



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 Community Colleges application guidelines at

<http://www.neh.gov/grants/education/humanities-initiatives-community-colleges>

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: Cultivating Global Competencies in a Diverse World  
Institution: Borough of Manhattan Community College  
Project Director: Alex d'Erizans  
Grant Program: Humanities Initiatives at Community Colleges

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## I. Project Summary

Borough of Manhattan Community College (BMCC), one of the twenty-four campuses within the City University of New York (CUNY), is an urban community college that is committed to high quality education in a pluralistic multicultural environment. BMCC is one of the most diverse community colleges in the nation, with its students representing more than 155 countries and fluent in more than 113 languages. The college currently serves more than 24,500 students in credit bearing programs, with 88% of the population belonging to a minority group and has recently recognized as the fourth largest producer of associate degrees for minority students in the country.

BMCC's capacity to connect with different cultures has never been more critical than now. The world is being dramatically reshaped by global interdependence, cross and intercultural encounters, and changes in the balance of economic and political power. Such sociocultural challenges cut across academic disciplines and require perspectives beyond the present training and experience of most faculty members. BMCC is at a critical juncture as it examines its role and function in preparing the next generation of students to live and work within a global environment.

Despite its diversity, many of the college's students have only a limited understanding of world cultures. For most, their only exposure to other ethnic groups is through their educational experiences in the classroom. In recent years, BMCC has provided a wide array of activities aimed at fostering a greater understanding of the humanities. Nevertheless, many challenges still exist which have inhibited the degree of integration necessary to ensure that all students have access to global education. The college's current humanities courses are not sufficiently mapped and thus lack a central theme or organizational structure, which will ensure that students possess the analytical skills necessary to apply and transfer this learning outside the classroom. BMCC's undergraduate curriculum must adapt relevant and appropriate thematic topics at the center of its humanities offerings. More than simply embracing the notion of interculturalism by encouraging the toleration of group differences, BMCC seeks to develop a broader agenda based on the concept of "globalization," which involves sharing and learning across cultures with the aim of promoting understanding, equity, harmony, and justice in a diverse society.

To achieve this goal, BMCC will bring together faculty from its humanities division and New York University's Steinhardt School of Culture, Education, and Human Development as well as from the Faculty of Arts and Science, the Tisch School of the Arts and the Faculty Resource Network (FRN) to infuse the concept of "globalization" in their respective courses.

New York University (NYU) is well-positioned to serve a partner in the proposed BMCC Bridging Cultures project. Since 1998 more than 175 BMCC faculty have worked with educators from the FRN to acquire new knowledge and develop new, practical and effective curricula for implementation in a wide range of disciplines.

The proposed NEH project represents a major undertaking on the part of the college to strengthen and enrich humanities education. It is anticipated that over the life of the project, no fewer than 40 faculty will participate in scholarly research and threaded discussion groups, resulting in no fewer than twenty-redesigned (globally enhanced) courses, which will impact no fewer than 2,100 students. The proposed partnership between NYU and BMCC will serve as a national model for other urban institutions seeking to implement similar reforms in their undergraduate humanities offerings.

## I. Project Narrative

### A. Intellectual Rationale

**1. Central Issue:** BMCC is at a critical juncture as it examines its role and function in preparing the next generation of students to live and work within a global environment. If the college is to remain relevant in the 21<sup>st</sup> century globalized world, its students must be knowledgeable about and comfortable interacting with cultures different from their own.

Despite its diversity, many of BMCC's students have only a limited understanding of intercultural issues in local, national, and global contexts. For many, their only exposure to other cultural groups is through their educational experiences in the classroom. The college's current humanities offerings do not sufficiently map a central intercultural theme or organizational structure to ensure our students possess the analytical skills necessary to meet global challenges and apply/transfer their understanding of intercultural competencies outside the classroom. Thus, BMCC's undergraduate curriculum needs to integrate interdisciplinary and cohesive thematic topics at the center of its humanities offerings to better prepare not only culturally responsive faculty but also culturally adaptive students.

**2. Target Audience:** The intended audience for the project is comprised of three distinct groups; (1) faculty teaching in those departments representing BMCC's humanities offerings who have expressed interest in enhancing intercultural competencies in the classroom; (2) BMCC's student population enrolled in the newly modified intercultural competencies enhanced courses, who will gain an opportunity to learn the humanities in new ways and develop intercultural competencies that will enable them to work within and across various cultures; (3) faculty from within CUNY and other regional campuses who will be provided professional development activities through the project's Regional Symposium.

### B. Content and Design

**1. Current Humanities Offerings:** BMCC's system for developing courses that embrace cultural diversity has been to date, disjointed, and evolved more through trial and error than through strategic planning. The NEH project improves the quality of humanities teaching and learning by infusing intercultural competencies across the

curriculum in a coordinated and comprehensive manner, driven by best practices and guided by experts from the field. Given the depth and complexity of the subject, an intensive interdisciplinary approach, rather than a single discipline approach, is required for a thorough study of these diverse elements. Such an approach is supported by several experts Hübenthal (1994); Klein and Newell (1997); Loepf (1999); Lacutta (2001); Newell (2001); and Minnis and John-Steiner (2006). Klein and Newell (1997) who state that an interdisciplinary approach provides a process for considering questions, problems, or topics that are too broad to be dealt with by a single-discipline or profession. This approach has been successfully implemented at the University of Puerto Rico, (Mayaguez) under a previously funded NEH Bridging Cultures initiative.<sup>1</sup>

**2. Design:** To insure the NEH reforms become integrated into the fabric of the college, the project has been designed to be carried out in three phases, over a three-year period, culminating in the creation of a comprehensive professional development program, driven by humanities faculty in a leadership capacity.

Throughout the academic semester, the project will sponsor biweekly workshops, organized around eight intercultural and interdisciplinary topics (modules), utilizing experts from NYU's Humanities Initiative and supplemented with guest speakers from several prominent colleges and universities in the region (Teachers College, the New School for Social Research, Hunter College, Pratt Institute and Queen College). The modules will be scheduled biweekly with enrollment capped at 10 humanities faculty to encourage greater interaction and offered twice each year, with additional workshops utilizing guest speakers from the offered the general humanities faculty throughout the year. The goal will be to familiarize faculty with current issues and methodological problems, leading to discussions of an enhanced curriculum aimed at deepening students' intercultural engagement in local, national, and global contexts. The workshops will broach large, philosophical issues, as faculty develop greater expertise in this area, more emphasis will be placed on specific topics raised by participants.

**Phase One Faculty Development:** A total of 40 faculty leaders will participate in professional development activities, producing a network of like-minded educators, sharing their knowledge, exchanging ideas on best

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<sup>1</sup> NEH; Convergence of Culture and Science: Expanding the Humanities Curriculum at UPRM, University of Puerto Rico (Grant # 10913742).

practices and developing their own interdisciplinary thinking about local, national, and global intercultural issues, thus refining their courses to create an integrated learning experience for students.

**Phase Two Curriculum Development:** Growing interest in intercultural education has created a demand for formalized and sustained faculty support and with it, the need for a comprehensive integration of courses, which will provide students with a rich and meaningful local, national, and global intercultural experience. A total of twenty (20) intercultural competencies enhanced courses will, collectively, provide a “threaded curriculum” integrating the following four (4) intercultural competencies: (1) Cultural Understanding, (2) Responsible Citizenship, (3) Effective Communication, and (4) Integrated Reasoning (see “Rationale for Selecting Project Theme” for a detailed description of each competency). These competencies were jointly developed by faculty from NYU and BMCC during informal discussions which took place in spring of 2014, and will be articulated with NYU's course offerings. Throughout the semester, participants will continue to work at their own pace, reviewing the syllabi they brought with them and revisiting the guiding intercultural issues raised by the workshop presenters. Working with project leaders, the project will organize a threaded discussion group during the first week of the semester in which workshop participants will express what they have learned during this time period and its implications for their own teaching within their own discipline. The project evaluation staff will monitor these discussions and use the information to modify future workshop modules. During the eighth and final workshop module, BMCC participating faculty will prepare revised course syllabi for submission to the Office of Academic Affairs and make a formal presentation to the group, demonstrating how they propose to integrate into their existing courses at least three (3) assignments/activities that cultivate at least two (2) of the four (4) aforementioned intercultural competencies. The intercultural competencies enhanced courses will be reviewed by the BMCC's Dean of Curriculum who will provide faculty with ongoing feedback and ensure compliance with current academic requirements of both NYU and BMCC. The intercultural competencies identified by faculty respond directly to curricular needs of both institutions and are aligned with the 21st century learning outcomes proposed by the Association of American Colleges and Universities

under the LEAP (Liberal Education and America's Promise) initiative. <sup>2</sup>

**Phase Three: Regional Symposium:** As the number of faculty joining the project's intercultural and interdisciplinary network continues to expand, BMCC will seek the next step in its development, the sponsoring of a regional symposium aimed at fostering systemic reform among other post-secondary institutions in the region. The regional summer workshops will begin during the third year of the project, with no fewer than 50 faculty from other campuses participating in the all-day workshops. These meetings will provide BMCC the opportunity to disseminate outcomes and implement similar reforms at other campuses.

**C. Project Theme: Cultivating Intercultural Competencies in the Globalized Classroom**

<b>Module One:</b>	<b>What is intercultural education?</b>
<p><b>Presenter:</b> Jane Tylus, Director of the Humanities Initiative (NYU)  <b>Description:</b> How should we teach for the 21st century student? How can we even define intercultural education, given the increasingly wide range of international and first generation students who are now attending community colleges, four-year colleges, and universities?                  We'll begin our Workshop with a discussion about what intercultural education "means," at the current moment, particularly in light of multiculturalism's impact on the curriculum in the last twenty-five years, within a largely North American framework. We'll then grapple with the meaning of intercultural education in other educational and cultural systems (East Asia, the Middle East, South America and the Caribbean, northern Africa). Only then can we begin to understand the productive challenges that arrive when we attempt to rethink curricula for both foreign-born and first-generation students, as well as culturally-diverse US students.  <b>Readings:</b> (readings on interculturalism/intercultural education as well)                  David Damrosch, <i>What is World Literature</i> ,chapter 6; Martha Nussbaum, <i>Not for Profit</i> (chapters 1, 6); Andrew Del Banco, <i>What is College For?</i> (final chapter: "What is to be done?"); Anthony Appiah, intro and chapters 6 and 7 from <i>Cosmopolitanism</i>; Syllabus and course examples from "On Being Human," team-taught freshman seminar by Jane Tylus and Dean Gabrielle Starr, NYU</p>	
<b>Module Two:</b>	<b>Local Commitments &amp; Global Connections: Examining International Student Identity</b>
<p><b>Presenter:</b> <b>Allen M. McFarlane</b>, Assistant Vice President, Outreach &amp; Engagement, New York University  <b>Description:</b> Through analysis of texts including literature, speeches, and historical documents we will engage in discussion of questions such as what does it mean to make contributions to America as a member of an individual cultural group? What are the societal expectations of those who make contributions to areas such as literature, access to education, civil rights, self-expression and, how, if at all, do these contributors fulfill these expectations?                  This discussion will be in juxtaposition to a review of the national rise of international student college enrollment and globalism on college campuses. For international students, what are the major issues for their transition to the United States and for the classroom? What is motivation and goals for the future and how universities approach, understand and provide an American experience? The session will address the following objectives:</p> <ul style="list-style-type: none"> <li>• Provide participants with an understanding of the historical contexts that have shaped the narrative about black identity and the culture of African Americans in the United States during the 20th century</li> <li>• Provide an overview of the transition, motivation, goals, challenges of international students at New York University</li> <li>• Examine how understanding the communities impact and enhance learning in the classroom</li> <li>• Develop a new understanding how local commitments and global connections can work together to achieve desired classroom outcomes and global citizenship building</li> </ul>	

<sup>2</sup> American Association of Colleges and Universities, *College Learning for the New Global Century, A Report from the National Council for Liberal Education and America's Promise*, Washington, 2007, <http://www.aacu.org/leap/>

<b>Readings:</b>	
<ul style="list-style-type: none"> <li>• At gathering of senior international educators, the integration of international students was a theme," by Elizabeth Redden, February 20, 2014, Inside Higher Education, 2014</li> <li>• "China Continues to Drive Student Growth in the United States," The Chronicle of Higher Education, 2012</li> <li>• "Many Foreign Students Are Friendless in the U.S.," article in The Chronicle of Higher Education, 2012</li> <li>• "UNESCO (United Nations Education Scientific &amp; Cultural Organizations)" Interactive map on Global Student Mobility, University World News, Global Edition, Issue 246, 2012</li> <li>• "A Comparison of International Students and American Engagement..."</li> <li>• Internationalizing the Campus, One Student at a time"</li> <li>• Local Commitments and Global Connections</li> <li>• "At Black Colleges... Concerns Raised"</li> </ul>	
<b>Module Three:</b>	<b>Imagining the Global Citizen: Outsiders and Insiders</b>
<b>Presenter: Deborah Willis</b> , Chair, Department of Photography and Imaging, Tisch School of the Arts, NYU	
<b>Description:</b> This session will combine historical, contemporary, and theoretical approaches to address how images are constructed through media, advertising, war and disaster, beauty, and popular culture. The session will explore notions of stereotyping, and explore how the power of an image extends beyond the meaning of its original purpose and takes on another form, socially and historically. We will consider issues of representation, display and reception, as well as the wider social context in which art and culture are experienced in private and public spaces. Using case studies, we hope to interrogate the intersections between biography, photography, politics and visual culture. Each participant should view the <i>Danger of the Single Narrative</i> before the session and must bring a family photograph that describes family to them.	
<b>Readings:</b>	
<ul style="list-style-type: none"> <li>• View and discuss in next class: TED lecture by the Nigerian writer Chimamanda Ngozi Adichie on the danger of the single story, at: <a href="http://www.ted.com/talks/lang/eng/chimamanda_adichie_the_danger_of_a_single_story.html">www.ted.com/talks/lang/eng/chimamanda_adichie_the_danger_of_a_single_story.html</a></li> <li>• "The context of the image" – Benetton P. 235-244 in Liz Wells – Photography: A Critical Introduction.</li> <li>• Carole Boyce Davies, "Black/Female/Bodies Carnivalised in Spectacle and Space" in <i>Black Venus 2010: They Called Her Hottentot</i> ed. Deborah Willis Temple University Press, 2010</li> <li>• Edward P. Jones, "A Sunday Portrait," from the book <i>Picturing Us</i> by Deborah Willis, editor.</li> <li>• Carole Boyce Davies, "Secrets of Sweetness" in <i>Caribbean Erotic: Poetry, prose and essays</i> edited by Opal Palmer Adisa and Donna Aza Weir-Soley, pp. 292-301</li> <li>• Deborah Willis, "Looking Responsibly," from <i>Artistic Citizenship: A Public Voice for the Arts</i> edited by Mary Schmidt Campbell and Randy Martin, Routledge, 2006</li> <li>• Beauty (Re)Discovers the Male Body pp. 112-154-Susan Bordo in <i>Beauty Matters</i> edited by Peg Zeglin Brand, Indiana University Press, 2000</li> </ul>	
<b>Module Four:</b>	<b>What Difference Should the Recognition of Cultural Diversity Make to Liberal Education?</b>
<b>Presenter: René Arcilla</b> , Associate Professor of Educational Philosophy, Steinhardt School, NYU	
<b>Description:</b> The title question of this session will be the focus of our seminar discussion. We will begin by examining some of the classic aims and processes of liberal learning that distinguish it from other forms of education. This will prepare the way for a consideration of how the politics of cultural recognition raises new challenges for the liberal education project. Finally, we will conversely speculate on how thinking of cultures as cultures of liberal learning may alter the stress we place on their identities.	
<b>Readings:</b>	
<ul style="list-style-type: none"> <li>• Michael Oakeshott, "A Place of Learning." Charles Taylor, "The Politics of Recognition.", Susan Wolf, "Comment."</li> <li>• K. Anthony Appiah, "Identity, Authenticity, Survival: Multicultural Societies and Social Reproduction."</li> </ul>	
<b>Module Five:</b>	<b>Intercultural challenges in Archival Research</b>
<b>Presenter: Jennifer Morgan</b> , Professor, NYU Department of History.	
<b>Description:</b> This session will ask how we do research on people and subjects whose histories have not been amply archived. We will use the example of writing the history of women in slavery as our starting point, but from there raise broader questions about what archives mean, what they do, and how they shape the histories that scholars are able to write. The readings, in this order, are meant to bolster our conversation by beginning with Saidiya Hartman—a scholar who has made her struggle with the archive of gender and slavery a key piece of her scholarship; moving from her work to broader meditations on the archive for historians, and ending with Kim Hall's short piece that exemplifies the kind of historical work that is possible despite the problems of the archives.	

<b>Readings:</b>	
<ul style="list-style-type: none"> <li>• Saidiya Hartman, “The Dead Book,” chapter seven in <i>To Lose Your Mother: a Journey Along the Atlantic Slave Route</i> (Farrar, Straus and Giroux, 2007).</li> <li>• Saidiya Hartman, “Venus in Two Acts,” <i>Small Axe</i> 26 (2008): 1-14.</li> <li>• Caryn Steedman, “‘Something She Called a Fever’: Michelet, Derrida and Dust,” and “The Magistrates,” chapters 2 and three in <i>Dust: The Archive and Cultural History</i> (Rutgers University Press, 2002).</li> <li>• Durba Ghosh, “National Narratives and the Politics of Miscegenation: Britain and India,” in <i>Archive Stories: Facts, Fictions, and the Writing of History</i> ed. Antoinette Burton (Duke University Press, 2005):27-44.</li> <li>• Kim Hall “‘Extravagant Viciousness’: Slavery and Gluttony in the Works of Thomas Tryon,” in <i>Writing Race Across the Atlantic World</i> Medieval to Modern eds Phillip Beidler and Gary Taylor (Palgrave, 2005), 93-112.</li> </ul>	
<b>Module Six:</b>	<b>Contemplating Voice in Intercultural Perspective</b>
<b>Presenter: J. Martin Daughtry</b> , Associate Professor of Music, NYU	
<b>Description:</b> In this session we will examine the human voice and a small number of vocal practices in intercultural and interdisciplinary contexts. Voice is an exceedingly complex subject. Minimally, we can understand it as (1) the result of a complex physiological process; (2) a privileged medium of communication; (3) an aestheticized object; (4) a gendered, racialized and in other ways essentialized text; (5) an acoustic event; (6) an affective force; (7) a technologically mediated commodity; and (8) a master metaphor for self, truth, presence, and agency. The session is designed to facilitate a discussion of the cultural situatedness of our voices, the power that voices exert on our lives, and the factors that condition and delimit that power.	
<b>Readings:</b> Simon Frith, “The Voice.”; Laurie Stras, “White Face, Black Voice: Race, Gender, and Region in the Music of the Boswell Sisters.”; Amanda Weidman, “Gender and the Politics of Voice: Colonial Modernity and Classical Music in South India.” ; J. Martin Daughtry, “From Voice to Violence and Back Again.”	
<b>Module Seven:</b>	<b>Creating Global Liberal Studies at NYU: Discussion of syllabi, course strategies, and assignments for intercultural competencies</b>
<b>Presenters:</b> Robert Squillace, Assistant Dean, and Peter Diamond, Global Liberal Studies Program, NYU	
<b>Description:</b> Infusing global competencies in the classroom is more than a matter of making reference to cultural and social conditions outside the United States or the West or even the Global North; it requires unlearning the nation-based perspectives in which most of us were trained and instead imagining the world as a set of interlocking, transnational systems. I will lead a discussion on the best ways to integrate into courses across a variety of disciplines materials and assignments that will at once enable students to broaden their understanding of cultures outside their own and to recognize that cultural difference is not the result of national character, but is contingent on forces of global scope and is always changing. I will also involve the group in practical discussion of the ways NYC’s rich ethnic diversity can be used to bring learning outside the classroom and to see how cultures reconfigure themselves through close contact with each other. Readings	
<ul style="list-style-type: none"> <li>• Tim Cresswell, “Place: Encountering Geography as Philosophy”</li> <li>• Anthony Appiah, <i>Cosmopolitanism</i>, selections</li> <li>• Martha Nussbaum, “Not for Profit,” selections</li> <li>• David Damrosch, “World Literature,” selections</li> <li>• Emily Apter, “Against World Literature,” selections</li> </ul>	
<b>Module Eight:</b>	<b>Dissemination</b>
<b>Jane Tylus (NYU), Erwin Wong (Dean for Curriculum, BMCC), Alex d’Erizans (BMCC) &amp; Vincent Cheng (BMCC)</b>	
<b>Description:</b> This stage of the project, where we guide the participating BMCC faculty to become intercultural education leaders, is key to the long-term success of the program. Building on the presentations of key scholars and their experience of working directly with colleagues from other disciplines, participants will showcase their intercultural competencies enhanced coursework among project leaders, colleagues and BMCC’s Dean of Curriculum. This will be followed by reflective exercises in which participants will express what they have learned during this time period and its implications for their own teaching within their own discipline. The project evaluation staff will monitor these discussions and use the information to modify future workshop modules.	

#### D. Personnel

The proposed NEH project will be directed by three faculty, Alex d’Erizans (History), Jane Tylus (NYU

Humanities Initiative) and Vincent (Tzu-Wen) Cheng (Speech, Communication and Theatre Arts). In recent months, they have organized a series of informal lectures for BMCC faculty on interculturalism, and will be responsible for providing intellectual leadership and oversight of the NEH project. Cynthia Wiseman (Developmental Skills) and Eva Kolbusz Kijne (Speech, Communication and Theatre Arts) will work with the project leaders to facilitate curriculum development, and catalyze faculty interest in intercultural education and intercultural competencies. Dr. Wiseman has made several presentations on the integrating global learning outcomes into the curriculum, and has worked with Dr. Tylus in shaping the faculty workshops under this solicitation. Dr. Kolbusz has served on several college-wide planning groups aimed at globalizing the BMCC's undergraduate offerings and has presented papers pertaining to media and culture at regional, and national conferences. Phyllis Niles (Library) has worked with faculty and staff in realigning services aimed at expanding the Library's holdings to include an intercultural perspective. As co-PI, she will work with project leadership in the design and distribution of the needs assessment survey as well as conduct focus groups among the faculty to assist in the customization of future workshops. The information will be integrated in the project's summative evaluation report to NEH and shared with project leaders and Regional Symposium participants.

**Scholars:** **Jane Tylus**, is Professor of Italian Studies and Comparative Literature, and Faculty Director of the Humanities Initiative at NYU. She has written and spoken widely on issues of translation, humanities education and intercultural education. As founding Director of the Humanities Initiative at NYU she has hosted a wide range of speakers and organized professional development workshops for BMCC's faculty. **Deborah Willis**, is Chair of the Department of Photography & Imaging at the Tisch School of the Arts at NYU. She was a 2005 Guggenheim Fellow and Fletcher Fellow, and a 2000 MacArthur Fellow. In addition to her career as an art photographer, she is one of the nation's leading historians of African American photography and curator of African American culture. Prof. Willis will conduct sessions which will explore notions of stereotyping and explore how the power of an image extends beyond the meaning of its original purpose and takes on another form socially and historically. **Allen McFarlane**, serves as NYU's Assistant Vice President for Outreach and Engagement. Dr. McFarlane will lead a discussion on the national rise of international student college enrollment and globalism on college campuses. **Rene Arcilla**,

Professor of the Philosophy of Education, at NYU's Steinhardt School will lead a discussion on what difference should the recognition of cultural diversity make to liberal education. This conversation will prepare the way for a consideration of how the politics of cultural recognition raises new challenges for higher education. **Jennifer Morgan**, is professor of History and of Social and Cultural Analysis at New York University. She is the author of *Laboring Women: Gender and Reproduction in the Making of New World Slavery* and is currently at work on a project that considers colonial numeracy, racism, and the rise of the transatlantic slave trade. Dr. Morgan will lead a session on how we do research on people and subjects whose histories have not been amply archived. She will use the example of writing the history of women in slavery as our starting point, but from there raise broader questions about what archives mean, what they do, and how they shape the histories that scholars are able to write. **Martin Daughtry** is an Assistant Professor of Music at NYU with research interests centering on sound studies and the intersection of music and politics. In this session we will examine the human voice and a small number of vocal practices in intercultural and interdisciplinary contexts. The session is designed to facilitate a discussion of the cultural situatedness of our voices, the power that voices exert on our lives, and the factors that condition and delimit that power. **Robert Squillace** is the Assistant Dean for Academic Affairs in NYU's Liberal Studies program, where he oversees curriculum for the two-year Core program and the Global Liberal Studies bachelor's degree. Dr. Squillace has been instrumental in shaping NYU's curriculum by embracing a wide range of disciplines aimed promulgate intercultural competencies. **Peter Diamond**, is a Master Teacher in NYU's Liberal Studies Program and Coordinator of its Core Program. He has taught courses in American political thought, theories of liberalism, nationalism, cultural membership, democratization, and the ethics of war and peace. He has authored numerous articles and book chapters on eighteenth-century Anglo-American moral and political philosophy as well as modern political theory.

## E. Institutional Context

**1. Mission and Strategic Planning:** BMCC's five-year strategic plan *A Bridge to the Future* identified global engagement with the commitment to promoting student awareness and understanding of global issues, as one of four strategic priorities for the college. As part of the strategic planning process, a *Steering Committee on Globalization* was formed in 2011 and charged with the responsibility of recommending a series of comprehensive

strategies aimed at infusing the curriculum with global experiences and appointing campus leaders to facilitate the implementation of these recommendations. Several of the *Steering Committee* members have played a pivotal role in shaping the proposed NEH proposal.

**2. Program Resources:** NYU will provide BMCC's faculty with a wide range of resources. Since 1998 BMCC has been an active member of NYU's Faculty Resource Network (NYUFRN), which provides faculty members with professional development opportunities in the humanities. During this time period, more than 175 BMCC faculty have worked with educators from the FRN to acquire new knowledge and skills. In addition, BMCC's will work with Dr. Jane Tylus (co-PI) and faculty from NYU's Humanities Initiative (many of whom are guest speakers) in aligning its humanities coursework with the offerings at NYU.

**3. Previous Efforts:** During the summer of 2014, scholars from NYU's Humanities Institute lead a series of informal workshops to guide BMCC participating faculty to determine and analyze the meanings, challenges, and implications of core themes related to intercultural education. These deliberations served as the groundwork for the themes proposed under the current NEH solicitation and have inspired educators from BMCC to begin redesigning their instructional materials to promote greater intercultural engagement and competencies in the classroom. Establishing a formal, comprehensive, and professional development program driven by prominent humanities faculty in a leadership and collaborative capacity will ensure the NEH reforms become integrated into the fabric of the college and will empower our students to assert themselves as confidently able global citizens.

## F. Dissemination

During the final year of the project, BMCC will offer a regional symposium in partnership with NYU and within CUNY and the New York City Region. During the all day events, faculty will listen to keynote speakers and panelists in the area of intercultural education and global studies, and will participate in breakout sessions, all of which invite critical analysis of a selected humanities topic. The two partnering institutions, BMCC and NYU, view the symposium as a logical outgrowth of the previous cycles of workshops and curriculum development that have evolved during the first two years of the program. The scheduling of the symposium during the third year of the grant is done so intentionally to allow for refinement of the intercultural competencies enhanced courses and to ensure

the development of the project's faculty leaders who will serve as presenters and role models for educators from other colleges.

## G. Evaluation

The primary goal of the evaluation component will be to determine whether the interdisciplinary professional development activities have succeeded in providing students and faculty with greater intercultural competencies. The overall project evaluation will be directed by the two project directors (d'Erizans and Kolbusz) and the Office of Institutional Research will assist in the design of survey forms and the implementation of quantitative and qualitative research appropriate to evaluate the performance objectives of the project.

**Goal 1 (Academic Need):** advance the role of the humanities through the development and implementation of curricula incorporating intercultural competencies into core humanities courses.

**Objective 1A:** By December 2017, ensure the successful redesign and implementation of no fewer than **20** intercultural competencies enhanced courses in BMCC's humanities offerings which are fully articulated with the offerings at NYU.

**Goal 2 (Faculty Development):** Ensuring the development of a diverse, intellectually vigorous faculty committed to the improvement of the humanities by creating communities of like-minded scholars to engage in a constructive discussion of key issues involving intercultural competencies.

**Objective 2A:** By December 2017 create a self-sustaining network of no fewer than **40** BMCC humanities faculty who will advance promising and thoughtful new strategies to promote intercultural competencies.

**Goal 3 (Student Enrichment):** provide students the opportunity to broaden their intercultural perspective, deepen their understanding of and engagement with other cultures, as well as develop a greater sense of global citizenship.

**Objective 3A:** By December 2017 provide no fewer than **2,100 students** with meaningful intercultural experiences by implementing no fewer than **20 intercultural competencies enhanced courses**.

**Goal 4 (Systemic Reform):** Serve as a resource for other postsecondary institutions in the region seeking to strengthen and enrich intercultural education by identifying the needs of faculty and developing professional development activities to meet such needs.

**Objective 4A:** By December 2017 provide no fewer than **50 humanities faculty from other community colleges** with meaningful educational experiences through its *Regional Symposium*.

## H. Statement of eligibility

"Borough of Manhattan Community College is a Hispanic-Serving Institution, as determined by the Department of Education and the data (ID# 00269100) on file with the National Center for Education Statistics."

## IV. Appendices

### A. Work Plan

The BMCC NEH initiative, *Cultivating Intercultural Competencies in the Globalized Classroom*, is an interdisciplinary three-year project designed to equip students with greater intercultural competencies to participate in a globalized world. More than simply embracing the notion of cultural diversity by encouraging the toleration of group differences, BMCC seeks to develop a broader agenda based on a common theme of enhancing intercultural competencies across course offerings in the Humanities so that BMCC students can better understand the interconnected world around them and be prepared to become effective agents of social justice and social change. At BMCC, this theme takes on heightened importance when viewed against the needs of the college's diverse student body and the myriad of demands they will face as they live, study, and work in the largest and most diverse city in the nation.

The project responds directly to the NEH's Humanities Initiatives at the Hispanic Serving Institutions program and with the guidance of recognized scholars it will reinvigorate BMCC's humanities offerings by introducing new scholarship and texts with the purpose of encouraging a dialogue on interculturalism and deepening each student's engagement with intercultural issues in local, national, and global contexts.

#### 1. Project Activities

BMCC must be intentional in its efforts to facilitate this transformation and will need to implement reforms in three (3) phases:

Cultivating Intercultural Competencies in the Globalized Classroom				
Phase I: Developing Faculty Expertise		Phase II: Implementation		Phase III: Dissemination
Faculty Development		Curriculum Development		Regional Symposium
Biweekly Workshops	Guest Speakers	Creation of Globally Enhanced Courses		Conference

**a. Faculty Development:** Curricular reform is most likely to be successful when disciplinary expertise is paired with an understanding of the pedagogy underlying teaching and learning. The biweekly workshops will bring together BMCC faculty with professors from NYU's Steinhardt School of Culture, Education, and Human Development as well as from the Faculty of Arts and Science and the Tisch School of the Arts to generate discussions in the following areas: (a) What is Intercultural education today? A philosophical discussion on how interculturalism should make a difference to the idea of liberal education, (b) Exploring the role of local communities in New York to develop a new understanding on how they and global connections can work together to achieve desired classroom outcomes and global citizenship building, (c) Discovering "hidden" intercultural histories and exploring why they matter, (d) Using the stories told by various cultures to identify notions of self-identify and the concept of being a stranger in an increasingly interconnected world. Participants will meet with scholars over a five-day period in a guided practicum (involving lectures and formal presentations by outside experts). Guest speakers will be invited to

**BMCC Humanities Studies Initiative  
Faculty Workshop Schedule**

	Year 1		Year 2		Year 3
Faculty Participants	Spr '15	F'15	Spr '16	F'16	Sum '17
Cohort A	10				
Cohort B		10			
Cohort C			10		
Cohort D				10	
Symposium					50
<b>Cumulative Total</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>90</b>

shed light and provide diverse perspectives on the ethical quandaries that exist in being both a citizen of a particular place as well as a “citizen” of the world. Are global and national identities always compatible? What ethical obligations operate upon scholars when they seek to understand, or be understood, by other societies? How do we go about constructing histories of identity in ways that lead toward greater intercultural understanding and engagement in a globalized world?

**b. Curriculum Development** and teaching are the heart of the academic enterprise. It is therefore imperative that the curriculum reflect the cultural diversity in which the college’s future professionals will be engaged. A total of twenty (20) intercultural competencies enhanced courses will collectively provide a “threaded curriculum” integrating the following four (4) competencies: (1) Cultural Understanding, (2) Responsible Citizenship, (3) Effective Communication, and (4) Integrated Reasoning. These competencies were jointly developed by faculty from NYU and BMCC during informal discussions which took place in spring of 2014 and are aligned with the 21st century learning outcomes proposed by the Association of American Colleges and Universities (AACU) under the LEAP (Liberal Education and America’s Promise) initiative.<sup>1</sup>

**c. Regional Symposium:** As the number of faculty joining the project’s intercultural and interdisciplinary network continues to expand, BMCC will seek the next step in its development, the sponsoring of a regional symposium aimed at fostering systemic reform among other post-secondary institutions in the region. The regional summer workshops will begin during the third year of the project, with no fewer than 50 faculty from other campuses participating in the all-day workshops. These meetings will provide BMCC the opportunity to disseminate outcomes and facilitate the implementation of similar reforms at other campuses.

**d. Selection Process:** The intended audience for the project are faculty teaching in those departments representing the college's humanities offerings. The project will be directed at faculty with four or more semesters of teaching at the college who have expressed interest in enhancing intercultural competencies in the classroom. A three-member selection committee comprised of project leaders from Speech (Kolbusz), History (d’Erizans) and Developmental Skills (Wiseman) will review essays submitted by applicants, describing their teaching experience as well as providing a brief description of the course they would be interested in modifying and a statement regarding their expectations as to how the proposed NEH project will support and/or enhance their pedagogy and achieve the goals of their academic department or the college’s strategic priorities.

A total of 40 BMCC faculty leaders will be directly trained by the proposed NEH initiative over the life of the grant, producing a network of like-minded educators, sharing their knowledge, exchanging ideas on best (classroom) practices and developing their own interdisciplinary thinking about intercultural issues, thus refining the intercultural competencies enhanced courses to create a more integrated learning experience for students. A significant portion of the college’s student population enrolled in the newly modified intercultural competencies enhanced courses will gain an opportunity to learn the humanities in new ways and develop competencies that will enable them to work within and across various cultures. Additional faculty from within CUNY and other regional campuses will also be provided with professional development activities through the Regional Symposium sponsored through the NYU Faculty Resource Network.

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<sup>1</sup> <http://www.aacu.org/leap/>

**e. Needs Assessment:** a detailed pre-and-post-assessment survey will be distributed by one of the project's co-PIs (Niles) in cooperation with BMCC's Center for Excellence in Teaching, Learning and Scholarship (CETLS), to determine the initial level of intercultural knowledge and engagement among each of the participants and determine the impact of the workshops. The survey will allow the project team to customize the workshops and provide baseline information used to determine the project's effectiveness. Within a three-month time period after completing the workshops, the college will conduct a follow-up survey with each of the participants in order to determine the workshop's effect on both the participants and their respective intercultural competencies enhanced courses. The survey will contain information regarding the usefulness of the workshop format and content, the level of progress made by each participant since the conclusion of the workshops as well as the type of obstacles they have encountered implementing their intercultural competencies enhanced courses. The results of the survey will be summarized and used by the project for the final report and used to customize future workshop modules. The information and products derived from these follow-up surveys will also be posted on the BMCC Website for dissemination and shared with NEH, project leaders, and other Regional Symposium participants in year three of the project.

## V. Rationale for Selecting Project Theme

### A. Rethinking Multiculturalism

An influential perspective on cultural diversity in a globalizing world, multiculturalism has been defined as a process by which different cultures live peacefully alongside each other; for some multiculturalists, assimilation of these cultural differences is not necessary nor even desirable. As globalizing societies continue to become more diverse and as nations attempt to deal with the tensions often associated with the influx of new cultures, multiculturalism has gained much popularity and shaped various public policies. Not surprisingly, advocates of multiculturalism point out that within the past two decades, Western democracies have increasingly embraced the concept of multiculturalism which has helped shape public debate concerning equity and the inclusion of multiple, diverse cultural groups.<sup>2</sup>

As noted by C. James Trotman, *multiculturalism* is valuable because it "uses several disciplines to highlight neglected aspects of our social history, particularly the histories of women and minorities [...and] promotes respect for the dignity of the lives and voices of the forgotten. By closing gaps, by raising consciousness about the past, multiculturalism tries to restore a sense of wholeness in a postmodern era that fragments human life and thought."<sup>3</sup>

Critics of multiculturalism, however, often question whether the ideal of various cultures co-existing benignly yet remaining distinct is sustainable, paradoxical, or even desirable.<sup>4</sup> Multiculturalism has recently become a much debated subject in certain European nations that were once associated with a single, national cultural identity. Leading national politicians such as Angela Merkel (Germany), David Cameron (Great Britain) and Nicolas Sarkozy (France) have argued that multiculturalism undermines national unity, hinders social integration and facilitates social fragmentation,<sup>5</sup> and concomitantly the term "multiculturalism"

<sup>2</sup> Kymlicka, Will. "The New Debate on Minority Rights (and Poscript)." in *Multiculturalism and Political Theory*, edited by Anthony S. Laden and David Owen. Cambridge: Cambridge University Press, 2007, p. 25-59.

<sup>3</sup> C. James Trotman (2002). *"Multiculturalism: roots and realities."* Indiana University Press. pp. 9=10. ISBN 978-0-253-34002-3..

<sup>4</sup> John Nagle, *Multiculturalism's double bind: creating inclusivity, cosmopolitanism and difference*. Ashgate Publishing, September, 2009, p. 129.

<sup>5</sup> Daily Mail Reporter, February 11, 2011, [www.dailymail.co.uk/news/article-1355961/Nicolas-Sarkozy-joins-David-Cameron-Angela-Merkel-view-multiculturalism-failed.html](http://www.dailymail.co.uk/news/article-1355961/Nicolas-Sarkozy-joins-David-Cameron-Angela-Merkel-view-multiculturalism-failed.html)

and the policies its advocates promote have become widely unpopular in various national surveys in some of those countries.<sup>6</sup> Besides the political critiques of multiculturalism, academics have criticized multiculturalism for reinforcing static ideas of identity along racial, ethnic, or cultural lines rather than highlighting the fluid nature of individual identities. In addition, these critics charge multicultural policies as inadequately promoting active dialogue between peoples of different identities and being content with communities merely co-existing alongside one another without meaningfully engaging with one another in constructive social exchange.

### **1. Interculturalism as an Alternative to Multiculturalism**

An emerging and viable alternative framework to multiculturalism is the related but distinct notion of interculturalism: a set of ideas and theoretical approaches that acknowledge the diverse makeup of local, national, and global communities while promoting dynamic and engaged exchanges among these communities. Because some scholars (Schlesinger 1991; Ravitch 1990) question whether multiculturalism has facilitated social fragmentation and entrenched divisions<sup>7</sup> whereas others (Baker 1999; Lehman 2010; Trotman 2002) have advocated for the need to preserve multiculturalism by including it as a component of global education,<sup>8</sup> it has become imperative in an increasingly interdependent and interconnected world to fashion a viable and agreeable alternative to multiculturalism that doesn't forsake its core principle of diverse communities living harmoniously with one another. Interculturalism seeks to allay the doubts about and objections to multiculturalism's efficacy by focusing less on merely respecting the diversity of communities and more pronouncedly highlighting and encouraging the dialogue between those communities in an effort to achieve mutual understanding and joint growth in a collaborative effort of social unity. The United States, like many multiracial heterogeneous nations, faces the challenge of balancing the promotion of national identity, preserving cultural diversity, and encouraging global perspectives through education policies. The tensions between these perspectives remain highly relevant in today's increasingly globalized world. It has been argued that in an age where societies have become "globally connected and culturally intertwined"<sup>9</sup> interculturalism will become a more pertinent and relevant force. The matter of rethinking the limitations of multiculturalism in the context of globalization, as well as the efficacy of embracing interculturalism and enhancing intercultural competencies, is a critical undertaking which will serve as the central theme of this project, equipping BMCC students with necessary intercultural competencies so that they can better understand the interconnected world around them and be prepared to become effective agents of social justice and social change.

While there is a lively academic debate as to whether interculturalism is in fact a completely different paradigm from multiculturalism or whether it is merely "...complementary to multiculturalism"<sup>10</sup>, proponents of interculturalism (Cantle, 2012; Zapata-Barrio, 2013) argue that distinctive features such as a focus on dynamic personal identity rather than group identity and an emphasis on promoting "positive

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<sup>6</sup> Cantle, Ted. (2012). "About Interculturalism: Community Cohesion and Intercultural Relations." <http://tedcantle.co.uk/resources-and-publications/about-interculturalism/>

<sup>7</sup> Meer, Nasar; Modood, Tariq, "How does Interculturalism Contrast with Multiculturalism?", *Journal of Intercultural Studies*, December 19, 2011 <http://www.bristol.ac.uk/ethnicity/documents/interculturalism.pdf>, March 2013.

<sup>8</sup> Baker, F. Multicultural Versus Global Education: Why Not Two Side of the Same Coin? Fall 1999, p.99

<sup>9</sup> Manuel Castells, *The Information Age: Economy, Society and Culture*. Vol. 2. *The Power of Identity*. Blackwell, 1997, 3.

<sup>10</sup> Meer, Nasar; Modood, Tariq, "How does Interculturalism Contrast with Multiculturalism?", *Journal of Intercultural Studies*, December 19, 2011 <http://www.bristol.ac.uk/ethnicity/documents/interculturalism.pdf>, March 2013.

interaction”<sup>11</sup> are distinguishing features of interculturalism, marking it as a completely new framework to confront the considerable challenges of creating social unity in the face of increased, potentially fracturing diversity. Even as this academic debate continues, given the extensive intellectual and political skepticism as to whether multiculturalism in fact actually promotes its own professed objectives of recognizing cultural diversity while simultaneously promoting social cohesion, interculturalism as a theoretical framework presents a refreshing and constructive alternative that addresses the dynamic aspects of identity while emphasizing intercultural competencies as a necessary condition for achieving social unity. For these reasons, interculturalism will be an effective and engaging thematic focus that will allow BMCC faculty and students to explore cultural similarities and bridge cultural differences in creative and interdisciplinary ways.

## 2. Intercultural Education and Intercultural Competencies

The BMCC NEH initiative, *Cultivating Intercultural Competencies in the Globalized Classroom*, is an interdisciplinary three-year project designed to equip students with greater intercultural competencies to participate in a globalized world. More than simply embracing the notion of cultural diversity by encouraging the tolerance of group differences, BMCC seeks to develop a broader agenda based on a common theme of enhancing intercultural competencies across course offerings in the Humanities so that BMCC students can better understand the interconnected world around them and be prepared to become effective agents of social justice and social change. At BMCC, this theme takes on heightened importance when viewed against the needs of the college’s incredibly diverse student body and the myriad of demands they will face as they live, study, and work in the largest and most diverse city in the nation.

The project responds directly to NEH’s Humanities for Hispanic Serving Institutions initiative and with the guidance of recognized scholars it will reinvigorate BMCC’s humanities offerings by introducing new scholarship and texts with the purpose of encouraging a dialogue on interculturalism and deepening each student’s engagement with intercultural issues in local, national, and global contexts.

The four (4) intercultural competencies BMCC intends to cultivate through this project and its resulting intercultural competencies enhanced courses are

- (1) **CULTURAL UNDERSTANDING:** the ability to comprehend global and cultural diversity within historical, artistic, and societal contexts; students shall
  - Understand the influence of history, economy, politics, geography, religion, gender, race, ethnicity, and other factors on their identities and the identities of others;
  - Recognize the similarities, differences, and dynamic relationships existing among people and cultures;
  - Explore explicit and implicit forms of power, privilege, inequality, and inequity;
  - Engage with, and be open to, people, ideas, and activities from other cultures as a means of personal and professional development.
  
- (2) **RESPONSIBLE CITIZENSHIP:** the ability to participate as a member of local, national, and global communities, and have the capacity to lead in an increasingly interdependent world; students shall

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<sup>11</sup> Zapata-Barrero, R. (2013) *The three strands of intercultural policies a comprehensive view*. GRITim Working Paper Series No.17, Summer 2013. (Barcelona Universitat Pompeu Fabra)

- Develop a personal sense of ethics, service, and civic responsibility that will inform their decision-making process regarding diverse issues;
- Understand the impact of personal behavior on others;
- Utilize knowledge, attitudes, and skills to engage with diverse challenges facing humanity.

(3) **EFFECTIVE COMMUNICATION:** the ability to use a variety of media to communicate effectively with diverse audiences; students shall

- Recognize the influence of cultural norms, customs, and traditions on communication, and use this knowledge to enhance interactions in diverse contexts;
- Develop proficiency in other languages, and understand how languages relate to cultures;
- Utilize observation, conflict management, dialogue, and active learning as a means of understanding and engaging with different peoples and perspectives;
- Communicate ideas and values effectively to diverse audiences through appropriate media and formats.

(4) **INTEGRATED REASONING:** the ability to integrate discipline-based knowledge to make informed decisions that reflect humane social, ethical, and aesthetic values; students shall

- Understand how one's place in the world is related to historical, geopolitical, and intellectual trends, which are influenced by geographic, socio-cultural, economic, and ecological conditions;
- Perceive the world and one's own life in a constantly interdependent and dynamic system;
- Frame, understand, and act upon one's own judgments from interdisciplinary perspectives and worldviews;
- Understand how different disciplines contribute to one's knowledge of various intercultural processes (e.g. identity, security, environment, trade, and human health), and how these processes are closely connected and mutually influential;
- Understand how varied disciplines conceptualize data, methodologies, and solutions differently, and recognize one's problem-solving potential and limitations by taking social, cultural, contextual, disciplinary, and other factors into account;
- Comprehend the complexity and interconnectedness of intercultural processes (e.g. identity, security, environment, trade, and human health), and be able to critically analyze them, as well as compare and contrast them, across different cultures and contexts;
- Synthesize information and meaning from multiple credible sources in order to enhance their decision-making process in various contexts;
- Utilize technology, human and natural capital, information resources, and diverse ways of knowing to solve problems.

These four (4) competencies were jointly identified and developed by faculty from NYU and BMCC during informal discussions which took place in the spring of 2014 and are aligned with BMCC's *A Bridge to the Future* five-year strategic plan and the 21st century learning outcomes proposed by the Association of American Colleges and Universities (AACU) under the LEAP (Liberal Education and America's Promise) initiative.<sup>12</sup>

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<sup>12</sup> <http://www.aacu.org/leap/>

## VIII. Workshops and Scheduled of Activities

### 1. Guest Speaker Series: College-wide Workshops for Humanities Faculty

**Guest Speaker:** Megan Laverty, Teachers College, Columbia University

**Topic:** What is Civility?

**Date:** Fall 2015

**Description:** Societies, public institutions and schools often promote civility without understanding its true nature. In this workshop we will undertake an intensive study of the different philosophies of civility, with a focus on Aristotle, Immanuel Kant, Ralph Waldo Emerson and John Dewey. More specifically, we will evaluate the significance of Dewey's claim that manners have the status of being "minor morals".

**Guest Speakers:** Jonathan Bach (New School), Alexandra Delano (New School), L.M.H. Ling (New School), Yukiko Koga (Hunter College)

**Topic:** "What is 'the Global'? Exploring Interdisciplinary Approaches to Teaching about Global Issues to College Students"

**Date:** Fall 2015

**Description:** Creating global citizens—what Kant famously called "a citizen of the world"—is a widely shared normative goal amongst U.S. colleges today. Colleges have historically understood this task as helping students learn about others. Yet given the unprecedented diversity of today's America, it is equally imperative for students to learn from and with others. How can our pedagogy reflect the need for our students to understand their complex world? How can students and their instructors learn to think across disciplines and move between the scales of the local and the global, while keeping in sight the realities of human lives at the center of these questions? What opportunities and challenges emerge from ongoing dialogues between the Global South and Global North when translated into the classroom? This workshop explores how new, interdisciplinary curricula have sought to address these questions, and discuss the challenges and opportunities that interdisciplinary frameworks present for preparing new generations of citizens and leader in the service of a more just world. We will discuss curricular design, including approaches to introductory courses and connecting coursework with experiences and research beyond the classroom; new directions in the scholarship of interdisciplinary and global studies; and opportunities arising from teaching ethnically diverse student audiences that include many foreign-born or first-generation students.

**Guest Speakers:** Jonathan Zimmerman, NYU

**Topic:** The Birds, the Bees, and the World: How Sex Education Encircled the Globe

**Date:** Spring 2015

**Description:** How have different nation-states taught about sex in their public schools? This talk suggests that the United States--often considered a laggard in sex ed--was actually the world leader in the first half of the 20th century, when the US pioneered sex education as a way to fight venereal disease. The American approach came under fire in the post-WWII era from European countries, which tended to stress individual rights and pleasure over social goals and outcomes. In the so-called Third World, finally, sex education--of

any kind--was often rejected as a corrupt fruit of the overly sexualized West. How can Western liberals square their twin commitments to sex education and to cultural sensitivity?

**Guest Speakers:** Sujatha Fernandes, Associate Professor of Sociology, Queens College and CUNY Graduate Center

**Topic: Neoliberalism: Historical Perspectives and Critical Possibilities in Global Society**

**Date:** Spring 2015

**Description:** Neoliberalism, a series of market oriented reforms aimed at global economic integration, free trade, privatization, and deregulation, has been presented by some scholars as an aberration in the history of capitalism, by other scholars as an obstacle to the achievement of true social democracy, and by other scholars still as synonymous with processes of democratization. In contrast, this one-day workshop entitled, Neoliberalism: Historical Perspectives and Critical Possibilities, seeks to explore the larger global trajectory of neoliberalism, situating it within evolving social and historical processes of late capitalism, and discussing the possibilities that it may make available for political action. We aim to bring together a range of scholars from social science disciplines such as sociology, anthropology, and politics, as well as social movement activists to explore the meanings of neoliberalism in a contemporary context. We seek to challenge the dichotomous terms on which much of the debate about neoliberalism has taken place, namely whether it mobilizes or demobilizes, undermines or promotes democratization, facilitates or suppresses nationalism. Through a cross-disciplinary conversation among scholars and activists working in diverse regional contexts including the United States, Latin America, and Asia, we hope to provoke reflections about the multi-dimensional nature of neoliberalism. Neoliberalism also intends to probe the ways in which citizenship, public space and social movements have been reconfigured during the current neoliberal moment. What kinds of openings does neoliberalism offer for political activism and what are the new frames of action that it generates?

## 2. Curriculum Development Plan

**Curriculum Development** will be conducted using a three-stage model consisting of the following activities in sequential fashion; **development**, **piloting** and **modification**. In recent years, the college has used this three-stage model to develop new curricula for several of its disciplines with a high degree of success. At the conclusion of each term, a *faculty, with assistance from humanities experts from NYU* will have **developed** a syllabus and a body of materials, with a written description of the strategies they will use to implement global studies within each of the revised courses. A second term will be devoted to **piloting** the instructional materials in a small number of sections. The third semester will then be used to **modify** the existing course materials in order to satisfy both college-wide standards and senior college needs. The products developed at the conclusion of each phase, will be revised and made available on the BMCC web site as well as other forms of electronic media to facilitate dissemination and other humanities faculty.

## 3. Biosketches for Workshop Presenters

Noted scholars participating in the BMCC Humanities Initiatives at Hispanic Serving Institutions will include:

**Dr. Alex d'Erizans** (BMCC) received his B.A. in Political Science and History from Duke University, and his Ph.D. in History from the University of Illinois (Urbana-Champaign). As a scholar of modern Europe, with a concentration on German, Russian, and military history, Dr. d'Erizans wrestles with the physical and psychological challenges and displacements resulting from utopian projects of transformation, and explores the reconfiguration of grass-roots identities. Throughout the 2010/2011 academic year, he participated in a workshop entitled, *From Inquiry to Innovation: Integrating the Humanities into General Education*, a one-year interdisciplinary multi-campus initiative (meeting at Hostos Community College) promoting the teaching of specifically the Humanities at CUNY, helping faculty develop syllabi and curricula that will unify students' academic experience, and generating ideas for First-Year Inquiry and Capstone courses. Most recently, he has coauthored an article detailing a unit plan based upon the Paris Peace Conference of 1919, which appeared in *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas* 85 (4). In addition, within a piece forthcoming in *The Historical Journal*, entitled "Securing the Garden and Longings for *Heimat* in postwar Hanover, 1945-1948," Dr. d'Erizans scrutinizes private garden plots in order to wrestle with the way in which Germans related to displaced persons (DPs)--former foreign workers, Allied POWs, and concentration camp inmates--in immediate post-WWII Hanover

**Jane Tylus**, is Professor of Italian Studies and Comparative Literature, and Faculty Director of the Humanities Initiative at NYU. She has also served as NYU's Vice Provost for Academic Affairs, and while at the University of Wisconsin, Associate Dean for the Humanities. A specialist in late medieval and early modern literatures and the history of religion, Professor Tylus is the author of *Reclaiming Catherine of Siena* (Chicago, 2010, winner of the MLA Howard Marraro Prize for Outstanding Work in Italian Studies) and translator of the poetry of Gaspara Stampa and Lucrezia Tornabuoni. She is currently general editor of *I Tatti Studies in the Italian Renaissance*. She has written and spoken widely on issues of translation, humanities education, and the concept of pilgrimage, and with Dean Gabrielle Starr is teaching in the fall of 2013 an experimental freshman seminar entitled "On Being Human." As founding Director of the Humanities Initiative she has hosted a wide range of speakers at NYU since 2007, including NYRB editor Robert Silver, NEH Chairman Jim Leach, actress Anna Deavere Smith, and PMLA editor Simon Gikandi.

**Dr. Vincent (Tzu-Wen) Cheng** is an Assistant Professor and Communication Studies Program Coordinator in the Speech, Communication, and Theatre Arts Department at Borough of Manhattan Community College. He received three graduate degrees from New York University including an M.C.J. degree from the School of Law, an M.A. degree in Speech & Interpersonal Communication, and a Ph.D. degree in International Education (both from the Steinhardt School of Culture, Education, and Human Development). Since joining BMCC in 2005, Dr. Cheng has participated in a Salzburg Global Seminar and has presented papers pertaining to international education and intercultural communication at various college-wide, university-wide regional, national, and international conferences. He is currently an active member of BMCC's Asian Heritage Month Committee and CUNY's AAARI (Asian American/Asian Research Institute), a curator and organizer of BMCC's annual Asian Heritage Month Film Festival, the co-chair of CLASP's (CUNY League of Active Speech Professors) Speech across Cultures and Ages Committee, as well as the facilitator of BMCC's Global Initiatives Steering Committee. Dr. Cheng has taught courses including

Introduction to Human Communication and Culture, Intercultural Communication, Conflict Management, and Fundamentals of Speech and has published on topics such as Chinese conflict management strategies, international cultural exchange, as well as food and culture.

**Deborah Willis**, Ph.D, is University Professor and Chair of the Department of Photography & Imaging at the Tisch School of the Arts at New York University and has an affiliated appointment with the College of Arts and Sciences, Africana Studies. She was a 2005 Guggenheim Fellow and Fletcher Fellow, and a 2000 MacArthur Fellow, as well as the 1996 recipient of the Anonymous Was a Woman Foundation award. She has pursued a dual professional career as an art photographer and as one of the nation's leading historians of African American photography and curator of African American culture. Professor Willis has just received the honored educator award at the Society for Photographic Education.

**Martin Daughtry** Assistant Professor of Music received his B.A. from New College of Florida and his M.A. and Ph.D. from UCLA. With research interests centering on sound studies and the intersection of music and politics, Martin Daughtry joined the Department of Music as an Assistant Professor in 2007. He earned a B.A. in Russian Studies from New College of Florida (1994), and a Ph.D. in Ethnomusicology from UCLA (2006). Before coming to NYU, he taught at the University of Maryland. Dr. Daughtry's recent research deals with sung poetry in the post-Stalinist Soviet Union; post-Soviet musical nationalism; and the sonic dimension of warfare. As a specialist in Ethnomusicology, Martin Daughtry studies the intersection of music, literature, and politics. He is particularly interested in the transformation of musical traditions in the wake of cataclysmic events, which he recently explored in the edition he co-edited on music in the post-9/11 world. He is currently at work on the ethnography of musical listening practices in conflict zones, with a focus on Baghdad. His work has been published in the journals *Ethnomusicology* (2003), *Poetics Today* (2009), *Russian Literature* (2010), and in *Ethnomusicology: A Contemporary Reader* (Routledge, 2007). In 2007, *Music in the Post-9/11 World*, which he co-edited with Jonathan Ritter, was published by Routledge. Currently he is working on an ethnography of listening practices in conflict zones, centering on the experiences of US military personnel and Iraqi civilians in post-Hussein Baghdad.

**Peter Diamond**, has taught in the Liberal Studies faculty at New York University since 2000, and is currently Coordinator of its Core Program. Previously he was Associate Professor of Political Science and Director of the Graduate Program in Political Science at the University of Utah. He is the author of the book, *Common Sense and Improvement: Thomas Reid as Social Theorist* (Frankfurt: Peter Lang, 1998) as well as numerous articles and book chapters on eighteenth-century Anglo-American moral and political philosophy as well as modern political theory. He has taught courses in American political thought, theories of liberalism, nationalism, cultural membership, democratization, and the ethics of war and peace. His current scholarship includes the nature and legacy of conquest of non-European peoples, particularly in the Americas, as well as the modern theory of just war. He holds a B.A. from Georgetown University, an M.Sc. from the London School of Economics, and an M.A. and Ph.D. from the Johns Hopkins University.

**Robert Squillace** received his BA in English/Creative Writing from Princeton in 1980 and his Ph.D. in Modern British Literature from Columbia in 1990. His primary scholarly work, including a book, numerous essays, and conference presentations, has focused on the Edwardian novelist Arnold Bennett. He has served as the Associate Director of Columbia University's composition program (1991-93; 1995-96) and taught in NYU's Liberal Studies program since 1998. Squillace served as Assistant Dean for Academic Affairs in Liberal Studies from Fall 2007 to Spring 2013, and as Associate Dean for Academic Affairs since Spring 2013. He has been instrumental in developing the program's BA in Global Liberal Studies, on which he has presented at several conferences, including an invited talk at the AAC&U's Pre-Conference Symposium at its 2014 annual meeting. In addition to his administrative work in developing Global Liberal Studies, he has been particularly active in the field of educational technology. With Lucy Appert, he received a 50K NEH Digital Humanities Start-Up grant in 2008 and in the last five years has presented at more than half a dozen major educational technology conferences in the US and Europe. He currently co-chairs the User Advisory Group for NYU's Sakai-based LMS and serves on the University's ePortfolio and LMS/iCMS committees.

### **Guest Speakers**

**Sujatha Fernandes** is Associate Professor of Sociology at Queens College and the Graduate Center of the City University of New York. She received her Ph.D. in Political Science from the University of Chicago in 2003. She has taught classes on Social Theory, Latin American politics, Caribbean politics and society, and cultural politics. Her research interests include hip hop culture; neoliberalism; state-society relations; urban public space; and the role of culture in social movements; with an area focus on Latin America and the Caribbean. Dr Fernandes has been the recipient of various fellowships, including a Wilson-Cotsen Postdoctoral Fellowship at Princeton University's Society of Fellows in the Liberal Arts (2003-2006) and a Mellon Postdoctoral Fellowship at the Center for the Humanities, CUNY Graduate Center (2007-2008). In 2008, she was awarded the Feliks Gross Award from the CUNY Academy for Arts and Sciences in recognition of outstanding research. She is currently a mid-career Mellon Faculty Fellow at the Committee on Globalization and Social Change at the CUNY Graduate Center.

**Megan Laverty** holds the rank of Associate Professor of Philosophy & Education at Teachers College, Columbia University. Dr. Laverty received her Master of Arts in Philosophy from the University of Melbourne and her Ph.D. in Philosophy from the University of New South Wales. As a philosopher of education her research is in the area of moral philosophy with a focus on language, communication, civility and dialogue. Within this field of study, her work has focused on philosophers: contemporary neo-Wittgensteinians that include Iris Murdoch, Stephen Mulhall and Cora Diamond; Aristotle; Jean-Jacques Rousseau and Immanuel Kant; the English and German Romantics from the 18th Century; and John Dewey from the 20th Century.

**Dana Burde** is an assistant professor of international education at New York University's Steinhardt School of Culture, Education, and Human Development, an affiliated faculty of the Robert F. Wagner School of Public Service, and an affiliated research scholar at the Saltzman Institute of War and Peace Studies at Columbia University. Her research and teaching focus on humanitarianism,

education, human rights, and political violence in countries and regions affected by conflict. In this context she examines how non-state actors and transnational networks challenge and change norms and institutions. This research agenda is currently dominated by her work on education in emergencies, or education as an element of humanitarian action. Providing education services during humanitarian crises and early reconstruction is emerging as a key element in humanitarian action. Humanitarian agencies view education as a way to protect children from violence, promote child welfare, and enhance stability in communities recovering from violent conflict. Indeed, promoting education programs is no longer only a charitable endeavor; many consider it essential to promoting security (e.g., United States Agency for International Development, World Bank). This increased attention to education in relief work is reflected in the rising numbers of programs and the expanded role for education policies in post-conflict state building.

**Jonathan Bach** (PhD, Political Science, Syracuse University) is chair of the interdisciplinary Global Studies undergraduate program and Associate Professor of International Affairs at the New School for Social Research. His work explores the intersection of culture and politics, with a focus on how micro-level practices reformulate received notions of sovereignty, space, and identity. Current research concerns the material legacies of socialism in Germany, urban appropriations of space and identity in Shenzhen, China, and neoliberal geographies of globalization, particularly the proliferation of economic zones. He has also written on information technology and organizational change, labor migration and citizenship, and political theory. His articles have appeared in *Cultural Anthropology*, *Theory, Culture & Society*, *Cultural Politics*, *Public Culture*, *Studies in Comparative and International Development*, and *Geopolitics*, among others, and he is the author of *Between Sovereignty and Integration: German Foreign Policy and National Identity after 1989*. Bach has held post-doctoral fellowships at Columbia University (ISERP) and Harvard University (Center for European Studies), where he was also a faculty affiliate 2010-2012, and visiting positions at Brown University's Watson Institute, Columbia University, the Center for Literary and Cultural Studies in Berlin and the Institute for Peace Research and Security Studies at the University of Hamburg. He was previously the Associate Director of the Graduate Program in International Affairs at The New School. Bach is a faculty affiliate at Columbia University's Center on Organizational Innovation and the New School's Department of Anthropology.

**Jonathan Zimmerman** is Professor of Education and History and Director of the History of Education Program, Steinhardt School of Culture, Education, and Human Development. He also holds an appointment in the Department of History of NYU's Graduate School of Arts and Sciences. A former Peace Corps volunteer and high school teacher, Zimmerman is the author of *Small Wonder: The Little Red Schoolhouse in History and Memory* (Yale, 2009), *Innocents Abroad: American Teachers in the American Century* (Harvard, 2006), *Whose America? Culture Wars in the Public Schools* (Harvard, 2002), and *Distilling Democracy: Alcohol Education in America's Public Schools, 1880-1925* (Kansas, 1999). His academic articles have appeared in the *Journal of American History*, the *Teachers College Record*, and *History of Education Quarterly*. Zimmerman is also a frequent op-ed contributor to the *New York Times*, the *Washington Post*, the *New Republic*, and other popular newspapers and magazines.

**Cynthia S. Wiseman**, Assistant Professor at BMCC, is a current member of the BMCC Steering Committee for Globalization. She taught EFL in Senegal, Brazil, Mexico, and China, most recently developing and implementing the curriculum for a teacher training program for Chinese English teachers in rural China. Dr. Wiseman attended the Salzburg Seminar, which focused on the challenges community college students face in developing global competencies for career readiness in the 21st century. Dr. Wiseman explored the critical role of this international seminar experience in professional development in “Salzburg Seminar: Professional development in a global village,” (*Inquirer* 13, 84-89). Dr. Wiseman is particularly interested in the effects of globalization on language and explored this topic as a contributing lecturer: “The Globalization of American Slang” in *Academic Listening Encounters: American Studies*. Recently, Dr. Wiseman was invited to speak on a panel at the Two-Year College English Associate of the Northeast (TYCEA) 47th Annual Conference on “Situating our practice within a global context: Integrating global learning outcomes into the curriculum” (2012). Dr. Wiseman serves as co-chair of the BMCC Globalization Faculty Interest Group, co-authored the BMCC Leadership Sustainability Project proposal, and currently serves as the faculty advisor/co-organizer of BMCC’s annual sustainability fairs featured in her article “The Journey to a Sustainable Future,” *BMCC Faculty Focus* (2013). Dr. Wiseman was a co-presenter at the 9th International Conference on Environmental, Cultural, Economic, and Social Sustainability in January 2013 and is a co-author of the article “Measurement of College Students’ Attitudes, Beliefs, and Behaviors Regarding Sustainability (2014).”

**Eva Kolbusz-Kijne** is an Assistant Professor in the Speech, Communication, and Theatre Arts Department at Borough of Manhattan Community College. She received her Ph.D. degree in communication studies from New York University, the Steinhardt School of Culture, Education, and Human Development, Department of Culture and Communication and her Master’s degree in journalism from Warsaw University (Poland), Department of Journalism and Political Science. Her Master’s thesis and the doctoral dissertation focused on film and culture. Dr. Kolbusz is interested in mediated and intercultural communication, ethics in communication and public speaking, and media in the globalizing world. She has taught communication courses at NYU, Adelphi University, Technical Career Institutes, and BMCC, and presented papers pertaining to media and culture at college and university-wide, regional, and national conferences.

Prof. Kolbusz participated in a Salzburg Global Seminar in 2006, and since then she has participated in BMCC’s Global Initiatives Steering Committee. She has incorporated global topics in her Fundamental of Speech class, and conducted presentations as a Salzburg fellow at CUNY League of Active Speech Professors (CLASP) and BMCC. She has served as CLASP’s Secretary and Co-Chair of Speech across Cultures and Ages Committee. Since 2005, she has been a member of BMCC’s Asian Heritage Month Committee, and for the last four years she has served as an organizer of BMCC’s annual Asian Heritage Month Film Festival.

**Phyllis Niles**, is an Assistant Professor and Deputy Chair in the Library at Borough of Manhattan Community College. She received a Masters in Library and Information Science from Pratt Institute and a Masters in Adult Education from Buffalo State College. Professor Niles has published articles

on Assessment of Information Literacy, Meeting the Needs of the 21st Century Student and Library Instruction Assessment.

She has been at BMCC since 2006. Professor Niles has been involved in selecting materials for the Library. These include books and periodicals. These materials help the students to be exposed to global issues. She teaches research classes where she shows students resources that are written from a worldwide viewpoint.

Professor Niles is currently member of BMCC's General Education and Assessment Committee, BMCC Strategic Planning Committee on Globalization and the Asian Heritage Month Committee. She is a board member of the Center of Excellence in Teaching, Learning and Scholarship. As a board member she plans programs for Faculty development.

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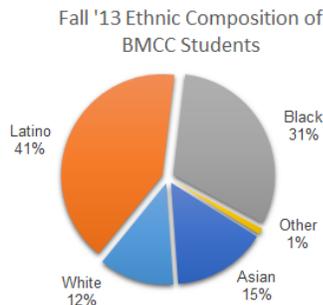
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## I. Project Narrative VI. Institutional Profile

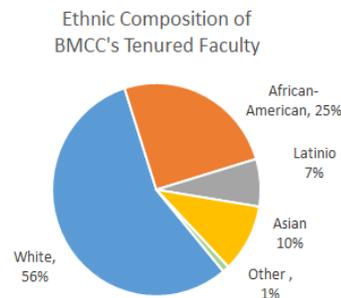
**1. Borough of Manhattan Community College (BMCC)** is one of twenty-four units comprising the City University of New York. Located in one of the fastest growing regions in the City of New York (Tribeca), BMCC serves 24,186 students in its credit programs making it the largest undergraduate campus in the City..

BMCC ranks fourth in the nation in awarding associate degrees to minority students, second in awarding degrees to African Americans, and eighth in awarding Associate Degrees to Latinos.<sup>1</sup>

**2. Student Profile:** The vast majority (88%) of BMCC's student population is comprised of minorities and groups historically underrepresented in collegiate programs. In a study completed by the Institute of International Education, BMCC ranked among the top 20 associate degree institutions with the largest foreign student population.<sup>2</sup> BMCC has been recognized by the Department of Education as a Hispanic Serving Institution (HSI).



**3. Faculty Profile:** BMCC employs more than 549 fulltime faculty, with 48% tenured and 79% holding a doctorate or terminal degree in their respective disciplines. Within the past five years, BMCC entered an unprecedented era of faculty hiring. This expansion is in sharp contrast to previous years, in which limited numbers of new faculty was appointed. In March of 2014, the number of fulltime faculty was 525, a net increase of 25% since 2009, despite retirements of nearly 100 faculty members. The arrival of significant numbers of new faculty, coupled with the publications and research requirements, have revitalized the professoriate and professionalized the faculty culture. The new appointments are tech-savvy, open to new pedagogies, committed to public education, and passionate about research. They hold degrees from renowned universities, bring a wide range of knowledge, and reflect the College's goal of creating a community of scholars as expressed in our solicitation.



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### Associate in Arts Degree (A.A.)

- Business Administration
- Communication Studies
- Criminal Justice
- Liberal Arts
- Childhood and Bilingual Childhood Education
- Writing and Literature

### Associate in Science Degree (A.S.)

- Biotechnology
- Computer Science
- Forensic Accounting
- Early Childhood Education
- Engineering Science
- Geographic Information Science
- Multimedia Program & Design
- Video Arts and Technology
- Science for Forensics
- Human Services
- Mathematics
- Science
- Theatre

### Associate Applied Science (A.A.S.)

- Accounting
- Business Management
- Computer Information Systems
- Computer Networking Technology
- EMT/Paramedic
- Health Information Technology
- Nursing Office Automation
- Office Operations
- Respiratory Therapy
- Small Business Entrepreneurship
- Video Arts and Technology

<sup>1</sup> U.S. Department of Education Survey of 6,000 Higher Education Institutions, for 2013.

<sup>2</sup> Institute of International Education Survey 2012, <http://www.iese.org/Research-and-Publications/Open-Doors/Data/International-Students/Leading-Institutions-By-Institutional-Type/2012-13>