



BIOS OF PARTICIPANTS
Anxiety Culture Workshop
February 23, 2018

Interchurch Center, 475 Riverside Drive, Room 320C

John Allegrante

Dr. John Allegrante is Professor of Health Education at Teachers College and Adjunct Professor of Sociomedical Sciences in the Columbia University Mailman School of Public Health. He is an applied behavioral scientist whose research focuses on health behavior, behavioral self-management, and health outcomes in chronic disease. He has had over 25 years of continuous funding from NIH to develop and evaluate novel behavioral intervention approaches to improve self-management and health outcomes in people with chronic disease. He has produced an extensive bibliography of published papers in health education and health promotion and in clinical epidemiology and health services research, a substantial corpus of which has illuminated a transdisciplinary understanding of how to facilitate adherence to and maintenance of behavioral change. Dr. Allegrante has also been in the vanguard of innovation in professional preparation and workforce development in public health education, playing a pivotal role in leading efforts to establish a unified system of accreditation for professional preparation programs in the United States and to develop consensus on domains of core competencies, standards, and quality assurance in global health promotion that are now being implemented across the United States, Europe, and elsewhere. As a Fulbright Specialist in Public/Global Health from 2005 to 2010 and as a Fulbright U.S. Scholar in 2007, Allegrante launched a collaboration with Icelandic behavioral and social scientists to develop what is now an ongoing program of multidisciplinary research currently supported by a grant from the European Research Council to investigate risks and protective factors in child and adolescent development.

Richard Balme

Richard Balme is Full Professor in Political Science at Sciences Po. He serves as Scientific Advisor to the Master in International Public Management at the Paris School of International Affairs, and Senior Fellow at the Centre for European Studies and Comparative Politics in Sciences Po. He is also director of the Executive Master in Development Policies and Management - Potentiel Afrique for Sciences Po Executive Education. Balme teaches public policy analysis, comparative politics and international governance. His current research interests cover environmental politics and governance, climate change policy and diplomacy, and multilateralism and global governance. Balme received his Doctorate from the University of Bordeaux before a post-doc at The University of Chicago. He taught several years at the Hong Kong Baptist University and at the School of Public Policy and Management at Tsinghua University in Beijing. In 2018 he is Alliance Visiting Professor at Columbia University in the City of New York. Among his publications are *European Governance and Democracy: Power and Protest in the European Union*, (with D. Chabanet, Rowman and Littlefield 2008) and *Europe-Asia Relations: Building Multilateralisms*, (with B. Bridges, Palgrave, 2008). He obtained research grants from the Centre National de la Recherche Scientifique (CNRS), the National Science Foundation in the US, the French Ministry of Foreign Affairs (Programme Hubert Curien), and the Research Grant Council of Hong Kong. He regularly publishes in French and International academic journals. In 2011-2013 he was appointed member of the Conseil Economique, Social et de l'Environnement (section of European and International Affairs).

Naor Ben-Yehoada

Naor Ben-Yehoada's work examines unauthorized migration, criminal justice, the aftermath of development, and transnational political imaginaries in the central and eastern Mediterranean. His forthcoming monograph, *The Mediterranean Incarnate: Transnational Region Formation between Sicily and Tunisia since World War II*, offers a historical anthropology of the recent re-emergence of the Mediterranean. He is specifically interested in the processes through which transnational regions form and dissipate. He proposes

to view such spaces as ever-changing constellations, and he proposes to study them from the moving vessels that weave these constellations together and stage their social relations and dynamics in full view.

His new project follows anti-Mafia investigators and the perpetual debate about what the Mafia is. He examines how the debate positions investigators' anthropological imagination at the heart of the struggle over the relationship between the state and society in Sicily. By studying how doubt, suspicion and surprise shape the performance of legal certainty, he examines the dynamics that shape the meaning and the reach of law, politics and knowledge.

Stephane Charitos

After studying Statistics and Econometrics at the U. of Athens, Greece, Stéphane Charitos earned a B.Sc. in Data Processing and Quantitative Analysis from the U. of Arkansas. He took his M.A in French and Philosophy from the same university in 1983 before completing a Ph.D. in French and Spanish from the U. of North Carolina at Chapel Hill in 1992. He taught French and Modern Greek at a number of universities including UNC-Wilmington, NC Trinity College, CT and Hollins College, VA before becoming Assistant Professor of French at Old Dominion University in Norfolk, Virginia in 1991. At ODU, he taught throughout the French language, literature, and culture curriculum as well as helping design, implement and deliver distance-learning courses in conjunction with the school's Darden Department of Education. In 1996, he moved to the U. of Memphis, TN and was hired a year later by Florida Atlantic University in Boca Raton, FL to design and direct the university's Foreign Language Media Center. In 1998, Columbia University hired him to design and direct the Language Resource Center, a Mellon funded initiative which serves as the university digital language lab, the administrative center which oversees language instruction in the less commonly taught language and provides training and assistance to language faculty integrating media-rich applications into the second-language teaching curriculum. He has given papers and published in areas as diverse as 16th and 20th-century French and Francophone literature, Cultural and Film Studies, Modern Greek Studies, Critical Theory as well as on issues related to technology and language instruction.

Rita Charon

Rita Charon is a general internist and literary scholar at Columbia University who originated the field of narrative medicine. She is Professor of Medicine and founder and Executive Director of the Program in Narrative Medicine at Columbia. She completed an M.D. at Harvard in 1978 and a Ph.D. in English at Columbia in 1999, concentrating on the works of Henry James. Her research focuses on the consequences of narrative medicine practice, reflective clinical practice, and health care team effectiveness. At Columbia, she directs the Foundations of Clinical Practice faculty seminar, the Narrative and Social Medicine Scholarly Projects Concentration Track, the required Narrative Medicine curriculum for the medical school, and Columbia Commons: Collaborating Across Professions, a medical-center-wide partnership devoted to health care team effectiveness. She inaugurated and teaches in the Master of Science in Narrative Medicine graduate program at Columbia. She has lectured or served as Visiting Professor at many medical schools and universities in the US and abroad, teaching narrative medicine theory and practice. She has received a Rockefeller Foundation Bellagio residency, a Guggenheim Fellowship, and research funding from the NIH, the NEH, the American Board of Integral Medicine, the Josiah Macy Jr. Foundation, and several additional private foundations. She has published in *The New England Journal of Medicine*, *Lancet*, *JAMA*, *Annals of Internal Medicine*, *Narrative*, *Henry James Review*, *Partial Answers*, and *Literature and Medicine*. She is the author of *Narrative Medicine: Honoring the Stories of Illness* (Oxford University Press, 2006) and co-author of *Principles and Practice of Narrative Medicine* (Oxford University Press, 2017). She is co-editor of *Stories Matter: The Role of Narrative in Medical Ethics* (Routledge, 2002) and *Psychoanalysis and Narrative Medicine* (SUNY Press, 2008). She is working on a book about creativity and doubt in the sciences and the arts.

Alessandra Ciucci

Alessandra Ciucci received her PhD in music (ethnomusicology) from The City University of New York at The Graduate Center. Her research interests include: the music of Morocco, North Africa, the Mediterranean, music and gender, sung poetry, popular music of the Arab world, and music and migration. Her articles appear in *Ethnomusicology*, *The Yearbook for Traditional Music*, *The International Journal of Middle East Studies*, *Mondi Migranti*, *Cahiers de musiques traditionnelles*, in the *Sage Encyclopedia of Ethnomusicology*, and in several edited volumes. Ciucci has been a recipient of a Fulbright foreign scholarship grant (Morocco), a fellowship from the Jewish Foundation for the Education of Women, and a grant from the American Institute for Maghrib Studies Grant. Dr. Ciucci was a Mellon Post-Doctoral Fellow in the Music Department at Columbia 2008-10. From 2010-2014 she was a Full-time Lecturer in Music at Northeastern University, Boston MA.

Eileen Gillooly

Eileen Gillooly holds a B.A. from Scripps College (1977) and a Ph.D. from Columbia (1993). Professor Gillooly's interests include nineteenth-century literature and culture in Britain and its colonies, gender studies, public humanities, justice studies, medical and health humanities, the history of the English novel, and literary and social theory. She is the author of *Smile of Discontent: Humor, Gender, and Nineteenth-Century British Fiction* (University of Chicago Press, 1999), which was awarded the Perkins Prize by the International Society for the Study of Narrative (2001), and of essays, articles, and reviews in such publications as *Victorian Studies*, *ELH*, *Feminist Studies*, *The New York Times Book Review*, *Victorian Literary Cultures: A Critical Companion to the Nineteenth-Century Novel*, *Feminist Literary Theory: A Dictionary*, *The Victorian Comic Spirit*, *The Politics of Humour*, *Victorian Prism: Refractions of the Crystal Palace*, *Feminist Nightmares/Women at Odds*, *Contemporary Dickens*, and *A Companion to British Literature* (Wiley/Blackwell). She has edited the poetry of Robert Browning and Rudyard Kipling (Sterling Publishing: 2000 and 2001) and is a contributing editor of *Victorian Prism: Refractions of the Crystal Palace* (University of Virginia Press, 2007), with James Buzard and Joseph Childers, and *Contemporary Dickens* (Ohio State University Press, 2009; paperback, 2015), with Deirdre David. She has been awarded research fellowships by the American Council of Learned Societies, the National Endowment for the Humanities, the National Humanities Center, the Woodrow Wilson Foundation, the Whiting Foundation, St. Deiniol's Library (UK), and the Moore Institute at the National University of Ireland, Galway. She is currently a principal investigator on the Andrew W. Mellon Foundation grant for Justice-in-Education (2015-2018). In 2002, she received the Award for Distinguished Service to the Core Curriculum. She has served on the Executive Board of the International Society for the Study of Narrative (2005-2008) and the Executive Committee of the MLA Division for the Victorian Period (2009-2014). She is on the advisory boards of *Nineteenth-Century Gender Studies* and *Columbia Themes in Philosophy, Social Criticism and the Arts*, Columbia University Press. Her current projects include a book about parental feeling in nineteenth-century middle-class Britain and a digital, open-access critical edition of David Copperfield.

María González Pendás

María González Pendás teaches and writes in modern architectural history, with an emphasis on the politics of modernism in the second half of the twentieth century across the Iberian World. Her research reflects on the dislocations of architects' ideologies, representation, and regimes of power; the role of language and silence in modernism and technocracy; the politics and aesthetics of labor; the intersection of architecture with processes of secularization; and the aesthetics, techniques, and buildings of fascist modes government. Her book manuscript, titled *Fascism Remodeled: Franquista Spain and the Buildings of a Catholic Technocracy*, examines the latter in the context of Spain during the mid-twentieth century. In it, she discusses the role buildings played in the survival of the longest-lasting dictatorship in twentieth century Europe, disclosing the historical refashioning of fascism and the association of modernism with certain forms of reactionary Catholicism. Her current research considers the broader impact of secularization on the development of building technologies and narratives of progress across Latin America. González Pendás has worked on the work of Félix Candela, and is currently writing on the relationship between his concrete structures and the politics of labor during Mexican development. González Pendás received her PhD in Architecture History and

Theory from Columbia University in New York City, was previously trained as an architect in the Polytechnic University in Madrid, and is currently a Mellon Research Fellow in the Society of Fellows in the Humanities at Columbia University. Prior to joining the Department of Art History and Archeology at Columbia, she taught at the Art Department at Vassar College and the Graduate School of Architecture at Columbia. While she teaches primarily history and theory courses, González Pendás is also regularly involved in design studio, currently at The Cooper Union in New York. As a designer, she worked in building and exhibition practices in Madrid and Chicago. Her academic work has received the support of the Fulbright Commission, the Temple Hoyne Buell Center, the Graham Foundation, and the Caja Madrid Foundation.

Arden Hegele

Arden Hegele is a Fellow in English at the Society of Fellows in the Humanities, having received her PhD from Columbia in 2016. She specializes in nineteenth-century British literature. Her book project, *Reading Autopsy: The Medical Practice of Romantic Literature*, argues that Romantic poetry and prose borrow formal methods from medical science, especially pathology and psychiatry. In addition to the medical humanities, her interests include the gendered body, literary interchange between British colonies, environmental science and technology, Irish literature, and rare books and manuscripts. She is the author of "Romantic Autopsy and Wordsworth's Two-Part Prelude," which won the 2014 North American Society for the Study of Romanticism Prize for Best Graduate Student Paper and was subsequently published in *European Romantic Review*, as well as articles published or forthcoming in *Gender and Education*, *The Byron Journal*, *Persuasions*, *Romanticism*, and *Partial Answers*, and her book reviews are published or forthcoming in *Public Books*, *Review 19*, *Studies in Romanticism*, *Partial Answers*, and *Victorian Network*. She is the Communications Fellow for the Romantic Bicentennials project.

Meike Hethey

Meike Hethey studied French, History and Educational Studies at the Universities of Bremen and Reims (France). She graduated with the First Civil Service Examination (2002) and did her teacher training in Hannover (Second Civil Service Examination in 2004). From 2004 -2011, she worked as a High School teacher of French and History. Since 2011, she is a University lecturer at the department of Foreign Language Education at the University of Bremen (key area: Romance languages). In her Ph.D project, she explores how to teach aesthetic reading of literature in the foreign language classroom on an advanced beginners level (expected submission in 2018). Beyond that she is head of an interdisciplinary research project on transmitting literature and literary knowledge in (Foreign) Language Education at schools, in teacher education and in the non-academic literary field (Literaturvermittlung hoch3; in cooperation with Dr. Karen Struve).

Ulrich Hoinkes

Ulrich Hoinkes is professor for Romance linguistics and teacher education at Kiel University, Germany. He received his PhD and German, Habilitation at the University of Münster, Germany, and spent several funded research stays in Spain, France and Belgium. At present, he is a visiting scholar at Teachers College, Columbia University. His research fields are sociolinguistics, multilingualism, language varieties, and lexical semantics, with special regard to French, Spanish, Catalan, Italian, and Occitan. He also focuses on aspects of the historiography of Romance Philology. Moreover, he is leading a long-term project on multimedia learning and filmmaking, and since 2015, engaged as the founder of an interdisciplinary project on The Discursive (De) Construction of Anxiety Culture, in which discourse analysis plays a predominant role. Professor Hoinkes is currently heading the German Association for Catalan Studies, and he is the director of the *Center on Humanities in Education* at Kiel University.

Timothy Ignaffo

Timothy Ignaffo is a Ph.D. candidate at Teachers College, Columbia University, and an adjunct at the New Jersey Institute of Technology. He was an Educational Technology Research Manager at the New York City Department of Education in 2017 and prior to that was the teacher education coordinator for Arts &

Humanities at TC. In 2016-2017 he was a Visiting Researcher at the Christian-Albrechts-University of Kiel, Germany, helping at that time to lay the foundations for the Anxiety Culture Research Project in collaboration with Teachers College, Columbia University.

Christopher Kaiser

Christopher Kaiser is the Program Manager of the Shared Course Initiative, which connects less commonly taught language classrooms at Columbia, Cornell, and Yale using high-definition videoconferencing. His areas of interest include second language pedagogy, distance learning, presence in the distance environment, inter-institutional collaboration, and language-learning advocacy.

Emmanuel Kattan

Emmanuel Kattan is Director of the Alliance Program. He was previously Director of the British Council in New York, where he oversaw academic collaboration programs. He created partnerships with the Henry Luce Foundation and the Carnegie Corporation to launch initiatives connecting higher education institutions across the Atlantic. Before joining the British Council, Emmanuel was Senior Adviser at the United Nations Alliance of Civilizations, where he managed strategic communications and engagement with academic communities. He also held senior positions at the Commonwealth Secretariat and at the Quebec Delegation in London, where he was in charge of academic relations programs. A native of Montreal, Emmanuel studied politics at Oxford as a Rhodes scholar and earned a PhD from the École des Hautes Études en Sciences Sociales in Paris. He is the author of four books: an essay on the politics of memory and three novels.

Markus Lemmens

Dr. Markus Lemmens has worked for over 25 years in Berlin, Vienna, London and New York –first as a publisher and then as CEO and co-owner of Lemmens GmbH (Education, Science, Technology), KBHF GmbH at the KIT - Karlsruhe Institute of Technology (R & D Energy) and Edutron GmbH (IT). He brings additional expertise as a consultant in the fields of higher education management, governance in science, research and technology. Since 2000 Markus has expanded his activity as a university lecturer (research management, governance of science and science marketing) and research consultant for startup ventures in education, science and the humanities. Based in New York since 2013, Lemmens has served as North America representative for several European universities. His university degrees are in political science and law.

Raphaël Liogier

Raphaël Liogier is a political scientist and sociologist. Since 2006, he has served as director of the Observatoire du religieux. He is now pursuing research on belief systems, values, the theory of knowledge, religions, Buddhism, new religious movements (NRMs), cults, and cultural globalization. He is the author of *La guerre des civilisations n'aura pas lieu : coexistence et violence au XXIe siècle* and *Sans emploi : condition de l'homme postindustriel*.

Maria del Mar Mañes Bordes

Dr. Mar Mañes-Bordes is a research assistant in the field of Romance Studies at Kiel University. She works at the professorial chair of Dr. Ulrich Hoinkes as a coordinator of the international and interdisciplinary Anxiety Culture Research Project. Additionally, she is a lecturer for Catalan language and culture at the Institute of Romance Studies at Kiel University. In 2016, she earned her PhD in Translation and Cultural Studies at the Autonomous University of Barcelona with a thesis on translation of literature into Catalan under Franco's dictatorship. At present, she is conducting research within the framework of the Anxiety Culture Project, focusing on the public discourses about language policies in Catalonia with regard to the current political events, and particularly on the discussion about bilingualism and the use of languages in public spheres.

Patricia Martínez Alvarez

Dr. Martínez-Álvarez's areas of interest include bilingualism, special education and the STEM disciplines. Specifically, her research aims at identifying the contextual and child-level factors that promote language and literacy development such that having two languages is indeed an asset. She is interested in finding out the effect of combining verbal and non-verbal information on dual language learner's scientific conceptual knowledge and reading comprehension, and accessing and making sense of science using language. Another area she is interested in exploring is the co-construction of knowledge and how it helps bridge everyday language to scientific discourse. Dr. Martínez-Álvarez's is currently involved in two research projects in NYCPS. Both projects involve the use of instructional technology to help students use their cultural tools and bring their home and communities into the classroom. As part of the project, Dr. Martínez-Álvarez's explores teachers' dispositions toward teaching minoritized learners as they learn about students' funds of knowledge and lives outside of school.

Sonali Rajan

Dr. Sonali Rajan is an Assistant Professor of Health Education at Teachers College, Columbia University. Her research is focused on identifying patterns of risk behaviors among adolescent youth; implementing and evaluating school-based health education programs; and identifying environmental-level characteristics that influence health behaviors among urban youth and communities. In line with the approach of the “whole child,” her research embraces a comprehensive definition of “health,” recognizing that the synergy between multiple health issues and the surrounding environments together inform long-term outcomes. For the past several years, Dr. Rajan has worked on the implementation and evaluation of health education and behavioral health initiatives aimed to mitigate youth engagement in high-risk behaviors and promote positive youth development, particularly among young girls. She has an emerging line of research in the area of aggression and violence prevention in schools and is focused on supporting efforts aimed at reducing the presence of firearms in K-12 school settings. Dr. Rajan earned her Bachelor of Science in Biological and Environmental Engineering from Cornell University, her Master of Science in Applied Statistics and Doctor of Education in Health Education both from Teachers College, Columbia University. She completed her post-doctoral training in the behavioral sciences at the National Development and Research Institutes and joined the faculty at Teachers College in September 2012.

Carmel Raz

Carmel Raz is a Postdoctoral Fellow in the Society of Fellows and a Lecturer in Music at Columbia University. She received her PhD in music theory from Yale in 2015, and holds a Masters degree in composition from the University of Chicago and a Diplom in violin performance from the Hochschule für Musik “Hanns Eisler” in Berlin. Her research interests focus on the music and neural science of the early Romantic period, in particular the influence of different theories of cognition on musical works, instrument design, and aesthetics. She is also interested in eighteenth-century theories of attention, music theory in the Scottish Enlightenment, and the interaction between philosophical conceptions of volition and musical performance. Her academic work has been recognized and supported by the Theron Rockwell Field Dissertation Prize, a Whiting Dissertation Fellowship, a Mellon Graduate Achievement Award, and the Baden Württemberg Stiftung. She has published articles in *19th-Century Music*, *Laboratoire italien*, *Current Musicology*, *the Zeitschrift der Gesellschaft für Musiktheorie*, and the *Journal of Neo-Victorian Studies*. Her chapters have appeared or are forthcoming in *Nineteenth-Century Opera and the Scientific Imagination*, *The Power of Music: Historical and Scientific Perspectives on Music, Emotions and Wellbeing*, and *Al-Andalus and its Jewish Diasporas: Musical Exodus*. Starting in July 2018, she will be a Research Group Leader at the Max Planck Institute for Empirical Aesthetics in Frankfurt, Germany, leading a group entitled “Histories and Practices of Musical Cognition.”

Bàrbara Roviró

Bàrbara Roviró got her academic formation in Philology of Romance Languages, Political Sciences and Education Sciences at the University of Münster, Germany. She graduated in 2001 and worked as a High School Teacher for Spanish and Politics until she changed in 2007 to the University of Bremen. There she works as a Teacher's Educator at the Department of Literatures and Languages in the fields of Language Acquisition and Romance Languages as Foreign Languages. As a visiting scholar, she currently participates in the Program in Bilingual/Bicultural Education at Teachers College, Columbia University. In her PhD project, she investigates in questions of identity building as regards language use in migration processes. Her further research interests are: theories and methods of foreign language acquisition, the multilingual classroom, cultural studies and film education in the foreign language classroom

Michael Schapira

Dr. Michael Schapira is an adjunct instructor of Philosophy at St. Joseph's University. He received his doctorate in Philosophy & Education from Teachers College, Columbia University in 2014 and has taught philosophy at Hofstra University, Rutgers University, the Brooklyn Free School, and The Center for Talented Youth. His research interests rest at the intersection of philosophy, intellectual history, and anthropology, particularly in crisis narratives and the interface between institutions and infrastructure. In 2016 he spent a semester as a visiting researcher at Christian-Albrechts University in Kiel, Germany developing the Anxiety Culture Research Project. In addition to his scholarly work Michael also serves as an editor for the literary magazine *Full Stop*.

Nicole Shea

Nicole Shea is the Executive Director of the Council for European Studies at Columbia University and the Executive Editor of EuropeNow, a global publication for a broad, multi-disciplinary educated audience with a current but growing monthly readership of 100,000. She oversees the renowned annual International Conference of Europeanists, the prestigious Mellon-Dissertation Completion Fellowships, among others, and supports 10 Research Networks, including those addressing Immigration, Social Movements, Radicalism and Violence, and Memory Studies. Shea is the author of *The Politics of Prostitution in 'Berlin Alexanderplatz'* and is currently working on putting together an anthology with Gisela Brinker-Gabler that highlights the many voices of Europe in contemporary literature of migration. Further, she is working on a book article "Emmy Hennings: Der Mensch als Weib" which will be included in the volume *Women in German Expressionism: Gender, Sexuality, Activism*.

Alex M. de Sherbinin

Alex de Sherbinin is the Associate Director for Science Applications at the Center for International Earth Science Information Network (CIESIN). He also serves as deputy manager of the NASA Socioeconomic Data and Applications Center (SEDAC); co-Coordinator of the Population-Environment Research Network (PERN); co-chair of the International Council for Science (ICSU) WDS-CODATACitizen Science Data Task Group; and co-author of the bi-annual Environmental Performance Index (EPI). He is a member of the scientific committee of the ICSU World Data System (WDS), the editorial board of *The Geographical Journal*, and the advisory committee for the Platform on Disaster Displacement, and holds a visiting appointment with the Chinese Academy of Sciences. Dr. de Sherbinin is a geographer whose research interests focus on the human aspects of global environmental change and geospatial data applications, integration, and dissemination. He is lead or co-author on 55 peer reviewed articles and chapters, including lead authored articles appearing in *Annual Reviews of Environment and Resources*, *Climatic Change*, *Environmental Research Letters*, *Global Environmental Change*, *Science*, and *Scientific American*. He has written on a range of topics, including climate vulnerability mapping; climate change and migration; urban climate vulnerability and resilience; population dynamics and the environment; environmental indicators; and remote sensing applications for environmental treaties. Dr. de Sherbinin holds a PhD in Geo-Information Science and Earth Observation from ITC at the University of Twente (Netherlands), and MA and BA degrees in geography from Syracuse University and Dartmouth College, respectively. Prior to joining CIESIN, he served as a USAID Population-Environment Fellow

with the Social Policy Program of International Union for the Conservation of Nature (IUCN, Gland, Switzerland), and a Population Geographer at the Population Reference Bureau (PRB, Washington, DC). From 1984-1986 he served as an agricultural extension agent with the U.S. Peace Corps in Mauritania, West Africa.

Larry Siems

Larry Siems is the Knight Institute's chief of staff. Siems is a writer and free expression advocate who served for many years as Director of Freedom to Write and International programs at PEN America. He has written extensively on domestic and international human rights and censorship issues for *The Guardian*, *The New York Times*, *The Nation*, and a number of other publications, and is the author of *The Torture Report: What the Documents Say About America's Post-9/11 Torture Program* and the editor of Mohamedou Ould Slahi's *Guantánamo Diary*, a *New York Times* bestselling book that has been translated into 22 languages. Siems graduated from the University of Notre Dame with degrees in English and Classical Greek, and has an M.F.A. in Creative Writing from Columbia University.

Jordi Torrent

After obtaining a degree in Philosophy at the University of Barcelona, Mr. Torrent followed graduate studies in Paris at the Sorbonne University (Film Esthetics) and at the Ecole Pratique des Hautes Etudes (Anthropology Filmmaking). From 1985 to 1990 he was Media Curator at Exit Art in New York. He was Media Educator Consultant for the Department of Education of New York City from 1990 to 2007, where Mr. Torrent created Media Literacy Education programs as well as conducted media education workshops for educators and parents. From 2004-2008 he was co-director of "Overseas Conversations", a series of international conferences focusing on youth, media and education. Mr. Torrent co-edited the book "Mapping Media Education Policies in the World", published by UNAOC and UNESCO. As a media maker, Mr. Torrent has produced, written and directed, television programs, documentaries and feature films. Currently Mr. Torrent manages Media and Information Literacy and Education initiatives at the United Nations Alliance of Civilizations (UNAOC).

Kris-Stella Trump

Kris-Stella Trump is program director for the Anxieties of Democracy program. Together with Jason Rhody (program director for the Digital Culture program), she also co-leads the Media & Democracy project. Kris-Stella is a political scientist with a specialization in political psychology, and her research agenda focuses on perceptions of deservingness, public reactions to income inequality, and the consequences of public policy. She received her PhD in Political Science from Harvard University in 2013, and holds an M.Phil in European Politics from Oxford University and a BA in Social and Political Sciences from Cambridge University. Her work has appeared in journals including *The Journal of Politics* and the *British Journal of Political Science*. Prior to joining the SSRC, Kris-Stella worked at the Office of Evaluation Sciences, where she designed and ran behavioral science field experiments to improve public policy. She has also held positions as research associate at IMPAQ, Int., and as college fellow at Harvard University.

Lalitha Vasudevan

Lalitha Vasudevan is Professor of Technology and Education in the Communication, Media, and Learning Technologies Design Program at Teachers College, Columbia University. Over the past 20 years, she has explored the intersection of adolescent literacies, media and technologies, youth culture, and juvenile justice. She engages participatory, ethnographic, and multimodal methodologies to study how youth craft stories, represent themselves, and enact ways of knowing through their engagement with literacies, technologies, and media. Lalitha has conducted a variety of studies with court-involved youth including: a longitudinal, ethnographic study with youth in an alternative to incarceration program; an oral history based qualitative research project with young men at Rikers Island; and an ongoing multi-sited study of participatory, arts-based, multimedia storytelling with adolescents at afterschool program located in an alternative to detention program. In addition to working with court-involved youth, she has explored the pedagogical

practices of inclusive and special education teachers, the literacy and identity practices of middle school adolescents inside classroom settings, and the multimodal literacy and media engagements of adolescent boys. Lalitha has co-edited two volumes that explore the intersections of youth, media, and education: *Media, Learning, and Sites of Possibility* and *Arts, Media, and Justice: Multimodal Explorations with Youth* (both published with Peter Lang), and is currently writing a book about education, multimodal play, and belonging in the lives of court-involved youth.

Lena Verdeli

Lena Verdeli is an Associate Professor of Clinical Psychology and the Director of Clinical Training at Teachers College, Columbia University. She received federal and foundation funding to study psychotherapy for prevention and treatment of mood disorders. In the past fifteen years Lena Verdeli has played a key role in landmark studies involving adaptation, training, and testing of psychotherapy packages used by non-specialists (primary care staff, community health workers, etc) with depressed adults in southern Uganda; war-affected adolescents in IDP camps in northern Uganda and depressed IDP women in Colombia; distressed patients in primary care in Goa, India; depressed community members in Haiti; and war-affected Syrian refugees in Lebanon, among others. She is a member of the Mental Health Advisory Committee for the Millennium Villages Project of the Earth Institute, a Scientific Advisory Council member of the American Foundation for Suicide Prevention, and the Scientific Advisory Board of Depression and Bipolar Support Alliance. She received the American Psychological Association International Psychology Division Mentoring Award and chaired the research workgroup of the Family NGO at the UN. She is currently a technical advisor for the WHO on global dissemination of psychosocial treatments. Verdeli's research in Uganda was instrumental to collecting the data necessary for WHO to recommend interpersonal psychotherapy (IPT) – together with cognitive behavioral therapy and antidepressant medicines – as a recommended treatment for depression. In her words: "IPT is not new; what's new is our delivery of it and our model of training others to use it. Whether we train laypeople to use IPT with their fellow community members, as we did in Uganda, or train professionals through a systematic national effort, as we're doing now in Lebanon, our hallmark is to employ inexpensive, feasible and culturally relevant approaches. The work has to be the result of real partnerships on the ground, in which all the players have a voice – including refugees themselves."

Loren Wolfe

Loren Wolfe received her doctorate from Harvard in Romance Languages and Literatures in 2013. She taught in the French Department at Barnard for three years before joining the Paris Center in 2015 as Program Manager.