

## EMERGING SCHOLARS PROGRAM FACULTY VIEWBOOK 2022-23



**NAME:** Megan Bang, PhD (she/they)

**TITLE:** Professor and Director of the Center for Native American and Indigenous Research

**SCHOOL(S):** School of Education and Social Policy

**DEPARTMENT(S):** Learning Sciences

**WEB PAGE:** <https://sites.northwestern.edu/cseme/>

### **AREAS OF FOCUS:**

My research focused on human learning and development across the life course and its intersections with education. I am particularly interested in understanding the intersections of culture, identity, power, and history in learning environments focused on and in the natural world (e.g. STEM). I conduct three kinds of research: design research, cognitive experiments, and ethnographies of everyday life.

### **POTENTIAL SUMMER 2023 PROJECTS:**

Currently, I have two large scale projects that a research assistant could join. One project is partners with 3 tribal communities to co-design and implement Indigenous Science, Technology, Engineering, Arts, and Mathematics (ISTEAM) education for 1-12th graders in community contexts. This summer we will be implementing community designs and studying their effectiveness. The second project, Learning in Places (LiP), is a partnership across 3 states to refine a model of inter-disciplinary field based education for pk-5 graders. This summer there will be co-design institutes and professional learning with educators, families, tribal partners, and research to finish final models for fall implementation.

## EMERGING SCHOLARS PROGRAM FACULTY VIEWBOOK 2022-23



**NAME:** Sarah J. Bartolome, PhD  
**TITLE:** Associate Professor, Music Education  
**SCHOOL(S):** Bienen School of Music  
**DEPARTMENT(S):** Music Studies  
**WEB PAGE:** <https://sites.northwestern.edu/cseme/>

### **AREAS OF FOCUS:**

My current research is focused in three large areas: Music Education and Disability, Gender Diversity in Music Education, and Trauma-Informed Music Education. I employ primarily qualitative research methods in answering questions in each of these areas, adopting ethnography, narrative, and case study designs as appropriate.

### **POTENTIAL SUMMER 2023 PROJECTS:**

**Music Education and Disability:** In the area of disability, my ongoing studies focus on a local organization that provides music instruction for individuals with disabilities, a partnership with a local public school for children and youth with disabilities, and several narratives featuring musicians with disabilities.

**Gender Diversity in Music Education:** In the area of gender diversity, I am currently collaborating with a number of transgender and non-binary music educators and musicians to document their lived experiences. I am additionally engaged in two long-term research studies: a digital ethnography project examining the culture of gender in music education as evidenced by music teachers' interactions in professional interest groups on social media; a collective case study of transgender and nonbinary music educators; and an ethnography of a transgender choir.

**Trauma-Informed Music Education:** I am part of an interdisciplinary team that is investigating the effect of musical interventions on children who have experienced trauma. This initiative is sponsored by the Buffett Institute for Global Studies and will be international in scope. Here you will find a video that provides a very preliminary overview of the project:

<https://drive.google.com/drive/u/0/search?q=mtb>

## EMERGING SCHOLARS PROGRAM FACULTY VIEWBOOK 2022-23



**NAME:** Danielle Robinson Bell

**TITLE:** Assistant Professor, Clinical

**SCHOOL(S):** Medill

**DEPARTMENT(S):** IMC (Integrated Marketing Communications)

**WEB PAGE:** <https://www.medill.northwestern.edu/directory/faculty/danielle-bell.html>

### **AREAS OF FOCUS:**

My work focuses on strategic communications and its impact on business outcomes for organizations, brands, and executives. I specialize in efforts that advance culture, equity, and inclusion in corporate environments and the marketplace.

### **POTENTIAL SUMMER 2023 PROJECTS:**

There are two projects that could be in play by summer '23: 1) I will be working with Gender IDEAL ([www.gender-ideal.org](http://www.gender-ideal.org)) on the development and roll out of their data-driven insights platform designed to help companies meet their gender equity goals. 2) I will be examining the C-suite as a career achievement marker and how that marker (and the sense of achievement) differs among identity groups.

## EMERGING SCHOLARS PROGRAM FACULTY VIEWBOOK 2022-23



**NAME:** Tabitha Bonilla

**TITLE:** Assistant Professor

**SCHOOL(S):** School of Education and Social Policy, Weinberg, IPR

**DEPARTMENT(S):** Human Development and Social Policy, Political Science (by courtesy)

**WEB PAGE:** [Tabitha Bonilla – SESP Faculty Page \(northwestern.edu\)](#)

**AREAS OF FOCUS:** Political communication, identity, political behavior, political attitudes

**SUMMER 2023:** Representation of Black and Latinx voters, Human trafficking and perceptions of gendered threat

## EMERGING SCHOLARS PROGRAM FACULTY VIEWBOOK 2022-23



**NAME:** Aymar Jean “AJ” Christian, PhD

**TITLE:** Associate Professor, Communication Studies

**SCHOOL(S):** School of Communication

**DEPARTMENT(S):** Communication Studies, Performance Studies

**WEB PAGE:** <https://ajchristian.org/>

**RESEARCH FOCUS:**

My research focuses on media, arts and digital-first organizations that serve Black, Indigenous and people of color in Chicago and nationally. I ask whether the work of independent organizations can repair a long legacy of discrimination and harm in culture industries. To do this, I co-founded a non-profit web TV distribution platform, [OTV | Open Television](#), and assist with their data collection, including interviews with artists, surveys of audience members, market analysis focus groups and more.

**POTENTIAL SUMMER 2023 PROJECTS:**

Now that OTV is fully funded with a full-time staff, my research will focus on how similar organizations in Chicago and nationally create value and face challenges in the marketplace. Students will perform qualitative coding, which involves analyzing written or transcribed responses from interviews and surveys with artists and media fans. Students will also create graphs, maps, database/spreadsheets and other visualizations of data. In some cases, students with film/video production or post-production experiences will have the opportunity to assist on set or in the video editing process; though priority will be given to students who have interest in research over creative practice, ideal candidates will have interest or experience in both.

## EMERGING SCHOLARS PROGRAM FACULTY VIEWBOOK 2022-23



**NAME:** Mesmin Destin, Ph.D. (he/him)

**TITLE:** Associate Professor

**SCHOOL(S):** WCAS and SESP

**DEPARTMENT(S):** Psychology and Human Development and Social Policy

**WEB PAGE:** <https://www.ipr.northwestern.edu/who-we-are/faculty-experts/destin.html>

**RESEARCH FOCUS:**

In my lab, we study the experiences of students who face marginalization in educational settings. We often use experiments to design and test how particular programs or supports can affect the way that students see themselves, how motivated they feel to pursue their goals, their academic outcomes, and their health and well-being.

**POTENTIAL SUMMER 2023 PROJECTS:**

This summer, we will be working on multiple projects with middle school, high school, and college partnerships. This may include work focused on supporting K-12 teachers and college faculty to build stronger relationships with students. This may also include work related to a community of student support at a university focused on Science, Technology, Engineering, and Mathematics.

## EMERGING SCHOLARS PROGRAM FACULTY VIEWBOOK 2022-23



**NAME:** Melissa Foster

**TITLE:** Associate Professor of Instruction

**SCHOOL(S):** School of Communication

**DEPARTMENT(S):** Theatre (Music Theatre)

**WEB PAGE:** [Melissafostervoice.com](http://Melissafostervoice.com)

### AREAS OF FOCUS:

Melissa Foster is an educator, voice specialist, theatre artist, researcher, and speaker. As a voice teacher, she specializes in musical theatre, pop styles, the history and performance of hip-hop, and opera/musical theatre crossover. Her scholarly book project, *Hip-Hop: Rap and R&B; A Performer's Guide*, examines the pathway into hip-hop performance with historical and cultural awareness, vocal health, and authenticity. She is also working on a project titled “The Message,” which discusses hip-hop’s history and its profound influence on contemporary pop culture. Foster is on faculty for The CCM Vocal Pedagogy Institute with a focus on “Teaching Pop Styles.” She is the rap and R&B coach for Rock the Audition, as well as a resident vocal consultant for the Lyric Opera of Chicago. She has also been guest faculty for Broadway Breakthru, IHSTA, Stagelighter, and she serves as artist in residence for the ArtsLink Foundation. Masterclasses/invited talks have occurred at Temple University, Samford University, University of Notre Dame, The National Association of Teachers of Singing National Conference, Shenandoah University, Carthage College, North Central College, and Palo Alto Voice Institute. Additionally, she taught a masterclass on vocal technique alongside Renee Fleming at the Lyric Opera of Chicago. Internationally, Foster is a Visiting Artist and Master Technician for a coalition of institutions and universities in Xi’an, China, Guangzhou, China, and Hong Kong.

At Northwestern, Foster simultaneously serves as one of five Faculty in Residence (a Provost Initiative) for the Office of Residential Academic Affairs. Foster also represents SoC in two critical initiatives: first, serving on the Community Safety Advisory Board at Northwestern, with the mission of reimagining and creating an equitable approach to campus safety; and second, as a University Hearing and Sanctioning Panelist for the Office of Community Standards. Melissa is a proud member of Alpha Kappa Alpha Sorority Inc.

### POTENTIAL SUMMER 2023 PROJECTS:

My final draft of my first book will be in print process, This summer will be dedicated to my second project- which will be a second book, focusing on Hip Hop Pedagogy, Influence as well as Black American Popular Music Styles.

## EMERGING SCHOLARS PROGRAM FACULTY VIEWBOOK 2022-23



**NAME: Alyssa D Garcia, PhD**

**TITLE: Assistant Professor of Instruction and WCAS Advisor**

**SCHOOL(S): Weinberg College of Arts and Sciences**

**DEPARTMENT(S): Gender & Sexuality Studies Program**

### **AREAS OF FOCUS:**

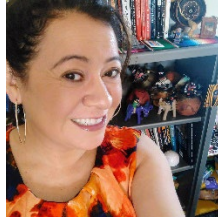
Dr. Alyssa Garcia is a first generation Dominican-Cuban Latina, born and raised in New York City. She received her BA in Cross-Cultural Psychology from Brown University and earned her PhD in Anthropology from University of Illinois, Urbana-Champaign. Dr. Garcia is a Weinberg College Adviser and Assistant Professor of Instruction in Gender and Sexuality Studies. Prior to her arrival to NU she taught at Pennsylvania State University and DePaul University. Her teaching and research interests include Latin American & Caribbean Studies, Ethnic-Latina/o Studies, Intersectionality, Critical Race Theory, Gender & Sexuality Studies, Feminist Ethnography, African Diaspora Studies, and Applied Anthropology. Dr. Garcia's manuscript project examines the intersections of race, gender, and sexuality in Cuba through an analysis of discourses of sex-work and the body. "Moral Discourses, Regulated Bodies: Sex, the State, and Subjectivity in Cuba," is a historically grounded ethnography that traces chronologically the public supervision and state regulation of black female bodies in Cuba. I will be expanding this project to focus on representations of AfroCuban women in testimonios, hip hop, and film.

### **POTENTIAL SUMMER 2023 PROJECTS:**

Garcia's more recent project investigates the secondary migrations of the Dominican community in the state of Pennsylvania. This "urban" ethnography compares different spheres of activism and social injustices in five Pennsylvania locales according to issues such as anti-immigrant legislation, police violence, domestic violence, racial profiling, deficient public schooling, political organizing, and labor integration.



## EMERGING SCHOLARS PROGRAM FACULTY VIEWBOOK 2022-23



**NAME:** Myrna García, Ph.D.

**TITLE:** Assistant Professor of Instruction

**SCHOOL(S):** Weinberg College of Liberal Arts and Sciences

**DEPARTMENT(S):** Latina and Latino Studies Program

### **AREAS OF FOCUS:**

Dr. Myrna García research draws upon oral histories, archival research, and ethnographic methods to document the youth activism undertaken by members of the Chicago chapter of the Center for Autonomous Social Action (CASA). Founded in Los Angeles in 1968, CASA is one of the most important transnational immigrant rights organizations to emerge from the Chicano Movement. CASA-Chicago youth in the 1970s conceptualized a “sin fronteras politics” as a transnational imagining that brought ethnic Mexicans together, regardless of birthplace, generation, or citizenship status. García’s study demonstrates how a sin fronteras politics was not only a precursor to the political ideology articulated in contemporary immigrant rights protests across the United States, but also a theoretical construct that grapples with both liberatory potentials and limitations for social change.

### **POTENTIAL SUMMER 2023 PROJECTS:**

This summer I am preparing a manuscript tentatively entitled, “Rudy Lozano, El Hijo de Pueblo [The Community’s Son]: Black and Mexican/Latinx Coalition Building in Chicago’s Little Village Neighborhood.” Mirroring trends in social movement literature, my research examines the shift in the political direction of CASA-Chicago activists (casistas) from its revolutionary dimensions in the early 1970s to one engaged with mainstream political structures and electoral strategies in the early 1980s. Casistas engaged in electoral politics as a strategy to institute pro-immigrant friendly local, state, and national legislation and policies. Crucial to this sin fronteras activism, one that was shifting to a multiracial progressive politics, was building coalitions with other racialized groups enduring second-class citizenship in Chicago, such as African Americans and Puerto Ricans. An underexplored dimension of community activism in Little Village is how Mexicans and African Americans built coalitions in the fight for equality, political representation, and human dignity locally, nationally, and globally. Understanding African American and Mexican/Latinx activism and coalition building helps us better understand the political genealogy that led to the 1985 executive order by Harold Washington, Chicago’s first African American mayor, to declare Chicago as a sanctuary city for immigrants. It halted the city’s engagement with immigration officials. Specifically, this summer project will examine how, and under what circumstances, Rudy Lozano, a key casista, became an aldermanic candidate of the 22<sup>nd</sup> Ward (Little Village/Lawndale) in 1982. Lozano’s political campaign unevenly forged Black and Mexican/Latinx coalition building not only for the aldermanic seat, but to garner support for Harold Washington’s mayoral race. Tragically, Lozano was assassinated in 1983. Lozano’s death cemented the demise of CASA-Chicago at a time that a multiracial political coalition of progressives was percolating and growing.

## EMERGING SCHOLARS PROGRAM FACULTY VIEWBOOK 2022-23



**NAME:** Elizabeth Gerber

**TITLE:** Professor

**SCHOOL(S):** McCormick School of Engineering, School of Communications

**DEPARTMENT(S):** Mechanical Engineering, Communication Studies

**WEB PAGE:** <https://egerber.mech.northwestern.edu/>

### **AREAS OF FOCUS:**

I research how people collaborate to do work together that they couldn't do alone. Today, technology has radically changed who, how, and when people can connect. I use qualitative, quantitative, and design research methods to produce theory and products to help people connect more effectively.

### **POTENTIAL SUMMER 2023 PROJECTS:**

Next summer, I plan to research how people get the social, human, and financial resources they need to develop solutions to complex problems in their local communities. This will likely involve doing a literature review across the fields of organizational behavior, economics, human computer interaction, and education, identifying research participants and arranging interviews, and collecting and analyzing qualitative data.

## EMERGING SCHOLARS PROGRAM FACULTY VIEWBOOK 2022-23



**NAME:** Almaz Mesghina

**TITLE:** Assistant Professor of Instruction

**SCHOOL:** Weinberg College of Arts and Science

**DEPARTMENT(S):** Psychology

**WEBSITE:** <https://psychology.northwestern.edu/people/faculty/core/profiles/almaz-mesghina.html>

### **AREAS OF FOCUS:**

I study cognitive psychology with a bit of an educational focus. The goal of my research is to use cognitive science to challenge our societal narratives about academic aptitude and who is/isn't smart. Specifically, I am interested in 1) understanding how achievement gaps in education form, 2) uncovering what factors in our culture and our contexts (e.g., stereotypes, anxiety) contribute to achievement gaps, and 3) designing interventions based on these factors to close achievement gaps. I study this in students of all ages: from elementary students to college. I mostly conduct experiments in real classrooms and work with quantitative data, but I am shifting towards incorporating more interviews/open-ended responses in my work.

**POTENTIAL SUMMER 2023 PROJECTS:** TBD - check back in early 2023!.

## EMERGING SCHOLARS PROGRAM FACULTY VIEWBOOK 2022-23



**NAME:** Onnie Rogers, PhD

**TITLE:** Associate Professor

**SCHOOL(S):** Weinberg College of Arts and Sciences & School of Education and Social Policy (by courtesy)

**DEPARTMENT(S):** Psychology & Institute for Policy Research Faculty Fellow

**WEB PAGE:** [the DICE lab](#)

### **AREAS OF FOCUS:**

I am a developmental psychologist by training and my research emphasizes how context and culture nurture learning and development. I direct the Development of Identities in Cultural Environments (DICE) research group where we focus on how young people develop their identities and understandings of race and gender as social processes, how intersectionality shapes psychological development, and the importance of methods (interviewing, person-centered) that capture subjective experience and meaning-making. Our existing projects include race and gender identity among multiracial youth, white racial identity, faith identity formation, college students' identity and political engagement, and community-partnership, identity-building work with Black girls.

### **POTENTIAL SUMMER 2023 PROJECTS:**

During the summer of 2023, I anticipate working on projects related to racial identity experiences and understandings among young children (4-8 years old) and parents.

## EMERGING SCHOLARS PROGRAM FACULTY VIEWBOOK 2022-23



**NAME:** Nitasha Tamar Sharma

**TITLE:** Professor

**SCHOOL(S):** Weinberg College of Arts and Sciences

**DEPARTMENT:** Asian American Studies Program and the Department of African American Studies

### **AREAS OF FOCUS:**

The Black Pacific (In Two Parts). This project has two components, both building on my ethnography of Black residents of Hawai‘i. The first component is a research project on Black Music in Hawai‘i with a focus on reggae, jazz, and hip hop. I intend to document the arrival, circulation, and local meanings of these genres as they inform Hawai‘i residents about Black life, diaspora, art, and politics. I intend for this to become a series of articles or a short book. Second, I will continue my project that expands out into the Pacific, Asia, and the West Coast of Latin America to collect, collate, and document the scholarship and use of the term “The Black Pacific.” I intend for this to become a reader on The Black Pacific that can be used in undergraduate and graduate teaching.

### **POTENTIAL SUMMER 2023 PROJECTS:**

This summer, I would enlist students to help me collect, transcribe, listen to, and analyze various forms of Black music in Hawai‘i, including those that fall into the genres of jazz, reggae, and hip hop. I would hope they can be in touch with Hawai‘i-based artists to conduct interviews with them and collect and provide summaries of the existing literature on Black music in the Pacific and specifically the history and flows of jazz, reggae, and hip hop in Hawai‘i. For my second project, students would find and collect research and other forms of cultural or other production centered on the term or using the term “the Black Pacific.” This project includes collecting articles and books, reading them, providing summaries, and writing up brief documents on the major definitions, ideas, and topics covered by scholars and others who use the term “the Black Pacific.” Students may have the opportunity to help me co-author a document—likely an introduction to a reader—that provides the genealogy, themes, and questions developed in the field focused on the Black Pacific.

## EMERGING SCHOLARS PROGRAM FACULTY VIEWBOOK 2022-23



**NAME:** Shayna Silverstein

**TITLE:** Assistant Professor

**SCHOOL(S):** School of Communication & Weinberg College of Arts and Sciences

**DEPARTMENT(S):** Performance Studies & core faculty in Middle Eastern and North African Studies

**WEB PAGE:** <https://hcommons.org/members/shaynamsilverstein/>

### **AREAS OF FOCUS:**

I am generally interested in popular culture and contemporary performance in Syrian and Lebanese worlds. I focus on music and dance and ask how these two domains negotiate the politics of gender, race and ethnicity, and class in the Southwest Asia and North Africa region as well as diasporic and displacement movements beyond these regions.

### **POTENTIAL SUMMER 2023 PROJECTS:**

I'll be completing a research project on contemporary Arab dance in the context of recent displacement due to conflicts in the Southwest Asia and North Africa region; revising a long-term book project on the politics of movement in Syrian culture and society; starting a research project on a Syrian musician who works in digital music, rock and post-rock genres, and meme culture.