Wildlife Observation and Sensing: Interactive Telecommunications in the Natural World
Tom Igoe, Associate Professor, Interactive Telecommunications Program, Tisch
Anthony DiFiore, Associate Professor, Anthropology, FAS

We are proposing to initiate a new graduate course in the Tisch School of the Arts’ Interactive Telecommunications Program entitled “Wildlife Observation and Sensing: Interactive Telecommunications in Natural World”. The class will be co-taught by Prof. Tom Igoe, an expert in physical computing – a software and hardware design approach focused on interfacing between the natural and digital worlds – and Prof. Anthony Di Fiore, a primate biologist who directs a longterm research program studying the behavior of wild monkeys in Ecuador. The aim of the course is to introduce students to the myriad challenges associated with collecting data on the natural history and behavior of wild animals and to the kinds of technologies that can be applied to address these challenges. In the extensive, hands-on design component of the course, students will work in small teams to develop their own novel products for wildlife observation and sensing.

Working with Racial-cultural Dynamics in Groups
Mary B. McRae, Associate Professor, Applied Psychology, Steinhardt

The purpose of this proposal is to request funding to develop a series of educational videos to enhance learning about group and intergroup dynamics. The videos will provide a pedagogical tool to promote awareness, knowledge, and skills in working with differences such as race, culture, gender, and so forth in a variety of group settings using a group relations methodology of experiential learning. The proposed videotapes will provide an opportunity to observe a mixed racial-cultural group working in authentic and direct manners across differences. This model of learning involves intellect and emotions, without neglecting one for the other. The funding would be used to develop the first two of a set of four 30-minute educational videos. The strength of this project is that it will be a pedagogical tool to enhance authentic dialogue, by first observing others and then developing the tools to practice similar forms of engagement. All groups, whether work or therapeutic, function on two levels, the task which is overt and the basic assumptions of participants, which are often covert. The purpose of these videos is to provide a method of learning to recognize and work at both levels simultaneously. The audience for the videos will be graduate students and mental health professionals interested in developing strategies to facilitate effective multicultural group work. The videos can be used in group dynamics as well as other courses that examine racial and cultural differences.
Continuing the ongoing work of the Department of Art and Public Policy, this project would develop a series of case studies of community-based arts institutions in partnership with arts leaders at various sites around New York City. The course would be convened by Marta Vega, President and Founder of the Caribbean Cultural Center. Dr. Vega would work with various community partners to document institutional histories, strategies for developing arts under present socio-economic conditions, and methods for sustainability in the future. NYU students would partake of this onsite collaborative learning process and study these various institutional experiences first hand. The overview in the Fall would open to internship opportunities in the Spring semester. Dr. Vega will work with Professor Martin to move this research toward a publication that will provide a durable teaching resource. Manuscript preparation will be enabled by solicitation of external funding. Once these teaching resources have been developed, this collaborative, community-based learning project will become an ongoing part of the APP curriculum and fit with future plans to develop the department’s undergraduate course offerings. CDCF funding will provide a summer research stipend for Dr. Vega; honoraria for community partners; and funds to support video documentation at various community-based arts sites.

The project will develop a three-day workshop in which faculty, actors and designers explore the use of digital media to expand theater space by increasing actors’ media skills. The experimental project will impact the Graduate Acting Program by increasing actors’ confidence in using digital and internet technology, so that they can maintain a leading edge as they prepare for their careers in theater, film, television and the internet which is rapidly changing the performer’s theater of opportunities. Support from the Curricular Challenge Fund would enable us to create a digital media performance environment as well as support the artist fees to rehearse and present scenes from Chuck Mee’s play, The Tunnel of Love. In addition, the Challenge Fund will enable us to test the feasibility of creating a Global Theater located in Singapore and New York City which using digital media and the internet to perform a full-scale live and digital production of The Tunnel of Love.
The development of the workshop will engage faculty from the departments of Tisch School of the Arts’ Graduate Acting, Graduate Design and ITP as well as artists who are alumni or have worked with Graduate Acting in the past.

**Diversity in Urban Education Teachers (DUETs) Project**

Suzanne C. Carothers, Professor,
Teaching & Learning, Steinhardt
Darrell C. Hucks, Adjunct Assistant Professor,
Teaching & Learning, Steinhardt

In today’s educational context of No Child Left Behind, meeting the needs of diverse learners is a major goal of this legislation. Teacher education programs are charged with making sure their graduates are prepared to face the challenges that come along with successfully promoting the achievement of the linguistically and culturally diverse students in their classrooms (Ladson-Billings, 1994; Delpit, 1995; Dong, 2000; Noguera, 2003). The Diversity in Urban Education Teachers (DUETs) Project is designed to both enhance and support teachers along the professional continuum, by providing an innovative and collaborative paradigm that breaks with the traditional student-teaching model. The DUETs Project joins current pre-service teachers enrolled in New York University’s Undergraduate Teacher Education Program with graduates of the same program who are currently teaching in New York City schools.

**Spanish for the Medical Profession**

Carlos Martinez, Senior Lecturer,
Spanish & Portugese, FAS
Lourdes Davila, Clinical Assistant Professor
Spanish & Portugese, FAS

The idea for this new course was born both from interest by the language teaching staff and from multiple requests from pre-med students, nursing students and Romance Language majors/minors who did not qualify for the 100 level course because they started their careers at a higher level of Spanish. Pre-med students are interested in increasing their knowledge of Spanish specifically in the vocabulary of their profession, to be able to serve the growing population of Spanish speakers in the cities where they want to work. Nursing students are very interested in completing minors specifically to be able to use it in their profession. Romance Language students need to fulfill their major/minor and do not have access to an upper level conversation course that is required for them to complete their career.
Realizing Global Education: A Summer Practicum
Joyce Apsel, Master Teacher (Social Foundations)
Ifeona Fulani, Master Teacher (Writing)
Catherine King, Master Teacher (Science)
Ascension Mejorado, Master Teacher (Economics)
Michael Rectenwald, Master Teacher (Writing)
Liberal Studies Program

The objective of the Summer Practicum, which will bring together faculty and administrators from the Liberal Studies Program in New York with site directors who teach at and administer relevant NYU-Global sites, is to ensure a coherent overseas experience for students in the new Global Liberal Studies Bachelor’s degree program and to provide a model for the way curricular and co-curricular relations between the New York campus and NYU’s global sites might develop as we become a more truly global university. The first Practicum of its kind, this project will allow GLS to begin to answer all the hardest questions pertinent to a global university for itself, for NYU-Global, and for the rest of the University.

Developing a Peacebuilding Concentration at the Center for Global Affairs
Thomas Hill, Adjunct Assistant Professor,
Center for Global Affairs, SCPS

This project will develop an important new Peacebuilding concentration within the existing Master of Science in Global Affairs (MSGA) program offered by the Center for Global Affairs. The addition of this concentration will enable the MSGA program to better prepare students seeking professional opportunities with governments, non-governmental organizations (NGOs) and within the United Nations system, all of which are seeking increasing numbers of young professionals with expertise in this emerging area. The concept and practice of peacebuilding has superseded conflict resolution as the preeminent intellectual framework for addressing international conflicts. By instituting a concentration in peacebuilding, the MSGA program would affirm this shift and place itself at the vanguard of New York-area graduate programs seeking to educate students to work in and on complex international conflicts. This concentration initially will consist of seven courses: four existing courses and three new courses. This project will allow for the development of the new courses and the start-up of the concentration. The concentration would become part of the MSGA curriculum in the Fall 2009 semester.