Introduction to Historical Studies
Joanna Waley-Cohen, Collegiate Professor and Chair
Thomas Bener, University Professor of the Humanities
History, FAS

This proposed course is a sophomore-level introduction to the discipline of history. We have not had an introductory course addressing historiography or history as a profession. This has been a significant deficiency. This will enrich the program by offering a more professional, uniform, and rigorous introduction to the discipline as well as laying the groundwork for the capstone seminar. The staffing enables more undergraduate courses, fewer closed courses, and more seminars and small lecture/discussion classes. It will also enable the department to offer more graduate courses, which have been cut in half to support the undergraduate program. Its innovative format will be as follows: a large weekly lecture (140-180 students) on history, historiography and the historical profession, and twice-a-week methods workshops taught by advanced student (normally 6th year) adjunct teachers with teaching experience who must apply to teach one of these courses with a proposal based on the field of their dissertation. The lecture will be taught by a senior member of the department; required papers and exams will be based on lectures and works by or about major historians and historical philosophies and theories. In the workshops, there will be a uniform template as to what is covered (in respect to methods and exercises), though the content of each will, of course, be different. The Workshops will include field trips to the special libraries and archives at NYU and in the city that are relevant to the topic of the Workshop. The major requirement for the students in the Workshop will be preparation of a detailed narrative proposal for a research paper based on primary sources. That research proposal—akin to a dissertation prospectus—is premised on the idea that the student will not yet have done the actual primary research but has gone through the process of identifying a question, mastering the secondary literature on the topic, locating the primary sources, doing a preliminary examination of them to determine their aptness for the question at hand, and then planning what the organization of the paper needs to be based on the question asked. Thus at the core of the Workshop are primary source research and the experience of building a research paper on primary sources. A two-day teacher preparation workshop will be held in early May in which syllabi will be worked out and content discussed in detail by the principal investigators, other history faculty, and the teacher adjunct instructors.

The East Village Local Site
Jay Rosen, Associate Professor,
Journalism, FAS

The East Village Local site will, if current plans are completed, be a "content partnership" between the Carter Institute and the New York Times, as well as an innovation laboratory and teaching tool for local journalism on the web. Paying writers, reporters and producers for extremely high quality contributions would create an incentive system that is crucial to the experiment. If we can prove that "mostly volunteer but occasionally paid" system works to
maximize community contributions, we may be able to raise outside money for that portion of the project after the first year.

*Photography and Human Rights*
Fred Ritchin, Professor, Associate Chair
Photography and Imaging, Tisch

Photography and Human Rights is an emerging field that has been largely overlooked by universities worldwide. Rife with legal, ethical, historical and political implications, the development of effective documentary strategies in the context of international humanitarian law now represents for many students and young professionals a chance for meaningful engagement. Coordinated by New York University’s Tisch School of the Arts Department of Photography and Imaging and the Magnum Foundation, representing a cooperative of many of the world’s greatest photojournalists (Magnum was founded by Robert Capa and Henri Cartier-Bresson in 1947), this program in *Photography and Human Rights* will consist of four summer courses designed to understand and explore new methodologies related to creating effective documentary projects to advance human rights using a variety of new and emerging technologies. At the end of the summer sessions the Department plans to host an exhibition and a set of panels to discuss a variety of issues relating to documentary strategies, the law, and human rights. The aim is to run the program every summer, with the possibility of creating a certificate program and/or cross-department/school minor in Photography and Human Rights.

*Public-Private Collaboration for Social Problem Solving: A Comparative Perspective*
Sonia Ospina, Associate Professor, Wagner
Jill Kickul, Clinical Professor, Stern

Any resolution of today’s complex social problems must incorporate the perspectives of both the public and private sectors. Yet distinct assumptions, work styles, and disciplinary backgrounds of actors in each domain make collaborative work difficult, particularly when leaders do not have the skills and competencies to connect in ways that bridge the gap. We request support to develop a joint course that advances interdisciplinary work between the Wagner Graduate School of Public Service and the Stern School of Business. Masters’ students and faculty from both schools will work in collaboration; learning experientially through the lens of the latest evidence-based knowledge to solve urgent social problems in a variety of international contexts. What distinguishes this from other courses at Stern and Wagner is that it is organized as an exercise in result-focused dialogue between private and public sectors. The goal of the grant is to develop a curriculum that incorporates the literature, cases and problem-based learning exercises from both public and private sectors, drawn from the existing resources and knowledge of each school. The course offers a structure for sustained cycles of dialogue, action and reflection to ensure that students become familiar with complex public-private collaboration interventions; are able to articulate the underlying assumptions and paradigms of different perspectives; maximize opportunities to challenge their own assumptions as well as those of classmates from the other school; and develop the collaborative competencies and dialogic tools that help to build bridges across the sector’s divide.
Art Education in Praxis: Visionary Studio’s Saturday Art Workshop for High School Students
Dipti Desai, Associate Professor, Art and Art Professions, Steinhardt
David Darts, Assistant Professor, Art and Art Professions, Steinhardt

This service learning experience offers current Art Education graduate students the opportunity to put into real-classroom practice the theoretical foundations of the Art Education program. Graduate students enrolled in School Arts II: Issues in Pedagogy and Curriculum will teach a 9-week Visionary Studio: Saturday Art Workshop curriculum for high school age students from all over NYC. With the opportunity to design and implement a thematic unit plan, this field experience allows Art Education students to establish a dialogue between theory introduced in the seminar and practice in the classroom.

HowStuffIsMade 2.0
Natalie Jeremijenko, Associate Professor, Art and Art Professions, Steinhardt

HowStuffIsMade (HSIM) is an independent student-and-faculty-produced wiki encyclopedia that visually documents manufacturing processes, labor conditions, and environmental costs involved in the production of contemporary goods. Each encyclopedia entry traces the production and lifecycle of one product in a visual essay researched and written by students for credit. Students are assigned to analyze the opportunity for innovation and improvement of production processes. Within structured curricula and independent study faculty help students negotiate entry into manufacturing facilities, ensure high standards of evidence, appropriate citation and accurate quotations—and support the assignments within relevant theoretical materials, socioecological systems engineering, and industrial ecology principles. The assignment requires that students engage the school of Critical Realists who demonstrate analytic and visual techniques, synthesizing from a range of texts drawing from design engineering, material science, environmental engineering to STS, policy and other domain-specific references. In summary, this project develops the visual communication skills of interdisciplinary students and provides: 1) an opportunity for students to develop an innovation in the context of a detailed manufacturing case study; 2) a collective pedagogical resource for diverse students that facilitates post-graduation engagement and cross-pollination of ideas in engineering, manufacturing, design, and environmental and social activism; 3) opens the closed information realm of contemporary production towards innovation and improved environmental performance; and 4) allows consumers access to information that is not otherwise available.

Health, Environmental, and Development Policy in Ghana
Maria Damon, Assistant Professor, Public Policy and Environmental Studies, Wagner
Karen Grepin, Assistant Professor, Global Health Policy, Wagner

There is general consensus among international policy makers that investments in both human health and the environment are prerequisites for sustainable development. The following project proposes to develop a new summer course entitled Health, Environmental, and Development Policy in Ghana for NYU-Wagner graduate students and other students from across NYU. The goal of this course would be to explore how the health policy and environmental policy communities view the process of development and how collaborative action in both could help to
accelerate economic development. We believe that this course will make an important contribution to the Wagner curriculum and will provide students the opportunity to take the lessons they learn in the classroom and explore solutions with those who are on the frontline of these reforms in Ghana.

*The Atelier Design Prototype for Studio-Based Learning*
Ricki Goldman, Professor
Christopher Hoadley, Associate Professor
Jan Plass, Professor
Francine Shuchat-Shaw, Associate Professor
Administration, Leadership, and Technology, Steinhardt

The faculty members in the Educational Communications and Technology Program are proposing to build a web-based prototype for integrating Studio-Based Learning (SBL) into the curriculum, to be completed in one year. Our graduate curriculum on the design of media-based environments for learning is currently taught using a combination of seminars and labs. We are committed to designing this thoughtful blueprint of an alternative to traditional university classroom instruction to take advantage of the affordances of teaching advanced media technologies using creative and innovative methods. An SBL model based on the design studio, often referred to as an “atelier,” will create a culture of mentorship and design cohorts where ideas, knowledge, and technologies are used and shared. Building on advanced research in computer-supported collaborative learning (CSCL) and SBL, the design-prototype will be posted at the ECT/NYU website page at the end of the first year. The prototype will include a completed written design document describing the logistics for implementing the SBL method, examples of best practices from industry and academia, and videotaped interviews with students and faculty on their experiences with SBL. Funding is sought for two parts of the project. In Part 1, students will be hired (hourly) to work closely with faculty to design the Atelier Design Prototype website. In Part 2, funds will be used for honoraria for experts from a range of design studio environments, including architecture, the visual arts, and computer science, who will join the ECT faculty and participating students in a day-long brainstorming workshop to refine the prototype. This project will create an alternative model for teaching using advanced learning technologies. Preliminary conversations with stakeholders indicate that this project will attract additional research and implementation funds from government agencies, foundations, and the industry.

*Emergency Planning and Management in an Age of Catastrophe*
Rae Zimmerman, Professor, Planning and Public Administration
Wagner

Catastrophes are occurring with increasing frequency and consequences in terms of lives lost, destruction of property, loss of community, and economic cost. The field of emergency planning and management has advanced enormously as a research area and for professional training and it is critical that degree-granting academic institutions develop rigorous courses to convey knowledge in such a rapidly changing area, and uniquely situated in a public service context that NYU-Wagner provides. The project will develop a graduate (and advanced undergraduate) level course in emergency planning and management at NYU-Wagner for students university-wide.
The course fits into the Wagner curriculum, meeting an identified need. It incorporates several creative instructional features: internship and networking opportunities, notable guest speakers for a course-related advertised symposium series open university-wide. The course will also be available for potential income-generating professional training. The project is innovative in its knowledge base, combining and integrating within a single course the multiple fields of risk management and communication, the science of disasters, land use planning and technologies to reduce consequences, and social networks and human behavior that shape actions in disasters. It also integrates internship opportunities and a network of scholars and practitioners students can draw upon for direct experiential learning. Students will develop problem solving skills through data analyses and case-based problems patterned after actual emergencies. The course relies on the resources of the PI in the form of long standing research and publications in security, climate change, natural hazards, transportation and industrial accidents, and risk analysis and the PI’s broad network of professionals.

Innovation and Entrepreneurship: Arts Management and Leadership in the 21st Century
Elizabeth Bradley, Professor
Chris Jaehnig, Associate Professor
Drama, Undergraduate, Tisch

The Department of Drama, Undergraduate in the Tisch School of the Arts is working with the Steinhardt School of Education, Culture and Human Development’s MA program in Performing Arts Management to offer undergraduate students a path of coursework in the field of arts management and leadership. Through the new curriculum, students will have the opportunity to engage with this content at three tiers of commitment. They may elect to take a single class, commit to an undergraduate concentration within the Department of Drama or, upon admission, complete the MA program through Steinhardt with just one year of study beyond their undergraduate BFA program. Earlier this semester an Arts Administration Working Group convened and designed a curriculum map, outlining these paths. We are seeking funding for Phase I of implementing this project. Phase I includes: (1) sending a faculty person to the Association of Arts Administration Educators conference in held in Washington, DC in June of 2010, (2) having that person design the first course in the series (to be offered in Spring 2010/2011), (3) contributing to the cost of special material for the course and (4) developing the three other undergraduate classes that will be part of the concentration.

Buenos Aires Study Abroad Program at the Center for Global Affairs
Vera Jelinek, Clinical Associate Professor, Center for Global Affairs, SCPS

This project will lay the groundwork for a continuing education study abroad program in Buenos Aires. The program will examine economic and political capacity building in South America through the lens of civil society initiatives, microfinance and microcredit programs, and other forms of social entrepreneurship. Case studies will consider the impact of these programs on political, social, and economic inequalities in areas such as public health, education and housing. The role of women in these initiatives will be a special focus. The program will utilize the recently established NYU in Buenos Aires Center for programming, housing, and administrative
support. Students will obtain the tools with which to interpret and analyze current trends and critical issues facing Latin American countries. The course will be comprised of organized lectures and site visits. Students will have access to organizations whose programs are advancing development, poverty reduction, and gender equality. These organizations will range from internationally renowned non-governmental organizations to smaller community-based organizations.

This grant will be used for the development of the program through advance travel in spring/summer 2010 to cultivate on-the-ground contacts and resources. The course will become a part of the CGA curriculum in 2011.

_issue Advocacy Lab_
Erica Foldy, Associate Professor
David Elcott, Professor
Wagner

The goal of Issue Advocacy Lab (Advocacy Lab for short) is to create a course providing students with the opportunity to engage in real-time organizing and advocacy on behalf of a particular issue campaign -- a robust form of service learning. Along with reading about how to engage in social change efforts, students would actually contribute to a particular campaign, through activities that could include background research on the issue and the contextual landscape, developing strategy, conducting outreach such as doorknocking and web-based approaches, and organizing community meetings or educational events. These activities would take place in the context of a course in which students would also engage in more traditional pedagogical activities, including readings, case studies, outside speakers and written assignments. While the core of Advocacy Lab will be classroom learning, the experience outside the classroom is the central innovation of the course, adding a novel component to Wagner’s already existing clinical curriculum.