

PARC

PALESTINIAN AMERICAN RESEARCH CENTER

PARC 2022 FACULTY DEVELOPMENT SEMINAR BIOS - MAY



SIRAJ AHMED: English and Comparative Literature, Lehman College and Graduate Center, City University of New York.
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I teach postcolonial literature and theory at the City University of New York CUNY). I also serve as the director of admissions for the CUNY Graduate Center's PhD Program in English and as a member of its Committee on Globalization and Social Change.

I've written two books on the history of the British Empire in India. *The Stillbirth of Capital: Enlightenment Writing and Colonia India*

(2012) studies the relationship of militarization and financialization, arguing that eighteenth-century writers saw this relationship more clearly than contemporary scholars do.

Archaeology of Babel: The Colonial Foundation of the Humanities (2018) argues that the historical (and philological) consciousness that underlies academic knowledge was first put into place by the colonial reconstruction of Islamic and Hindu legal—as well as Arabic, Persian, and Sanskrit literary—traditions.

I'm currently working on two books, which both have one chapter on a Palestinian text. *Politics of the Refugee* argues that contemporary refugee crises are rooted in the differential violence that lies at the origins of the global order, where war is strictly regulated within the West but liberated from all law outside it (here, I discuss Mahmood Darwish's *Memory for Forgetfulness: August, Beirut 1982*). *Sovereign and Martyr: Necropower, Terror, Nonviolence* studies the two, diametrically opposed yet intimately related, forms political resistance takes in colonial and neocolonial spaces: (1) nonviolent demonstrations, during which demonstrators must expose themselves to sovereign violence; and (2) suicide attacks, which take sovereignty—understood as the power to make die or let live—away from the state and vest it in individuals instead (here, I discuss Emile Habibi's *The Secret Life of Saeed, the Pessoptimist*).

- I'd be grateful for any conversations with Palestinian scholars that would help me think more carefully about (1) political space from the perspective of Palestinian refugees and (2) violent and nonviolent forms of Palestinian resistance. I'd want those conversations to be ongoing, using my relationships with universities in New York and journals and presses in the United States to help the scholars I meet in Palestine present and publish their work here.
- As director of admissions for our PhD Program, I'd like to have discussions with literature faculty and students that would help me understand what the latter would need to apply to and

enroll in our program (which offers five-year funding packages, with full tuition remission and a relatively generous annual stipend). I'd hope to create ongoing relationships for this purpose as well.

- CUNY uses multimedia infrastructure to bring our students together with, for example, American University of Beirut students remotely. I'd like to explore the possibility of similar conversations with Palestinian faculty and students in the humanities.
- Lehman College has an Office of International Programs that regularly takes its students on trips abroad. I'd like to develop the kinds of relationships in the West Bank that would enable me to take students there in the future.



NOUF BAZAZ: Counseling, Loyola University Maryland.
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I am a Clinical Assistant Professor at Loyola University Maryland, the founding director of our Initiative for Counseling Survivors of War & Persecution, and the co-director of the H.E.A.L. Refugee Health and Asylum Clinic in Baltimore, Maryland. I hold a PhD in Counseling from George Washington University, an M.A. in Trauma and Violence Transdisciplinary Studies from New York University, and am also shaped by my work as an artist, which I weave into my counseling, teaching, and activism. At Loyola, I teach in our School Counseling Department, which prepares graduate students to work as school counselors and as clinical mental health counselors in a variety of settings. I currently teach graduate students core counseling classes, supervise graduate counseling interns working in schools in Baltimore city and beyond, and teach an interdisciplinary elective on counseling survivors of war and persecution.

My own clinical work, research, training, and consulting focus on trauma, torture, grief, and loss with survivors of war, violence, and persecution, as well as on culturally responsive care for Muslim youth and families. I am the current Mental Health Director of a new refugee health and asylum clinic in Baltimore that works with torture/trauma survivors. In addition to providing counseling, I also complete forensic evaluations that document the psychological sequelae of past torture/trauma and oversee the training of our counseling and psychology students and trainees. Previously, I was the program director of a mental health agency serving refugees and immigrants from the Middle East, South Asia, and North/East/West Africa that I built from the ground up in Maryland and have developed integrative community mental health programs in schools and communities. My clinical and broader psycho-social work has served diverse refugees, LGBTQ+ asylum seekers, incarcerated males, survivors of sexual trafficking, indigenous women, and more. I also have a research and clinical interest in serving torture survivors and have worked with programs that are part of the National Consortium of Torture Treatment Programs. I am also interested broadly in mental health under occupation as I am from Kashmir and am actively involved in Kashmir advocacy and outreach.

I am interested in learning more about Palestinian mental health and connecting with community-based mental health counselors, programs, and training initiatives. I hope to meet with Palestinian scholars, practitioners, and creatives for the following projects:

- 1) Scholarship & practice that documents the use of torture against Palestinians. I am connected to programs that serve survivors of torture and would be interested in projects that may be beneficial to Palestinian organizations such as co-authoring an article/publication, hosting a panel/speaker series, and more.
- 2) The development of international curriculum on mental health under occupation that ties together case studies from Palestine and Kashmir, while connecting counselors and organizations from these regions.
- 3) I am hoping to develop a pilot project that would bring post-graduate counseling students from Kashmir to Loyola University for an intensive, fully funded, 1-year certificate program to serve youth and adolescents in community settings in their home countries. I would like to expand this program to potentially include a Palestinian fellow.
- 4) I am a licensed counselor that integrates modalities such as sand tray, painting and other visual art, poetry, movement, play, and more into my counseling, teaching, and supervision. I am currently training to become further certified as a trauma-informed expressive arts therapist and I would like to develop partnerships with Palestinian mental health practitioners and students to share resources, training opportunities, and potential future collaborations.
- 5) I am particularly interested in connecting with the Palestine Counseling Center and the Institute for Community and Public Health at Birzeit University.



**MICHAELLE BROWERS: Politics & International Affairs,
Wake Forest University.**

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I am a Professor of Political Theory and Chair of the Department of Politics and International Affairs at Wake Forest University in Winston-Salem, North Carolina. I received my PhD in Political Science from the University of Minnesota, Twin Cities. At Wake Forest University, I teach courses in Arab and Islamic Political Thought, Democratic Theory, Citizenship Studies, and Feminist Political Thought.

My intellectual interest in Palestine began with an undergraduate honors thesis on Palestinian resistance literature and continues in the present through my study and teaching of contemporary Arab political thought. I worked for two publications that focused on the region: *Middle East Journal*, published by the Middle East Institute, and *Middle East Report*, published by the Middle East Research and Information Project (MERIP). I also began studying Arabic in 1990 and consider myself a life-long student of the language.

I am the author of two books, *Political Ideology in the Arab World: Accommodation and Transformation* (Cambridge University Press, 2009) and *Democracy and Civil Society in Arab Political Thought: Transcultural Possibilities* (Syracuse University Press, 2006), and I co-edited (with Charles Kurzman) *An Islamic Reformation?* (Rowman and Littlefield, 2003). I am currently completing a book-length survey of Arab political thought since the 1950s. I have served on editorial boards for the *International Journal of Middle East Studies*, the *Journal of Middle East Women's Studies*, and *Religion and Politics*.

I have conducted research in several countries throughout the region, including Syria, Morocco, Jordan, Egypt, Lebanon, Yemen, and Tunisia. However, my first and only visit to Palestine was a short trip over Allenby Bridge from Jordan in 1994. After hosting a high school student from Gaza through the Yes Program three years ago, sponsoring a Fulbright Foreign Language Teaching Assistant from Gaza the past two years, and my work with refugees and displaced people through my campus' chapter of Every Campus a Refuge, I have become determined to find ways build more professional relationships with Palestinian colleagues and institutions--particularly those working in the fields of political science, philosophy, democracy and democratization studies, and gender studies—for the following projects:

- 1) I am interested in gaining a better understanding of the contributions of Palestinian intellectuals to contemporary political debates in the Arab region, particularly regarding questions related to conceptions of democracy, civil society, citizenship, freedom, and autonomy. Toward this end, I would like to share research and build relationships that contribute to collaborations on future projects, such as workshops, conference panels, and publications.
- 2) I plan to apply for a Fulbright Scholar Award to teach and conduct research in Palestine during the fall of 2023 and would like to identify a Palestinian university that might be interested in hosting me for that purpose. I would also like to work with a Palestinian scholar who is interested in applying for a Fulbright Visiting Scholar Award to teach at Wake Forest University.
- 3) I am interested in identifying ways to create dialogues between faculty and students at my university and a Palestinian university. Much of this might be done virtually and could include guest lectures shared between the campuses and even jointly holding some class sessions for our respective courses.



HAFSA KANJWAL: History, Lafayette College.
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I am an Assistant Professor of South Asian History at Lafayette College in Easton, Pennsylvania. I received my PhD in History and Women's Studies from the University of Michigan, Ann Arbor. At Lafayette, I teach Introduction to World History, Modern South Asia, The Mughals, Partition of the Indian Subcontinent, and Islam in the Modern World.

My intellectual interest in Palestine is to better understand systems of ongoing (settler) colonization: how they operate in the modern world and how they are resisted. On a personal level, I am from Kashmir, and my political consciousness (and solidarity) with Palestine occurred at a very young age. I have participated in solidarity efforts during my undergraduate years with the Students for Justice in Palestine as well as Kashmir-Palestine solidarity events in the U.S.

My research interests are broadly in modern state-formation, decolonization, occupation, and Muslim political sovereignty. My current book project, *Controlling Kashmir: State-building*

Under Colonial Occupation, explores how the Indian government, through its client regimes in Kashmir, used processes of development, empowerment, and normalization to further entrench its colonial occupation of Kashmir in the post-Partition period. I have written on gender and Kashmir, and also published an article on the life narratives and subjectivities of those Kashmiris who participated in bureaucratic structures of the government of India via the local Kashmir government, and thus partook in structures of occupation. Since August 2019, I have been more involved with raising awareness on Kashmir in the international media and global justice and advocacy movements.

I hope to meet Palestinian faculty and students, especially historians as well as scholars who are engaged with questions of comparative settler-colonialism, occupation, and resistance for the following projects:

- 1) Jointly organize an international symposium on Kashmir and Palestine that would bring together Kashmiri and Palestinian scholars & researchers to share research, build relationships, and collaborate on future projects.
- 2) Help develop a course/syllabus on Kashmir/Palestine that examines the two as case studies for modern-day imperialisms (and includes historical as well as interdisciplinary approaches). This would include incorporating guest lecturers from Palestine as well as opportunities for video conferencing.
- 3) I am interested in understanding how research, scholarship, and teaching can be conducted (both methodologically, ethically, and logistically) under conditions of settler-colonization. I am in touch with scholars based in Kashmir who grapple with these challenges and would love to find ways either to have workshops (with faculty at Birzeit University and others as well as initiatives such as Campus in Camps) or create opportunities for Kashmiri and Palestinian colleagues to share resources and discuss these challenges.

I hope that exploration into some of these topics can lead to opportunities for collaboration on articles and additional workshops. I would also be honored to speak on my research for academic and other institutions in Palestine.



ROBIN KIRK: Duke Human Rights Center @ the Franklin Humanities Institute, Cultural Anthropology, Duke University.
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I am a Professor of the Practice in Cultural Anthropology at Duke University. I co-direct the Duke Human Rights Center at the Franklin Humanities Institute and am a founding member of the Pauli Murray Center, an initiative that seeks to examine the region's past of slavery, segregation, and continuing economic inequality. I received my MFA in Writing from the Vermont College of Fine Arts and a BA from the University of Chicago.

I teach Introduction to Human Rights, Rights through the Lens of Science Fiction, Human Rights in Latin America, Memory Bandits: using the archives as a social justice tool, and other

research-based courses on human rights, university history, the death penalty, indigenous identities and rights, and climate change.

At heart, I am a practitioner who is also in the academy. I co-chaired Durham's City-County Committee on Monuments and Memorials, which used a community-engagement approach to develop recommendations on what to do with a Confederate statue damaged by protestors. I also co-chaired the North Carolina Commission of Inquiry on Torture, which examined the state's central role in the US Government's extraordinary rendition and torture program.

My nonfiction book for kids, *Righting Wrongs: 20 human rights heroes around the world* (June 2022, Chicago Review Press). I am the author of *More Terrible Than Death: Massacres, Drugs and America's War in Colombia* (Public Affairs) and *The Monkey's Paw: New Chronicles from Peru* (University of Massachusetts Press). I coedit *The Peru Reader: History, Culture, Politics* (Duke University) and am an editor of Duke University Press's World Readers series. I also write for children and a general readership.

As a senior researcher for Human Rights Watch, I authored, co-authored, and edited over twelve reports, all available online. In the 1980s, I reported for U.S. media from Peru, where I covered the war between the government and the Shining Path. During that time, I also prepared reports for the U.S. Committee on Refugees, including the first report ever on the plight of Peru's internally displaced people.

I'm interested in meeting human rights colleagues in and out of the academy. Specifically, I'd like to explore strategies to engage students in human rights inquiry both in the classroom and in research, internships, and other co-curricular activities at universities like Birzeit, al-Quds, Bethlehem, al-Quds, an-Najah, and Hebron that have human rights classes and programs. This would also help me develop better teaching material on the Palestinian experience for human rights classes. Duke encourages innovative classes held in conjunction with other campuses, so I'm interested in exploring this with Palestinian colleagues (in the past, I've taught "Memory Bandits" with the Open University in Budapest, Hungary). The issue of memory in public art, museums, and sites of commemoration connected to robust advocacy for human rights is of special interest to me. I'm also interested in how common or familiar objects can be powerful loci of memory and rights activism. The Duke Human Rights Center has a robust events and film schedule, and I'd like to feature more Palestinian human rights scholars, activists., and creatives. I'm interested in talking to Al Haq, Addameer, and Defense for Children International-Palestine.



JEFFREY McCULLY: Sociology and Anthropology, Moraine Valley Community College. mccullyj@morainevalley.edu

I am an Associate Professor of Sociology and an Anthropology Faculty Affiliate at Moraine Valley Community College in suburban Chicago. In addition to teaching introductory courses at Moraine Valley, I also teach at Saint Xavier University, where some of my recent courses were *Chicago Neighborhoods* and *Gangs and Society*. In general, I teach Social Problems, Gender, Family, and General Sociology. I have my

students to thank for my interest in Palestine. Moraine Valley's district includes Bridgeview, Illinois, and the neighboring suburbs, an area which is known as "Little Palestine". It's one of the largest Arab American and Palestinian communities in the United States.

As a sociologist, I am fundamentally concerned with social inequalities. I am particularly interested in how colonialism intersects with class, gender, sexuality, race, and so on. What shape do power inequalities take within Palestinian institutions, social groups, and informal interactions? How do people experience multiple forms of marginalization? How do gender, class, and other systems of difference influence how social activism takes place? What inequalities exist within Palestinian society, and how are they exacerbated by the occupation?

- I would like to foster solidarity among my Palestinian students, my students who aren't Palestinian, and students who live in Palestine. Perhaps a good way to do this might be through student clubs on Palestinian university campuses, though I am open to other ideas. I would like to meet with professors and club advisors who are interested in developing opportunities for our students to participate together in collaborative learning projects and social events with synchronous Zoom meetings.
- I would like to learn more about gender and sexuality in Palestine, the impacts of pinkwashing discourse, and the intersections between queer identities and occupation. Specifically, I would like to meet and learn from Ghadir Shafie, who is the co-director of Aswat—an organization of queer Palestinian women. I have invited Shafie to give a talk about these topics over Zoom at my college during the Fall 2022 semester.
- I'd like to establish relationships with organizations so that I can return as a volunteer for several months during a faculty sabbatical in approximately 2027. Potential organizations include Tent of Nations, the Youth Village, and/or alQaws.

I am excited by the opportunity to travel to Palestine and develop new professional relationships. I look forward to returning to my students with an understanding of how the occupation looks on the ground based on my own experiences and observations. I plan to develop an introductory anthropology course that draws on Palestine for the major course concepts. The emphasis on Palestinian culture will recognize the struggles faced by my Palestinian students, and my students who aren't Palestinian will learn about that struggle.



KIMBERLY F. MONROE: History & Africana Studies, Trinity Washington University.
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I am Assistant Professor of History and Africana Studies in the Global Affairs Department at Trinity Washington University in Washington, DC. Trinity is a private, Predominantly Black and Hispanic Serving women's institution. I also teach Africana Studies courses at Webster University-Ghana campus. I received my PhD in African Diaspora History and a Certificate in Women's Studies from Howard University. I developed the Africana Studies Minor and a concentration in Africana Studies within the Global Affairs Department at Trinity. I teach Africana Studies, the

African Diaspora, Modern Africa, African American History, and Black Women's History. My most recent publications include: "[Gigi Lamayne Album Review](#)" in *Words Beats & Life: The Global Journal of Hip-Hop Culture*, "[Writing Toward a Black Liberation: Claudia Jones' Black Nationalist/Internationalist Activism](#)." in *76 King Street Journal of Liberty Hall*, and "[Assata Shakur: A True Revolutionary](#)": *Black Freedom Struggles: A Reader Book Project in Africana Studies*.

My learning experience on resistance, social justice, Black Studies, and my desire to make an indelible impact in the lives of my students, is the driving force behind my interest to connect and build with Palestinian scholars and community. As a Black woman scholar of the global Black radical tradition, my interest is to build cohesive relationships with oppressed people across the world including in Palestine. The Black freedom movement in the United States is positioned to play a key role in bringing these communities together.

The PARC FDS provides the kind of exposure needed to broaden my teaching and will allow me to strengthen my pedagogical skill set to include additional global perspectives. Demonstrating the importance of global communities through curriculum development, teaching, scholarship, and networking would benefit both Trinity and Palestine communities. Upon return, I will use the discussions and resources gathered in Palestine to develop a new course entitled "Black Internationalism". I also plan to revamp sections of my syllabi for The African Diaspora and Intro to Africana Studies with the new knowledge and experience gained in Palestine. All photos, recordings, research, and other media I gather in Palestine will be used for course PowerPoints, lectures, and campus presentations.

I am particularly interested in exploring questions related to Social Justice, Global liberation, Radicalism, Hip-Hop, Literature, and Women's Rights in Palestine. Some ways I could collaborate with and support my Palestinian colleagues: 1.) Host Palestinian scholars to guest lecture in Global Affairs courses at Trinity. 2.) Share and assist in course development on the Global African Diaspora and related themes. 3.) Publication and assistance with publication in U.S. journals. 4.) Provide access to archival databases including [Moorland-Spangarn Research Center](#) at Howard University. 5.) Share teaching tools, syllabi, and resources with Palestinian scholars and community.



ELLEN OLMSTEAD: English, Film, Women's and Gender Studies, Montgomery (Community) College.
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I bring over 30 years of experience as an educator and activist from Boston to Baltimore, empowering historically underrepresented and underserved learners and advancing a culture of equity--in TRIO programs, NYC and Baltimore high schools, prisons, community centers, public universities, Historically Black Colleges, and Ivy League institutions--through my teaching, community service, and Diversity, Equity and Inclusion work. My graduate studies focused on literature and film by women from Africa and the diaspora. My primary commitment for the past 27 years has been

teaching basic writing skills, African- and Asian-American, indigenous and Latinx literature, and gender studies at community colleges in Massachusetts and Maryland because their mission matches my own: access to and equality of opportunity through education. I earned certifications in Conflict Resolution, Mediation, Non-Violent Intervention, and Social Justice Education. I am a nationally award-winning educator, former director of programs that trained high school students and undergraduates to conduct anti-oppression workshops, and collaborator with specialists in the Maryland and Massachusetts Departments of Education to decolonize English Language Arts curricula. Montgomery College, where I teach, is in a suburb of Washington, DC, and is the most diverse community college in the continental U.S. This summer, I am planning to co-host with Howard University a National Endowment for the Humanities institute on the relationships between African and Caribbean immigrant and African American communities.

Relevant analogous experiences suggest some ways I could collaborate with and support my Palestinian colleagues: I've **edited theses, dissertations, and articles** in the humanities and social sciences for graduate students at five U.S. universities. For years, I freelanced as an **editor and proofreader** at progressive presses - Beacon, South End, and New Society. At my school, I've been tasked with **writing the final reports** for committees focused on diversity and equity and on internationalizing the curriculum. After a visit to El Salvador, I **collaborated with faculty** at the University of El Salvador and the University of Central America who wanted to pair their English classes with mine. We video-conferenced three times during the semester; students exchanged papers weekly. I also **guest lectured** occasionally for the classes of students studying to become teachers of English; they read at least two U.S. texts each semester, and I joined in the discussion. After a visit to Senegal, I downloaded onto external drives **resources** for the study of African American literature and built a DVD **library** of classics of African American cinema to be shared by the English Department at Cheik Anta Diop University for individual viewings or a film series. I've sent additional resources to graduate students and had email and Zoom conversations about select films with them. I've also shared online courses I've designed.

I hope to learn more about Palestinian literature and film and women's activism to infuse my literature and gender studies courses with Palestinian content. I'm curious what English texts Palestinian students are exposed to and like and how those texts are taught. Having taught English language to recently-arrived immigrants, I could share pedagogy and resources with TESL/TEFL colleagues.



MICHELLE PINTO: Intellectual Heritage Program, Temple University. michelle.pinto@temple.edu

An Assistant Professor in the Intellectual Heritage Program at Temple University, I received my Ph.D. in History & French Studies from New York University (NYU). My research study is on the decolonization of French Africa; and my research areas are colonization, race, and citizenship.

My teaching experience at NYU and the American University of Paris includes seminars on immigration, race, and citizenship as well as courses on Global History, c.1450-present (from the birth of capitalism, the global economy, and the trans-Atlantic slave trade through the Cold War). During my postdoctoral fellowship at the University of Pennsylvania, my teaching in an innovative, interdisciplinary, team-taught honors program navigated an array of disciplines in the sciences, social sciences, and humanities, including Philosophy/Neuroscience, Classics/Anthropology, and Religion/Art History. Jointly appointed a Visiting Scholar in the History Department, I used this interdisciplinary fellowship to re-approach fundamental concepts and categories in the discipline of history and to evaluate my research topics through the fresh, insightful lens provided by these other disciplines.

I bring this perspective to my current interdisciplinary position teaching core curriculum courses on ethical reasoning. These courses study the relationship between the individual and society by investigating ethics, values, and beliefs in different world cultures and societies, ancient and modern. We focus on two areas of inquiry: the problem of human agency and democracy as a form of government. In addition to close analysis of core texts—from Plato’s *Apology* to Marx’s *Communist Manifesto* to King’s “Letter from Birmingham Jail”—I include visits to historical and cultural sites to encourage my students’ awareness that the issues of equality and justice explored in the classroom are manifest in our daily lives and societies, both locally and globally. I seek to cultivate students who are thoughtful and engaged citizens, at home and in the world.

Given the ethical issues explored in my courses, I embrace the opportunity to learn about the ethical issues at stake in occupied Palestine from institutions, experts, and residents in Jerusalem and the West Bank. My interest in the history of Palestine dates to my university courses in Middle East history and thesis on the Lebanese Civil War and Israeli invasion of 1982. I am interested in listening to and learning from human rights experts (such as Shawan Jabereen, General Director of Al-Haq) about both the limitations/failures and the achievements/potential of the international law framework in Palestine. I also seek to understand the political and human geography of Palestine from historical/cultural preservationists (such as Shatha Safi, Director of Riwaq) and from anthropologists and community educators (such as Fayrouz Sharqawi of Grassroots al-Quds, whose organization challenges displacement policies and supports community initiatives); and to visit their field sites as well as local Palestinian museums. Finally, I wish to talk with Palestinian university students to better understand their aspirations and challenges. Upon my return home, I will incorporate knowledge about Palestine into my ethics courses—notably into teaching about democracy in a comparative and global context. While in Palestine, I would like to connect with students applying for admissions to universities abroad, as well as departments and universities looking to send students to study abroad to offer my services in assisting with the process. I would also like to connect with Palestinian organizations applying for grants from international institutions and offer my services to assist with grant applications.



MARTHA SCHOOLMAN: English, Florida International University.
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I am a specialist in nineteenth-century U.S. literature and a literary historian of the transnational antislavery movement. My research and teaching emphasize the connections between literature and social protest in the overlapping contexts of slavery, indigenous sovereignty, and environmental justice. I am Associate Professor of English at Florida International University in Miami, Florida, where I have worked since 2014, and director of the MA program in English. Prior to that, I taught in the English departments at Dickinson College (Pennsylvania) and Miami University (Ohio) and studied at the University of Chicago (BA), University of Texas at Austin (MA), and University of Pennsylvania (PhD). I am the author of the monograph *Abolitionist Geographies* (2014), and I have recently been working on a series of essays that put the U.S. abolitionist movement and the contemporary Boycott, Divest, and Sanctions (BDS) movement into comparative perspective.

As a Jewish-American scholar of U.S. resistance movements, I am interested in building collaborative teaching and research relationships that put liberation movements in the U.S. and Palestine into productive conversation in ways that promote freedom for all. I am particularly interested in pursuing this goal through collaborative curriculum development with American Studies scholars at the undergraduate and graduate levels. I teach courses on indigenous U.S. literatures from the nineteenth century to the present as well as courses that make connections between the radical abolitionisms of the mid-nineteenth century and radical movements of today. I would be very interested in developing partnerships with Palestinian American Studies scholars and teachers in which we could choose texts in common, share resources, connect our students, and (virtually) visit each other's classes.

My institution, Florida International University, is a public, non-elite, south-facing university with a majority (~70 %) Latinx student population. One of the many ways that our institution lives the "International" in its name beyond geography and demography is to require that students take two courses during their undergraduate careers designated as "Global Learning" (GL) experiences, courses in which students both learn to understand a particular question from multiple, international, perspectives and, where possible, collaborate internationally as part of their learning experience.

I am interested in building a course that makes use of the GL resources in order to engage Palestinian literature and Palestinian experiences in a comparative literary perspective. Depending on the interest and expertise of my collaborators, I would love the opportunity to do this work either within the framework of indigenous studies or through comparative perspectives on abolitionism.



Marika Snider, Architecture and Interior Design, University of Memphis. mesnider@memphis.edu

I am an architect, educator, and storyteller who celebrates the small, the forgotten, and the marginalized architecture and its associated people through film, writing, and historic preservation. At the University of Memphis, Tennessee, I teach architectural design studios, architecture history, and professional practice.

I have a PhD in Middle East Architecture that focused on retail architecture (from al-aswaq to shopping malls) and early mosques. I was an assistant editor for the *International Journal of Islamic Architecture* and the editor of the *Small Projects Practitioners Journal*. I have a master's degree in Architecture and one in Historic Preservation and am a licensed practicing architect. My notable historic preservation work includes the restoration of the house of former U.S. President Harding, Harriet Beecher Stowe's House, and interventions at Serpent Mound, an ancient Native American site.

My publications include a book chapter about Cairo's Khan al-Khalili, an article on Okelles in Alexandria, digital reconstructions of historic architecture, and contributions to historic structures reports. My documentary films have been shown internationally at film festivals.

My current research combines history, technology, and storytelling to illuminate underrepresented architecture. I pair virtual reality with common architectural computer programs to reconstruct historic architecture that has been destroyed or to show its evolution. I am currently working on a virtual lighting study at the Temple of Karnak, Egypt, and virtually reconstructing a marginalized African-American neighborhood in Memphis, Tennessee.

I am interested in engaging local scholars in the following ways:

- Collaborative virtual reality project: restore a site virtually by building a 3D digital model inserted into a video gaming engine. Site visit and initial planning to occur during the trip, production of the model using low-cost software to be completed jointly after the trip.
- Collaborative publication and assistance with publication in U.S. journals.
- Visit historic sites or those under reconstruction: such as the work by Riwaq, Nadia Habash at Habash Consulting Engineers, and Dr. Salah Al-Houdalieh of Al-Quds University.
- Document work of historic preservation through photo essays/video diaries: site visits to occur during the trip and video editing/writing to be completed after the trip. The possibility of post-trip workshops or guest lectures. Topics may include:
 - Restoration projects (completed or ongoing)
 - Best practices, challenges, successes, and innovations
 - The work of organizations such as Riwaq and Zochrot
 - Scholars/engineers such as Nadia Habash, Dr. Salah Al-Houdalieh, and others
- Student recruitment: Assist Palestinian students to gain admission to our U.S. NAAB accredited Master of Architecture program including hosting virtual workshops about developing CVs, applications, and portfolios for the American system.



PATRICK A. STAWSKI: Human Rights Archivist, Human Rights Archive at the David M. Rubenstein Rare Book & Manuscript Library, Duke University. patrick.stawski@duke.edu

I received my BA in Anthropology and Linguistics from the University of California, Irvine, and a Master's in Information Science with a Specialization in Archival Studies from the University of California, Los Angeles. My research interests include record-making regimes and their relationship to governance and state power, colonial archives, digital records in the human rights field, and how archives can serve as a bulwark of human rights.

For the last 15 years, I have been the Human Rights Archivist at Duke University Libraries, developing the [Human Rights Archive](#) as a center for the study of human rights history and practice. I develop collections by collaborating with human rights activists and organizations to preserve and provide access to their historical records to support research and teaching human rights. I support faculty and student research at Duke and beyond, and regularly provide primary source instruction sessions for human rights and social justice-related courses. I also manage and collaborate on a variety of public programming and outreach including an annual Book Award on Human Rights in Latin America co-sponsored with the Duke Human Rights Center, a Human Rights Audio Documentary Award, and ongoing interdisciplinary talks, webinars, and exhibits focusing on human rights.

As an archivist dedicated to documenting human rights, I have long been interested in working with Palestinian activists, artists, and scholars to help preserve Palestine's long and ongoing human rights struggle as well as broader Palestinian experiences. I worked with Marty Rosenbluth, Amnesty International's area specialist for Israel/Occupied Territories in the 1980s, to preserve his papers at Duke. Over the past few years, I worked with Duke Professor and Documentarian Nancy Kalow to archive several projects she has spearheaded documenting Palestinian experiences. These are now the [Palestinian Student films collection](#) and the [Palestinian Oral History Project collection](#). These collections are now available digitally worldwide connected to researchers, teachers, and to Palestinians themselves. By preserving and providing access to these collections I hope our archive supports Palestinian human rights work and provides a model for future projects that preserve memory and culture without extracting it from the communities that create them.

I hope to expand our archival collaborations with Palestinians, both individuals and institutions, in the following ways.

1. I would like to connect with Palestinian scholars, historians, and documentary artists to share some of the Rubenstein Library's funding opportunities including our [Human Rights Audio Documentary Award](#) (\$2,500), [Travel Grants](#) (\$1,500), and [Documentary Arts Collection Award](#) (\$3,500)
2. I'm interested in meeting with Palestinian human rights and civil society groups to learn more about the nature of their work, the records they create, and learn about their archiving needs.
3. I would be excited to meet with Palestinian book stores, librarians, archivists, and other memory and culture professionals to learn about their work and discuss possible

collaborations. Al Quds University Libraries, Birzeit University Libraries, and The Institute for Palestine Studies (IPS) are of particular interest.

4. I will be connecting with Librarians and Archivists with Palestine prior to my trip and hope to establish further contacts through them, and assist them in any way I can.

URL's: <https://library.duke.edu/rubenstein/human-rights>
<https://archives.lib.duke.edu/catalog/palestinianstudentfilms>
<https://archives.lib.duke.edu/catalog/palestinianoralhistoryproject>
<https://library.duke.edu/rubenstein/human-rights/audio-award>
<https://library.duke.edu/rubenstein/research/grants-and-fellowships>
https://library.duke.edu/rubenstein/documentaryarts/awards/collection_awards



MARCELA VASQUEZ-LEON: Anthropology and Latin American Studies, University of Arizona. mvasquez@email.arizona.edu

I am a Professor of Anthropology and Director of the Center for Latin American Studies (CLAS) at the University of Arizona, Tucson. As an applied anthropologist with 20 years of experience working with rural communities in Latin America, my research and teaching center on three interrelated themes: human dynamics of global environmental change; grassroots collective organization; and human rights, violence, and rural displacement. I teach courses on Environment and Conflict; Drug Wars and Oil Fortunes; Ethnographic Research Methods; Rural Development; Understanding Mexico through Food, and the US-Mexico border. Since 2009, I have directed an institute for Indigenous and Afro-descendent women student leaders from Latin America. I lead 20 students on a twice-yearly, intensive five-week program on leadership and feminism, grassroots sustainable development in arid environments, and the complexity of the US-Mexico border in relation to migration, violence, and militarization with emphasis on women's perspectives. Among my publications, are an edited volume, *Cooperatives, Grassroots Development, and Social Change: Experiences from Rural Latin America* (2017 University of Arizona Press), and a monograph, *Portraits of Cuba*, on how everyday Cubans deal with US intervention and the US imposed embargo (2020 University Press of Florida).

Since my work is highly interdisciplinary and comparative, I am interested in two areas of comparison with Palestine. The first is to explore grassroots collective resistance movements and the many ways in which rural populations, particularly women, exercise agency and are resilient in the face of institutionalized violence and occupation or intervention from a powerful nation. Palestine, like my own country of origin, Colombia, stands out for its long-term armed conflict where populations have been devastated by violence. Despite widespread and long-term violence, local populations manage to go on and continue to resist by building strong networks of solidarity and collective livelihoods. Social and environmental justice, collective autonomy, peacebuilding, and the right of communities to develop sustainable livelihoods in their own territories are key themes that resonate in both regions.

My second interest is to explore comparative borders and human rights. My university is only 100 km from the US-Mexico border. We have developed a robust border studies program that

includes courses, student internships, promotion of border research and outreach, as well as partnerships with border institutions. I coordinate and facilitate collaborative teaching, research, and outreach across the university and with universities in Mexico, as well as with activist and non-governmental organizations on both sides of the border. I am eager to explore similar work in Palestine.

I hope to meet Palestinian faculty, students, and activists who are engaged in understanding resilience in relation to economic insecurity and environmental risk, as well as militarization and violent displacement in an occupied context, including women's role in developing collective strategies that increase resilience. I would be particularly interested in learning from organizations and scholars that focus on human rights, like Al-Haq; border dynamics, like Stop the Wall; and human-environmental dynamics, like the Palestine Institute for Biodiversity and Sustainability. More specific collaborations might include:

- 1) At my university, Latin American and Middle East Studies work closely to bring a more global comparative perspectives to our work and our events. I would like to invite Palestinian scholars to engage with us in virtual dialogues that draw parallels between Palestine and Latin American countries. Topics might include feminism and human rights, sustainable development, grassroots organizing, occupation and resistance, or border dynamics. A final output might be a comparative and collaborative peer-reviewed article.
- 2) At the community level in both the US and Palestine, collaborate with the Arizona Palestine Solidarity Alliance and Stop the Wall in Palestine with events that highlight the impact of militarization on human rights and indigenous populations. This might include events on both borders and would open the opportunity to write a comparative article on the US border wall and the Palestine apartheid wall that could be submitted to the *International Journal of Migration and Border Studies*, or the *Journal of Borderlands Studies*.
- 3) In my courses and research, I plan to develop specific units on Palestine that serve to globalize what happens in Latin America. These units might address the border and militarization, environmental sustainability in the context of war, or collective grassroots organizing, feminism, and peacebuilding. I would like to invite Palestinian speakers to address my classes virtually. If invited, it would be a privilege for me to present on the US-Mexico border context or other relevant topics about specific Latin American countries.



BEVERLY WAGNER: Social Work, Texas Woman's University.
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I am an Assistant Professor in the school of social work, psychology, and philosophy at Texas Women's University (TWU), and I teach in the joint Masters of Social Work program between TWU and the University of North Texas. My courses include Program and Practice Evaluation, Practice with Communities and Organizations, Advanced Interventions, and Social Work with Groups. My Doctorate in Education (Curriculum and Instruction) and Master's of Social Work are from the University of South Carolina. My doctoral dissertation focused on culturally

responsive pedagogy within English Medium Instruction environments in the Middle East. Additionally, I am a licensed clinical social work supervisor in the state of Texas.

My publications include articles on social work pedagogy, culturally responsive pedagogy, adaptation of social work teaching and curriculum to international contexts, community capacity strategies, social service agency case study, and an upcoming book chapter on International Practice with immigrants, refugees, asylum seekers, and displaced persons. Current research projects include linguistic diversity (and lack of) in social work education, a cross-cultural study of student mental health during COVID, developing social work regulatory processes within the Middle East and Gulf Cooperation Council, and a book chapter on international social work teaching.

I am a social worker and social work educator with a passion for helping students build connections to their learning and their communities. My curriculum development and teaching have focused on culturally relevant approaches that adapt to local cultural contexts. I have developed social work and human services curricula in a range of diverse settings, including colleges in the United Arab Emirates, and have facilitated social work program accreditation with the UAE Ministry of Education, developed social sector licensure questions for a new UAE regulatory process, and worked with UAE community organizations to formulate professional development and organization level policies.

My interest in Palestine includes learning how the social work and the social sector have developed under occupation and gaining a more nuanced understanding of commonly used interventions to navigate obstacles and address consequences of occupation such as trauma, loss, and acute stress.

I would like to learn from and collaborate with Palestinian colleagues in the following areas:

- 1) Invite Palestinian colleagues to give virtual presentations that would be integrated into the TWU JMSW program and my specific courses. These presentations would be part of modules and case studies that I create following the faculty seminar, and would examine Palestinian social problems, trauma stemming from the occupation, and Palestinian social work education and practice response.
- 2) Engage with Palestinian colleagues in collaborative research projects, publications, and/or joint presentations on social work education and social development at conferences such as the International Association of Schools of Social Work (IASSW).
- 3) Provide peer editing for articles intended for the US journal *Advances in Social Work* and assist with facilitating publication in this journal.
- 4) If needed, assist Palestinian colleagues with program curriculum development at the bachelor's or master's level and in formats such as distance (online), hybrid, or face-to-face or offer to be a thesis advisor when using English Medium Instruction (EMI).
- 5) Connect with colleagues in social work, particularly at Bethlehem and an-Najah universities, and the Institute for Community and Public Health at Birzeit to learn about their research and resources for community psychosocial and mental health support.