



NATIONAL ENDOWMENT FOR THE  
**Humanities**

DIVISION OF EDUCATION PROGRAMS

## Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Humanities Initiatives at Hispanic-Serving Institutions application guidelines at

<http://www.neh.gov/grants/education/humanities-initiatives-hispanic-serving-institutions>

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

**Project Title:** Making Connections: Engaging the Humanities at a College of Technology  
**Institution:** New York City College of Technology  
**Project Director:** Geoff Zylstra  
**Grant Program:** Humanities Initiatives at Hispanic-Serving Institutions

National Endowment for the Humanities  
Humanities Initiatives at Hispanic Serving Institutions

Project Director:  
Professor Geoff Zylstra PhD, Social Sciences

Co-Directors:  
Professor Richard Hanley, PhD, English  
Professor Shelley Smith, PhD, Architectural Technology  
New York City College of Technology, CUNY

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SUMMARY

Geoff Zylstra, Shelley Smith, Richard Hanley

New York City College of Technology (City Tech) proposes an 18 month interdisciplinary humanities project entitled *Making Connections: Engaging the Humanities in a College of Technology*, designed by faculty in history, English, and architecture. The project has three components: 1) a year-long NEH Faculty Seminar for eight NEH Fellows who will pursue an intellectually rigorous study of selected themes through discussions led by external scholars; 2) the development of new interdisciplinary courses and modules that link the humanities with technical majors; and 3) a vigorous dissemination agenda pursued through presentations and papers to professional peers at City Tech and at national conferences.

The college has chosen to implement a new integrative vision of General Education in the context of technological education that brings these two intellectual domains into meaningful relation. The project represents a shift from previous curriculum transformation activities because it focuses first and foremost on the intellectual underpinnings of our teaching, instead of simply the methodology of our courses. A cohort of NEH Fellows will explore significant themes that have been chosen to both examine the connections between cultural contexts and the design of technical artifacts, and the broader social relations of technology that can be understood through humanities texts. The themes are: 'The Two Cultures': Humanities and Sciences; Reading Material Culture; 3 Metaphor in Humanities/Metaphor in Technology; Vernacular Perspectives on Technological Change; Dystopian Literature; Boundaries between the Biological and the Technological; and Building the Natural Environment.

The project will bring together faculty from the Schools of Technology and Design, Professional Studies, and Arts and Sciences, breaking down organizational barriers that exist among our three schools and the characteristic modes of thinking represented by each school. The Seminars will be constructed to encourage faculty from both the humanities and technical disciplines to learn from one another. Cultural analysis will help technology faculty better contextualize their technologies, and technical discussions will help locate cultural influences in technical design. The goal of the seminars is to enable participating faculty, and consequently their students, to use literature, film, philosophy, and art to study the meanings of specific technological developments and to assess the cultural implications of these technologies. As they study the relationship between technological design and the cultural representations of technology in these seminars, City Tech faculty will choose either to create a new interdisciplinary course that connects the humanities with technology or to develop an interdisciplinary module for an existing course. These curriculum products will enable City Tech to comply with the new CUNY requirement that all baccalaureate students take at least one interdisciplinary course.

## *Making Connections: Engaging the Humanities at a College of Technology*

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**Intellectual Rationale:** In his 2013 State of the Union Address, President Obama praised *Pathways in Technology Early College High School (P-TECH)*, New York City College of Technology (City Tech), and the IBM Corporation for creating a partnership designed to accelerate the graduation of workforce-ready students for the IT industry. This early college and career model is successfully demonstrating how K-12, higher education and public/private partnerships can substantially raise graduation rates and prepare underrepresented minorities (URM) to enter and persevere in college so that they may succeed in the science, engineering, and technology-related job market. This directly fulfills City Tech's mission.

P-Tech is one of 62 different degree programs offered at City Tech that prepare students for careers in the technologies. Because of stringent accreditation requirements of New York State, the Accrediting Board for Engineering Technology (ABET), and other professional bodies, the 80% of City Tech students who pursue degrees in the School of Technology and Design or the School of Professional Studies have very little room in their programs to take the courses in liberal arts and sciences that provide the recommended foundation for all specialized study.<sup>1</sup>

Without a concerted institutional effort, acquiring humanistic perspectives is difficult for our students. Ultimately, this structural problem creates an intellectual problem as City Tech students graduate with skills focused on technology, minimal experience with the humanities, and consequently, a limited ability to assess the social and cultural implications of the technologies they have been trained to use. We propose a program to create connections between the humanities and our technology-centered departments in order to give students the tools to understand and respond to these essential issues.

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<sup>1</sup> *The Heart of the Matter: The Humanities and Social Sciences for a Vibrant, Competitive, and Secure Nation*. Cambridge: American Academy of Arts and Sciences, 2013.

Over the past five years, prompted by a Middle States Accreditation Review (2008) that identified fundamental weaknesses in the General Education curriculum and called it a “menu of disparate options rather than the coherent foundation it was meant to be,” College administration and faculty leaders chose to dig deep and have engaged in sustained reflection to redefine what General Education at a 21st century public college of technology should look like. In undertaking this profoundly challenging task, the college has received substantial support from the National Endowment for the Humanities, the National Science Foundation, and the U.S. Department of Education, perhaps in recognition that our creative solutions may hold lessons for institutions struggling with similar issues in this time of rapid technological, demographic, and cultural change.

City Tech’s institutional self-examination and resulting change strategies have already produced remarkable results. The college has embraced the metaphor of *a living lab* to characterize the experientially-focused experimentally-oriented ethos of our redesigned academic programs. The intellectual climate has been made more dynamic and open through the creation of **OpenLab**, an innovative e-platform for learning, sharing, and creative work that has attracted more than 6000 users since its inception in 2011. Place-based pedagogy has gained critical mass through NEH funding for such projects as *Along the Shore: Changing and Preserving Landmarks of Brooklyn’s Historic Waterfront* and the creation of the Brooklyn Waterfront Research Center. High Impact Practices identified by George Kuh (AAC&U, 2010)<sup>2</sup> are being implemented to increase engagement of students with the curriculum and with the institution. What we have not yet achieved, however, is an intellectual framework that defines General Education in a way that enables technical and General Education courses to be related

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<sup>2</sup> Kuh, George. *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. AAC&U: Washington DC, 2008.

meaningfully to one another. The intellectual focus of this project is, therefore, the historical, ethical, and cultural contexts that have contributed to and are shaped by the technologies of our time and times past.

In this application, City Tech, a Hispanic-Serving Institution and the most culturally diverse technical college in the Northeast US, proposes an 18-month humanities project entitled *Making Connections: Engaging the Humanities in a College of Technology*, designed by faculty in English, History and Architecture.<sup>3</sup> Faculty from City Tech's schools of Technology and Design, Professional Studies, and Arts and Sciences will participate in a series of interdisciplinary Seminars to explore selected literary, historical and cultural texts; to learn from one another; to contextualize their fields; and to think deeply about the essential role of the humanities in a technological age. The close study in the cultural representations of technology will provide an intellectual framework and a series of models for faculty participants as they choose to either develop a new interdisciplinary course that connects the humanities with technology, or create an interdisciplinary module for an existing course.

**Content and Design:** The *Making Connections* project has three components. First are the Seminars, which are organized around seven themes chosen to examine works of literature, film, art, and material culture to study the meanings of specific technological developments and to assess the cultural implications of these technologies. Each Seminar will begin with a presentation by internal or external scholars, several of which will be open to the entire College community, followed by a more intimate discussion of the topic and readings attended by the scholar and the Fellows. Four of the NEH Fellows have been preselected and four additional faculty will be chosen based on a post-award application process. The selection process will

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<sup>3</sup> U.S. News and World Report, College Rankings 2011.

prioritize balancing the number of Fellows from the humanities and technical disciplines. NEH Fellows will be responsible for inviting a select number of guests to each Seminar—full-time faculty members or committed adjuncts; this will expand impact and include an important cohort, City Tech’s substantial part-time faculty. The second component of the project is the development of new courses or modules that link the humanities with technical majors. The third component involves the Fellows’ dissemination responsibilities—presentation of their work on campus, within the departments and curriculum committees, at the City Tech Faculty Research Poster Session, and at their regional or national disciplinary conferences.

Table 1. Seminar Topics, Scholars, and Readings

<b>Topic 1: “The Two Cultures” Humanities and Sciences</b>	
<b>External Scholar</b>	<b>Amy Slaton, PhD. Drexel University.</b> Dr. Slaton has a degree in the history and sociology of science from the University of Pennsylvania. She has written on the history of engineering education.
<b>Description.</b> This introductory session will examine the purpose of technical education exploring how the humanities can enrich technical education. The discussion will start with the classic debate between Booker T. Washington and W.E. B. DuBois. Washington thought vocational education was key to black economic success. DuBois advocated for cultural education because he viewed culture as critical to upward mobility. This debate is currently played out at schools like City Tech that provide technical education to racial minorities.	
<b>Key Questions</b>	What is the value of literature and history to technical degree programs? What problems occur when literature, history, and art are omitted from technical degree programs? Do issues of class and race relate to connections between the humanities and technical education?
<b>Key Texts</b>	Washington, Booker T. <i>Up From Slavery</i> . 1901. DuBois, W.E.B. <i>The Souls of Black Folks</i> . 1903 Snow, C.P. “The Two Cultures.” 1959. Slaton, Amy. <i>Race, Rigor and Selectivity in U.S. Engineering: The History of an Occupational Color Line</i> . 2010.
<b>Topic 2: Reading Material Culture</b>	
<b>External Scholar</b>	<b>Ted Hunter, Metropolitan Museum of Art.</b> Mr. Hunter is a conservator in the division of Arms and Armor in the MET and has an advanced degree from the London Institute of Archaeology.
<b>Description.</b> Responding to the disconnect between the humanities and the technical disciplines highlighted earlier, this Seminar focuses on ways to read technologies (and broader material culture) for meaning.. The readings provide theoretical methods for understanding the significance of objects and the built environment.	

<b>Key Questions</b>	How do objects become meaningful? In what ways do human-engineered artifacts shape experiences of living and working spaces? Is it possible to think of technological objects as equal to humans in social relationships?
<b>Key Texts</b>	Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction," in <i>Illuminations</i> , ed. Hannah Arendt. 1969. Brown, Bill. "The Secret Life of Things (Virginia Woolf and the Matter of Modernism)." <i>Modernism/Modernity</i> 6.2 (1999): 1-28. Edensor, Tim. <i>Industrial Ruins: Space, Aesthetics and Materiality</i> . 2005. Latour, Bruno. <i>Reassembling the Social: An Introduction to Actor-Network Theory</i> . 2005.
<b>Topic 3: Metaphor in Humanities, Metaphor in Technology</b>	
<b>Internal Scholars</b>	<b>Rob Ostrum, PhD. New York City College of Technology.</b> Author of numerous poetry volumes, Dr. Ostrum won the Academy of American Poets prize while a graduate student at Columbia University. One critic called his poetry "sorcery."
<b>Description.</b> In this Seminar Dr. Ostrum will team with PD Dr. Geoff Zylstra to connect metaphor and technology through skeuomorphs. A skeuomorph is an object or design made to appear like something else. This can occur in literal or figurative fashion. NEH Fellows will identify skeuomorphs related to their own fields and examine these metaphors for larger cultural significance.	
<b>Key Questions</b>	How do metaphors operate in text; how do they operate in physical form? In what ways do metaphors contribute to technical functionality?
<b>Key Texts</b>	Gessler, Nicholas. "Skeuomorphs and Cultural Algorithms." <i>Lecture Notes in Computer Science</i> (1998): 229-238. Knappet, Carl. "Photographs, Skeuomorphs and Marionettes." <i>Journal of Material Culture</i> 7.1 (2002): 97-117. Morison, Elting E. <i>Men Machines and Modern Times</i> . 1968. Sharp, Helen; Rogers, Yvonne; Preece, Jenny. <i>Interaction Design: Beyond Human-Computer Interaction</i> (2nd ed.). 2007.
<b>Topic 4: Vernacular Response to Technology</b>	
<b>Internal Scholar</b>	<b>Geoff D. Zylstra, PhD. New York City College of Technology.</b> Dr. Zylstra is a Contributing Editor to <i>Technology and Culture</i> and Chair of Women in Technological History.
<b>Description.</b> This Seminar will begin by examining overarching theories related to technological change, addressing the social construction of technology, technological determinism and technopolitics. From there it will examine specific vernacular responses to technology, focusing on ways that technology relates to social power.	
<b>Key Questions</b>	What are the differences between technological determinism, the social construction of technology and technopolitics? How do race and gender relate to technological change? What is the relationship of users to the invention and development of technology?
<b>Key Texts</b>	Bijker, Wiebe E. <i>Of Bicycles, Bakelites and Bulbs: Toward a Theory of Sociotechnical Change</i> . 1995. Roe Smith, Merritt and Leo Marx eds. <i>Does Technology Drive History? The Dilemma of Technological Determinism</i> . 1994. Winner, Langdon. "Does Technology Have Politics," <i>Daedalus</i> , Vol. 109.1 (1980) Freiberger, Paul and Michael Swaine. <i>Fire in the Valley: The Making of the</i>



	<p><i>Personal Computer</i>. 1984.  Cowan, Ruth Schwartz. <i>More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave</i>. 1983.</p>
<p><b>Topic 5: Technological Dystopias in Literature</b></p>	
<b>External Scholar</b>	<p><b>Howard P. Segal, PhD. University of Maine.</b> Dr. Segal has written three books on technological utopias and a critique of modern technology.</p>
<p><b>Description.</b> This Seminar will focus on fictional literature that critiques technological societies. Books like Aldous Huxley’s <i>Brave New World</i> and Kurt Vonnegut’s, <i>Player Piano</i> provide ways to both critique technological developments and examine the time periods in which these books were written.</p>	
<b>Key Questions</b>	<p>How do dystopian novels reflect technological changes in the periods in which they were written? What types of power, beyond technical functions, have authors of dystopian novels connected to technology? How is technology presented as illogical in dystopian texts?</p>
<b>Key Texts</b>	<p>Vonnegut, Kurt. <i>Player Piano</i> (also known as <i>Utopia 14</i>).  Huxley, Aldous. <i>Brave New World</i> (1932),  Orwell, George. <i>Nineteen Eighty-Four</i> (1949).  Gibson, William. <i>Neuromancer</i> (1984).  Segal, Howard P. <i>Utopias: A Brief History from Ancient Writings to Virtual Communities</i> (2012).  Films: “Brazil” (1985). “Gattaca” (1997)</p>
<p><b>Topic 6: How Human Are We? Boundaries between Biological and Technological</b></p>	
<b>External Scholar</b>	<p>(Invited) <b>Rita Charon, PhD. Columbia University.</b> Dr. Charon directs the Program in Narrative Medicine at Columbia University.</p>
<p><b>Description.</b> Beginning with the assumption that boundaries between “natural” and “technological” objects are fungible, the Seminar investigates ways in which cultural, medical, and critical discourses help define and break down boundaries between the organic human body and tools, appendages, and artificial thinking systems.</p>	
<b>Key Questions</b>	<p>How do representations of the human body, prosthetics, androids, and art objects, help us understand our organic selves? What kinds of ethical dilemmas arise in patient-care and social disability contexts? Can critical and cultural theory and narratives help us solve some of those problems?</p>
<b>Key Texts</b>	<p>Dick, Philip K. <i>Do Androids Dream of Electric Sheep?</i> 1968.  Haraway, Donna. “A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century.”  Heidegger, Martin. “On the Hand and the Typewriter,” in <i>Gramophone, Film, Typewriter</i>. 1986.  Jain, Sarah S. “The Prosthetic Imagination: Enabling and Disabling the Prosthesis Trope.” <i>Science, Technology, and Human Values</i> 24 (1999).  Khetarpal, Abha and Satendra Singh. “Disability Studies in Medical Education,” <i>International Journal of Use-Driven Healthcare</i> 2.2. (2012).  “Blade Runner: The Movie.” 1982.</p>
<p><b>Topic 7: Building the Natural Environment</b></p>	
<b>External Scholar</b>	<p>(Invited) <b>Timothy Beatley, PhD. University of Virginia.</b> Dr. Beatley is a professor of environmental planning who focuses on urban sustainability.</p>

<b>Description.</b> Nature and technology are often positioned at odds. This Seminar questions this framework by showing how the natural environment has been constructed. After showing that nature is constructed this Seminar will examine the city as an ecosystem and consider the ways that technology can help or hinder the operation of urban ecosystems.	
<b>Key Questions</b>	Why have nature and technology been positioned at odds with each other? How does the idea that nature is constructed change the way humans interact with other parts of the environment? What does it mean to think of a city as an ecosystem? How does urban ecology relate to social differences?
<b>Key Texts</b>	McDonough, William and Michael Braungart. <i>Cradle to Cradle: Remaking the Way We Make Things</i> . North Point, 2008. Harvey, David. <i>Justice, Nature and the Geography of Difference</i> . 1997. Cronnon, William, ed. <i>Uncommon Ground: Rethinking the Human Place in Nature</i> . 1996. Carson, Rachael, <i>Silent Spring</i> . Houghton Mifflin, 1962. Beatley, Timothy. <i>Biophilic Cities: Integrating Nature into Urban Design and Planning</i> . 2010. Documentary: PBS “Rachael Carson’s Silent Spring.”

**Project Personnel:** *Faculty:* **Geoff Zylstra, PhD, Project Director**, will provide intellectual leadership and manage operational details. Dr. Zylstra is a historian of technology who examines the social and cultural relations of technology. He is a contributing editor to the journal *Technology and Culture* and serves as the chair of Women in Technology History, an interest group in the Society for the History of Technology. He teaches graduate courses at New York University as well as undergraduate courses at City Tech. He is a Fellow in the FIPSE-funded *Students and Faculty into the Archives* project at the Brooklyn Historical Society. **Shelley Smith, PhD, Co-Director**, will provide organizational and institutional support. As Chair of the Department of Architectural Technology and with more than twenty years of experience in historic preservation in private practice, Professor Smith nicely bridges academic and professional environments. Her teaching and research focus on the vernacular construction and interpretation of buildings. Dr. Smith is the PI of a major NSF ATE award, was a Co-Director with Dr. Hanley on two prior NEH awards, and was member of the core team responsible for a major General Education redesign initiative funded by the U.S. Department of Education Title V

program. **Richard E. Hanley, PhD, Co-Director**, will serve as project mentor. Dr. Hanley, professor of English, is the founding editor of the Journal of Urban Technology, the chair of the board of the CUNY Institute for Urban Systems, and the director of the Brooklyn Waterfront Research Center. He was the director of two Landmarks in American History NEH summer workshops and one NEH faculty-development program. Pre-selected NEH Fellows, **Professors Candido Cabo, Ann Delilkan, Sean MacDonald, and Christopher Swift**, will be involved in the formative stages of implementation before the full cohort of Fellows is selected.

*Scholars:* **Dr. Amy Slaton**, Professor of History at Drexel University will open the Seminar series with an examination of the historical disconnections between technical education and the humanities. Responding to this disconnect, **Edward Hunter**, a conservator in the Arms and Armor Division of the Metropolitan Museum of Art, will show the intimate relationship between meaning and design. Award winning poet and City Tech English professor **Dr. Rob Ostrum** will show the importance of metaphor to the development and use of technology. From here the Seminars shift to a larger social analysis of science and technology. **Dr. Geoff Zylstra**, a historian at City Tech will discuss theoretic approaches to technological change and varying interpretations of technologies across culture. **Dr. Howard P Segal**, a historian from the University of Maine, will use dystopian literature to critique progress narratives. **Dr. Rita Charon**, Professor of Clinical Medicine at Columbia University and Director of the Program in Narrative Medicine, will examine how people conceive the boundary between biological and technological entities. Finally, **Dr. Timothy Beatley** from the architecture department at the University of Virginia will deconstruct the distinction between human and natural by showing how systems of meaning and power are designed into nature.

**Institutional Context:** Students enter City Tech with widely disparate levels of

academic preparation, professional goals, and personal circumstances. As an open access institution, City Tech's historic mission has been to offer opportunities for educational advancement to students regardless of financial circumstances or prior academic achievement. The centrifugal pull on students created by forces of economic need, cultural isolation, and urban anomie lends urgency to our mission to give students an undergraduate educational experience that is more than the sum of a set of courses. *Making Connections* will enable the college to enmesh intellectual connectedness in the very fabric of our courses, bringing General Education and specialized courses into meaningful relation.

City Tech is committed to the education of the whole person, creating reflective professionals, and engaged citizens. With strong commitment from President Russell Hotzler and Provost Bonne August, the college has launched a series of initiatives to support a high-quality humanities education in the context of the rigorous technical and professional programs for which the college is known. This fall, the new Common Core curriculum will be implemented, the outcome of an inclusive and deliberative process involving faculty from all departments. *Making Connections* will provide valuable support to faculty in creating courses that will be needed to meet the new interdisciplinary requirement of this Common Core.

Prior participation in projects funded by the NEH, NSF, and Title V will enable faculty to leverage the collegial traditions of those projects, including the ability to work with external scholars and cultural institutions. The exploration of place-based pedagogies through multiple NEH and NSF-funded projects will enable them to bring the hands-on, laboratory-type experience familiar to our students to the study of humanities (see appendix).

**Follow-up and Dissemination:** *The Heart of the Matter: The Humanities and Social Sciences for a Vibrant, Competitive, and Secure Nation*, recently released by the American

Academy of Arts and Sciences and produced in response to a Congressional request, speaks of the need to integrate the study of the humanities and the social studies into the curriculum of our nation's colleges and universities. We are hopeful that this report will generate sustained interest in the topic and in our project both within and outside of the City University of New York (CUNY). The most direct and immediate impact will occur in the new curriculum that is developed by the Fellows. Ultimately, their work will result in one or more interdisciplinary courses now mandated parts of the curriculum at City Tech. In addition to this, both Fellows and PIs will circulate their experiences and their acquired insights beyond CUNY through conference presentations, and articles. Most of all, we envision *Making Connections* as the beginning of the next phase of institutional transformation in City Tech's engagement with General Education. The essential intellectual mission of General Education at a 21<sup>st</sup> century college of technology is to make the connections, institutionally and intellectually, that will inspire and equip students in a deep and sustained reflection on the social and cultural implications of technology.

**Evaluation:** Our evaluation will occur on three levels: 1) the extent of learning by the Fellows in the Seminar program, acquired through interaction with faculty peers, visiting scholars, and key texts—faculty will self-assess on this measure; 2) the record of curriculum changes that are designed, approved, and implemented at City Tech as a result of the Fellows' work; and 3) the record of impact on City Tech colleagues and of internal and external dissemination activities—as measured by the numbers of local faculty engaged in the activities of the project and the breadth of regional or national professional audiences reached.

NYC College of Technology is a Hispanic-Serving Institution, as determined by the Department of Education and the data on file with the National Center for Education Statistics.

**WORK PLAN**

Time Period	Activity	Participants/Resources
Pre-Award	Define intellectual focus of <i>Making Connections</i>	Leadership Team
	Obtain institutional commitment	President, Provost, Deans
	Engage external scholars	See Topics chart in Narrative
	Define selection criteria for Fellows and the required commitments of faculty selected as Fellows	Use as models protocols proven successful in prior grant-funded projects that involved selection of a cohort of Fellows
	Identify subset of Primary Fellows who will be involved in formative stages of implementation before the full cohort is selected and who will have special organizational responsibilities such as liaising with external scholars.	Professors Christopher Swift (Humanities), Ann Delilkan (Humanities), Candido Cabo (Computer Systems Technology), and Sean MacDonald (Social Sciences)
January 2014	Publicize award	Office of the Provost, City Tech press office, <i>Nucleus: A Faculty Commons Quarterly</i> , and other institution-wide grant-funded transformational initiatives including NSF I <sup>3</sup> and HSI Title V <i>Living Lab</i> projects
	Design organizational structure for the wider engagement of faculty	Office of the Provost
	Issue Call for NEH Seminar Fellows	Use Faculty Commons as a meeting venue for all project activities
	Select four additional Fellows	
Spring Semester 2014	Seminar I	<i>'The Two Cultures': Humanities and the Sciences</i> , Amy Slaton, seminar participants
	Seminar II	<i>Reading Material Culture</i> Ted Hunter, conservator, Metropolitan Museum of Art; to be held at the Met, seminar participants

	Joint meeting with General Education Committee and Title V <i>Living Lab</i> Fellows to discuss the integration of the Humanities across the Curriculum and strategies for introducing modules and assignments in existing courses.	Committee members; NEH Fellows
	Half-day Curriculum Planning Meeting to understand the institutional curriculum adoption and modification process	Seminar participants, Professor Andrew Douglas, Curriculum Committee Co-Chair, Pamela Brown; Associate Provost, Representatives of the Interdisciplinary Committee and the General Education Committee
	Seminar III	<i>Metaphor in the Humanities/Metaphor in the Sciences</i> , Rob Ostrem, Professor of English, City Tech, seminar participants
	Seminar IV	<i>Vernacular Responses to Technology</i> , Geoff Zylstra, Professor of Social Science, City Tech, seminar participants
Summer 2014	PD reviews Spring curriculum work of participating Fellows; administrative preparation for implementation; plan Fall public event	
Fall 2014	College-wide Public Lecture Seminar V	<i>Technological Dystopias in Literature</i> , Howard Segal, UMD, seminar participants
	Seminar VI	<i>How Human Are We? Boundaries between the Biological and the Technological</i> , Rita Charon, seminar participants
	Seminar VII	<i>Building the Natural Environment</i> , Timothy Beatley, seminar participants
	NEH Fellows submit new courses for Curriculum Committee review	
Spring 2015	NEH Fellows implement modules and submit new courses for College Council approval	
	College-wide event: presentation of new curriculum products and experiences by NEH Fellows	
June 2015	PD conducts final review of curriculum materials and prepares evaluation and final report; reports to provost and associate provost and strategizes for institutionalization and next steps	

### **Institutional Information**

New York City College of Technology, “City Tech,” is the designated senior college of technology within the 24-unit City University of New York (CUNY), the largest urban public university system in the nation. The college plays an important role nationally in the education of future scientists, engineers, technologists and mathematicians. The National Science Foundation ranks City Tech third nationally in the number of associate-level science and engineering degrees awarded to black students, 23<sup>rd</sup> in degrees awarded to male students, and 48<sup>th</sup> in degrees awarded to women.<sup>1</sup> Baccalaureate programs are experiencing rapid enrollment growth. At present, 33.7% of all students are enrolled in baccalaureate programs.

Fall Semester 2012 student enrollment was 16,208, of whom 35% attended part-time. Approximately 31.5% of students self-identified as Black (non-Hispanic), 33.8% as Hispanic, 20 % as Asian/Pacific Islander, 11.3% as White, 0.6% as Native American, and 2.8% as Other. Sixty-one percent (61%) reported a household income of less than \$30,000. Eighty percent (80%) of incoming first-year students and 65% of returning students received need-based financial aid. Sixty-seven percent (67%) are the first in their families to attend college. The student body reported 138 different countries of origin; countries of origin of faculty also span the globe. Nineteen per-cent (19%) of students reported working 20 or more hours per week<sup>2</sup>. Students enter with widely disparate levels of academic preparation, professional goals, and personal circumstances. As an open access institution, City Tech’s historic mission has been to offer opportunities for educational advancement to students regardless of financial circumstances or prior academic achievement. The college is a federally designated Hispanic Serving Institution (HSI).

Barbara Burke, Director of Sponsored Programs

6/16/13

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<sup>1</sup> National Science Foundation, *Women, Minorities, and Persons with Disabilities in STEM*. Division of Science Resource Statistics, special tabulations of IPEDS Completion Survey, updated January 2012.

<sup>2</sup> New York City College of Technology (CUNY) Office of the President. Facts 2012-2013.



Summary of NEH and Related Projects at City Tech

NEH funding has had an extraordinarily broadening impact upon the intellectual climate of our institution. As our name suggests, City Tech prepares students for professional and technological careers. Within this context, we have used the inspiration of place—New York City in general and Brooklyn in particular—to explore such topics as how global communications, the flow of labor and capital, and advancing technology have influenced growth and change in neighborhoods from which our students come.

Our first NEH-funded faculty development project, *Retentions and Transfigurations: The Technological Evolution and Social History of Five New York Neighborhoods* (2006), was conducted in partnership with the Municipal Art Society and featured a seminar and field studies by City Tech faculty. When the project ended, participants wanted to do more. They received CUNY funding to support a project entitled *Green Brooklyn*, a neighborhood-focused environmental studies project that culminated in student-led walking tours. This endeavor led to our second NEH-funded project, *Water and Work: The Ecology of Downtown Brooklyn* (2007), which in turn led to a third NEH grant to support a digital humanities start-up project entitled *Looking for Whitman: The Poetry of Place in the Life and Work of Walt Whitman* (2008). The latter project has linked City Tech with the University of Mary Washington (VA), Rutgers University Camden (NJ), and New York University in the creation of an interactive digital resource that makes local Whitman-related resources found near each institution available to all.

And we have not stopped. Inspired by the NEH-funded *Water and Work* project, City Tech received funding from the National Science Foundation for a curriculum development project entitled *The Brooklyn Waterfront 2050*. This activity is engaging first-year students in an interdisciplinary hands-on investigation of the health of Brooklyn waterways. Continuing the same theme, an NEH Summer Seminar for Community College Faculty, *Along the Shore: Exploring Brooklyn's Historic Waterfront* (2010) and a Level 2 Digital Humanities Start-Up Grant (2011) enabled the college to bring the Whitman project to scale. Most recently, NEH funding for a faculty development project entitled *Cultural Perspectives on Health, Illness, and Healing* (2012) has brought health professionals and humanities scholars together to explore diverse cultural meanings of universal life events.

What is distinctive in our approach are the ways in which faculty and students use new media to capture, interpret, and present our learning as we grapple with enduring questions manifest in the civic issues of our day in our own neighborhoods.

NEH funding has enabled the flowering of humanities inquiry at City Tech.

Barbara Burke, June 24, 2013