

New York Six Liberal Arts Consortium

Upstate-Global Collective Student Summer Research Fellowship Program

2015 Research Positions

Please review this list of research positions available and select and rank your top two. You'll be asked to identify your preferences and provide a brief (500 words or less) statement of interest for each when you submit your application online. Please review the full program description prior to selecting research positions: <http://newyork6.org/UGCSummerStudentResearchFellowship>. Note that preference will be given to students from outside the sponsoring faculty member's home institution.

Position#: 1

Position Title: Skill Response to Immigrants within Skill Cells

UGC Project Title: Immigration and Human Rights: Border Issues to the North, South, and Beyond

Description: The paper will explore how immigrants affect the occupational skill use of natives. The paper will be informative about native/immigrant substitutability/complementarity within narrowly defined education and experience groups.

Responsibilities: See description

Qualifications: The student will need to have strong econometrics skills.

Faculty Mentor: Chad Sparber

Institution: Colgate University

Position#: 2

Position Title: Immigrant Skills after Legalization

UGC Project Title: Immigration and Human Rights: Border Issues to the North, South, and Beyond

Description: This paper will explore how immigrants' occupational skills change in response to obtaining legal status. Previous work has analyzed changes in labor market behavior of immigrants after obtaining legal status (outcomes include wages and employment levels.) This paper will instead look at whether immigrants "upgrade" their occupations by choosing jobs with a different mix of skills.

Responsibilities: See description

Qualifications: The student will need to have strong econometrics skills.

Faculty Mentor: Chad Sparber

Institution: Colgate University

Position#: 3

Position Title: Imagining the Border in Mexican and U.S. Latino Cultural Production: Theater and Cinema

UGC Project Title: Immigration and Human Rights: Border Issues to the North, South, and Beyond

Description: The project seeks to explore the representation of the border in theater and cinema on both sides of the U.S.A.-Mexico border, paying close attention to the following themes: construction of identity, gender dynamics, masculinities, narco (drug cartel) violence, and immigration politics. The project will focus on how playwrights and filmmakers "imagine" and depict their communities and construct (perform) cultural and national identities.

Responsibilities: Students will work as research assistants for the project: 1) researching and compiling a list of plays / films in which the main focus lays on any of the border themes linked to the project (see above); 2) preparing brief reports for each film and play; and 3) compiling and annotating a bibliography of critical and theoretical sources for the project. Students will work on a related project of their own which can be the start of a thesis or research project. Early on, students will identify their own angle of related research (e.g., masculinities in films about the border; the feminicides of Juárez in Mexican theater; immigration politics in US Latino theater) so they can present on this work during the following academic year or set the foundations for a senior thesis.

Qualifications: The project is defined broadly to allow for students from various academic backgrounds to participate; preference will be given to students in the following academic areas: Hispanic / Latino / Latin American Studies; Performing Arts, Theater, or Film Studies; Media Studies; Gender Studies; History; and, Anthropology, but I'm open to consider other academic backgrounds if the student can read and write in Spanish. Students with a strong proficiency in Spanish (at least at the 300-level of college Spanish) will be the ideal candidates, although a non-Spanish speaking student interested in focusing on the cultural production of the American side of the border could be considered too.

Faculty Mentor: William Garcia

Institution: Union College

Position#: 4

Position Title: Latino immigrants and migrant workers in upstate New York

UGC Project Title: Immigration and Human Rights: Border Issues to the North, South, and Beyond

Description: This project involves the study of Latino immigrants and migrant workers in upstate New York. The project will focus on issues of human stability and the effects of working conditions, poverty, and the effects of immigration laws on families whose members either live in fear of deportation or who live now separated from their loved ones.

Responsibilities: Students will have to research conditions that create the circumstances under which people leave their homeland to risk their lives and families in the United States. They will also be expected to research living conditions at a particular point of the U.S./ Mexican border and compare their findings to living conditions in New York. They can, and should, select a specific topic related to the broader project.

Qualifications: Students should have an interest in and capacity to do the project assigned. Possible topics for students include: Environmental conditions, pollution, contamination of soil, working conditions, illness and health care, documentation or the lack thereof and the effect on families.

Faculty Mentor: Victoria Martinez

Institution: Union College

Position#: 5

Position Title: What is the impact of In-State College Tuition for Undocumented Youth?

UGC Project Title: Immigration and Human Rights: Border Issues to the North, South, and Beyond

Description: This paper will look at the impact of State-level DREAM acts that provide In-State College tuition benefits for undocumented immigrant children. The research fellow will test whether students who are newly granted in-state college tuition benefits are more likely to complete high school than those living in states without such opportunities. This study will also examine whether those who do go on to college are also more likely to benefit in the labor market.

Responsibilities: The research fellow will use repeated cross-sections of 15 to 30-year-olds in the Current Population Survey across 1997–2013 to assess changes in high school enrollment, college enrollment and labor market outcomes of those mostly likely to be affected by the legislation.

Qualifications: Students should have an interest in and capacity to do the project assigned.

Faculty Mentor: Cynthia Bansak

Institution: St. Lawrence University

Position#: 6

Position Title: Effects of Immigration Policies on North Country Dairy Farmers

UGC Project Title: Immigration and Human Rights: Border Issues to the North, South, and Beyond

Description: The purpose of this research is to better understand how foreign and domestic labor supply impact milk production in Northern New York.

Responsibilities: In order to get a clearer picture of the region's dairy industry, firm-level data on North Country dairy farmers is being collected through a mailed questionnaire to a random sample of North Country dairy farmers. The results of the survey will allow stakeholders such as North Country farmers, policymakers, and academics to better understand how immigration policies might impact the dairy industry.

Qualifications: Students should have an interest in and capacity to do the project assigned.

Faculty Mentor: Cynthia Bansak

Institution: St. Lawrence University

Position#: 7

Position Title: Gone but not forgotten: testing legacies of invasive trees on soil chemistry

UGC Project Title: Upstate and Global impacts of invasive species

Description: Invasive species have a wide range of impacts on the communities and ecosystems in which they are found. Efforts to restore invaded habitats often focus on removing individuals, with the expectation that once the non-native species is gone ecological interactions will return to “normal”. Some invasive species, however, may alter biological, chemical, or physical conditions such that their impacts persist even after they are removed. We will test for the existence of one such “legacy” of an invasive species in the Albany Pine Bush ecosystem in Albany, NY. The Pine Bush experienced wide-spread invasion by nitrogen fixing black locust trees. While a significant portion of the Pine Bush has been restored and black locust removed, it is possible that the nitrogen-fixing trees have left behind a legacy on soil nitrogen levels even after they have been removed. We will sample soil and plants in uninvaded, invaded, and restored areas of the Pine Bush

to see whether soil nitrogen levels in restored sites match sites that currently contain black locust more than sites that were never invaded – which would indicate a legacy of past black locust invasion on soil chemistry.

Responsibilities: Research Fellows will work as a part of a team collecting field samples (soil and vegetation) in the Albany Pine Bush Preserve, processing soil and plant samples for the nitrogen elemental and stable isotope chemistry. All processing and analysis will take place at Union College's Biology and Geology Departments. Note that this position is offered for six weeks rather than eight weeks, and so the total stipend will be \$2,550.

Qualifications: Willingness to work outside in a variety of weather is a must. The Albany Pine Bush ecosystem, like most natural areas in the region, has a significant population of ticks which can transmit human illnesses including Lyme Disease. All precautions will be taken to minimize exposure but there is still a potential for exposure. Potential fellows must be capable of working independently in the field and laboratory, and possess basic laboratory skills such as familiarity with balances and simple reagent mixing.

Faculty Mentor: Jeffrey Corbin

Institution: Union College

Position#: 8

Position Title: Dispersal and ecological impacts of invasive species in the Finger Lakes

UGC Project Title: Upstate and Global impacts of invasive species

Description: Student will work in the Finger Lakes to investigate effects and spread of invasive aquatic species. The project involves a significant amount of field work collecting samples and equally demanding time in the laboratory processing samples. Students will work on a specific project in the following areas: Mapping Bloody red shrimp (*Hemimysis anomala*) dispersal using genetics tools; Impacts of Bloody red shrimp and the Fishhook waterflea (*Cercopagis pengoi*) on foodwebs in the Finger Lakes, or Introduction, extirpation and reintroductions of Largemouth bass in manmade ponds.

Responsibilities: 8 week research period with extensive fieldwork and laboratory time. Student will contribute to all stages of the research project from methods development to disseminating results.

Qualifications: Strong background in biological science, limnology, and/or field biology. Preferred experience with plankton sampling and identification.

Faculty Mentor: Meghan Brown

Institution: Hobart and William Smith Colleges

Position#: 9

Position Title: Language Ecology: Indigenous Heritage and Discourses Invoking Ecological Metaphor

UGC Project Title: Indigeneity, Sustainability, and Human Rights

Description: The student research project will seek out connections between sustainability and local environmental resources through the discourse used to discuss indigenous cultural and linguistic heritage among the Oneida. Through partnership with the Oneida cultural museum and

by examining publicly available documents and websites, the student will employ the tools of critical discourse analysis to examine the ecological metaphors and terms employed in discourse regarding cultural and linguistic heritage (e.g., language “loss,” “death,” “endangerment,” “extinction”). By identifying and analyzing ecological metaphors used to discuss heritage, the project can yield a corpus of discourses revealing the ways in which sustainability and its discourses are connected with indigenous identity and the programs and policies created in the attempt to safeguard that group identity.

Responsibilities: During the eight-week period, the student will work closely with Meredith Moss to identify appropriate texts, build a corpus, and use methods of discourse analysis (including computer software) to find ecological metaphors and identify closely correlated words and structures.

Qualifications: The ideal candidate has some academic experience with studying linguistics and/or indigenous peoples, since either field of study is a good entry point for examining discourse about Oneida cultural and linguistic heritage.

Faculty Mentor: Meredith Moss

Institution: Hamilton College

Position#: 10

Position Title: Storytelling Trauma: Healing the Wounds of Survivors of Violence

UGC Project Title: A Culture of Respect

Description: The proposed research project focuses on the trauma created by atrocity in refugees from Africa and Asia who now live in central New York. Having fled mass violence in their home countries, these folks begin new lives in a foreign land. American service providers help them find homes, place children in school, organize English-language lessons, and help with the physical process of settling into their new communities. Their emotional traumas are often not specifically addressed for lack of the necessary financial and human resources to allow survivors to process the acute grief that is the response to the violence they witnessed or experienced at home. In addition, the emotional strains of moving to a foreign land are only addressed in the first few months after arrival, if at all. Many refugees with post traumatic stress disorder (PTSD) wait years before disclosing traumatic events to local service providers, fearing that if their case is too difficult to understand or if they become too much of an emotional burden that this will affect their chances of their successful integration into American society. They usually come to the attention of medical and social care workers because of life difficulties and problems associations with the psychological defenses common with PTSD, including alcohol and drug abuse as well as behavioral problems such as missing work or school and domestic abuse. Recent scholarship finds that storytelling techniques provide a safe and effective bridge for individuals with PTSD to begin to heal on their own terms and in culturally diverse and appropriate ways. More specifically, research on addressing individual recovery from traumatic events finds that oral and written storytelling allows the traumatized individual to reconnect with their inner-selves. For traumatized individuals, their internal world is often a frightening place where memories of the traumatic event predominate. The more intense the traumatic event, the more the individual avoids his or her internal world. Through storytelling, individual fear often diminishes and the traumatized individual is no longer paralyzed by their traumatic experiences. Feminists and social psychologists call this phenomenon

of writing to address PTSD the “embodied story.” The embodied story format provides the traumatized individual with both the tools and community to address/resignify the traumatic event as part of a broader process of storytelling in which individual traumas can be safely explored and expressed.

Responsibilities: The proposed research seeks to develop a framework to create safe emotional and physical spaces where individuals can tell their stories. For the summer of 2015, two projects are envisioned: The first is to begin to prepare to host an academic conference in fall 2016 that will bring together academics to theorize the relationship between storytelling, trauma, and violence. This conference will be interdisciplinary and that students from various disciplines in the arts, humanities, and social sciences are encouraged to apply. This activity will require the student to produce an annotated bibliography of the relevant literature, and to possibly assist in writing of the framing background paper for the conference. The student will also begin to build a database of scholars, practitioners, policy-makers, and service providers using storytelling as a way to heal, or to work with traumatized individuals. The second goal is to assist in the development of a program designed to “bring violence home” in central New York. Using theoretical and practical tools, this activity aims to understand violence and trauma and war in its local iterations, meaning as embodied in individuals living in central New York. This project will also involve analysis of the literature and building relationships with local central New York organizations providing support and care to New Yorkers who have lived through violence, including bias and discrimination incidents as well as emotional or physical abuse. The student assistant(s) will be involved in all of these activities, which could also include developing ethical traumatic storytelling workshop guidelines and doing survey work to identify other organizations working on similar issues to learn what they are doing and how we might pool our resources to work through the trauma of refugees through storytelling approaches in upstate New York. I will meet with the student(s) at least twice a week to both assign new research (Monday) and receive feedback about received tasks (Friday). The majority of this work will involve deskwork, as the student(s) will be responsible for written deliverables.

Qualifications: The student assistant(s) will be familiar with qualitative social science research methods, have a minimum 3.3 GPA, and a demonstrated interest in narrative storytelling and/or creative writing. Tasks will include, but are not limited to: Preparing bibliographic annotations; library research and review of the literature on storytelling, trauma and violence; assist in the preliminary organizing storytelling workshops; spreadsheet preparation and management (of other service providers); and editorial assistance/proof reading. The present project does not require IRB approval, although the drafting of ethical guidelines for storytelling trauma will require knowledge of the Belmont Principles of research with human subjects.

Faculty Mentor: Susan Thomson

Institution: Colgate University

Position#: 11

Position Title: Culture of Respect Student Summer Research Fellowship

UGC Project Title: A Culture of Respect

Description: The “Culture of Respect” project, supported by funds by the New York Six (NY6) Mellon grant, seeks one or two students to work with faculty to document human rights related

resources that are geographically located in central and northern New York in support of the project.

Responsibilities: The task includes developing a resource database and map that identifies and categorizes (1) place-based agencies, (2) regional historical sites, (3) regional museums, and (4) campus and off-campus educational resources including courses and faculty at NY6 schools. Additionally, the research will document the capacities each have for expertise and program activities related to the human rights theme.

Qualifications: Students should have an interest in and capacity to do the project assigned. Research will take place over eight weeks of the summer 2015 term, which exact dates negotiated with the faculty mentor sponsoring the research. Please contact Professor Jack Harris at Hobart and William Smith Colleges for more information (harris@hws.edu).

Faculty Mentor: Jack Harris

Institution: Hobart and William Smith Colleges

Position#: 12

Position Title: Narrating an American Religion: The Hill Cumorah Pageant and the Story of Mormon Religious Freedom

UGC Project Title: Religious Freedom and Human Rights in Pluralist Societies

Description: Since 1937, members of the Church of Latter-Day Saints have traveled to Palmyra, NY—the birthplace of Mormonism—to celebrate their religion through reenactments of its origins and history. This project will explore the manner in which the Hill Cumorah Pageant functions to tell a story not only of the origins of Mormonism, but how it functions to tell a story of Mormonism’s unique place within the American religious landscape. How do the narrative and the setting of the Pageant portray Mormons in relation to America? Are they depicted as religious minorities, as exemplars of American values or as misunderstood by the broader American public? The question of the self-portrayal of the LDS Church is particularly interesting in light of the fact that this pageant quite self-consciously caters simultaneously to a Mormon audience and to the broader non-Mormon public. The question of this self-portrayal of Mormonism is interesting for two additional reasons: in the first place, the LDS Church has been subject to heightened visibility over the past few years as a result of Mitt Romney’s presidential bids and the enormous success of the Book of Mormon musical. This project will allow a student to explore the self-portrayal of Mormonism against the backdrop of the LDS Church’s heightened national visibility. In the second place, the Pageant itself is regularly subject to protests from local evangelical Christians who gather at the entrance of the grounds to voice their opposition to the LDS Church. Generally, pageant participants ignore these protesters but the presence of these protesters might also serve as an additional focal point for a student investigation of the topic of Mormonism’s unique place within the American religious landscape.

Responsibilities: The student will conduct initial research on the history of the Pageant and the broader history of the LDS Church as a minority religion within the US. The main component of the student project will entail 2-3 visits to the Hill Cumorah Pageant to watch the production and to interview participants. Before each production, Pageant participants regularly mingle among audience members to converse about the LDS Church and the tenets of Mormonism. The student researcher will work with faculty to develop appropriate interview questions to pose to

participants prior to the production. The student will then combine interview materials and analysis of the Pageant narrative to construct a response to the question of how this event functions to tell a story of Mormonism's unique place within the American religious landscape. The student will be expected to give a multimedia presentation of his or her work and produce a research paper in collaboration with the faculty mentor.

Qualifications: Candidate must have strong reading and writing skills and a demonstrated ability to think analytically. Experience using filming equipment and video journal or blogging software is also encouraged. The student should also be comfortable with the prospect of approaching and interviewing strangers. Some background in scholarly approaches to religious freedom is preferred, and additional background in theater or performance studies is also desirable.

Faculty Mentor: Jenna Reinbold

Institution: Colgate University

Position#: 13

Position Title: Citizens of the State and Kingdom: Strangite Mormon Narratives of Religious Liberty and Religious Persecution in New York and Beyond

UGC Project Title: Religious Freedom and Human Rights in Pluralist Societies

Description: This project investigates the narratives of religious liberty and persecution present in an understudied Mormon denomination founded in upstate New York and subsequently headquartered in Michigan. A former New York lawyer born in the upstate, James Jesse Strang claimed to be the divinely appointed successor of Joseph Smith in 1844 and saw his organization as the continuation of the Church of Jesus Christ of Latter Day Saints. A potent rival to Brigham Young, Strang organized a Mormon church of perhaps 5,000 members at its height in the early 1850s. Many of these "Strangite" Mormons had been among the earliest Latter-day Saints; for a time, Joseph Smith's mother and brother were Strangites. Crowned a king by his followers, Strang was also a member of the Michigan State Legislature and ruled from his theocratic capital of St. James on Beaver Island, Michigan. Two disgruntled followers assassinated King James I (aka James J. Strang) in July 1856, and, a few days later, a group of non-Mormons forcibly evicted Strang's 2600 followers from their homes on Beaver Island. Never receiving redress for their lost property, Strang's followers largely scattered, though a small group continues to worship in Burlington, Wisconsin to this day as the Church of Jesus Christ of Latter Day Saints (Strang). Following a pattern set by the earliest Mormons (among whom they may be counted), the first Strangites framed their experiences with narratives of religious persecution and rhetoric that claimed loyalty to United States (even as they initially tried to establish their own theocratic kingdom). As such, the Strangites provide a potent case study for how religious minorities may narrate their experiences with the state, vigilante violence, and religious persecution.

Responsibilities: The student will research the often intertwined Mormon historical narratives of religious persecution and loyalty to the state, extending this from the common early Mormon experience in New York to the later distinct Strangite experience in Michigan. To do so, the student will conduct archival research with digitized files from Yale's Beinecke Collection (home to the James J. Strang papers and related materials), library-based research at Skidmore College, and phone interviews of current Strangite members. The student will be introduced to the latter through a faculty mentor (Dr. Howlett) who knows members of the community. The student will be

expected to give a multimedia presentation of one's work and produce a research paper in collaboration with the faculty mentor.

Qualifications: The student should have a background in Mormon history and an interest in scholarly questions regarding persecution, religious freedom, and the religious historiographical imagination. An ideal student would also have a background in literary studies with an interest in historical narratives. The student must have strong reading and writing skills and a demonstrated ability to think analytically. Experience using filming equipment and video journal or blogging software is also encouraged.

Faculty Mentor: Eliza Kent and David Howlett

Institution: Skidmore College

Position#: 14

Position Title: In the Courts of the Conqueror: Native American Religious Freedom

UGC Project Title: Religious Freedom and Human Rights in Pluralist Societies

Description: Is American religious freedom a reality, an unfinished project, or merely a myth? This project explores how Native Americans have struggled for religious freedom in the United States, focusing on contemporary legal battles to protect sacred lands, repatriate ancestral remains and objects, and defend the ceremonial consumption of peyote. This project also explores the connections between local Haudenosaunee peoples in upstate New York and global indigenous rights movements.

Responsibilities: Commitment to work full-time over a period of eight consecutive weeks in Summer 2015 is required. The student will be expected to give a multimedia presentation of one's work and produce a research paper in collaboration with the faculty mentor on a clearly defined topic.

Qualifications: The candidate must have strong reading and writing skills and a demonstrated ability to think critically and analytically. Preferred candidates have an interest in Native American religious freedom generally, local Haudenosaunee (Iroquois) struggles for religious freedom and human rights in upstate New York, and global indigenous rights movements. Preferred candidates have some prior experience within an indigenous community within the United States and some prior international experience, such as study abroad. Experience using filming equipment and video journal or blogging software is also encouraged.

Faculty Mentor: Seth Schermerhorn

Institution: Hamilton College

Position#: 15

Position Title: Issues of Religious Freedom and Human Rights in the Tibetan Buddhist Diaspora Community, Ithaca, New York

UGC Project Title: Religious Freedom and Human Rights in Pluralist Societies

Description: This project is an ethnographic case study of a local Buddhist community in upstate New York. Through eight-week fieldwork, its primary focus is on the examination of constitutional religious freedom exercised and enjoyed by the local Buddhist community. The research will concentrate on the Namgyal Monastery Institute of Buddhist Studies and Tibetan Association of

Ithaca that consists of over 40 Tibetans who were settled down there in 1990s. It will explore the history of the Tibetan Buddhist tradition in upstate New York and its adaptation to American culture and will analyze issues of religious freedom and human rights. Through ethnographic fieldwork it will create a detailed account of the way Tibetan Buddhist community responds to issues of religious freedom. The issue of religious conversion also will be examined.

Responsibilities: Commitment to work full-time over a period of eight consecutive weeks in Summer 2015 is required; working closely with the faculty mentor on a clearly defined topic. The student will be expected to give a multimedia presentation of one's work and produce a research paper in collaboration with the faculty mentor.

Qualifications: Candidates must have strong reading and writing skills and a demonstrated ability to think critically and analytically. Preferred candidates have an interest in the Buddhist tradition in general and Tibetan tradition in particular. Must have taken at least one course in Buddhism at undergraduate level. A Philosophy/Religion major is preferred. Candidates must have some experience in using filming equipment and video journal or blogging software.

Faculty Mentor: Mahinda Deegalle

Institution: Colgate University

Position#: 16

Position Title: Understanding Religious Freedom on Campus: Hindu Student Organizations in Upstate New York

UGC Project Title: Religious Freedom and Human Rights in Pluralist Societies

Description: Hindus are a small minority, or a minority of minorities, in American society, constituting about 0.5 percent of the total population of the United States (according to the United States Department of State's International Religious Freedom Report 2004). Roughly eight out of every ten Hindus in the United States are foreign born, mostly from India and the Caribbean (according to a 2007 Pew Forum on Religion and Public Life survey). India sends a record number of students to the United States every year; most of these students are graduate students, and many of them are Hindu. Over the last decade, a lot of scholarly attention has looked at the experiences of Hindu youth in America (viz., Sonalde Desai's article "Soldiers of Saffron" in the Economic and Political Weekly and Vijay Prashad's reply to her article). An eight-week UGC summer fellowship would support student research on the experiences of Hindu students at four college and university campuses in Upstate New York—the University of Rochester, Hobart & William Smith Colleges, Syracuse University, and Cornell University—to understand why Hindu students join Hindu religious groups on campus, how they construct their ethno-religious identities as members of such groups, and the impact that these groups have on them.

Responsibilities: The student is required to conduct library-based research and fieldwork. The student will devise a research question that begins with a study of the sociological theory regarding the immigrant experience of Indian Hindus in Upstate New York, with special attention to the demographics of first and second generation college-aged Hindus. With introductions made by his or her faculty mentor, the student researcher will then meet with the campus directors of the religious and/or interfaith organizations at the four educational institutions to ascertain the histories, makeup, and activities of Hindu student organizations at each campus. The student researcher will also meet with the faculty advisors to the Hindu students' organizations on each

campus, and arrange to meet with undergraduate and graduate students who belong to the organizations' and are working on campus over the summer. The student will be expected to give a multimedia presentation of one's work and produce a research paper in collaboration with the faculty mentor.

Qualifications: Candidate must have strong reading and writing skills and a demonstrated ability to think analytically. The student should have an interest in India and Hinduism and the representation of Hinduism on college and university campuses. The student would ideally have taken at least one course on Hinduism. The student should be able to drive a car. Experience in using filming equipment and video journal or blogging software is also encouraged.

Faculty Mentor: Anthony Cerulli

Institution: Hobart and William Smith Colleges

Position#: 17

Position Title: Constructing Women's Loss in Post-Conflict Religious Communities

UGC Project Title: Religious Freedom and Human Rights in Pluralist Societies

Description: This project aims to create a genuine and authentic discourse about women's loss in post conflict religious communities with possible case studies from Diaspora communities in Upstate New York. It will construct a quantifiable, objectified, and analytical study of women's loss in post-conflict religious communities. In the context of wars, women are often reduced of their rights. Muslim women in particular are used as a vehicle to legitimize the appropriation of war by the claim that they do not have rights, or, that war has taken away those rights. Instead of raising the question whether women have rights, this research focuses on women's loss as a subject of discourse. Rights (religious, human, social, political) may be something that are compromised or lost as a result of war, but are by no means the end of abuse of women in the context of post-conflict life.

Responsibilities: During the eight weeks, the student will create a construct of women's loss: how is loss observational and quantifiable, in what ways has it been studied? The student will apply that to a post-conflict situation to examine how loss changes in the context of war and post-war situations and how loss is politicized or socialized. The student needs to research loss as an actual subject of discourse and then zero in on a particular religious community or post-conflict situations. The student will be expected to give a multimedia presentation of one's work and produce a research paper in collaboration with the faculty mentor.

Qualifications: Candidate must have strong reading and writing skills and a demonstrated ability to think analytically. Ideal candidate for this position is a religion major with a concentration in Islam or Peace and Conflict Studies with a concentration in the Middle East and with some experience of anthropological research. Experience in using filming equipment and video journal or blogging software is also encouraged.

Faculty Mentor: Lesleigh Cushing

Institution: Colgate University

Position#: 18

Position Title: Muslim Diaspora Populations and Urban Renewal in Utica, NY

UGC Project Title: Religious Freedom and Human Rights in Pluralist Societies

Description: This project will explore the ways in which the Muslim diaspora populations of Utica, NY, inclusive of refugees from Bosnia, Iraq, Somalia, and Sudan, among others, have reshaped inner city Utica. By using both qualitative and quantitative research methods such as refugee interviews, observations and reports of downtown commercial and residential property ownership by ethnicity, employment and income rates by ethnicity, newspaper pieces, and historical demographics of Utica, this research will determine the effects and challenges of Muslim refugee resettlement. The goal of the project is to discover to what extent Muslim refugees experience religious freedom and human rights broadly defined in Utica. It will seek to find the effects of international human rights challenges in the local setting of Upstate New York.

Responsibilities: Through field research the candidate will illustrate the tangible effects of refugee resettlement in Utica on the preservation and evolution of Muslim diaspora identities. The research will explore how the influx of diaspora populations expresses itself in the reshaping of inner cities' commercial and cultural identities, using the immigration of Muslim diaspora populations and its effect on Utica's commercial and cultural identity as a case study. The candidate will explore challenges experienced by resettled refugee populations, such as culture clash and underemployment, and their repercussions for the city of Utica as a whole. The candidate will analyze poverty rates, identifying the frequency of incidences of discrimination through personal interviews, and elucidating the cultural identity of Utica through newspaper reports. The student will be expected to give a multimedia presentation of one's work and produce a research paper in collaboration with the faculty mentor.

Qualifications: Candidate must have strong reading and writing skills and a demonstrated ability to think analytically. An International Relations and Religion major is preferred. Fluency in Arabic is required. Study abroad experience in the Middle East is desired. Research or charity work experience in a related area is highly valued. Experience in using filming equipment and video journal or blogging software is also encouraged.

Faculty Mentor: Harvey Sindima

Institution: Colgate University

Position#: 19

Position Title: The Separation of Church and State: Jews in Early American History

UGC Project Title: Religious Freedom and Human Rights in Pluralist Societies

Description: This project will investigate the issue of separation of church and state through the lens of Jewish participation in government. Through this lens, research in this project will shed light on how minority religious groups in the early history of America interact with the state in a way that marks them as "outsiders" of mainstream religious identification at the same time as they participate in mainstream cultural norms. An ideal test case for this project is that of Mordecai Manuel Noah (1785–1851), because he was the first American Jew to become active in U.S. politics. In 1811, President James Madison appointed Noah a U.S. Diplomat. Following his service at Riga, Noah served as consul to the Kingdom of Tunis, where he participated in the emancipation of American slaves kept by Moroccan owners. Despite his success, Noah was removed from this position due to his religion. According to the then Secretary of State James Monroe, Noah's Judaism was "an obstacle to the exercise of [his] Consular function" (Noah, 1819: 376). While Noah wrote many letters seeking a further explanation for his dismissal, no further information was

forthcoming. This event upset Jews and non-Jews alike. Noah, now concerned for the future of Jewish participation in government in America, received letters from such notables as John Adams, Thomas Jefferson, and James Madison, all supporting church-state separation and tolerance toward Jews. Noah subsequently went on to edit newspapers, often with a political bent, write plays, and he attempted to found a Jewish refuge on Grand Island in the Niagara River in New York State.

Responsibilities: During the eight weeks, the student will undertake library and archival research, exploring the writings by and about Noah, as well as exploring larger questions of the public conception and reception of Judaism in the U.S. during this period. Part of this project may include a field trip to Buffalo, NY to visit the Buffalo History Museum where the cornerstone for the Jewish refuge is currently kept. During the course of the project the student will gain valuable research skills including the use of digital archives and material evidence, as well as a broader understanding of American history, especially with regards to Jews as a religious minority in the U.S. The student will be expected to give a multimedia presentation of one's work and produce a research paper exploring the separation of church and state in early American history and what that separation meant for minority religious groups, in this case, for Jews in America in collaboration with the faculty mentor.

Qualifications: Candidate must have strong reading and writing skills and a demonstrated ability to think analytically. Student should have an interest in the history of Jews; an introductory background in Judaism would be helpful, as would a basic knowledge of U.S. history during the time that Noah lived (1785–1851). Student should have the ability to work independently in a library and to follow guidance from the mentor. Skills in library research, archival research, taking and collating notes are essential. Experience in using filming equipment and video journal or blogging software is also encouraged.

Faculty Mentor: Shayna Sheinfeld

Institution: Colgate University

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