glasberg, & B. Purkayastha (Eds.), *Human Rights in Our Own Backyard: Injustice and Resistance in the United States* (pp. 34-45). Philadelphia, PA: University of Pennsylvania Press. * This volume was awarded the 2013 **Hirabayashi Book Award** by the Human Rights Section of the American Sociological Association.

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

D. Government Reports or Monographs:

E. Book Reviews:

Beeman, A. (2018). *Book Review: Transcending Capitalism Through Cooperative Practices by Catherine P. Mulder* In David Fasenfest (Ed.). (4-5 ed., vol. 44, pp. 844-847). *Critical Sociology*.

7. OTHER PUBLICATIONS:

Melaku, T. M., Beeman, A., Smith, D. B., & Johnson, W. B. (2020). *Be a Better Ally: How White Men Can Help Their Marginalized Colleagues Advance* In Adi Ignatius (Ed.). (6th ed., vol. 98, pp. 134-139). Boston, MA: Harvard Business Review. <https://hbr.org/2020/11/be-a-better-ally>

Melaku, T. M., & Beeman, A. (2020). *Academia is No Safe Haven for Conversations about Race and Racism* In Adi Ignatius (Ed.). Boston, MA: Harvard Business Review. <https://hbr.org/2020/06/academia-isnt-a-safe-haven-for-conversations-about-race-and-racism>

Beeman, A. (2017). *Liberal White Supremacy: The Case of Charlottesville and a Conversation with Justice* In Joe Feagin and Jessie Daniels (Ed.). *Racism Review: Scholarship and Activism Toward Racial Justice*. <http://www.racismreview.com/blog/author/angie-beeman/>

Beeman, A. (2017). *Gig Economy or Odd Jobs: What May Seem Trendy to Privileged City Dwellers and Suburbanites is as Old as Poverty* In Jeffrey St. Clair (Ed.). Petrolia, CA: Counterpunch. <http://www.counterpunch.org/2017/05/22/gig-economy-or-odd-jobs-what-may-seem-trendy-to-privileged-city-dwellers-and-suburbanites-is-as-old-as-poverty/>

Beeman, A. (2016). *Why Doesn't Middle America Trust Hillary?* In Jeffrey St. Clair (Ed.). Petrolia, CA: Counterpunch. <http://www.counterpunch.org>

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

Beeman, A., Diversity and Inclusion Research Conference, "Building More Equitable Work Environments", Conference, Invited. (November 13, 2020).

Beeman, A., Now What? Annual Community Education Forum, Historic Mitchelville Freedom Park, Hilton Head Island, SC, "The Anti-Racism Trend", Panel, Invited. (October 22, 2020).

Beeman, A., Anti-Racist Initiative on Racial Aggression and Bullying, The New Caucus of the Professional Staff Congress-CUNY, "Two Sides of the Same Coin, Bullying and Racist Aggression", Invited. (October 21, 2020).

Beeman, A., BIPOC Talking Circle, Purdue University, "Building Safe Spaces and Promoting Retention of BIPOC Faculty and Staff", Invited. (October 8, 2020).

Beeman, A., Society for the Study of Social Problems, Society for the Study of Social Problems, San Francisco, CA, "Liberal White Supremacy: The Role of Progressives in Silencing Racial and Class Oppression", Conference, Accepted. (August 2020).

Beeman, A., ThinkOlio, "Progressives, Radicals & Well-Meaning Liberals", Invited. (June 11, 2020).

Melaku, T. M. (Presenter & Author), Beeman, A. (Discussant), CUNY Graduate Center Book Salon, CUNY Graduate Center, "You Don't Look Like a Lawyer: Black Women and Systemic Gendered Racism", Other, Invited. (February 19, 2020).

Beeman, A., American Sociological Association, Philadelphia, "The Legacy of Emotional Segregation: Barriers to an Integrated Society", Conference, National, Refereed, Invited. (August 2018).

Beeman, A., The Strand Bookstore Talk, New York, "What Does It Mean to Be a Good American?", Other. (July 13, 2018).

Beeman, A., Thinkolio, Neuhouse, New York, "The Evolution and Anatomy of Racism, Part 2", Seminar. (December 10, 2017).

Beeman, A., Thinkolio, Neuhouse, New York, "The Evolution and Anatomy of Racism, Part 1", Seminar. (December 3, 2017).

Beeman, A., Association for Humanist Sociology, Havana, Cuba, "The Limits of Liberal Ideology:

Silencing Racism and Privileging Class in Progressive Social Movements", Conference, International, Refereed, Accepted. (November 2017).

Beeman, A., Society for the Study of Social Problems, Montreal, Canada, "Royall Must Fall: Old and New Battles on the Memory of Slavery in New England", Conference, National, Accepted. (August 2017).

Beeman, A., The Strand Bookstore, New York, "Inventing the Concept of Race: There's Nothing Natural about Segregation", Other. (July 21, 2017).

Beeman, A., Thinkolio, Chinatown Soup, New York, "The Exclusive Club of Whiteness: Exploring Racial Hierarchies", Seminar. (June 11, 2017).

Beeman, A. (Coordinator/Organizer), Treitler, V. (Coordinator/Organizer), Eastern Sociological Society, Boston, Massachusetts, "Corporatization of Higher Education", Conference. (March 2016).

Treitler, V. (Coordinator/Organizer), Beeman, A. (Coordinator/Organizer), Eastern Sociological Society, Boston, Massachusetts, "Crisis in Higher Education", Conference. (March 2016).

Beeman, A. (Coordinator/Organizer), Strmic-Pawl, H. (Coordinator/Organizer), Eastern Sociological Society, Boston, Massachusetts, "Teaching Black Lives Matter and Gay Marriage: Countering Resistance, Creating Empowerment", Conference, Refereed, Invited. (March 2016).

Beeman, A., Society for the Study of Social Problems, Society for the Study of Social Problems, Chicago, IL, "Don't Call it Racism: A Case Study of Racialized Framing Contests Between an Interracial Coalition and its Opponent", Conference, International, Refereed, Accepted. (August 23, 2015).

Beeman, A. (Panelist), Annual Meeting of the Society for the Study of Social Problems, Society for the Study of Social Problems, New York, "The Cumulative Effects of Teaching and Surviving Racism for Faculty of Color and Teaching to Empower Students of Color", Conference, National, Accepted. (August 9, 2013).

Beeman, A. (Panelist), Bernard L. Schwartz Communication Institute Faculty Development Roundtables, Bernard L. Schwartz Communication Institute, Baruch College, "Teaching Difficult Topics: Racism", Roundtable, Local, Invited. (May 2, 2013).

Beeman, A. (Presenter & Author), School of Public Affairs Faculty Seminar, School of Public Affairs, Baruch College, "Walk the Walk but Don't Talk the Talk: The Strategic and Paradoxical Use of Color-Blind Ideology in a Grassroots Interracial Social Movement Organization", Seminar, National, Invited. (May 1, 2013).

Beeman, A. (Presenter & Author), Occupy Social Science, Department of Social Science, Borough of Manhattan Community College, "Color-Blind Ideology and OWS: Walking the Walk and Talking the Talk on Racism", Panel, Local, published elsewhere, Accepted. (November 11, 2012).

- Beeman, A. (Presenter & Author), Kim, R. (Presenter & Author), Annual Meeting of the Eastern Sociological Society, Eastern Sociological Society, New York, "Reflections on the Experiences of Teaching Race and Racism to Community College Students", Conference, National, Accepted. (February 24, 2012).
- Beeman, A. (Presenter & Author), Annual Meeting of the Eastern Sociological Society, Eastern Sociological Society, Philadelphia, PA, "Getting Students to Read, Understand, and Evaluate Social Theory in Introductory Courses", Conference, National, Accepted. (February 25, 2011).
- Beeman, A. (Panelist), Annual Meeting of the Eastern Sociological Society, Eastern Sociological Society, Philadelphia, PA, "Corporatizing Higher Education", Conference, National, Invited. (February 24, 2011).
- Beeman, A. (Presenter & Author), Casey, C. (Presenter & Author), Human Rights in the USA, University of Connecticut, Storrs, CT, "Keeping Hearth and Home: Economic Justice and Resistance to Predatory Lending and Housing Foreclosure", Conference, National, Accepted. (October 24, 2009).
- Beeman, A. (Coordinator/Organizer), Delgado, H. (Coordinator/Organizer), Annual Meeting of the American Sociological Association, American Sociological Association, San Francisco, CA, "The Workers United?: Bridging Ethnic, Gender, and Racial Divides in the Labor Movement", Conference, National, Accepted. (August 8, 2009).
- Beeman, A. (Presenter & Author), Annual Meeting of the Association of Black Sociologists, Association of Black Sociologists, Boston, MA, "Post-Civil Rights Racism and Labor Organizing in the Twenty-First Century", Conference, National, Accepted. (August 2, 2008).
- Beeman, A. (Presenter & Author), Annual Meeting of the Society for the Study of Social Problems, Society for the Study of Social Problems, Boston, MA, "Grassroots Organizing and Post-Civil Rights Racism: The Dilemma of Negotiating Interracial Solidarity in a Color-Blind Society", Conference, National, Accepted. (August 2, 2008).
- Beeman, A. (Presenter & Author), Annual Meeting of Sociologists for Women in Society, Sociologists for Women in Society, Boston, MA, "Racialized and Gendered Talk in Grassroots Movement Organizations", Conference, National, Accepted. (July 31, 2008).
- Beeman, A. (Panelist), The Politics of Reproduction, Department of Women's Studies, University of Connecticut, "The Politics of Reproduction", Panel, Local, Invited. (2007).
- Beeman, A. (Panelist), Valuing and Reclaiming Motherhood, University of Connecticut, Women's Center, Storrs, CT, "Valuing and Reclaiming Motherhood", Panel, Local, Invited. (2007).
- Beeman, A. (Panelist), Representations of Motherhood, University of Connecticut, Women's Studies Program, Storrs, CT, "Representations of Motherhood", Panel, Local, Invited. (2006).

Beeman, A. (Panelist), Social Justice Pedagogy, University of Connecticut, Women's Studies Program, Storrs, CT, "Social Justice Pedagogy", Seminar, Local, Invited. (2006).

Beeman, A. (Panelist), Annual Meeting of the Eastern Sociological Society, Eastern Sociological Society, Committee on the Status of Women, Boston, MA, "Career Trajectories of Women in Sociology", Conference, National, Accepted. (February 2006).

9. WORK IN PROGRESS:

A. Papers submitted to journals for consideration.

Beeman, A. If Only We Are Brave Enough to Be It: Demanding More From Diversity, Equity, and Inclusion Efforts to Support Women Faculty of Color. *Critical Sociology*.

Genao, S., Beeman, A., & Melaku, T. M. No Woman, No Cry: Leaning On Our Academic Shields of Gendered Support. *Journal of Education Human Resources*.

Beeman, A. *Liberal White Supremacy: How Progressives Silence Racial and Class Oppression*. In David Embrick and David Brunsma (Ed.). University of Georgia Press.

B. Other completed papers.

C. Research in progress.

Beeman, A., & Volscho, T. W. Fatal Control: Firearms Training and Police Killings of Black and White Men in the U.S.

10. PROFESSIONAL HONORS, PRIZES, FELLOWSHIPS:

Presidential Excellence Award for Distinguished Scholarship, Nominee, Baruch College, Scholarship/Research. (February 2018).

Presidential Excellence Award for Distinguished Teaching, Nominee, Baruch College, Teaching. (February 2018).

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

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

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

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

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

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

Sociologists for Women in Society Sister-to-Sister Meeting Registration, Sociologists for Women in Society, Scholarship/Research, National. (August 2008).
\$300 scholarship to present research at national conference.

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

Department of Sociology Summer Fellowship, University of Connecticut, Dept of Sociology, Scholarship/Research, Department. (August 2006).
Fellowship to fund summer research projects. \$456.

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

11. GRANTS-IN-AID:

Beeman, A., Sponsored Research, "Faculty Research Support Award", Weissman School of Arts and Sciences, Baruch College - CUNY, \$750.00. (start: November 25, 2020, end: June 2021).

Beeman, A., Sponsored Research, "Faculty Research Research Funding", Weissman School of Arts and Sciences, Baruch College - CUNY, \$2,000.00. (end: February 27, 2020).

Beeman, A., Grant, "Weissman Faculty Research Funding", Weissman School of Arts and Sciences, Baruch College - CUNY, \$2,000.00, Funded. (sub: February 22, 2017, start: March 9, 2017, end: June 30, 2017).

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

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

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

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

12. INSTITUTIONAL SERVICE:

A. Service to the Department

Executive Committee, Committee Member. (August 2019 – December 2020).

Faculty Mentor, Appointed. (September 2018 – December 2020).

Teaching Workshop and Orientation, Attendee, Meeting, approximately 2.5 hours spent for the year. (August 24, 2016).

I participated in the teaching workshop/orientation for adjuncts in the Sociology & Anthropology Department.

Curriculum Committee, Committee Member, Elected. (May 2016 – August 2018).

I assisted faculty in the department in preparing changes to their courses.

Screening of "Get Out", Faculty Advisor, Approximately fifty students attended. I led discussion on the film and arranged footage from the event to share on social media. (October 29, 2019).

Organized a screening and discussion of the film, "Get Out" for potential sociology majors.

Appeals Committee, Committee Member, Appointed. (April 1, 2019 - May 1, 2019).

Department appeals committee.

Hiring Committee, Committee Member, Pro Bono, (October 2017 - April 2018).

I wrote the Department's Affirmative Action Diversity Recruitment Plan. I reviewed applications, ranked applicants, met with the committee, and interviewed candidates.

Curriculum Committee, Committee Chair, (August 2015 - May 2016).

Organized meetings and arranged materials concerning changes to the department's curriculum.

Executive Committee, Committee Member, Elected, Pro Bono. (May 2014 - May 2016).

Appeals Committee, Committee Member, Appointed. (August 4, 2015 - September 1, 2015).

Department appeals committee.

Race and Ethnic Inequality in "Post Racial" America Arts and Sciences Faculty Research Seminar 2012-2013, Attendee, Meeting, approximately 3 hours spent for the year, Pro Bono. (May 8, 2013).

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

School of Public Affairs, Attendee, Meeting, approximately 4 hours spent for the year, Pro Bono. (February 6, 2013 - May 1, 2013).

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

Baruch History Department, Attendee, Meeting, approximately 2 hours spent for the year. (April 15, 2013).

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

Majors Fair, Representative for department, approximately 2 hours spent for the year, Pro Bono. (March 14, 2013).

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

Committee Member, approximately 10 hours spent for the year, Pro Bono. (2010 - 2012).

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

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

I advised students during BMCC's winter advising session.

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

I advised students during BMCC's winter advising session.

Faculty Salon, Attendee, Meeting, approximately 2 hours spent for the year, Pro Bono. (2010).

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

Women's Studies Program, Attendee, Meeting, approximately 4 hours spent for the year, Pro Bono. (2005 - 2006).

Participated in two separate workshops on teaching.

B. Service to the School

Black Studies Colloquium, "The Perils of Liberalism: Diversity, Equity, Inclusion, and Its Limitations." (December 3, 2020).

I presented on my forthcoming book addressing the limitations of liberal ideology for this anti-racist teach-in, which was a pre-event for the townhall with Councilperson Inez Barron. This teach-in was a collaborate effort organized by myself, Marcus Johnson, Erica Richardson, Karanja Carroll, and students Andrea Gonzalez and Teona Pagan, Secretary of the Baruch Black Student Union.

Weissman Faculty Mentorship, Faculty Mentor, Appointed, Pro Bono. (October 2017 - December 2020).

I was assigned a junior faculty member to mentor. We met and discussed opportunities for conducting research with CUNY faculty, funding opportunities, teaching at Baruch, and achieving tenure.

Weissman School of Arts and Sciences Undergraduate Curriculum Committee, Committee

Member, approximately 12 hours spent for the year, Pro Bono. (September 2012 – August 2018).

I meet once a month with the curriculum committee to discuss the syllabi of proposed courses. I assisted faculty in the Sociology and Anthropology department in preparing changes to their courses.

College Talk with Dean Romero, On this week's College Talk video radio show, Associate (October 24, 2017).

I appeared on Dean Romero's College Talk Radio program. We discussed my research on color-blind ideology and related topics.

Addison Gayle Memorial Lecture Series, Attendee, Meeting, approximately 2 hours spent for the year, Pro Bono. (May 15, 2013).

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

Faculty Development Subgroup, Committee Member, approximately 3 hours spent for the year, Pro Bono. (February 19, 2013).

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

Curriculum Committee, Committee Member, approximately 12 hours spent for the year, Pro Bono. (February 2012 - May 2012).

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

C. Service to the College

Bring Our Sons and Daughters to Work Day. (April 25, 2019).

I presented a lecture and led activities to teach sociological concepts on social class, racial, and gender inequality to high school students at Baruch College.

Bring Our Sons and Daughters to Work Day. (April 26, 2018).

I presented a lecture on social stratification to a group of high school students at Baruch College. My session was entitled, "It's Up in the Air...Or Is It? A Crash Course in Sociology." I used games, images, and film clips to promote a discussion on various sociological concepts.

Certification in Teaching Online. (June 1, 2016 - June 28, 2016).

I completed the Preparation for Teaching Online Workshop and received certification.

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

The workshop was led by Dr. Erica Gabrielle Foldy and Dr. Tamara R. Buckley, Authors of

The Color Bind: Talking (And Not Talking) About Race at Work.

Women of Color Network, Attendee, Meeting, approximately 2 hours spent for the year, Pro Bono. (March 13, 2013).

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

Assessment Committee, Committee Member, approximately 5 hours spent for the year, Pro Bono. (2011 - 2012).

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

Organizational Trends Committee: Five Year Strategic Plan, Committee Member, approximately 15 hours spent for the year, Pro Bono. (2011 - 2012).

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

Writing Across the Curriculum, Committee Member, Compensated. (2011).

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

Center for Undergraduate Education, Attendee, Meeting, approximately 18 hours spent for the year, Compensated. (February 2011 - May 2011).

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

E-Learning Center, Attendee, Meeting, approximately 40 hours spent for the year, Compensated. (September 2010 - March 2011).

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

D. Service to the Graduate Center

E. Service to the University

Speaker Series on Racism, Program Organizer, We invited two well regarded scholars, Barbara Fields, Professor of History, Columbia University and Eduardo Bonilla-Silva, Professor of Sociology, Duke University. The talks were followed by workshops with faculty. (March 2014 - April 2014).

Organized a speaker series followed by workshops on researching and teaching racism. This

series was open to CUNY faculty and students.

University of Connecticut Women's Center, Committee Member, approximately 10 hours spent for the year, Pro Bono. (2009).

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

University of Connecticut Women's Center Advisory Board, Committee Member, Pro Bono. (2005 - 2009).

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

University of Connecticut Women's Center, Chairperson, approximately 10 hours spent for the year, Pro Bono. (2007 - 2008).

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

Lakota Harden Workshop, Attendee, Meeting, approximately 5 hours spent for the year, Pro Bono. (2006).

Participated in a day long workshop on anti-racism.

University of Connecticut Women's Center Recruitment/Retention Committee, Committee Member, Pro Bono, We completed the faculty satisfaction survey for women and faculty of color and analyzed the results. (2005 - 2006).

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

13. OFFICES HELD IN PROFESSIONAL SOCIETIES:

Society for the Study of Social Problems, SSSP, Local Arrangements Chair, National. (November 2012 – August 2013).

Eastern Sociological Society, ESS, Regional. (2006 - 2016).

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

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

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

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

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

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

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

14. OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE:

West Orange Public High School, (December 16, 2020).

I gave a talk to high school students about the history of the “race” concept, the evolution of racism, and contemporary issues of racial inequality.

Galveston Daily News, (June 25, 2020).

Interviewed and quoted, “League City man hopes videos will start conversation about racism.” https://www.galvnews.com/news/article_a9c41729-2818-58f2-9f86-275a5e1b585b.html

Diverse: Issues in Higher Education, (February 20, 2020).

Quoted in article covering Dr. Melaku’s Book Salon for which I was the discussant, “Sociologist Examines Gendered Racism from the Perspective of Attorneys,” <https://diverseeducation.com/article/167816/>

Society for the Study of Social Problems, Committee Member, Appointed, Pro Bono, We will be developing a special panel on publishing. (September 2019 – August 2020).

I am a member of the programming committee.

Washington Journal, C-SPAN, (August 12, 2018). Interviewed on the show as an expert on racism for the one-year anniversary of the Unite the Right rally in Charlottesville, Virginia.

Wallet Hub. (May 4, 2017). Quoted extensively in the following article: <https://wallethub.com/edu/most-diverse-cities/12690/#ask-the-experts>

Critical Sociology, Editor, Associate Editor, Appointed, Pro Bono, International. (November 2017 - Present).

Associate editors take a more active role in the journal not only reviewing articles but pre-reviewing them to decide which papers will move to the next step. Associate editors meet with the editorial board to discuss issues pertaining to impact of the journal.

Sociological Forum, Reviewer, Journal Article, approximately 10 hours spent for the year. (February 12, 2016 - Present).

Sociology of Race and Ethnicity, Reviewer, Journal Article, approximately 8 hours spent for the year. (February 3, 2015 - Present).

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

Critical Sociology, Editorial Review Board Member, approximately 20 hours spent for the year, Appointed, Pro Bono, International, Received greater funding. Moved from 6 to 8 issues a year. (November 2013 - Present).

Pre-review and review articles for the journal. Make publication decisions. Meet with editorial board to discuss issues pertaining to future of the journal.

Journal of Social Justice, Editorial Review Board Member, approximately 10 hours spent for the year, Appointed, Pro Bono, International. (August 2013 - Present).

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

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

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

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

American Sociological Association, Committee Chair, approximately 10 hours spent for the year, Appointed, Pro Bono, We selected spotlight sessions on New York City, pertaining to police brutality, educational segregation, gentrification, immigration, and deportation. We also secured writers for the Association's Footnotes journal. Authors published pieces on real estate and gentrification, immigration, and the school to prison pipeline. (February 2018 - August 2019). I served as the Chair of the Local Arrangements Committee. I selected spotlight sessions and secured writers for the American Sociological Association's Footnotes journal.

Eastern Sociological Society, Program Coordinator, approximately 20 hours spent for the year, Appointed, Pro Bono. (February 6, 2015 - March 21, 2016). Develop and manage the sessions for the Annual Meeting of the Eastern Sociological Society. Meet regularly with committee members to discuss thematic and other sessions. Manage changes to the conference program.

Society for the Study of Social Problems, Workshop Organizer, New York, New York, USA, Pro Bono, International. (August 2013). Organized and selected participants for a critical dialogues workshop.

Society for the Study of Social Problems, Committee Chair, Knoxville, TN, USA, approximately 20 hours spent for the year, Appointed, Compensated, International, We developed a number of panels and paper sessions on timely topics, such as environmental justice and Hurricane Sandy, Obama and the politics of the post-racial society, and the occupy movement. We also organized a

concert to raise awareness on violence against women. (November 2012 - August 2013).
Arranged a committee to assist the program committee in developing materials for the annual meeting of the organization. Selected a graduate student to assist in the work of the committee.
Wrote a welcome to the city, which was published in the organization's conference program.
Worked with local media to cover conference activities.

College Magazine, Interview, approximately 1 hours spent for the year, Local. (September 10, 2011).
Interviewed for an article about college loan debt.

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

The Huffington Post, Interviewed, approximately 1 hours spent for the year, Pro Bono, International. (March 4, 2009).
Interviewed by Abby Ferber for an article about bi-racial identity and politics in the post-Obama era.

Connecticut Public Television, Attendee, Meeting, Hartford, CT, USA, approximately 3 hours spent for the year, Pro Bono, State. (February 16, 2008).
I appeared on Connecticut Public Television's "Front and Center with Ray Hardman." The show concerned racism on the college campus.

Gregory Public School, Guest Speaker, West Orange, NJ, approximately 5 hours spent for the year, Pro Bono, Local. (April 2, 2015).
I presented a lecture for career day to students.

Gregory Public School, Guest Speaker, West Orange, NJ, approximately 1 hours spent for the year, Pro Bono, Local. (March 27, 2015).
Presented a workshop for Women's History Month on Yuri Kochiyama.

Parent Coordinator, Committee Member, West Orange, New Jersey, approximately 10 hours spent for the year, Elected, Pro Bono, Local. (October 9, 2013 - June 30, 2014).
I work with parents and teachers to prepare classroom activities and materials for elementary school children.

Gregory Public School, Guest Speaker, West Orange, New Jersey, USA, approximately 2 hours spent for the year, Pro Bono, Local. (April 12, 2013).
I presented a lecture to three different classrooms for career day.

15. TEACHING ACTIVITIES AT BARUCH:

A. Courses Taught

SOC 1005, Introduction to Sociology, 112, On-Line, (Spring 2021).

SOC 4100, Sociological Theory, 24, On-Line, (Spring 2021).

SOC 1005, Introduction to Sociology, 100, Online, (Fall 2020).

BLS 3125, Race and Ethnic Relations, 26, Online, (Fall 2020).

SOC 1005, Introduction to Sociology, 112, Hybrid (Part Classroom/Part On-Line), (Spring 2020).

SOC 4100, Sociological Theory, 25, Classroom, (Spring 2020).

SOC 1005, Introduction to Sociology, 110, 3 credit hours, Hybrid (Part Classroom/Part On-Line), (Fall 2019).

BLS 3125, Racial and Ethnic Relations, 26, Hybrid (Part Classroom/Part On-Line), (Fall 2019).

SOC 1005, Introduction to Sociology, 114, Hybrid (Part Classroom/Part On-Line), (Spring 2019).

SOC 4100, Sociological Theory, 26, Classroom, (Spring 2019).

SOC 1005, Introduction to Sociology, 110, 3 credit hours, Undergraduate, Hybrid (Spring 2018).

SOC 4100, Sociological Theory, 21, 3 credit hours, Undergraduate, Classroom, (Spring 2018).

SOC 1005, Introduction to Sociology, 105, 3 credit hours, Undergraduate, Hybrid, (Fall 2017).

BLS 3125, Race and Ethnic Relations, 25, 3 credit hours, Undergraduate, (Fall 2017).

1005, Introduction to Sociology, 110, 3 credit hours, Hybrid, (Spring 2017).

BLS 3125, Racial and Ethnic Relations, 34, 3 credit hours, Hybrid, (Spring 2017).

SOC 1005, Introduction to Sociology, 111, Hybrid (Part Classroom/Part On-Line), new format for existing course, (Fall 2016).

Pedagogical Innovations: I will be teaching this course as a hybrid.

BLS 3125, Race and Ethnic Relations, 34, new format for existing course, (Fall 2016).

Pedagogical Innovations: I will be teaching this course as a hybrid for the first time.

SOC 1005 - 43783, Introduction to Sociology, 105, 3 credit hours, Undergraduate, Classroom, new format for existing course, (Spring 2016).

Pedagogical Innovations: I am scheduled to teach this course in the coming semester and am developing ways to incorporate small group work in this large jumbo course.

BLS 3125 - 57419, Race and Ethnic Relations, 31, 3 credit hours, Undergraduate, Classroom, (Spring 2016).

BLS 3125 - 57428, Race and Ethnic Relations, 35, Undergraduate, (Spring 2016).

SOC 1005, Introduction to Sociology, 37, 3 credit hours, Undergraduate, Classroom, (Fall 2015).

SOC 1005, Introduction to Sociology, 40, 3 credit hours, Undergraduate, Classroom, (Fall 2015).

BLS 3125, Race and Ethnic Relations, 36, 3 credit hours, Undergraduate, Classroom, (Fall 2015).

SOC 4100, Sociological Theory, 26, 3 credit hours, Upper Division, Undergraduate, Classroom, new course preparation, (Spring 2015).

Enhancements to Student Learning: I invited a guest speaker from John Jay College whose book on worker owned cooperatives is forthcoming. This talk supplemented the section on Marxist Theory. I implemented two new activities to enhance student learning. One activity involved students using their cell phones to take "selfies." I used this activity to teach George Herbert Mead's "I," "Me," and "generalized other." I also implemented a speed-dating exercise to teach students about Erving Goffman's "Presentation of Self in Everyday Life."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

New Teaching Material: I used a reading of civil rights activist, Yuri Kochiyama by actress Sandra Oh to discuss the history of Japanese internment camps in the U.S. as well as the perception that Asian Americans do not engage in social activism. I incorporated two poetry slams to illustrate the concept of internalized racism, especially as it pertained to Asian American women. The slams also addressed empowerment within communities of color. I discussed the group "Yellow Rage" and the significance of this group's name as it pertained to stereotypes about Asian Americans. I included a recent documentary called "Slavery By Another Name," which complimented readings on slavery and reconstruction.

Enhancements to Student Learning: Students read a few graduate level books and articles on the history of racism. Students were placed in groups to address several different discussion questions and were asked to have group leaders make lists of key issues on the

board. We then looked for similarities and differences across the lists and discussed them. In the middle and end of the semester, students were placed in groups to discuss the most important issues from the course and develop lists of unanswered questions for further discussion.

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

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

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

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

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

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

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

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

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

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

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

Pedagogical Innovations: This was a paired course with an upper level English course, "The

Short Story." We developed several paired assignments. One of them included a unit on the Shirtwaist Factory Fire. Students submitted their papers to the 2011 David A. Garfinkel CUNY-wide essay contest on the Triangle Shirtwaist fire. One of our students won an honorable mention.

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

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

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

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

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

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

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

Enhancements to Student Learning: In addition to the stratification activity, I implemented Tracey Ore's "Life Happens" activity. Students worked in groups to develop budgets for their hypothetical families. Students were given "life happens" cards periodically. They reported their results and discussed which families they thought were poor. This activity was followed up with handouts on the poverty threshold and lecture on poverty, economic inequality, and welfare. Students wrote a paper on the assignment. In addition, I developed a jigsaw activity concerning how, when, and why "race" was created.

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

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

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

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

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

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

B. New courses/programs developed

SOC 4100, Sociological Theory, 26, 3 credit hours, Upper Division, Undergraduate, Classroom, new course preparation, (Spring 2015).

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

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

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

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

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

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

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

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

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

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

16. CERTIFICATION ITEM:

I hereby certify that the information given above is accurate and complete to the best of my

knowledge.

Signature of faculty member		Date
Signature of department chairperson		Date