

Robert D. Eschmann

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ACADEMIC APPOINTMENTS

2017-Present *Assistant Professor*
Department of Human Behavior
Boston University School of Social Work

2018-Present Faculty Affiliate
Department of Sociology
Boston University

EDUCATION

Ph.D. **Social Service Administration, University of Chicago, 2017**
Dissertation: How the Internet shapes racial discourse: From politically incorrect to participatory politics

Committee:

Charles M. Payne, Frank P. Hixon Distinguished Service Professor
University of Chicago, School of Social Service Administration

Waldo E. Johnson, Jr., Associate Professor
University of Chicago, School of Social Service Administration
Faculty Affiliate, Center for the Study of Race, Politics and Culture of the
University of Chicago

Cathy J. Cohen, David and Mary Winton Green Professor of Political Science
University of Chicago, Department of Political Science

A.M. Social Service Administration, University of Chicago, 2011

B.A. Sociology, Wheaton College, 2009

RESEARCH INTERESTS

Race and the Internet; Social media and youth development; Adolescent experiences with violence and discrimination; Urban education; Race theory

TEACHING INTERESTS

The Social Meaning of Race; Urban Education; Adolescent Development;
The Internet and Social Media; Poverty Policy; Qualitative and Quantitative
Research Methods

PUBLICATIONS

Eschmann, Rob. (Accepted). Unmasking racism: Students of Color and expressions of racism in online spaces. *Social Problems*.

Eschmann, Robert D. and Charles Payne. (Expected 2019). Rethinking Race. In Domina, Thurston, Benjamin Gibbs, Lisa Nunn, and Andrew Penner (Eds.), *Education & Society*. Oakland: University of California Press.

Patton, Desmond Upton, Caitlin Elsaesser, Robert D. Eschmann, and Eduardo Bocanegro. (2017). "What's a threat on social media? How Black and Latino young men in Chicago define and navigate threats online." *Youth & Society*. DOI: 10.1177/0044118X17720325

Patton, Desmond Upton, Robert D. Eschmann, Caitlin Elsaesser, and Eduardo Bocanegro. (2016). "Sticks, stones, and Facebook accounts: What violence outreach workers know about social media and urban-based gang violence in Chicago." *Computers in Human Behavior*, 65.

Raudenbush, Stephen W. and Robert D. Eschmann. (2015). "Does schooling increase or reduce social inequality?" *Annual Review of Sociology*, 41(1).

Tan, Kevin, Stefan Battle, Mimi Mumm, Robert D. Eschmann, and Michelle Alvarez. (2015). "The impact of school social workers on high school freshman graduation among the one hundred largest school districts in the United States." *School Social Work Journal*, 39(2).

Patton, Desmond Upton, Jun Sung Hong, Megan Ranney, Sadiq Patel, Caitlin Kelley, Robert D. Eschmann, and Tyreasa Washington. (2014). "Social media as a vector for youth violence: A review of the literature." *Computers in Human Behavior*, 35.

Patton, Desmond Upton, Robert Eschmann, and Dirk Butler. (2013). Internet banging: new trends in social media, gang violence, masculinity and hip hop. *Computers in Human Behavior*, 29(5), 54-59.

UNDER REVIEW

Eschmann, Robert D. Digital resistance: How the Internet facilitates responses to racial microaggressions.

WORKS IN PROGRESS

Eschmann, Robert D. "The (lost) power of invisibility: Racism and resistance in the Trump Era.

Eschmann, Robert D., Sae-Mi Jeon and Allen G. Harbaugh. "Racial microaggressions, mental health and absenteeism among students of color: Differential effects based on environmental context."

Eschmann, Robert D. and Shantel G. Buggs. "Not Black enough: Racial identity development and interracial dating patterns among college students of color."

Eschmann, Robert D. and Desmond Upton Patton. Recognizing Collective Efficacy on the Ground: Alternative Forms of Social Cohesion and Informal Social Control in Violent Neighborhoods.

PRESENTATIONS AND INVITED TALKS

"Voices of Black mobilization in Boston: From busing to Black Lives Matter." Boston University African American Studies Program Lecture Spring Series 2018. Boston, March 27, 2018. Moderator.

"Digital resistance: How the Internet facilitates responses to racial microaggressions." DAAS Lecture Series, Georgetown University Department of African American Studies, Washington D.C., November 15, 2017.

"Internet-based technologies and youth development." Symposium Organizer. Annual Conference for the Society for Social Work and Research, New Orleans, January 13, 2017.

"Racial checking: Responding to racial microaggressions in online spaces." Annual Conference for the Society for Social Work and Research, New Orleans, January 13, 2017.

"What I wish I had known before I started teaching." Doctoral Teaching Workshop, University of Chicago, May 5, 2016.

"Teaching beyond the quad." GradUCon, University of Chicago, April 8, 2016.

"How the Internet shapes racial discourse: From politically incorrect to participatory politics." Doctoral Theory Workshop, Chicago, December 4, 2014.

“The Race and Internet Study: College Student Experiences with Online Racial Discussions.” Research Initiative Grant Symposium, Chicago, June 4, 2014.

“Recognizing Collective Efficacy on the Ground: Alternative Forms of Social Cohesion and Informal Social Control in Violent Neighborhoods.” Urban Affairs Association Conference, San Antonio, March 21, 2014.

“Internet Banging: Trends in Social Media, Gang Violence, Masculinity, and Hip Hop.” Urban Affairs Association Conference, San Francisco, April 5, 2013.

“Doctoral Teaching in the Core Curriculum.” Doctoral Teaching Workshop, University of Chicago, February 2, 2012.

“The changing geography of poverty: Low-income and minority students in Suburban Schools.” Place and Poverty Working Group, University of Chicago, May 23, 2012.

“Connected, Known, and Protected: African American Adolescent Males Navigating Community Violence.” The Reproduction of Race and Racial Ideologies Workshop, University of Chicago, January 26, 2012. Discussant.

“Teaching Race in the Classroom.” Doctoral Teaching Workshop, University of Chicago, November 29, 2012. Discussant.

FUNDED RESEARCH

Research Initiative Grant
The University of Chicago, Office of Multicultural Student Affairs
The Race and Internet Study: College Student Experiences with Online Racial Antagonisms
\$2,000 / January – June 2014

University of Michigan Office of Research
University of Michigan, School of Social Work
PI: Professor Desmond Patton
The Chicago Internet Banging Study
\$30,000 / June 2014- June 2015

TEACHING EXPERIENCE

2017-Present *Assistant Professor*
Boston University School of Social Work

Course: Racial Justice and Cultural Oppression

This course examines racial justice and the causes and implications of racism as a dynamic force influencing social work, and the intersectionality of racism with other forms of oppression. The course builds on and integrates concepts presented in foundation courses. It analyzes and evaluates the social, cultural, political, economic and interpersonal contexts of racism as they bear on our current policies and institutional arrangements. The course is designed to familiarize students with 1) theoretical overviews of racism and oppression; 2) historical accounts and contemporary experiences of racism, 3) the formation of complex racial identity, 4) multicultural contexts and fundamentals of cultural competency, and 5) effective social change efforts based on organizational analysis.

2012-2017

Lecturer

School of Social Service Administration, University of Chicago

Course: The Social Meaning of Race

This course teaches students to think about race both as ideology, or a tool groups and individuals use to defend their own interests, and theory, a lens for understanding the social world. Students are expected to place their own thinking with social and historical patterns of racial discourse, analyze paradigms underlying racial discourse, understand race as a determinant of life-chances and life styles, and have the tools for analyzing the role of race in the life of social service agencies and social work practice. Revised and updated standard syllabus. Designed student assignments, grading rubrics, and graded student assignments, gave class lectures, and led student discussions.

Course: Social Intervention: Policies and Programs, Core Sequence for first-year Masters students

This course is the first in a required two-quarter sequence for first year masters students that overviews contemporary social welfare policies with attention to their historical and philosophical foundations. Discusses a variety of contemporary policies including welfare and employment programs, health care, early childhood and child care programs, housing mobility programs, and initiatives aimed at reducing group-based or place-based inequalities. Revised and updated standard syllabus. Designed lecture content and student activities, and led student discussions. Designed grading rubrics and graded student assignments.

2013

Adjunct Professor

Urban Studies, Wheaton College

Course: The Education Crisis: Race, Poverty, and Urban Schooling

This is an original course that explores the decades of research and reforms around the achievement gap, the persistent failure of urban schools, and the social, political, and historical contexts of today's education crisis. It covers the most notable efforts, both successful and unsuccessful, to close the

achievement gap in the last 60 years, the major policy debates around contemporary reform efforts, and evidence of successful reforms. Designed course syllabus including reading list and course aims. Designed lecture content, student activities, student assignments and assessments, and grading rubrics. Led student discussion and evaluated student performance.

2013

Adjunct Professor

Master of Urban Affairs and Public Policy Program, Loyola University Chicago

Course: Statistical Analysis for Public Policy II

This is the second course in statistical methods for graduate students in public policy and urban affairs. This course helps students make wise and educated decisions as a professional in the policy field and introduces students to the tools used in professional empirical analysis of public policy problems. Major topics are causal inference, multiple regression, and program evaluation. Revised and updated standard syllabus. Prepared and led statistics lab sessions, prepared lectures, designed student activities, and led student discussions.

Course: Public Policy Evaluation (Original syllabus)

The goal of this original course is to introduce students to the methods used to evaluate public policies and programs. Good program evaluations use complex research designs and/or advanced statistical techniques to estimate the causal effects. Therefore the course explores the logic of causal inference, the difficulties that arise when estimating causal effects in social research, and a variety of methods researchers use to estimate causal effects in both ideal and imperfect research settings. Designed course syllabus including reading list and course aims. Designed lecture content, student activities, student assignments and assessments, and grading rubrics. Led student discussion and evaluated student performance.

2011

Teaching Apprentice

The University of Chicago, School of Social Service Administration
Mentor: Professor Waldo Johnson

Course: Social Intervention: Policies and Programs, Core Sequence for first-year Masters students

Co-taught this course, the first in a graduate student core sequence, with a senior faculty member. Prepared and delivered lectures for 5 of 10 class sessions, created rubric for writing assignments, assessed student performance and held office hours.

2011

Teaching Assistant

The University of Chicago, School of Social Service Administration
Instructor: Charles Payne

Course: Urban Education and Education Reform

Developed writing assignments. Created rubrics for assessments, graded student papers, met with students individually to discuss course concepts and assignments.

COMPETITIVE GRANTS AND FELLOWSHIPS

Program for Research on Black Americans 2016

The Institute for Social Research at The University of Michigan
Summer Graduate Student Mentoring Workshop
\$1,000

DFI Doctoral Fellow, 2013-2015

Illinois Department of Education
Competitive academic support grant for minority college students committed to working in an area of education after graduation.
\$14,500 / 2013-2015

Research Initiative Grant, 2014

Office of Multicultural Student Affairs, University of Chicago
Awarded for independent research project involving the study of race and the Chicago or University of Chicago community.
\$2,000 / January – June 2014

Urban Doctoral Fellow, 2012-2013

The University of Chicago Urban Network
Awarded to support an interdisciplinary group doctoral students studying urban problems. Included bi-weekly meetings and structured presentations and peer feedback.
\$750 for Conference Travel

Doctoral Fellow, 2009-2014

School of Social Service Administration, University of Chicago
PhD student fellowship.
\$21,000 / 2014; \$18,000 / 2009-2013

PROFESSIONAL MEMBERSHIPS

American Sociological Association

Society for Social Work and Research

Society for the Study of Social Problems

Urban Affairs Association