

QC GLOBAL

QUEENS COLLEGE | FALL 2020



Dear Colleagues,

I am sharing with you the 2020 edition of the QC Global newsletter amidst one of the most unusual times we have experienced due to the COVID-19 pandemic.

We hope that you and your families are doing well during these challenging times.

In this edition of *QC Global*, I hope you will enjoy learning more details about the initiatives we have been conducting over the years to increase our campus internationalization. The partnership between our college and the University of Shanghai for Science and Technology (USST), which resulted in a joint degree program, as well as the global studies minor are examples of such initiatives. We also encourage you to visit our revised *QC Global* website, which includes details about other international programs and initiatives, such as the Global Student Success Program and Collaborative Online International Learning (COIL).

We are continuing to feature faculty and students, and their international scholarship and expertise, from all schools. I hope this process will also foster further discussions and opportunities for collaborations. I thank Patrick O'Connell, director of the Office for International Students and Scholars, and department chairs—Drs. Jeff Beeler, Patricia Rachal, Bobbie Kabuto, Jeffrey Bird, and Mara Einstein—for their support in developing this newsletter. I also thank our colleagues for their contributions to this issue, and I am inviting you to share with us updates (email Mihaela.Robila@qc.cuny.edu) on your international work to be included in the future editions.

Elizabeth Field Hendrey

Dr. Elizabeth Hendrey
Provost and Vice President for Academic Affairs

International Partnership: Queens College and University of Shanghai in Science and Technology (USST)

**Tao Wang, Economics,
Director of the China Program and
the 2+2 USST Program**

The 2+2 program between Queens College and the University of Shanghai in Science and Technology (USST) is the first joint degree program between Queens College and a foreign institution. Students enrolled in the 2+2 program spend the first two years in the joint program (China program) between Queens College and USST, studying English and business courses, and then two years at Queens College and study economics. Upon graduation, they are awarded a degree from both universities.

The discussion of the 2+2 program started after Queens College President Félix Matos Rodríguez and Provost Elizabeth Hendrey embarked on a trip to Asia to explore educational cooperation opportunities between Queens College and foreign universities. As a result of the trip, Queens College and USST in China established the 2+2 program in 2017.

The Queens College-USST 2+2 program offers excellent opportunities for Chinese students joining us at Queens College, and it enriches teaching and learning experiences for all Queens College students, staff, and faculty who benefit from exposure to diverse and global perspectives. Students who graduated from the program have received degrees from Queens College and USST. They have also received numerous scholarships and awards. The graduates this year have won awards such as the John McDermott Scholarship

and Mary O'Connor Scholarship and have been named Presidential Scholars. Many students from the program plan to pursue graduate studies and some plan to pursue a second undergraduate degree. So far, many of them have been accepted by schools such as Johns Hopkins University, New York University, University of Illinois at Urbana-Champaign, and Columbia University.

The QC Global Studies Minor: A Program for Everyone



Dean William McClure

**William McClure,
Dean of the
School of Arts
and Humanities**

As the world becomes more interconnected, Queens College is committed to infusing the curriculum with a global perspective and preparing students to become leading citizens of our global society.

The Queens College global studies minor is a unique interdisciplinary program designed to develop global competency in students by integrating global courses, language acquisition, an intercultural experience, and personal reflection into the traditional academic curriculum of the student's degree program. It will provide students with diverse perspectives and practical skills necessary to thrive as active, engaged citizens in today's dynamic international landscape. It can complement all academic majors and help students become more successful graduates as they choose professions in our increasingly globalized economy.

Details of the minor can be found here: <https://www.qc.cuny.edu/Academics/GlobalEd/OGEI/pages/global-studies-minor.aspx>.

The course requirements are broadly defined, and the focus of the minor is on interacting with others in cultural and professional contexts. The advisor is William McClure, dean of the School of Arts and Humanities (wmcclure@qc.cuny.edu).

Study Abroad Experiences



Blanche Zahran during her study abroad experiences

**Blanche Zahran,
Exchange
Programs Advisor,
Education Abroad**

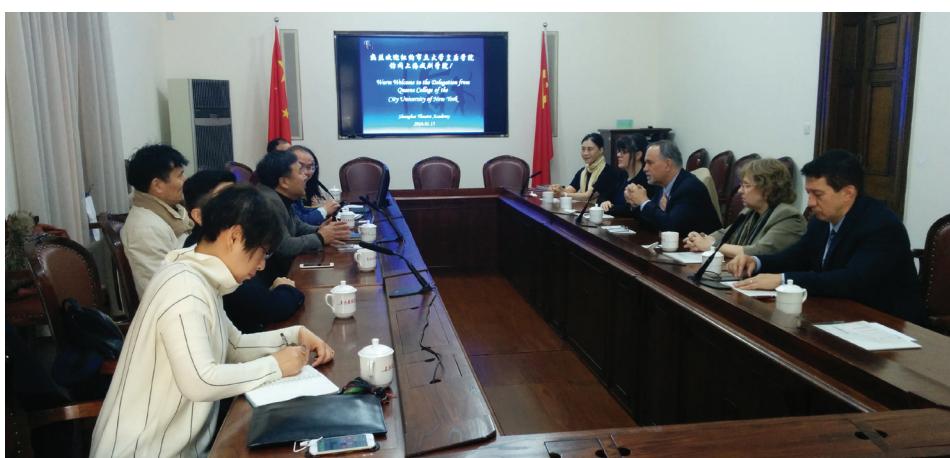
I had no words. A sense of awe overwhelmed me as I drank in the distinct French architecture with its

charcoal rooftops and intricate balconies. I was jet-lagged and felt like I was going to faint, but none of that mattered. I was walking around Saint-Michel, surrounded by beautiful façades that had been built hundreds of years ago. My dream was finally real. I was in the "City of Lights"; I was studying in Paris for a month.

I fell in love with Paris and was changed by it forever. The fearful, dependent, and sheltered girl, who arrived in this city one month earlier, left fearless, independent, more cultured, and ready to take on the world—and with a case of the travel bug.

My insatiable desire to travel (and scholarships) allowed me to participate in three more summer programs in Spain, Italy, and the Netherlands, as well as a semester abroad back in my beloved Paris. The amount of personal growth I underwent is indescribable. When you step out of your comfort zone, beautiful things happen. You start to realize that what is normal in your country is not normal everywhere else. And that no matter how different our cultures may be, at our cores, we are all the same. And the people that I met made everything worthwhile.

From rollerblading in front of the Eiffel Tower to exploring the cobblestone Neapolitan streets on the back of a Vespa, to watching the sun rise up from behind the green mountains of a medieval city swallowed up by a sea of clouds with our laughter as the background music, to serendipitous encounters in the most



From right to left: Dean William McClure, Provost Elizabeth Hendrey, and Chancellor Félix V. Matos Rodriguez discussing with colleagues at USST

unlikely places, my time abroad was full of fun, laughter, personal growth, adventure, friendship and, above all, love—love for my friends, love for Europe, and love of adventure.



Blanche riding on a Vespa in Italy

It has been exactly seven years since I embarked a plane for my summer abroad in Paris. I can honestly say that who I was back then and who I am now are night and day. I always say that I learn more about myself in a week abroad than in a year in New York. I encourage you to step out of your comfort zone and into the beautiful unknown. You might just have the adventure of a lifetime!

Faculty Global Experiences Francois Pierre-Louis, Political Science

CUNY Faculty in Solidarity with Public Universities in Haiti

After Haiti's devastating earthquake on January 12, 2010, former CUNY Chancellor Mathew Goldstein convened a meeting with Haitian-American faculty, staff, and professionals to explore how the university could partner with Haiti's academic community to help rebuild the higher education sector. The country's higher education system was severely limited before the earthquake, and the little that existed totally collapsed after the earthquake. Rebuilding the system required a colossal undertaking in a

country known for its lack of resources and over-centralization. With more than 6,000 Haitian-American students enrolled in CUNY's 24 colleges and professional schools every year and dozens of Haitian-American faculty in CUNY who wanted to help their homeland, it made sense for the university to support this effort. Chancellor Goldstein selected Professor Francois Pierre-Louis to lead a team of CUNY faculty and professionals to work with Haitian educators and government officials in Haiti to implement the effort. After meetings with government officials and education leaders in Haiti, it was agreed that CUNY would support the development and consolidation of the country's public university network in the provinces. These included the Public University in the South at Les Cayes (UP SAC), the Public University in the North at Cap-Haitian (UPNCH), the Public University in Artibonite at Gonaives (UPAG), and the new Public University in the Southeast at Jacmel. CUNY followed Haiti's National Pact for Education, a plan which had encouraged the development of regional university centers to decentralize higher education, promote greater access, broaden workforce development opportunities, and strengthen regional economies.

Beginning in the summer of 2011, CUNY faculty taught classes on hospitality management, nursing, teacher education, and English language instruction. More than 300 students and adult learners from the four universities participated in these seminars.



Dr. Francois Pierre-Louis teaching a seminar on Comparative Federalism and Decentralization at UPNCH

The success of the summer programs led CUNY to deepen its partnership with the regional universities. In 2012, CUNY helped found the School of Tourism and Hospitality Management at the Public University in the North at Cap-Haitian (UPNCH). The school's program and curricula were designed



Prof. Jean Claude teaching a culinary class at UPNCH

by Professor Jean F. Claude from City Tech's School of Tourism and Hospitality Management. Under his leadership, faculty and students from City Tech spent their summers teaching in Cap Haitien and sharing their skills with students. More than 100 students graduated from the school and many of them are employed in the tourism sector in Haiti and abroad. At the Public University in Artibonite (UPAG), CUNY brought nursing faculty and graduate students from the Graduate Center, York College, Borough of Manhattan Community College, and Lehman to train UPAG's nursing students and professors. With funding provided by Reaching Up, a CUNY-affiliated nonprofit directed by William Ebenstein, six "Haitian Kennedy Fellows" at each of the regional universities were awarded a \$500 stipend a year to pay for their tuition, books, and related educational expenses for two years. The fellows were paired with mentors who provided enhanced academic advisement to help them complete their degree. CUNY also obtained a grant of \$50,000 from the Kellogg Foundation to help UPSAC draft its five-year plan. Although the program officially ended in 2016, professors Pierre-Louis and Claude continue to teach and assist the leadership of the Regional Public Universities by spending time at these schools every winter and summer.

Yoko Nomura, Psychology

Dr. Yoko Nomura is a professor in the Department of Psychology (behavioral neurosciences) at Queens College, CUNY and a professorial lecturer in the Department of Psychiatry at Icahn School of Medicine at Mount Sinai. She is the principal investigator of the Stress in Pregnancy (SIP) Study, a National Institutes of Health-funded longitudinal study in developmental psychopathology (R01 MH102729-06).



Dr. Yoko Nomura (front left) with colleagues

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The study focuses on the gestational period, which is a critical but often overlooked stage for optimal child neurodevelopment. One of the main goals of the study is to understand the critical periods of development during pregnancy at a molecular level. For that, uncovering the impact of disaster-induced stress in pregnancy on the course of mental and metabolic disorders via epigenetic changes is critical. To achieve that, Nomura started a collaboration with Dr. Kenji J. Tsuchiya and his research team at the Child Developmental Center in Hamamatsu University of Medicine in Japan, who have been following a representative sample of cohort born during the Fukushima nuclear plant disaster. This international collaboration allows us to compare the impact of both macro and micro environmental stressors via possible changes in gene expression to further understand how a stressful environment influences the trajectory of optimal development in children.

The collaboration, which started in 2018, has generated six published papers so far, with an additional three in press and three under review. The next step for Nomura and Tsuchiya is to obtain external funding for a global cross-cultural study in healthy child neurodevelopment and risks for developmental psychopathology (especially Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder).



Student Yong Lin (Melissa) Huang

Two students from our lab, Yong Lin (Melissa) Heung (a PhD student in behavioral and cognitive neuroscience)

and Katie Dana (a PhD student in clinical psychology), have been funded to be trained in Toyohashi University of Technology in Japan for two months where they will study the effect of exposure to FDA-approved pesticide and food restriction during pregnancy on the offspring neurodevelopment using a rat model. In 2020, two more students, Christine Ginalis (a PhD student in Clinical Psychology) and Barbara Kinsella-Kammerer (a master student at QC), received summer fellowships through the Japan Society for the Promotion of Sciences, and they will spend 10 weeks in Japan to learn about epigenetic analysis and neurobehavioral assessments respectively. Nomura plans to maintain these international collaborations and student exchanges.

Marc-Antoine Longpré, Earth and Environmental Sciences

Dr. Marc-Antoine Longpré is an associate professor of volcanology and igneous petrology in the School of Earth and Environmental Sciences. He obtained a PhD from Trinity College in Dublin, Ireland and conducted postdoctoral research at McGill University in Canada.

He also serves as a topic editor for the "Crystal Archives of Magmatic Processes" article collection in *Frontiers in Earth Science*.



Queens College and McGill University students in front of the Apoyo caldera, Nicaragua.

Longpré's research aims to improve our understanding of how volcanoes work to reveal new secrets of Earth's inner workings, mitigate related hazards, and forecast their potential global impacts. His work is primarily based on field studies and chemical analyses of rock samples.

Several of Longpré's recent projects focus on the volcanoes of Nicaragua, where he maintains collaborations with scientists at Instituto Nicaragüense de Estudios Territoriales (INETER). A crucial goal of the research program in

Nicaragua is to establish a better record of prehistoric volcanism in the region to inform long-term eruption forecasts. In 2016, Longpré and collaborator John Stix at McGill co-taught a volcanoes and climate course and led Queens College and McGill undergraduate and graduate students on a field trip to the country's main volcanic landmarks (they even got a rare glimpse of an active lava lake!). In early 2020, Longpré returned to Nicaragua to participate to the NicaBridge Workshop, where a team of 50 scientists from 12 countries developed the backbone of a full proposal to the International Continental Scientific Drilling Program aiming to core thick sediments in the large Nicaraguan lakes. If funded, this decade-long project will allow the extracting of detailed volcanic and climate records potentially going back several millions of years.



From left to right: INETER collaborators Betzaida Hernandez, Eveling Espinoza, Armando Saballos, QC graduate students John Zayac and Samantha Tramontano, and Dr. Marc-Antoine Longpré in front of prehistoric eruption deposits of Monte Galán caldera, Nicaragua

In addition, Longpré leads research projects on volcanoes of the Canary Islands (Spain), including a recently funded National Science Foundation (NSF) CAREER Award designed to identify how and why these volcanoes reactivate after decades to centuries of quiescence.

Together with Southern Methodist University and University of Cambridge colleagues, Longpré also studies one of the world's largest volcanic eruptions of the past 10,000 years — the 1257 Samalas eruption on Lombok Island, Indonesia. This work aims to quantify how and why this and other similar eruptions are able to release anomalously huge amounts of sulfuric gases into the stratosphere that directly lead to years-long cooling of Earth's climate.

Daisuke Akiba, Elementary and Early Childhood Education

Kokusai-ka is a Japanese word that refers to internationalization, which incidentally sounds very much like “kusai-ka?,” which translates to a monumental question: “Does it stink?” This play on words perhaps captures the delicate nature of achieving internationalization in academic institutions.



Dr. Daisuke Akiba at Nagoya University in Japan

Implementation and expansion of sustainable, academically rigorous, and socially conscious study abroad programs are perhaps at the core of QC's internationalization efforts, and a growing number of QC students and faculty have gained some of the most rewarding experiences of their lives overseas through participating in such programs. Another aspect of internationalization involves enhancing the college's international presence, so as to prompt students and faculty across the globe to join the QC community. This could be a tricky goal to pursue, given our institutional commitment to serving the needs of the local community. For instance, I feel that inviting international students and scholars to the college may not necessarily be considered an accomplishment of its own, if it does little to enrich the community within which the college is situated. These seemingly competing realities prompted the birth of the Global Social Justice Initiative, which has been designed to attract international students to join the college with the goal and mission of serving the community.

Nagoya University (NU) is one of Japan's seven most prestigious Former Imperial Universities, which has gained much publicity in the nation for having produced six Nobel Prize winners in the last 20 years alone—including the 2014 Physics Prize for the invention of the blue light-emitting diode, which enabled LED TVs and white LED lamps.

QC's relationship with NU started in 2016 when, as Chair of Department of Elementary and Early Childhood Education (EECE), I invited and hosted a visiting scholar from NU's Graduate School of Education and Human Development: Dr. Motoyuki Nakaya, an educational psychologist. Since then, QC and NU have worked closely, and here are some highlights:

- With support from Dean William McClure (then Assistant Vice Provost), a Memorandum of Understanding was proposed and signed (2017);
- NU provided funding for me to bring a colleague to the annual conference of The Japanese Association of Educational Psychology in Nagoya and, as a result, Dr. Hefer Bembenutty (Secondary Education & Youth Services) and I led a number of sessions on learning and cognition, including a lecture on “Self-Regulated Learning” by Bembenutty (2017);
- I was invited to teach an intensive course in developmental psychology in English for NU's School of Education and Human Development (2018); and
- QC hosted a group of NU students in attending the Global Social Justice Initiative (2019).



Drs. Daisuke Akiba and Hefer Bembenutty (in the middle) with colleagues and students in Japan

The Global Social Justice Initiative has been the crux of our collaborative relationship with NU thus far. Taking from an existing community service program EECE runs, a summer session course was developed exclusively for international students, designed to maximize the learning experiences for the students while remaining true to our institutional commitment to serve the local community.

In this Summer Session II – Short program, NU students of varying English fluency registered for a Special Topics Course in EECE while living at the Summit, chaperoned by NU's Director of Study Abroad Office. They registered for this credit-bearing course, designed in collaboration with NU's TESOL experts and input from QC's social justice educators, which seamlessly merged English-language instruction with a service-learning seminar on social justice, with a special emphasis on youth poverty and educational inequality.

In this course, students participated in the academic discussion of social justice in preparation for the supervised visit to a local homeless shelter to work with children the following day. Following each visit, seminar discussions were held to link the theories and practice around social justice. This cycle was repeated throughout the course, and the English-language instruction was infused into every aspect of the course to strengthen students' conversational skills, reading, academic writing, and professional communication. The initiative also included field trips and after-hours seminars with the NU chaperone.



Dr. Daisuke Akiba with visiting students in Queens, NY

The post-participation survey revealed that 100% of the participants: (a) reportedly had a positive experience; (b) agreed that working with homeless children was the highlight of the program; (c) found the intersection of in-class English lessons, the social justice seminar, and the fieldwork component to have been effective; and (d) noted that the program was “life-altering.” Positive feedback has also been received from the shelter, particularly for the rare opportunity its young residents and their families had to work with people they would not have otherwise interacted with (but many were curious about).

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They enjoyed talking about shared interests, playing together, going on field trips, and engaging in other activities.

This was clearly a worthwhile effort, and such a program may also appeal to international students from other nations. Circumstances surrounding COVID-19 have unfortunately prevented us from hosting Cohort 2 of the Initiative in 2020; however, we hope to continue and possibly expand this international collaboration in the years to come.

Christa Spreizer, German Program/ELL, European Languages and Literature



Dr. Christa Spreizer
Professor Spreizer teaches German language, literature, and culture and also heads the German Program in the Department of European Languages & Literatures at QC. She has been a long-time proponent of study abroad, which turned out to be a life-changing experience for her during her junior year abroad in Munich. Thereafter, she decided to dual major in Economics and German, and later went on to pursue a PhD in German Literature at the University of Pennsylvania. A DAAD (German Academic Exchange Service) dissertation grant allowed her to return to Germany to study and research at archives and institutions in Marbach and Leipzig.

Study and research abroad have also been important factors in her work at Queens College. In 2009, together with the QC Study Abroad Office, she helped initiate QC's affiliation with the Freie Universität Berlin im Sommer program (FUBiS). QC Study Abroad now arranges for 20–30 CUNY students to participate in FUBiS programming during the Winter and Summer sessions each year. Spreizer advises students CUNY-wide on the program and confers with her colleagues at FUBiS on a regular basis.

In terms of her research, National Endowment for the Humanities (NEH), PSC-CUNY, and DAAD research grants have enabled her to continue her archival work on the Wilhelmine and Weimar cultural periods. Initial research on the newspaper careers of German Expressionists led her to a number of

largely unknown women journalists who were also appearing on the same pages in major German dailies. The prominence of women in the journalistic field is explored in her edited volume *Discovering Women's History: German-speaking Journalists* (2014). It highlights a number of European journalists publishing in the German language before World War II.

A closer look at these publishers, editors, and writers then led her to the International Association of Lyceum Clubs. Made up of composite elites of established aristocratic and rising professional circles, this women's association was one of many transnational socio-cultural initiatives of the early twentieth century. Her current research draws on unexplored archival records to investigate this specific yet largely overlooked aspect of the first wave of transnational organizing among women in Europe. Clubs in the Lyceum network cultivated a feminist internationalism and border-transcending sociability that was testament to women's growing collaborative prominence in educational, professional, artistic, and intellectual spheres within Europe in the early 20th century. She has visited archives and institutions in London, Berlin, and Zurich and has presented and published her findings in the US, UK, Germany, and Belgium.

In recognition of her work in international exchange and long-term research projects in Germany, she was recently selected to serve as a liaison and general resource between the DAAD and the QC academic community. As a DAAD research ambassador, she is available to answer questions from faculty and students regarding research and study, and works with faculty in exploring

collaborative projects with German institutions (Christine.Spreizer@qc.cuny.edu).

Yan Sun, Political Science



Dr. Yan Sun

Professor Sun's new book, *From Empire to Nation State: Ethnic Politics in China*, is forthcoming in Fall 2020 from Cambridge University Press, the leading academic publisher for political science.

Ethnic politics is an important issue in today's world, as interethnic tensions arise in many places and different national contexts. The demise of socialism and the onset of liberalization contributed to the disintegration of the Soviet Union and two other Soviet-type multiethnic states, Czechoslovakia and the former Yugoslavia. Identity and migration politics spur ethnic discords and the rise of populist parties in mature democracies. Modernizing and globalizing forces create winners and losers inter-ethnically in various societies across the globe.

Professor Sun was motivated to study ethnic conflict in China after the outbreak of violent ethnic riots in two major ethnic regions, Tibet in 2008 and Xinjiang in 2009. The riots were the largest and most intense since the founding of the People's Republic of China in 1949. The blazing rampage destroyed hundreds of innocent lives and thousands of commercial, residential, and other properties in the two riots. Xinjiang has also been plagued by state-defined terrorism since the early 1990s, while Tibet experienced sporadic

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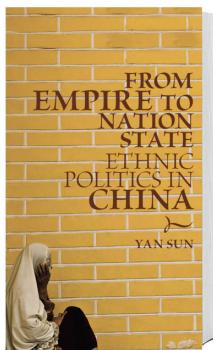
Dr. Christa Spreizer with other DAAD Research Ambassadors 2019–2020

protests by monks in the 1980s and 1990s, and self-immolation since 2009. Many scholars would see ethnic politics in China as an untouched topic due



Dr. Yan Sun (far right) with colleagues in China

to a lack of data and contentious, even prohibitive politics. Professor Sun tried to overcome these barriers by teaming up with researchers in China who study ethnic politics. She went on trips in Xinjiang with researchers from Beijing University and to Tibetan regions with researchers from Sichuan University. These teams, in turn, connected her with local ethnic researchers and native speakers of ethnic tongues who could help communicate with local communities. To understand why those two regions have been vulnerable to ethnic conflict but not other ethnic regions, Professor Sun made trips to China's Korean regions and to the multiethnic regions of Qinghai and Yunnan provinces. Besides field trips, she accumulates research via local reports and policy debates.



Professor Sun's book adopts a historical-political perspective on China's contemporary ethnic conflict. It is a long-time causal chain of explanation that links the roots of China's contemporary ethnic strife to its modern strategies of transition to nation state; centralization on one hand but ethnicization on the other.

These strategies depart sharply from the country's historical patterns of diverse, indirect, and de-ethnicized rule. This departure created the institutional dynamics or tensions for politicized

identities and ethnic mobilization, particularly in the outer regions of Tibet and Xinjiang. In contemporary China, those tensions have been further intensified by such factors as the demise of socialist tenets and institutions that upheld interethnic solidarity, and the rise of identity politics and developmentalism that weakens that solidarity. China's transition to nation state, thus, remains incomplete in Xinjiang and Tibet.

This is Professor Sun's third book on China. She previously published *The Chinese Reassessment of Socialism* (Princeton University) and *Corruption and Market in Contemporary China* (Cornell University Press).

Noah Tsika, Media Studies



Dr. Noah Tsika

Currently finishing his book *Cinematic Independence: Constructing the Big Screen in Nigeria*, Professor Tsika continues to work at the intersection of media studies and African studies, focusing, in particular, on postcolonial Nigeria.

In 1914, British colonizers established the borders of modern-day Nigeria, calling a discrete yet geographically vast political unit into existence in the name of the Crown. Nearly fifty years later, on October 1, 1960, Nigeria won independence from the United Kingdom.

As a post-colony, Nigeria has witnessed dramatic ups and downs dictated, at least in part, by some thirty years of military dictatorship. The ostensible restoration of civilian rule in 1999 inspired many observers to draw connections between that historical moment—the weighty turn of the millennium, with its promise of democracy—and the achievement of self-government some forty years earlier. Independence—from empire and autocracy—was the watchword, the conceptual pivot, of such comparisons, however partial, inadequate, or imperiled its actual character. It spoke to ideals of liberation and autonomy, the ongoing dream and outsize responsibility of Nigeria, the “giant of Africa.”

If political analogies between 1999 and 1960 seemed, as a new century approached, altogether irresistible,



Independence on film—An American director records footage of Nigerian embassy officials on October 1, 1960

cinematic analogies were perhaps equally available. Decolonization and detachment from military rule both precipitated booms in theater construction and the entrenchment of film companies—foreign as well as domestic—throughout southern Nigeria. Decolonization was prominent among the changing circumstances, which motivated Jack L. Warner in the late 1950s to express “confidence in the future of theatrical motion picture exhibition.” Yet such confidence, routinely offered by American corporate leaders, bespoke an emerging form of domination from without—what would come to be known as neocolonialism. As early as 1951, Nigeria, with its large population, was inspiring widespread “faith in the future of the movie theater.” But what would be shown on Nigerian screens? What were the prospects for a truly indigenous film industry? Where would movie theaters be located, and who would own and operate them? To answer these questions, Professor Tsika has undertaken extensive archival research on multiple continents and conducted interviews with dozens of Nigerians who have worked in that country’s exhibition sector.

Taken together, decolonization and the democratic present suggest cinema’s persistent centrality to Nigeria’s ambition to participate in the world economy. Professor Tsika’s goal has been to consider in some detail these two historical moments for what they reveal about the business of big-screen exhibition in Nigeria, a particular national context that offers key insights into how theatrical film’s futures have been imagined and secured more generally. Through the movie theater, Nigeria has been promised entrée into a world economic space, without, however, the possibility of protection from an onslaught of exports and the associated erosion of local cultural autonomy.