

NEH Application Cover Sheet (AE-277675)

Humanities Initiatives: Community Colleges

PROJECT DIRECTOR

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INSTITUTION

Fashion Institute of Technology
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APPLICATION INFORMATION

Title: *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*

Grant period: From 2021-06-01 to 2024-05-31

Project field(s): Labor History; History, General

Description of project: "Shop Girls to Show Girls" an interdisciplinary project intended to improve student understanding of the historical contexts for the professional fields they are pursuing. The initiative is being developed to address needs initially identified by faculty during a pilot project at FIT. The pilot revealed that the inclusion of robust labor history in pre-professional course curricula can have broad value for a diversity of disciplines at community colleges. "Shop Girls to Show Girls" is grounded on the premise that the humanities bring essential context and a deeper subject understanding to pre-profession studies. By learning about the historical influences that have shaped the professions they will enter, community college students will be better-prepared for the demands of the 21st-century workplace. This knowledge will enhance their own careers and potentially empower them to improve the industries in which they are working.

BUDGET

Outright Request	150,000.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	150,000.00
Total NEH	150,000.00		

GRANT ADMINISTRATOR

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*Shop Girls to Show Girls:
Teaching Resources on New York's Working Class for Community College Students*

Project Narrative

a. Intellectual Rationale

Dr. Kyunghye Pyun (History of Art), Dr. Rebecca Bauman (Modern Languages and Cultures), and Vincent Quan (Fashion Business Management), all of whom are faculty at the Fashion Institute of Technology [FIT], request support from the NEH Humanities Initiatives at Community Colleges program for *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*. By “working class,” we refer to employees earning wages with greater uncertainties of job security and social mobility. This project will develop, collect and aggregate resources to teach undergraduates in many specialized, pre-professional fields the history of the careers they are entering. Resource materials will include readings, quotations, film clips, documentaries, and lesson plans, among others. Pre-professional fields that can be strengthened with these new resources include fashion design, retail services, urban manufacturing, luxury trade, and advertising and marketing services, in addition to hospitality and tourism, entertainment industry, and consumer services, among others. Participating faculty members at FIT will edit multimedia teaching resources and share them with volunteering faculty from community college campuses. Additionally, these resources will be made available through SUNY Open Educational Resource platforms in partnership with other community colleges.

The current COVID-19 pandemic has affected many industries that employ community college graduates. Historian Premilla Nadasen (Barnard College) noted: “As with so much of what's happened around this pandemic, the fallout has impacted different communities to different degrees. And those who are precarious workers, those without economic security, are

the ones who have been hardest hit” (*Chronicle of Higher Education*). The pandemic’s impact on working-class people in New York City needs to be addressed in a historical, humanistic context. The crisis also affects management of our project in the unpredictable environment. With hybrid and flexible meetings, participants will meet on campus in person or join the group using virtual meeting platforms. Discussions will be followed by team writing, to encourage interactions. This hybrid mode of discussion will be replicated in the classroom when participating faculty meet with students.

The inspiration for *Shop Girls to Show Girls* emanates from a three-year, NEH-funded project currently being administered by Drs. Pyun and Daniel Levinson Wilk: *Teaching Business and Labor History to Art and Design Students*. The NEH Humanities Connections Implementation Grant that funded this project allowed for two years of faculty seminars and a conference in the third year focused on how to teach the business and labor history of art and design to art and design students. These seminars have generated fruitful conversations on pedagogy, and they have helped identify curricular gaps that need to be expanded in the scholarship on careers in fashion, graphic design, fine arts, film, advertising, and the textile industry. The more project participants have read about lithographers, photographers, milliners, fashion designers, interior designers, and others in the design industries, the more curious they have become about workers and working conditions for those supporting industry in non-design capacities, both in firms that are household names and in lesser-known establishments. Project participants have read about photographer Dorothea Lange and her excellent networking skills, for example, but then wondered how she treated her technical assistants. Did she pay a fair wage? Or, like Michelangelo (known for his frugality), did Lange often not pay her workers on time? Faculty seminars and a related conference revealed an academic need among community

college faculty for a new project that would address a broader set of pre-professional disciplines from more campuses, expanding beyond art and design careers. The need to expand this pedagogical approach beyond art and design fields became most evident as Vincent Quan, a faculty fellow from FIT's School of Business and Technology participating in the NEH-funded seminar, offered trenchant critiques of scholarship included in the program's reading list. Quan proposed that the rationale for certain business decisions is not fully understood or explained by scholars who focus exclusively on the humanistic perspectives of justice, equality, and solidarity. This introduction of the business perspective led to spirited debates. During seminar discussions, faculty members also requested custom-made mini-lessons, or case studies more relevant to their own disciplinary needs and methodologies, sometimes for careers outside the parameters of art and design.

Thus, building on the success of the earlier project, Pyun, Bauman, and Quan identified an opportunity to spearhead an expanded effort to collect and enhance humanities resources for the purpose of teaching pre-professional majors at FIT. These will include oral histories, readings in literature (fiction and non-fiction), clips in film and documentary, among other materials, accompanied by teaching modules and guidelines on how to use humanities resources in the classroom. The *Shop Girls to Show Girls* PI's have also determined that these resources should be developed in collaboration with regional museums, libraries, and historical societies—which are abundant in New York City. Pyun, Quan, and Levinson Wilk discovered that faculty at other CUNY or SUNY colleges would like to learn from FIT's ongoing faculty seminars and findings as a model for developing similar curriculum for other majors. For example, institutions such as LaGuardia Community College or New York City College of Technology [City Tech] offer courses on TV production, music technology, hospitality business management,

entertainment business including the performing arts, and public health, in which faculty have indicated they could benefit from this project. The project aims to bring into the classroom the experiences of diverse, working-class citizens, both historical and contemporary. All aspects of diversity and inclusion will be considered as dynamic relationships resulting from conditions impacted by factors such as age, disability, race, ethnicity, gender, gender expression and identity, language heritage, learning style, national origin, sexual orientation, religion, socio-economic status, and world views.

b. Content and Activities

In general, community college faculty members have exceptionally heavy teaching loads. They often cannot take course release, and some have administrative duties as Department Chairs or program coordinators. Consequently, *Shop Girls to Show Girls*' intense research activities will occur during the summer months. FIT faculty participants will meet once per semester and four days during the summer and the winter vacation: 10 days per year. In addition to face-to-face meetings, participants will remain connected by team writing, webinars, and virtual meetings. In regular meetings, faculty participants at FIT will introduce teaching materials and lesson plans that they have included in light of historical contexts for the professional fields that students are pursuing. Summer months will focus on evaluating how the materials were used and whether they were successful, and the PI and co-PIs will revise or add the provided materials accordingly. Successful materials will be organized into the working project website, which will grow and evolve over the course of the three project years, with ongoing input from participating faculty. Open Educational Resources [OER] networks will concurrently be established, so that completed lesson plans and pedagogical activities can be shared and, ultimately, replicated at other community colleges offering similar pre-professional programs. Partnerships will also be

established with New York-area reference librarians, who will assist with the procurement of pedagogical materials through archival materials, film, audio, artworks, and television dramas, among other materials.

Early work will focus on developing research networks within the FIT community. Beginning June 2021, Professor Quan will conduct several summer webinars with faculty in FIT's Fashion Business Management [FBM] department. This is the college's largest academic program, with 700 incoming students each year. As Coordinator of International Programs at FBM, Quan can update and enhance several standard courses offered in numerous academic sections, in consultation with his department Chairperson and Assistant Chairperson.

Year One of the project will initiate the development of new resource materials on the FIT campus. Participating FIT professors will work in interdisciplinary teams: one faculty member from a professional-degree program, the other faculty member from the liberal arts. These pairs of faculty participants will work together to create curricular materials that will then be shared among all the participants in the project as the timeline moves forward. Once faculty teams are paired-up initially in summer 2021, Quan will stay connected with them throughout the fall 2021 and spring 2022 semesters, to monitor the partnerships and the development of discipline-specific materials. The FIT Center for Excellence in Teaching [CET] will be an important partner throughout project Year One and beyond. The CET hosts or organizes more than 20 programs each academic year, providing a forum through which FIT faculty can share new findings and resources. As a project partner, the CET will periodically provide these opportunities for *Shop Girls to Show Girls* resource-development teams. This will establish an additional research feedback-loop from faculty from different schools and departments within FIT.

As this FIT collaborative network becomes well-established, Pyun, Bauman, and Quan will reach out to potential partners at other institutions during project Year Two. Pyun, Bauman, and Quan have already contacted four faculty members—at Bronx Community College, LaGuardia Community College, Borough of Manhattan Community College, and City Tech College—who have committed to the project (please see attached letters of support), and the PI's will facilitate formal and informal conversations among faculty members from diverse disciplines external to FIT. Most community colleges have programs that support faculty development and instructional design. Through those offices, the PI, co-PI's, and other participants in this grant will reach out to faculty at community colleges throughout New York City to identify and work to address the demand for curricular materials about working-class history in New York City, including new courses and new materials to include in existing courses. The PI and co-PIs will meet with representatives of each community college (including other faculty at FIT) during the summers of 2021, 2022, and 2023, and hold an intensive, two-day workshop each summer in a hybrid format. The project leadership will also address the practical scheduling needs of participants by arranging more one-on-one meetings in the uncertain, post-pandemic environment. All of these meetings will be offered with options for a remote, hybrid, or in-person mode. Through these small and large meetings, the project PI's will focus on providing curricular materials that cover both the general experience of the working-class citizens in New York City and the specific careers that these students will be entering.

In developing materials, project leadership is especially interested in using film as a teaching tool. For example, creating a teaching module for community-college faculty who teach in hospitality programs that would use hotel movies from three eras—*Grand Hotel*, *Weekend at the Waldorf*, *Maid in America*, and *Hotel Rwanda*—to investigate the image and reality of labor

and management in the hotel industry. What are the expectations of hospitality that the general public learns from such movies? How does the industry respond to those expectations? How are problems of ethnic or gender discrimination depicted, what solutions to those problems are offered, and are they realistic solutions? Bauman and other FIT instructors have already expressed interest in sharing expertise and exemplary syllabi with movie clips and secondary literature. Faculty who want to develop teaching modules with film will be able to consult Bauman. Daniel Levinson Wilk's "Hollywood: A History" course is a model for these types of teaching modules, as he has collected, for several years, short interviews with film-industry professionals conducted by enrolled students.

During project Year Three (2023-2024), the PI's will collect all the materials of film/documentary/readings and develop an OER-compatible website. They will also host a large conference with participants and other interested faculty members in the New York City region.

c. Project Personnel

Directors: Kyunghye Pyun, Ph.D., Project Director, is an Associate Professor of Art History with extensive grants and fellowship experience. She will serve as a facilitator of programs and provide academic leadership in creating the content. As an experienced online content developer, she created the *Bamboo Canvas: Diverse Techniques of Asian Arts and Crafts*, funded by the State University of New York's "Innovative Instructional Technology Grant" [IITG] for two years in 2016-2018. A recipient of the SUNY Chancellor's "Award for Excellence in Scholarship and Creative Activities," she has written numerous books on visual culture and art history. Her involvement with cultural organizations will benefit a larger community, with lingering impact on related disciplines. **Rebecca Bauman, Project Co-Director**, Associate Professor of Italian, received her B.A. from Vassar College and her Ph.D. from Columbia

University in Italian, with a specialization in Italian cinema. She is Film and Media Reviews editor at the journal *Italian American Review*. Bauman's research focuses on gender in Italian and Italian American cinema and television, and her pedagogy is based on using media representations to teach in areas related to ethnic and cultural studies. **Vincent Quan, Project Co-Director**, Associate Professor, Fashion Business Management, will consult with other business faculty at FIT and regional community colleges to gauge the need for humanities materials in business programs and help fill that need. As a fashion-industry veteran, his work and interviews have appeared in CNBC, CNN, Bloomberg, *Luxury Fashion Retail Management*, and *Retail Information Systems News*. Quan has a B.S. from New York University and an M.B.A. from Empire State College, State University of New York.

Participants at FIT: Helen Lane, Assistant Professor-Librarian at the FIT Gladys Marcus Library, is a **core participant**. Responsible for designing digital-learning resources, maintaining and enhancing the library's presence in FIT's Learning Management System, and outreach and engagement with blended and online courses, Lane will provide guidance on how to transform individual lesson plans and classroom activities into Open Education Resources [OER]. She holds a B.A. in English Literature from Earlham College and an M.L.I.S. from Pratt Institute. Other critical and committed FIT participants are: **Elaine Maldonado**, Professor and Director, Center for Excellence in Teaching [CET]; **Jose Diaz**, Manager of Online Learning and Instructional Design; **Praveen Chaudhry**, Professor of International Relations; **Su Ku**, Assistant Professor of Fashion Design; **Josh Koury**, Associate Professor of Film and Media Studies; **Shannon Maher**, Assistant Professor and Chair of Home Products; **Robin Baxter**, Assistant Professor of Fashion Business Management; and **Patrice George**, Professor of Textile

Development and Marketing. With the support of Quan and Baxter, more instructors will be identified and invited to participate.

Faculty Participants at Other Institutions: **Swan Kim**, Associate Professor of English and Writing Across the Curriculum Coordinator at Bronx Community College, City University of New York [CUNY]; **Minkyung Choi**, Assistant Professor in the Education and Academic Literacy Department at Bronx Community College, CUNY; **Zhijian Qian**, Professor of Art at New York City College of Technology, CUNY; **Tomo Imamichi**, Professor of Psychology at LaGuardia Community College, CUNY; **Elizabeth Wissinger**, Professor of Sociology, Borough of Manhattan Community College, CUNY; and **Eugenia Paulicelli**, Professor of Italian, Queens College, CUNY

Consultants: **Daniel Levinson Wilk**, FIT Professor of American History, focuses on the modern service sector in nineteenth- and twentieth-century U.S. history. **Joshua Freeman** is Professor of History at the CUNY Graduate Center and Queens College and author of *In Transit: The Transport Workers Union in New York City, 1933-1966: Working Class New York*; and *American Empire, 1945-2000: The Rise of a Global Power, the Democratic Revolution at Home*. **Carol Quirke**, Professor of American Studies at SUNY, Old Westbury, is a historian of social movements, women's studies, and photography, and author of *Dorothea Lange, Documentary Photography and Twentieth-Century America* (2019) and *Eyes on Labor: News Photography and America's Working Class* (2012).

d. Institutional Context

Founded in 1944, The Fashion Institute of Technology is a SUNY community college located near the center of New York City's fashion industry, serving close to 9,000 students, 82% of whom are female, and offering degrees in art, design, business, and technology. FIT has 41

undergraduate degrees—15 at the Associate level and 26 at the Bachelor level—and seven graduate degrees. The three largest undergraduate majors are Fashion Business Management, Advertising and Marketing Communications, and Fashion Design. The School of Liberal Arts offers many sections of humanities courses in history, literature, and foreign languages, which are required to fulfill the general education requirements of pre-professional programs. Thus, providing cross-disciplinary teaching resources across the curriculum is crucial.

e. Follow-up and Dissemination

The results of our project will be disseminated on a designated website of teaching resources devoted to this NEH-sponsored project. Bauman, Quan, and Pyun will present their findings and pedagogical resources at conferences of professional organizations, and our we intend to publish this humanistic research in peer-reviewed journals. In Year Three, FIT will host a conference of participants, partners at other community colleges, consultants, and interested audiences of related disciplines. The PI's will collect reflection essays by the faculty and publish an anthology of teaching experiences built on the premise that the humanities bring essential context and a deeper subject understanding to pre-professional studies.

f. Evaluation

The PI's will develop a self-assessment survey to monitor their progress and effectiveness. Project evaluation will include both qualitative and quantitative methods. First, participating faculty will review their own student evaluations to determine the efficacy of their own teaching and college-wide Gen Ed assessments. Second, faculty members who used the "Teaching Resources" will be asked to assess their effectiveness in monitoring student achievement throughout the semester. Third, participating faculty will be encouraged to write a reflective essay.

Fashion Institute of Technology
Shop Girls to Show Girls:
Teaching Resources on New York's Working Class for Community College Students

WORK PLAN

During 2021–2024, we will focus on providing curricular materials for students in FIT's five main programs: Fashion Design, Fashion Business Management, Advertising and Marketing Communication, Textile Development and Management, and Home Products Development. Students in these programs take liberal arts classes in history, literature, foreign languages, and cultures. In each case, we will provide materials that cover both the general experience of the workers in New York City and the specific careers that these students will be entering in the above-mentioned programs. We will pair professors: one from professional degree programs and the other from liberal arts. These pairs of faculty members will work together to create curricular materials that will then be shared among all the participants in the project. This way, their curricular materials can be useful for both professors. For example, a professor of Fashion Business Management will use a case study of a fashion retailer from the 1800s to explain the importance of brick-and-mortar stores as real estate investments, to diversify assets, in comparison to the current disappearance of stores due to online shopping. The same case study will be utilized in liberal arts courses. Historical contexts of the 1800s versus the 2020s are introduced in the following: (1) "Introduction to the Fashion Industry"; (2) "U.S. History: Civil War to Present"; (3) "History of American Fashion." These courses are offered in multiple sections, each with 25-27 students. Instructors of these courses will develop joint curricular materials. A case study example is Brooks Brothers, which was established in 1818 and just filed for bankruptcy in July 2020: they plan to reduce the number of physical stores, once they re-emerge. We will create lesson plans and teaching resources to be part of required curriculum

across different schools. and encourage the development of four new courses, interdisciplinary or multidisciplinary, by a pair of instructors (one from liberal arts and the other from the School of Business and Technology or from the School of Art and Design).

As one can observe from programs at community colleges in Texas or Michigan that have heavy emphasis on engineering or manufacturing, pre-professional programs in New York City's urban community colleges reveal the burgeoning industries of New York City: hospitality, service businesses, marketing, fashion, entertainment, finance/accounting, and nursing/public health. FIT is unique in its concentration of majors as the first community college dedicated to the fashion industry, located at the heart of the Garment District. Although New York City has lost many manufacturing facilities in apparel, textiles, furniture, and printing, it still maintains its status as a cultural capital for fashion, as shown in high-profile events such as New York Fashion Week. FIT's majors in communication design, product and packaging design, apparel design, advertising and marketing, and film and media studies are also found at several other community colleges in New York City. Our preliminary research has confirmed that community colleges in New York City share several key programs of study and that SUNY community-college curricula are frequently aligned with the General Education requirement mandated by the Board of Trustees of SUNY. Community colleges nationally have a similar structure of liberal arts education offered to students pursuing skill-based degrees and certificates. We are confident that the research, findings, and teaching resources developed from this project will be broadly applicable and of interest to a number of institutions.

The project title includes "shop girls" and "show girls" as they represent iconic groups of New York's working-class people often depicted in films, musicals, or theater. In addition, the current demographic trend at specialized colleges like FIT motivates us to focus specifically on

issues of gender and equality in the workplace. Nonetheless, scholars have stressed in the last two decades that Women's Studies should be viewed within a larger context of masculinity and Queer Studies. In our current NEH-funded project, *Teaching Business and Labor History to Art and Design Students*, we learned that many careers in the retail industry, hospitality, or entertainment have/are being influenced or transformed by public policies arising from the Civil Rights and LGBTQ movements. Therefore, we plan to consider the working-class occupations of men, women, or any self-identified gender groups; primarily, those people who have been educated at community colleges in New York.

Faculty participants at FIT will concentrate on how to incorporate new modules in existing courses—both their own courses and other classes offered on their campuses. Participants in the project will be encouraged to reach out to other faculty members within their departments/programs to encourage their participation. While faculty participants will reach out to other colleagues within FIT, the PI's will work with members of other community colleges, based on their professional network. For example, Professor Swan, director of Writing Across the Curriculum (WAC) at Bronx Community College, who has monitored pedagogical development at FIT, is in a strategic position to recruit more faculty from her campus and disseminate the findings of this project to an even larger number of instructors and students.

Research activities will culminate in a four-day workshop in the summer and the winter months when faculty take a break from teaching. Participants will remain connected during the fall and spring by webinars, team writing, and online communication. FIT faculty participants will meet once per semester and four days in the summer and the winter break: 10 days per year. In addition to face-to-face meetings (if feasible after the pandemic crisis is over), participants will remain connected by team writing, webinars, and virtual meetings. In regular meetings,

faculty participants at FIT will introduce teaching materials and lesson plans that they have included in light of historical contexts for the professional fields they are teaching. The PI's will make arrangements and encourage participants to work in person or remotely with reference librarians from the New-York Historical Society; the New York Public Library for the Performing Arts; the Museum of Moving Image, Cooper Hewitt, Smithsonian Design Museum; the Museum of the City of New York; and the Lower East Side Tenement Museum. Field trips to these resources will be planned when possible; virtual tours of these museums, if unable to meet in person, will be introduced to faculty participants so that they can utilize them in the classroom.

During the project period, especially in 2021–2022, the PI's will tailor readings, multi-sensory tool kits, and A/V resources to the following areas: fashion design, retail services, urban manufacturing, luxury trade, and advertising and marketing services, in addition to hospitality and tourism, entertainment industry, and consumer services, among others. For these areas, we have faculty participants who have expressed interest in and commitment to activities of this project. Most faculty members in AAS degree programs teach basic introduction courses in multiple sections. By pairing with a liberal arts professor, they can develop one or two modules that can be applied in these basic courses.

Throughout the project, we will focus on the following classroom activities. The PI's and consultant will be responsible for each activity and work with faculty fellows:

1) A Teaching System with Mini Lessons [Bauman; Quan; Pyun]

We will create a coherent system in which we will insert the content into U.S. art history and history survey courses for students in pre-professional majors. This will involve modifying these survey courses to include readings, discussions, and role-playing that relate specifically to the history of the occupation that students are heading into. The materials will account for about 45

minutes of work per week, with faculty choosing whether students should spend this time in class or on homework, online.

2) Historical Avatars and role-playing [Levinson Wilk, Consultant]

Reading city directories and census pages at the beginning of a semester, students will take a real person who worked at the occupation they are studying and build a character based on those records and other primary and secondary sources we provide.

In class, or online, the student will play this character as she or he faces crises and conundrums of the eras. When the record is silent on these specific people (their values, aspects of their identity, the kind of firm they work for, etc.), students will fill in the blanks with their imagination, guided by readings about the era.

This will become an avatar or virtual character for the student. Students will be allowed to play their ancestors. Some faculty may want to impose balances of class, race, gender, occupation, etc. Very few students should be allowed to play famous people.

3) Experiential Learning Projects [Quan]

By shadowing a professional or interviewing a recent retiree from a specific field of industry, students will develop a sense of community, as well as learn about the realities of working-class employees in New York City. Instructors will create an assignment pertinent to this and provide historical context.

Many students are already working or participating in internships in their chosen professional training. Historicizing their industry or positions with someone's life experience and personal stories will enable students to perceive their career path with more dignity and socio-economic contexts.

4) Virtual Exhibition [Pyun]

Students will create an online, multimedia exhibit documenting the history of labor in New York City in a chosen industry and how it has changed to this day. Students will advance their research skills using digital tools, as well as local resources at the Research Library at the New York Public Library and the archives at institutions including the New-York Historical Society, the Schomburg Center for Research in Black Culture, El Museo del Barrio, and the Museum of the City of New York. Many of these resources are available online.

In addition to classroom activities, we plan to accumulate reading packets, movie clips, or visual images on the various themes, ranging from the American Civil War era to the Civil Rights Movement, the 9/11 Attacks, and the COVID-19 Pandemic. Below is an overview of sample, preliminary modules conceived by the PI's. The PI's and collaborators will work with other volunteering faculty members to develop more themes like these samples. Helen Lane (FIT library professor of digital resources), Jose Diaz (FIT instructional designer), and Pyun will organize these sample modules in OER databases at CUNY and SUNY. They have previously collaborated on several digital-humanities projects and a crowd-sourced encyclopedia.

Sample Themes

1) Shop Girls: Retail Workers in New York City

Area: Business Organization and Management Courses

Pairs: Robin Baxter (Fashion Business Management, FIT) and Rebecca Bauman (Modern Languages and Cultures, FIT)

Film and television clips: *The Shop Around the Corner* (Ernst Lubitsch, 1940); *Le amiche/The Girlfriends* (Michelangelo Antonioni, 1955); *Hester Street* (Joan Micklin Silver, 1975); *Nine to*

Five (Colin Higgins, 1980); *El tiempo entre costuras/The Time in Between* (TV series, 2013-2014)

Clips will focus on issues of gender in the workplace, with attention to general issues pertaining to both retail and corporate environments, and specific case studies of the fashion industry. Some sample activities the students may participate in: a) identify the career trajectory of the male versus female protagonists in their sales positions. What do you expect will happen in terms of job security, opportunities for promotion, wage increases, co-worker and customer relations? b) using the fashions created by the designers in the films/TV series, create two separate business models: one that you believe would be successful in the time period in which the show/film is based, and one for today. Present these business strategies to the class. What are the similarities/differences between these models and how are they influenced by historical, economic, and cultural factors? c) list the innovations the female protagonists introduce in their office. In small groups, create a proposal for further changes that specifically address the issues raised in the film. How do they address issues of sexual harassment, gender parity, work-family balance, flexibility, and overall improvement to the physical work environment? Pay special attention to issues such as race, class, and physical disability.

2) Show Girls and Cameramen: Entertainment Workers in New York City

Area: Entertainment/Marketing

Pair: Ron Amato (Photography, FIT) and Michelle Handelman (Film and Media, FIT)

Art: Cindy Sherman, Andy Warhol, David Salle, Kehinde Wiley

Film and television clips: *Singin' in the Rain* (Gene Kelly and Stanley Donen, 1952); *The Producers* (Mel Brooks, 1967); *High Art* (Lisa Cholodenko, 1998); *The Times of Bill Cunningham* (Mark Bozek, 2010)

Clips will focus on issues of gender and social class among various professions within the entertainment industry. Workers' rights and fair contracts will receive much emphasis in the evolution of the entertainment industry post WWII. Ethnic diversity and gender identity will also be addressed, in light of marginalized sectors of industry such as strippers, exotic dancers, transgender performers, and burlesque actors. Photographers, costume designers, cinematographers, or scenic artists will be indispensable to the narrative of the entertainment business and to teaching business and labor aspects of the industry. FIT professors who are film producers, directors and playwrights will collaborate with professors at CUNY colleges teaching the entertainment technologies of sound, lighting, scenery, video and show control.

3) Interethnic Relations in the Workplace

Area: Fashion Business Management and Advertising and Marketing Communication

Pair: Vincent Quan (FBM) and Rebecca Bauman (Modern Languages and Cultures, FIT)

Art: Edward Hopper, Archibald Motley, Adrian Piper

Film and television clips: Here students will confront narratives of racial justice in the workplace through the comparison of interethnic conflict in both blue-collar and white-collar environments, looking specifically at the representations of interactions between African Americans and Italian Americans in the context of labor. We will look at fictional representations in cinema such as *Matewan* (Sayles, 1987), *Do The Right Thing* (Lee, 1980), and *The Green Book* (Farrelly, 2018) while contextualizing them in the historical background of immigration, segregation, and

integration as they pertain to these two groups. Students will then create theatrical projects in which they imagine different modes of interaction based on racial and ethnic identity in a variety of different workplace contexts.

4) Healthcare Workers: Realities and Imaginations

Area: Healthcare

Pair: Josh Koury and Dahlia Schweitzer (Film and Media, FIT)

Art: healthcare work in Andy Warhol, Cindy Sherman, Francis Bacon, and Gerhard Richter

Film and television clips: *The Hospital* (Arthur Hiller, 1971); *Nurse Jackie* (Showtime, 2009-2015); *New York Med* (ABC News, 2012) *The Knick* (2014-2015); *Pose* (2018-present)

This module will focus on the experience of healthcare workers in urban environments and will use different texts to reflect upon the role of healthcare workers in New York City, as well as the psychological and emotional stress of this work. Different texts will look at the rise of the modern healthcare system, which was accompanied by an increase of women in the medical professions, beginning at the turn of the 20th century and up through the AIDS crisis of the 1980s and the Coronavirus pandemic of 2020. The singular importance of healthcare workers at all levels, from physicians, psychiatric workers, nurses, medical assistants and technicians, as well as administrative support staff, will be looked at in relation to past pandemics such as the AIDS crisis of the 1980s and 1990s, as well as the response to disasters such as the September 11 attacks and Hurricane Sandy.

5) Cultural Expectations of Hospitality

Area: Hospitality and Communication Design

Pair: Daniel Levinson Wilk (History, FIT) and Patrice George (Textile Development and Marketing, FIT)

Songs: “Pennsylvania 6-5000,” “Heartbreak Hotel,” “Hotel California”

Art: service work in Jacob Lawrence and Edward Hopper

Film and television clips: *Grand Hotel* (1932), *Week-End at the Waldorf* (1945), *Home Alone* (1990), *The Royal Tenenbaums* (2001), *Maid in Manhattan* (2002), *Hotel Rwanda* (2004), *Grand Hotel* (2019), student choices

Discussion will examine how popular culture has portrayed hotel hospitality over the last hundred years, to what extent students and industry professionals think it shapes consumer desire and demand, and how one would research or measure the effect. Are hotel workers, and especially management figures, portrayed as servile or confident? How much of the actual workflow is depicted, and if it is not realistic, how might it warp viewers’ experiences in real hotels? After reviewing selections of popular art provided by the professors, students will find their own clips to show and comment on to the class.

6) Ethics of Accounting: Slavery and Income Tax

Area: Business Management

Pair: Rebecca Bauman (Modern Languages and Cultures, FIT) and Vincent Quan (FBM, FIT)

Reading: Edmund Wilson, “The Cold War and the Income Tax”; selections from David Foster Wallace, *The Pale King* (Little, Brown, 2011); selections from Caitlin Rosenthal, *Accounting for Slavery* (Harvard University, 2018). Pages of tax records and account books from slave plantations.

Discussion will examine two examples—accounting practices of nineteenth-century slaveholders and 20th-century tax records—that illuminate unspoken ethical and practical assumptions in accounting forms and practices. Students will also examine what different cultures choose to count and measure.

7) Historical Avatar

Area: Liberal Arts Survey Courses

Pair: Daniel Levinson Wilk (History, FIT) and Jose Diaz (Online Learning Manager, FIT)

Website: Ancestry.com

Readings: primary and secondary documents tailored to each demographic group and time period.

Using city directories, manuscript census pages, and other materials available on Ancestry.com, each student will pick a person from the past in an occupation related to their current major.

They will create information that is unavailable from the documents, with guidance from the primary and secondary documents—the personality of their historical figure, the quality of their relationships with other people, and their beliefs on various subjects. In class discussions, students will be encouraged to speak from the perspective of their historical avatars.

Additional Note on Key Collaborators for Dissemination

Jose Diaz, Manager of Online Learning at FIT, is a member of our team. He will introduce various digital platforms such as the Padlet, the Adobe Spark, the VoiceThread, the Red Hat and others to faculty participants, so that each activity can be engaging, with online or face-to-face learning. Examples by the above-participating faculty members will be selected and edited for other instructors who want to adopt new delivery systems. **Elaine Maldonado** and her staff at

the Center for Excellence in Teaching [CET] at FIT plan to organize campus-wide workshops for full-time and adjunct faculty members, to disseminate our resources to others in 2022–2023. She is working with **Jeffrey Riman**, coordinator at the CET and chair of the SUNY Faculty Advisory Council on Teaching and Technology (FACT 2), in 2018–2020. FACT2 is an advisory body to the SUNY Provost, advocating and acting as a resource for university stakeholders in the use of technology in service of pedagogy and research. **Chris Price** at the Professional Development Center at SUNY, supports this project and is currently reaching out to other SUNY campuses to invite PI's of this project to campus events. He is a crucial figure in the SUNY Conference in Instruction and Technology [CIT].

List of Participants

Directors, Faculty Fellows at FIT, Consultants, and Research Support Staff

No.	Name	Affiliation at FIT	Note
1	Kyunghee Pyun	History of Art	Project Director
2	Rebecca Bauman	Modern Languages and Cultures	Co-Director
3	Vincent Quan	Fashion Business Management	Co-Director
Faculty Fellows:			
4	Jean Amato	English and Communication Studies	2 pp resume; letter
5	Robin Baxter	Fashion Business Management	2 pp resume; letter
6	Praveen Chaudhry	Social Sciences	2 pp resume; letter
7	Elizabeth H. Clancy	Film and Media	2 pp resume; letter
8	Jung-Whan Marc De Jong	Social Sciences	2 pp resume; letter
9	Patrice George	Textile Development and Management	2 pp resume; letter
10	Josh Koury	Film and Media	2 pp resume; letter
11	Su Ku	Fashion Design	2 pp resume; letter
12	Helen Lane	Gladys Marcus Library (Instructional Design Librarian)	2 pp resume; letter
13	Shannon Maher	Home Products Development	2 pp resume; letter
Consultants			
14	Daniel Levinson Wilk	U.S. History at FIT	2 pp resume; letter
15	Joshua Freeman	CUNY	2 pp resume; letter
16	Carol Quirke	SUNY Old Westbury	2 pp resume; letter
Research Support			

17	Jose Diaz	Office of Online Learning	Instructional Designer
18	Jeffrey Riman	Center for Excellence in Teaching	Instructional Designer
19	Elaine Maldonado	Center for Excellence in Teaching	Director
20	Carolyn Comiskey	Office of Institutional Research and Effectiveness	Executive Director
21	Chris Price	SUNY Center for Professional Development	Academic Programs Manager

Expected Project Outcomes

Upon the successful completion of this project,

- Faculty can identify and locate teaching materials on the website the PI’s developed.
- Faculty can explain major historical events important to NYC’s working-class people, which are relevant to their disciplines and areas of specialty
- Faculty can choose a module relevant to their needs in the depository of lesson plans developed during the project
- PI’s communicate with directors of the CET and SUNY Professional Development at regular intervals while they reach out to CUNY Professional Development through their liaisons at CUNY Community Colleges.
- PI’s can create a network of people receiving newsletters from the project team and conceive a nationwide movement towards Humanities for Empowering the Working Class, in imitation of medical humanities or digital humanities initiatives.
- Participants outside the humanities can present their experience and accomplishments at humanities-focused associations and their annual conferences, while partnering faculty members both appear in business-centered professional organizations and trade conferences.

Plan of Collaboration with Other Community Colleges

This table shows six areas of further collaboration in Years 2 and 3, based on the tentative commitment of participants at other community colleges that the PI's have contacted.

Discipline/AAS Programs	Applicable Community Colleges	Paired Faculty
Accounting	FIT, BMCC, BCC, Hostos, Kingsborough, LaGuardia, Queensborough	Vincent Quan (FBM, FIT) with Rebecca Bauman (Modern Languages and Cultures, FIT)
	Basic Courses: Personal Accounting; Accounting Principles	
Business Management	FIT, BMCC, BCC, Guttman, Hostos, Kingsborough, LaGuardia, Queensborough	Robin Baxter (FBM, FIT) with Rebecca Bauman (Modern Languages and Cultures, FIT)
	Basic Courses: Fashion Merchandising; Business Organization and Management	
Fashion Studies	FIT, BMCC, BCC, Queens College	Kyunghee Pyun (History of Art, FIT), Rebecca Bauman, Eugenia Paulicelli (QC)
	Basic Courses: History of Western Art; History of Western Fashion; History of East Asian Costume; Fashion Journalism	
Hospitality/Food Industry	Hostos--food studies not hospitality, Kingsborough, LaGuardia	Prithi Kanakamedala (History, BCC) with Daisy Bow (French, New School) Stephen R. Duncan (History, BCC) with Marcia Biederman (English, FIT)
	Basic Courses: Restaurant and Food Service Operations; Beverage Management; Culinary Arts II: Major Techniques	
Nursing	Kingsborough, LaGuardia, Queensborough	Michael Spear (Political Science, Kingsborough) and Tomo Imamichi (Ecology, LaGuardia) with Rebecca Bauman (FIT)
	Basic Courses: Critical Issues in Personal Health; Fundamentals of Nursing	
Retail and Marketing	FIT, Kingsborough; BMCC	Su Ku (Fashion Design, FIT) with Josh Koury (Film and Media, FIT) Praveen Chaudhry (Global Marketing, FIT) with Rebecca Bauman (FIT)

	Basic Courses: Advertising and Promotion; Introduction to Journalism; Mass Communications	
Entertainment and Media	FIT, Kingsborough, LaGuardia, Queensborough; CityTech	<p>Elizabeth Clancy (Film/Media, FIT) with Rebecca Bauman (FIT)</p> <p>Elizabeth Wissinger (Sociology, BMCC) with Kyunghee Pyun (FIT)</p> <p>Zhijian Qian (Visual Arts, City Tech) with Rebecca Bauman (FIT)</p>
	Basic Courses: Introduction of Entertainment Technology; Introduction to Scene Design; Stage Rigging and Mechanics	

Schedule of Activities

Note: FIT faculty participants will meet once per semester and four days in the summer and the winter vacation: 10 days per year. Due to uncertain circumstances related to COVID-19, “webinar” is used to denote a hybrid or flexible meeting, instead of a usual face-to-face faculty seminar held on campus. Please note that PI’s are proficient in remote learning modalities, either synchronous or asynchronous, and receive full technology support from FIT. Webinars are recorded and made available for participants. If edited by a videographer and deemed helpful for others, it will be uploaded on the project’s dedicated website.

In addition to face-to-face meetings [or webinars], participants will remain connected by team writing, webinars, and virtual meetings. Community college faculty members are usually busy with heavy teaching loads and academic advisement sessions. Webinars and seminars are scheduled in the summer and in the winter vacation to avoid schedule conflicts during the semester.

Dates	Activities	Note on Roles/Members
June 2020	Application for NEH	PI’s
December 2020	Announcement of results	
Jan–May 2021	Pre-grant planning stage	Promoting the grant; soliciting collaboration among faculty at FIT; determining participants based on the application; connecting with faculty at other community colleges
Year 1	06/01/2021–05/31/2022	Phase 1
June 2–3, 2021	Meet with core participants at FIT Webinar 1-2 (Year 1)	Face-to-face or virtual meeting: PIs and faculty fellows

June 4–5, 2021	Meet with FIT faculty participants (could be eligible for the faculty symposium grant by Faculty Development and Research Grant at FIT) Webinar 3-4 (Year 1)	Face-to-face or virtual meeting: PIs work in a smaller group with 2-3 faculty fellows in addition to a large webinar Quan reviews reading lists/lesson plans
June 4–30, 2021	Create a list of movies and novels for the Phase 1 Reviewing reading lists/lesson plans	Bauman Quan and faculty fellows
July 2021	Work with consultants to get critical or secondary readings on the above primary sources	Pyun
August 2021	Provide a list of curricular materials with primary and secondary resources to volunteering faculty members at FIT and other members of community colleges	Bauman and Pyun/ Helen Lane (FIT) and Swan Kim (BCC)
Sep–Dec 2021	Monitoring how teaching resources were being implemented in the classroom; running feedback surveys Webinar 5 (Year 1) — November 6, 2021	PI and co-PIs having a monthly webinar/email with FIT faculty participants
Same period	Identify a local resource (1): The Tamiment Institute Library and Robert F. Wagner Labor Archives, NYU Special Collections, Elmer Holmes Bobst Library	Helen Lane follows on local resources. Pyun contacts reference librarians.
Jan 2022 M-T-W-Th	Webinar to share stories and feedback Webinar 6-7-8-9 (Year 1)	Dates TBA; 2 hrs each day PIs meet with faculty fellows in a smaller group in addition to a larger webinar
	Website is created and updated	PIs and web designer
Feb–May 2022	Monitor how teaching resources were being implemented in the classroom; run feedback surveys; collect more volunteers Webinar 10 (Year 1) — April 2, 2022	PIs having a monthly webinar/email with FIT faculty participants
Same period	Identify a local resource (2): NY Historical Society Graphic Collections— prints, lithographs, trade cards and other advertisements, broadsides, sheet music, and other paper items	Helen Lane follows on local resources. Pyun contacts reference librarians.
May–June 2022	Create a list of movies and novels for the Phase 2	Bauman

Late May 2022	Participating in SUNY Conference on Instruction and Technology (SUNY CIT)	A pair of instructors present their collaboration; PIs meet with CET directors
Year 2	06/01/2022–05/31/2023	Phase 2
June 2–3, 2022	Meet with participants at other members of community colleges along with FIT members Webinar 1-2 (Year 2)	Face-to-face and online PIs and faculty fellows
June 4–5, 2022	Meet with FIT faculty members (could be eligible for the faculty symposium grant by Faculty Development and Research Grant at FIT) Webinar 3-4 (Year 2)	Face-to-face and online Quan convenes the symposium.
June 4–30, 2022	Create a list of movies and novels Review reading lists/lesson plans	Bauman Quan and faculty fellows
July 2022	Work with consultants to get critical or secondary readings on the above primary sources	Pyun
August 2022	Provide a list of curricular materials with primary and secondary resources to volunteering faculty members at FIT and those at other community colleges	Bauman and Pyun/ Helen Lane (FIT) and Swan Kim (BCC)
Sep–Dec 2022	Monitoring how teaching resources were being implemented in the classroom; running feedback surveys Webinar 5 (Year 2) — November 5, 2022	PI's have a monthly webinar/email with participating faculty
Same period	Identifying a local resource (3): La Guardia and Wagner Archives, La Guardia Community College	Helen Lane follows on local resources. Pyun contacts reference librarians.
Jan 2023 M-T-W-Th	Webinar to share stories and feedbacks Webinar 6-7-8-9 (Year 2)	Dates TBA; 2 hrs each day PI's meet with faculty fellows in a smaller group in addition to a larger webinar
	Website is updated and promoted	PI's and web designer
Feb–May 2023	Monitor how teaching resources were being implemented in the classroom; running feedback surveys; collecting more volunteers Webinar 10 (Year 2) — April 1, 2023	PI's having a monthly webinar/email with participating faculty
Same period	Identify a local resource (4): Museum of the City of New York, City of Workers and Activist New York Exhibitions Archive	Lane and Pyun/Levinson Wilk/Quirke/Freeman (consultants)

May–June 2023	Create a list of movies, novels, non-fiction stories, art works for the Phase 3	Pyun
Late May 2023	Participate in SUNY Conference on Instruction and Technology (SUNY CIT)	A pair of instructors present together; PIs meet with CET directors of other SUNY campuses
Year 3	06/01/2023–05/31/2024	Phase 3
June 2–3, 2023	Meet with FIT participants and other members of community colleges Webinar 1-2 (Year 3)	Face to face and online PIs and faculty fellows
June 4–5, 2023	Meet with FIT faculty members (eligible for the faculty symposium grant by Faculty Development and Research Grant at FIT) Webinar 3-4 (Year 3)	Face-to-face and online Bauman convenes the symposium.
June 4–30, 2023	Create a shared repository of clips etc. could be created as well so that access to these materials is guaranteed (library purchasing of DVDs, download/upload of video clips, etc.) Review reading lists/lesson plans in view of collected resources	Bauman/Pyun/Diaz/Lane Quan and faculty fellows
July 2023	Work with consultants to get critical or secondary readings on the above primary sources	Bauman and consultants
August 2023	Provide a list of curricular materials with primary and secondary resources to volunteering faculty members at FIT and other members of community colleges	Swan Kim/Eugenia Paulicelli/and others at CUNY
Sep–Dec 2023	Monitor how teaching resources were being implemented in the classroom; running feedback surveys Webinar 5 (Year 3) — November 4, 2023	PIs having a monthly webinar/email with participating faculty
Same period	Identify a local resource (5): Museum of the Moving Image—licensed merchandise, technical apparatus, still photographs, production design materials, costumes, fan magazines, publicity materials, and video and computer games.	Pyun and Quan
Jan 2024 M-T-W-Th	Webinar to share stories and feedbacks Webinar 6-7-8-9 (Year 3)	Dates TBA

	Website is updated and archived/extended	PIs and web designer
Feb–May 2024	Monitor how teaching resources were being implemented in the classroom; run feedback surveys; collect more volunteers	PIs having a monthly webinar/email with faculty
	Identify a local resource (6): Cornell University, ILR in New York City—The Institute for Workplace Studies (IWS) Webinar 10 (Year 3) — April 6, 2023	Pyun contacts staff at ILR.
April 15, 2024	Revise and finalize a list of movies and novels for the OER platform	Pyun/Bauman/Lane
April 30, 2024	Conference with all the participants and larger audiences	FIT will host this on campus/organize a virtual meeting if not hybrid
Late May 2024	Participate in SUNY Conference on Instruction and Technology (SUNY CIT) Website is updated and archived/extended	A pair of instructors present together; PIs meet with CET directors of other SUNY campuses
May 15, 2024	Work with librarians and technicians for the OER platform Work with librarians and technicians for the OER platform	Pyun/Bauman/Lane/Diaz/Reiman
May 30, 2024	Reviewing the financial account	
8/31/2024	Final Report Due	PIs “Recipients must submit a final financial report and a final performance report within 90 calendar days after the period of performance ends.”

Reading List

1) General Overview

- Freeman, Joshua Benjamin, ed. *City of Workers, City of Struggle: How Labor Movements Changed New York*. New York: Columbia University Press, 2019.
- Hesse-Biber, Sharlene Nagy, and Gregg Lee Carter. *Working Women in America: Split Dreams*. New York: Oxford University Press, 2000.
- Jaffe, Steven H., ed. *Activist New York: A History of People, Protest, and Politics*. New York: New York University Press, 2018.
- Kocka, Jürgen. *White Collar Workers in America 1890-1940: A Social-Political History in International Perspective*. London: Sage, 1980.
- Lawrie, Paul R. D. *Forging a Laboring Race: The African American Worker in the Progressive Imagination*. New York: NYU Press, 2016.
- McColloch, Mark. *White Collar Workers in Transition: The Boom Years, 1940-1970*. Greenwood Publishing Group, 1983.
- Seybolt, Robert F. *Apprenticeship and Apprenticeship Education in Colonial New England and New York*. New York: Columbia University Press, 1971.
- Willis, Paul E., and Stanley Aronowitz. *Learning to Labor: How Working-Class Kids Get Working Class Jobs*. New York: Columbia University Press, 2017.

2) Sales

- Benson, Susan Porter. *Counter Cultures: Saleswomen, Managers, and Customers in American Department Stores, 1890-1940*. Urbana, IL: University of Illinois Press, 1986.
- Besen-Cassino, Yasemin. *The Cost of Being a Girl: Working Teens and the Origins of the Gender Wage Gap*. Philadelphia: Temple University Press, 2018.
- Leach, William. *Land of Desire: Merchants, Power, and the Rise of a New American Culture*. New York: Vintage, 1994.
- Mullin, Katherine. *Working Girls: Fiction, Sexuality, and Modernity*. Oxford: Oxford University Press, 2016.
- Zinn, Howard, Dana Frank, and Robin D. G. Kelley. *Three Strikes: Miners, Musicians, Salesgirls, and the Fighting Spirit of Labor's Last Century*. New York: Beacon, 2002.

3) Business and Entrepreneurship

- Chandler, Alfred D. *Strategy and Structure: Chapters in the History of the Industrial Enterprise*. Cambridge, MA: MIT Press, 1990.
- Laird, Pamela. *Pull: Networking and Success Since Benjamin Franklin*. Cambridge, MA: Harvard University Press, 2006.
- McCraw, Thomas. *Prophets of Regulation: Charles Francis Adams, Louis D. Brandeis, James M. Landis, Alfred E. Kahn*. Cambridge: Harvard University Press, 1988.
- Mulholland, Kate. *Class, Gender, and the Family Business*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2003.
- Ocejo, Richard E. *Masters of Craft: Old Jobs in the New Urban Economy*. Princeton: Princeton University Press, 2017.

4) Personal Finance

- Chandler, Alfred D. *The Visible Hand*. Cambridge, MA: Harvard University Press, 1993.
- Macintosh, Norman B., and Trevor Hopper. *Accounting, the Social and the Political: Classics, Contemporary and Beyond*. Amsterdam: Elsevier, 2005.

- McLean, Bethany, and Peter Elkind. *The Smartest Guys in the Room: The Amazing Rise and Scandalous Fall of Enron*. London: Penguin, 2013.
- Porter, Katherine. *Broke: How Debt Bankrupts the Middle Class*. Stanford, CA: Stanford University Press, 2012
- Rosenthal, Caitlyn. *Accounting for Slavery: Masters and Management*. Cambridge, MA: Harvard University Press, 2018.
- Shipler, David K. *The Working Poor: America's Forgotten Workers*. New York: Alfred A. Knopf, 2004.
- Taylor, Avram. *Working Class Credit and Community Since 1918*. New York and London: Palgrave Macmillan, 2016.

5) Visual Arts and Design

- Burns, Sarah. *Inventing the Modern Artist: Art and Culture in Gilded Age America*. New Haven: Yale University Press, 1996.
- Currid-Halkett, E. *The Warhol economy: How fashion, Art, and Music Drive New York City; with a new preface by the author*. Princeton, N.J: Princeton University Press, 2009.
- Delton, Jennifer. *Racial Integration in Corporate America, 1940-1990*. Cambridge: Cambridge University Press, 2021.
- Fitzsimmons, Michael P. *From Artisan to Worker: Guilds, the French State, and the Organization of Labor, 1776-1821*. Cambridge: Cambridge University Press, 2010.
- Hapke, Laura. *Labor's Canvas: American Working-Class History and the WPA Art of the 1930s*. Newcastle: Cambridge Scholars Publishing, 2008.
- Lears, T. J. Jackson. *Fables of Abundance: A Cultural History of Advertising in America*. New York: Basic Books, 1994.
- Reddy, William M. *The Rise of Market Culture: The Textile Trade and French Society, 1750-1900*. Cambridge: Cambridge University Press, 2009.

6) Sustainability and the Working Class

- Bell, Karen. *Working-Class Environmentalism: An Agenda for a Just and Fair Transition to Sustainability*. Cham: Palgrave Macmillan, 2020.
- Burns, Sarah. *Inventing the Modern Artist: Art and Culture in Gilded Age America*. New Haven: Yale University Press, 1996.
- Chicca, Fabricio, Brenda Vale, and Robert Vale, eds. *Everyday Lifestyles and Sustainability: The Environmental Impact of Doing the Same Things*. London: Taylor and Francis, 2018.
- Dauvergne, Peter, and Jane Lister. *Eco-Business A Big-Brand Takeover of Sustainability*. Cambridge, MA: MIT Press, 2013.
- Gould, Kenneth Alan, and Tammy L. Lewis. *Green Gentrification: Urban Sustainability and the Struggle for Environmental Justice*. London and New York: Routledge, 2017.
- Knox, Paul, and Heike Mayer. *Small Town Sustainability: 2nd, Revised and Enlarged Edition*. CH-4055 Basel: Birkhauser Verlag GmbH, 2013.
- Mowforth, Martin, and Ian Munt. *Tourism and sustainability: development and new tourism in the Third World*. London: Routledge, 2003.
- Muthu, Subramanian Senthilkannan, and Miguel Ángel Gardetti, eds. *Sustainability in the Textile and Apparel Industries: Consumerism and Fashion Sustainability*. Cham: Springer, 2020.
- Sachs, Carolyn E., ed. *Women Working in the Environment*. London: Taylor & Francis, 1997.
- Sernau, Scott. *Global Problems: The Search for Equity, Peace, and Sustainability*. Boston: Pearson, 2012.

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EDUCATION

New York University, Institute of Fine Arts

Pb.D. in the History of Art and Archaeology 2004

M.A. in the History of Art and Archaeology 1999

Seoul National University, Seoul, South Korea

Completion of the Graduate Program 1995–1996

B.A. Summa cum laude in Archaeology and Art History 1995

Received the University President’s Award as representative of College of Humanities

ACADEMIC POSITIONS

Fashion Institute of Technology, State University of New York, Dept. of History of Art

Associate Professor, 2019–present; *Assistant Professor*, 2013–May 2019; *Adjunct Instructor*, 2004; 2011–2013

The Cooper Union for the Advancement of Science and Art

Adjunct Instructor, 2015–2017

The New School, Parsons School of Design, Art and Design History and Theory

Adjunct Instructor, 2012–2015

School of Visual Arts

Adjunct Instructor, 2015

PUBLICATIONS AND SCHOLARLY ACTIVITIES

SINGLE-AUTHOR VOLUME

Discerning Languages for the Exotic: Collecting Asian Art 1850–1940 (current book project)

Forceful Exoticism: Self-censorship and Predicament of Diasporic Artists from Asia (book project under development)

CO-EDITED VOLUME

American Art in Asia: Artistic Praxis and Theoretical Divergence edited by Michelle Lim and Kyunghee Pyun (peer-reviewed and contract in progress with the Routledge; forthcoming in 2021)

Korean Dress History: Critical Perspectives on the Primary Sources (working title), edited by Minjee Kim and Kyunghee Pyun (peer-reviewed and contract in progress with the Bloomsbury Academic; forthcoming in 2021)

Interpreting Modernism in Korean Art: Fluidity and Fragmentation edited by Kyunghee Pyun and Jungah Woo (peer-reviewed and contract in progress with the Routledge; forthcoming in 2020)

“Modernism in East Asia: Historiography” (introduction)

Fashion, Identity, Power in Modern Asia, edited by Kyunghee Pyun and Aida Yuen Wong (New York: Palgrave Macmillan, 2018)

“Dress Reform and Modernization in East Asia” (introduction), 1–19

“Hybrid Dandyism: European Woolen Fabric in East Asia” (essay), 285–306

Review by Barbara Molony in *Asia Pacific Perspectives* vol. 16 no. 1 (2019): 93–96

Edited with Anna Russakoff, *Jean Pucelle: Innovation and Collaboration in Manuscript Painting* (Turnhout: Brepols, 2013)

Review by Gerald B. Guest in *Manuscripta: A Journal for Manuscript Research* vol. 58 no. 2 (2014): 291–296

Review by Julian Luxford in *AMARC (Association for Manuscripts and Archives in Research Collections) Newsletter* no. 64 (May 2015): 26–27

PEER-REVIEWED JOURNAL ARTICLES

“Debbie Han’s Graces: Hybridity and Universality.” *Journal of the Korea Association for History of Modern Art* 48 (2019): 25–57.

“Visualizing Cardinals in Illuminated Books during the Renaissance.” *Art History and Visual Culture* 22 (2018): 224–253.

“Temporality in Late Medieval Art: A Study on Sartorial Dimensions in Illuminated Manuscripts.” *Journal for the Korean Society of Art and Design* [Johyung Design Yeongu] 20 no. 4 (Dec. 2017): 57–82.

“Portraying Monks in Illuminated Service Books in the Fourteenth Century.” *Journal of the Association of Western Art History*, Vol. 45 no. 1 (2016): 149–184.

“Collectors of Asian Crafts in North America: Passion for Porcelain.” *Journal for the Korean Society of Art and Design* [Johyung Design Yeongu] 18 no. 4 (Dec. 2015): 139–176.

“Asian Art in the Eyes of American Collectors, 1880–1920: Antimodernism and Exotic Desire.” *Journal of Contemporary Art Studies* [Hyudae Misul Yeongu] 15 no. 2 (2011): 245–278.

“End of Iconography? Introducing New Trends of Iconology in Medieval Studies.” *Art History and Visual Culture* 9 (2010): 222–271.

“Foundation Legends in the Illuminated Missal of Saint-Denis: Interplay of Liturgy, Hagiography, and Chronicle.” *Viator* 39 no. 2 (2008): 143–192.

PEER REVIEWED BOOK CHAPTERS

“Asian Physiques of Mannequins in American Art Museums.” *Nearly Human: Mannequins and Museums*, edited by Bridget R. Cooks and Jennifer Wagelie (London: Routledge, 2020), forthcoming.

“Ethics of Cultural Appropriation in Fashion.” *The Routledge Companion to Fashion Studies*, edited by Eugenia Paulicelli, Alyssa Dana Adomaitis, Elizabeth Wissinger, and Veronica Manlow (London: Routledge, 2020), forthcoming.

“The Master of the *Remède de Fortune* and Parisian Manuscript Production circa 1350.” In *An Illuminated Manuscript of the ‘Collected Works’ of Guillaume de Machaut (BnF, ms. fr. 1586): A Vocabulary for Exegesis*, edited by Domenic Leo (Turnhout: Brepols, 2019), forthcoming.

“Introduction: Dress Reform and Modernization in East Asia.” *Fashion, Identity, Power in Modern Asia*, edited by Kyunghye Pyun and Aida Yuen Wong (New York: Palgrave Macmillan, 2018), 1–19.

“Hybrid Dandyism: European Woolen Fabric in East Asia.” *Fashion, Identity, Power in Modern Asia*, edited by Kyunghye Pyun and Aida Yuen Wong (New York: Palgrave Macmillan, 2018), 285–306.

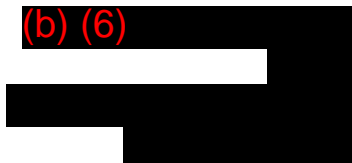
“A Journey through the Silk Road in a Cosmopolitan Classroom.” A chapter in *Teaching Medieval and Early-Modern Cross-Cultural Encounters Across Disciplines and Eras* edited by Lynn Shutter and Karina Attar (New York: Palgrave Macmillan, 2014), 67–87.

“Pucellian Influence in Illuminated Liturgical Manuscripts around 1350.” In *Jean Pucelle, A Medieval Artist: Innovation and Collaboration in Manuscript Painting*, ed. Kyunghye Pyun and Anna Russakoff (Turnhout: Brepols, 2013), 171–196.

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TEACHING POSITIONS

Fashion Institute of Technology, SUNY Associate Professor of Italian (2019-present) Assistant Professor of Italian (2012-2019)	New York, NY
Columbia University Adjunct Lecturer (2010-2012) Summer Teaching Fellow (2008-2009) Teaching Fellow (2004-2006)	New York, NY
Barnard College Associate Instructor (2008-2012) Teaching Assistant (2006)	New York, NY
University of Connecticut Adjunct Assistant Professor (2011-2012)	Stamford, CT
Fordham University Adjunct Instructor (2011)	Bronx, NY
Hofstra University Adjunct Assistant Professor (2010-2011) Adjunct Instructor (2009)	Hempstead, NY

EDUCATION

Columbia University, Graduate School of Arts and Sciences Ph.D. in Italian, May 2010 Dissertation title: "Fascism in the Years of Lead: Italian and German Cinema Remember the Past." Faculty Sponsor: Prof. Nelson Moe, Ph.D. M.Phil. in Italian, February 2006 M.A. in Italian, February 2004	New York, NY
Vassar College B.A. in Film and Italian, May 1996 Magna cum laude, with departmental honors in Film and Italian Minor: Women's Studies	Poughkeepsie, NY
Boston University Centro Studi/Università di Padova Academic Year 1994-1995 Studied with Italian film historian Gian Piero Brunetta	Padova, Italy

JOURNAL ARTICLES AND BOOK CHAPTERS

"The Fellini Brand: Marketing Appropriations of the Fellini Name" in *Wiley Blackwell Companion to Federico Fellini*, eds. Frank Burke, Marita Gubarova and Marguerite Waller, Chichester, West Sussex; Malden, MA: John Wiley & Sons, Inc., 2020 (forthcoming)

"Masculinity, Melodrama and Quality TV: Re-viewing *La Piovra*" *Journal of Italian Cinema and Media Studies* 6.2 (2018)

"Visions of Virility: Masculinity and Memory in the Italian War Film," in *Resistance, Heroism, Loss: World War II in Italian Literature and Film*, ed. Thomas Cragin and Laura A. Salsini, Lanham, MD: Farleigh Dickinson University Press, 2018

"*Divi ambigui*: Ferzan Ozpetek's Starstruck Gaze." *Italian Cultural Studies* 70.3 (2015)

RECENT CONFERENCE PAPERS

"Beyond *bambole*: Female Friendship as Border Crossings in Recent Transnational TV," American Association for Italian Studies conference, Tucson, AZ (March 2020)

"The Melancholic Body: The Queer Cinema of Valerio Zurlini," Comizi d'amore conference, Milan, Italy (November 2019)

"Visible Absences: Italian American Women Onscreen and the Case of Annabella Sciorra," Italian American Studies Association conference, Houston, TX (November 2019)

"Dressed Down and Mobbed Up: Fashion and Gangster Identities in the Italian Crime Series," Journal of Italian Cinema and Media Studies conference, Rome, Italy (June 2019)

"Marketing 'Fellini': His Name as International Brand," Journal of Italian Cinema and Media Studies conference, Rome, Italy (June 2019)

"Malavita Chic: Fashion and Fandom in Contemporary Crime Television," American Association for Italian Studies conference, Winston-Salem, NC (March 2019)

"*Cose Nostre*: Transnational Mafia Identities between Reality and Fiction," Diaspore Italiane, Italy in Movement symposium, John D. Calandra Italian American Institute, New York, NY (November 2018)

"Made in New Jersey? Mafia Identities and Italian/American Transnationalism," Italian American Studies Association conference, Chicago, IL (October 2018)

"Of Mice and Mafiosi: *La Piovra*" and chaired two panels, Journal of Italian Cinema and Media Studies conference, Rome, Italy (June 2017)

"Masculinity and Memory in the Italian War Film," Military, Culture and Power conference, New York University, New York, NY (April 2017)

Vincent G. Quan

(b) (6)
vincent_quan@fitnyc.edu | Work: 212-217-4864 | Mobile: (b) (6)

EDUCATION

2012 MBA, Empire State College, SUNY, Business Administration
1987 BS, New York University, Business Administration

TEACHING EXPERIENCE

2010–present Associate professor, Fashion Business Management Department, Fashion Institute of Technology, SUNY, New York, NY
2006–2010 Assistant professor, Fashion Merchandising Management Department, Fashion Institute of Technology
2003–2006 Instructor, Fashion Merchandising Management Department, Fashion Institute of Technology

COURSES

FM114 Introduction to the Fashion Industry
FM116 Fashion Business Practices, Spring 2006 – Fall 2010
FM117 Introduction to Fashion Marketing
FM122 Fashion Merchandising Principles
FM322 Fashion Inventory Management, JDA® Advanced Store Replenishment
FM325 Financial Assortment and Planning, JDA® Financial Assortment Planning
FM422 Fashion Merchandising Strategies, Fall 2010 – Spring 2014 Developed Online and Blended Versions
FM423 Fashion Planning and Allocation, JDA® Allocation

RESEARCH AND REVIEW

Publication

Lee, J. and **Quan, V.** (2019). Smart manufacturing in China's fashion industry. In L. Burns (Ed.), *Bloomsbury Fashion Business Cases*. New York, NY: Bloomsbury, forthcoming in fall 2019.
ZHU, W., HOU, X. JI, X., & **Quan, V.** (2019). Evaluation system of clothing personalized customization through intelligent manufacturing. *Journal of Textile Research*. Forthcoming in fall 2019.
Quan, V., & Shen, B. (2017). Evolution of luxury fashion brands. In T. Choi & B. Shen (Eds.), *Luxury Fashion Retail Management* (pp. 11-18). New York, NY: Springer.
Shen, B., Qian, R., & **Quan, V.** (2016). Impacts of vendor-managed strategic partnership on fashion supply chains with markdown money policy. In T. Choi (Ed.), *Analytical Modeling Research in Fashion Business* (pp. 101-114). New York, NY: Springer.
Shen, B., Li, Q., Dong, C., & **Quan, V.** (2016). Design outsourcing in the fashion supply chain: OEM versus ODM. *Journal of the Operational Research Society*, 67(2), 259-268.
Luo, R, **Quan, V.**, & Zhou, S. (2015). Research on Effect of Wills to Disseminate Micro-blogging Viral Marketing in the Garment Industries: With an 18-35 Years Old Target Audience. *Journal of Interdisciplinary Mathematics*, 18(2015), 917-926.
Quan, V. (2014). Brick and mortar retailing: Survival versus the E-Commerce Onslaught. In N.J. Rajaram, G.H. Prasad & S.K. M. Belli (Eds.), *Contemporary Issues and Trends in Fashion, Retail and Management*. Hyderabad, India: BS Publication.

Presentation

Quan, V. (2019). Forging partnerships between fashion education and industry. Proceeding from *Fashion Industry and Education 2019 Conference, Zhejiang Sci-Tech University, Hangzhou, China*

Quan, V. (2014). Brick and mortar retailing: Survival versus the E-Commerce Onslaught. Proceeding from *Contemporary Issues and Trends in Fashion, Retail and Management 2014 Conference*, National Institute of Fashion Technology, Hyderabad, India

Peer Review

McGraw-Hill Education, & Broxholm, T. (2019). *Introductions to Business*, (1st ed.). New York, NY: McGraw Hill.

N.B. Digital teaching expertise was contributed to develop interactive digital products of the textbook in an avatar-based approach.

Ferrell, O.C., Hirt, G.A., & Ferrell, L. (2020). *Business Foundations: A changing world* (12 ed.). New York, NY: McGraw Hill.

Nickels, W. G., McHugh, J.M., & McHugh, S.M. (2016). *Understanding Business* (11th ed.). New York, NY: McGraw Hill.

Nickels, W. G., McHugh, J.M., & McHugh, S.M. (2013). *Business: Connecting Principles to Practice with Connect* (2nd ed.). New York, NY: McGraw Hill.

N.B. Both the chapter manuscripts and video contents were reviewed.

INSTITUTIONAL SERVICE

The Advisory Committee for International Education, Fashion Institute of Technology, 2019 Chair, appointed by Dean of International Education: Providing advice, council, support policies, procedure, and program development

Faculty Seminar, The National Endowment for the Humanities (NEH) Humanities Implementation Grant for Teaching Business and Labor History to Art and Design Students, 2018-Present

Member, selected by PIs: Participating in the creation of curriculum about business and labor history for art and design students

“Goodwill Retail Career Pathway: 2017, Careers in Retail,” an event for candidates seeking fashion careers, June-September 2017

Mentor, selected by the committee: Guided for the recruitment and selection process

2017 FIT Commencement at the Arthur Ashe Stadium, Marshal, assisted graduating students with line-up and seating assignments, 5/25, 2017

ACBSP Standard 5 Committee, Accreditation Council for Business Schools and Programs (ACBSP) Efforts contributed to ACBSP accreditation in Spring 2018; Supervised the team to achieve all ‘ACBSP Standard 5 Self Study Requirements’: Created a process to collect and categorize faculty CVs.

Served as the Project Lead, Partnered with the Dean of Institutional Research: Generated ‘ACBSP Match Criteria’ Developed and Launched “The Faculty Credentials and Faculty Activities Surveys, 2016-Present

Faculty Senate Evaluate Administrative Personnel Committee Chairperson (Fall 2017/Spring 2018), Member (Fall 2016/Spring 2017): Overseen the process for faculty to evaluate administrative personnel. Served as the Project Lead: Built/tested ‘The Online Evaluation Form’ and summarized the results (launched in Fall 2018), October 2016- May 2018

FBM faculty’s store visit to the SAKS OFF 5TH store (located at 57th Street, NYC): organizer, arranged store visit, prepared the faculty questions for SAKS OFF 5TH senior management, 9/14, 2016

YMA Fashion Scholarship Fund (FSF) – Recipients Advisement, Mentor, provided business and industry-related career advice for FSF recipients, January 2016-Present

FBM Study Abroad Program, International Coordinator: Provided academic advisement and approval for all FBM students for study abroad in partner institutions (e.g., Florence, Hong Kong, London, Paris, Shanghai), February 2014-Present

Faculty Senate Nominations and Elections Committee: Member, overseen the nomination, balloting, and election of all Faculty Senate Committee members. Served as the Project Lead: Built/tested and implemented ‘The Online Ballot’, August 2013-May 2015

Jean Amato

Associate Professor • Asian Minor Coordinator
Fashion Institute of Technology, Seventh Avenue and 27th Street, Room B603
New York, NY 10001 • jean_amato@fitnyc.edu

TEACHING & BUSINESS DEVELOPMENT PROFILE

Jean Amato received her Ph.D. in Comparative Literature from the University of Oregon. Jean has also studied and conducted graduate research in Mainland China and Taiwan for over six years. Working in Chinese and English, her research centers on theories of nationalism, gender and the ancestral home and homeland in Twentieth Century Chinese, Diasporic and Chinese American Literature and Film. Jean is an Associate Professor in the English and Communications Department and coordinator of the Asian Minor. In 2014, she received the State University of New York (SUNY) Chancellor's Award for Excellence in Teaching.

EDUCATION

Ph.D. Comparative Literature, University of Oregon

M.A. Comparative Literature, University of Oregon

B.A. English Literature, University of New Hampshire

SELECT PUBLICATIONS

“**Oxhide II [牛皮二]** (2009), Chinese Filmmaker Liu Jiayin’s new geography of the home.” **Spaces of the Cinematic House: Behind the Screen Door.** Eds. Fran Pheasant-Kelly, Stella Hockenhuill and Eleanor Andrews. New York: Routledge, 2015. 106-120.

“It All Depends on What You Mean by Home: Metaphors of Return in Chinese American Travel Memoirs from the 1980s to 2010s.” **CoHaB: Diasporic Constructions of Home and Belonging.** ed. Florian Klager, Berlin, Boston: Walter De Gruyter, 2015, 427-446.

“Ideological Mappings of Gendered Bodies, Nations and Spaces in Louis Chu’s 1961 Chinatown Novel, **Eat a Bowl of Tea.**” *Ecologies of Seeing.* Eds Mark Ledbetter and Asbjørn Grønstad. Cambridge Scholar’s Press (Forthcoming), 2016

“Relocating Notions of National and Ethnic Authenticity in Chinese American and Chinese Literary Theory through Nieh Hualing's Overseas Chinese Novel, **Mulberry and Peach.**” **Pacific Coast Philology** XXXI V.1 (1999): 32-52.

"Helena Kuo." & "Mai-Mai Sze." **Asian American Autobiographers: a bio-bibliographical critical sourcebook.** ed. Guiyou Huang. Westport, Connecticut: Greenwood Press, 2001. 187-91 & 345-49.

“Bette Bao Lord.” “Helena Kuo.” “Lin Tai-yi.” & “Mai-Mai Sze.” **Asian American Novelists: a bio-bibliographical critical sourcebook.** ed. Emmanuel S. Nelson. Westport, Connecticut: Greenwood Press, 2000. 211-13, 172-74, 360-64 & 357-59.

COURSES

- EN 121 – Composition
- EN 231 – Short Fiction
- EN 232 – Perspectives on American Literature
- EN 236 – Major Writers of the Western World
- EN 257 – Major Movements in Japanese, Chinese and Korean Film
- EN 281 – Chinese Cinema
- EN 333 – Modern Literature: The Spirit of the Twentieth Century
- EN 338 – Introduction to Asian American History and Literature
- EN 353 – Contemporary Chinese Cinema (Honors)
- EN 371 – Chinese Odyssey: Introduction to Chinese Literature
- EN 381 – Asian Literature: Regional Selections (Honors)

ROBIN BAXTER

(b) (6) ▪ (b) (6)
M: (b) (6) ▪ E: Robin_Baxter@fitnyc.edu

TEACHING & BUSINESS DEVELOPMENT PROFILE

Entrepreneurial executive offers accomplishments in education and international business with 12 years of teaching in U.S. corporate and academic environments. Successful track record established in supply chain management, sales/marketing of apparel, media and high-tech lines. Strong direct sales and account management experience through effective team building, product knowledge and customer relations. Equipped to teach courses in Retail Math, Global Fashion Merchandising, Business Administration, International Trade, English, Writing, Communications, Global Politics and Public Administration. Exceptional training skills implemented in both public and private sectors in China and East Africa.

SELECTED ACCOMPLISHMENTS

- Trained government and business leaders in Kenya and Uganda in exporting textiles and apparel to the United States according to the policy provisions of the African Growth and Opportunities Act (AGOA) 2004-2006. Consultant to East African Apparel & Textiles Export Promotions Counsel
- Taught 10-12 year old autistic students using the ABA Teaching Methodology for the Montclair Board of Education.
- Spearheaded a start-up clothing company into a competitive enterprise.
- Raised capital, created and launched seasonal lines and built a successful sales force.
- Negotiated sales to buyers to positively impact sales revenues.
- Developed niche' market based on demand and expanded brand presence in 25 states.
- Managed a supply chain which included garment production in China and other global suppliers to meet quality and delivery goals.
- Designed and wrote Anti-bullying curriculum for The Answer Inc – An agency which uses the curriculum to teach adolescents in the Chicago Public Schools.
- **Special Projects:** Redesigned Louis Vuitton LVMH TAG Heuer Watch Sales Training Tool (Excel).
- Editorial Consultant for Columbia University's Informatic Transcripts for U.S. Healthcare Reform.
- Chair and Professor of FIT Fashion Business Management 2 Year Degree Program at SUNY Korea

FASHION INSTITUTE OF TECHNOLOGY

New York, NY

Songdo, So Korea Dept Chair & Asst Professor

2013 - Present

2017 – 2018

Established FIT AAS degree program at SUNY Korea. Provided leadership and management of the Fashion Business Management department: manage department budget, interview, hire and develop faculty as needed. Planned monthly departmental meetings to assess progress, academic advisement for students, supervised course and program implementation to mirror NY courses, ensured student learning outcomes were achieved in every course, responsible for departmental academic program assessment by the Middle States Commission on Higher Education. Created interdisciplinary projects for student development across colleges. Established fashion industry relationships throughout South Korea for student internship programming.

New York, NY

Adjunct Professor

2013 - 2017

Implement instructional goals for college students in the Fashion Business Management Dept. Create course content and teaching resources for: Product Knowledge, Retail Merchandising Math, Inventory Planning, Fashion Merchandising, Global Merchandising, Contemporary Retail Management and Team Development. Guide students in their understanding of the analytical, managerial, competitive and creative aspects of profitable retailing using current technological advancements. Teaching includes project based assignments with practical visits to fashion

organizations and face to face time with key industry executives.

EOP Professor

2015 - Present

Summers: Taught the foundations of Fashion Merchandising to FIT's culturally diverse pre-freshman who require additional support in preparation for their first college year. I enhanced the course content to include Retail Math, Visual Merchandising, Team Development, Industry Showroom Visits, a Writing Studio Workshop and a Library Research Workshop. Created Buying and Retailing Projects while providing advocacy for student advancement at FIT.

LIM Graduate School

2015 - 2016

**Adjunct Professor
New York, NY**

Summers: Taught Retail Merchandise Management and Planning to graduate school students and provided a working knowledge of merchandise mathematics as it relates to assortment planning, profitable pricing, inventory planning and control.

PARSONS – THE NEW SCHOOL

**Adjunct Professor
New York, NY**

2014 - Spring

Implemented Course Objectives for an upper division core course "International Business Strategy". Achieved learning outcomes which included: understanding the impact of global economic models upon domestic economies, the business impact of migrating populations, environmental movements, social climates, new technologies and international trade agreements. Student success was measured with testing instruments, cumulative presentations, and team projects.

LORD&ROBIN APPAREL COMPANY, INC.

2000 – 2009

**CEO and Design Director
Atlanta, GA – New York, NY**

- Established LRAC as a manufacturer of Better Woman's Ready-to-Wear by designing and producing seasonal lines for an upscale market ages 25 to 55.
- Implemented exceptional Public Relations plans which increased media exposure and sales.
- Created an effective global supply chain including China, India, Italy and Kenya in order to deliver high quality finished garments to retail buyers.
- Developed sourcing plans and costing analysis.

JC PENNEY, INC.

2008 - 2009

**Sales Merchandising Manager
Paramus, NJ**

- Trained employees, managed operations, sales, expense control and overall profitable performance of 4 retail divisions: Women's Accessories, Lingerie, Children's, Fine Jewelry
- Responsible for consistent execution of all merchandising programs and operational standards.
- Motivated staff to achieve gross sales goals while managing customer relationships
- Continuously led the entire store in "Customer First" goals by providing great customer service and an exceptional shopping experience for customers in my 3 divisions.

EDUCATION

**NORTHWESTERN UNIVERSITY
Evanston, IL**

BA – Business Admin

**RUTGERS UNIVERSITY
Graduate School of Public Affairs and Administration
Newark, NJ**

MPA – Public Admin

PRAVEEN K. CHAUDHRY, Ph.D.

Areas of Specialization:

Conflict/Security/Strategic Studies, International Political Economy, Global Governance, Comparative Political Economy, Human Displacement.

Professional Experience:

Professor of Political Science
August 2016–
State University of New York/ FIT

Associate Professor of Political Science
August 2012–2016
State University of New York/ FIT

Visiting Professor
Nelson Mandela Institute of Peace and conflict Studies
Jamia Millia Islamia, New Delhi, India
2013–2014

Visiting Professor
Department of Political Science
University of Madras, Chennai, India
Summer 2012, Winter 2013

Assistant Professor Political Science
2006–2012 State University of New York/ FIT

Visiting Assistant Professor (2003–2006)
Department of Political Science
Ohio University, Athens Ohio

Visiting Scholar (2004–2011)
Observation Research Foundation, New Delhi

Associate Scholar (since 2005)
India Development Foundation

Visiting Assistant Professor (2002–2003)
Dept. of Government and Law
Lafayette College, Easton, PA

Visiting Fellow (2001–2002)
Office of the Executive Director, India, Bhutan, Sri Lanka, Bangladesh.
International Monetary Fund, Washington D.C.

Visiting Assistant Professor (1999–2001)
Political Science Department & Asian Studies Program
Swarthmore College, Swarthmore, PA

Program Associate (1996–2002)
Center for the Advanced Study of India (CASI)
University of Pennsylvania

Instructor (Summer 1999)
South Asia Regional Studies Department
University of Pennsylvania

Research Assistant (1993–96)
Center for the Advanced Study of India
University of Pennsylvania

Research Fellow (Summer 1995)
University of Pennsylvania Institute
for the Advanced Study of India, New Delhi, India

Education

University of Pennsylvania
Ph.D. Political Science 2003

University of Delhi
M. Phil. Political Science, M.A. Political Science, B.A. Political Science

Awards

State University of New York Chancellor's Award for Excellence in Research and
Creative Activities, 2010

List of selected exhibitions & publications can be provided on request.

ELIZABETH HOPE CLANCY

Costume Designer/ Fashion Historian

Broadway:

<u>A Christmas Story, the Musical</u>	John Rando	Broadway 2012
<u>Passing Strange</u>	Annie Dorsen	Broadway 2008
<u>Bobbi Boland</u>	David Esbjornson	Broadway 2003
<u>The Goat, or Who is Sylvia?</u>	David Esbjornson	Broadway 2002
<u>The Ride Down Mt. Morgan</u>	David Esbjornson	Broadway 2000

Off-Broadway (selected credits):

<u>The Lady from Dubuque</u>	David Esbjornson	Signature Theatre 2012
<u>Measure for Measure</u>	David Esbjornson	Shakespeare in the Park 2011
<u>Hamlet</u>	David Esbjornson	TFANA 2009
<u>Acts of Mercy</u>	Gia Forakis	Rattlestick Theatre 2006
<u>Finer Noble Gases</u>	Michael John Garces	Rattlestick Theatre 2004
<u>Memory House</u>	David Esbjornson	Playwrights Horizons 2005
<u>The Oldest Profession</u>	David Esbjornson	Signature Theatre 2004
<u>The Antigone Project</u>	Kauffman, Dorsen, Tommy	Women's Project 2004
<u>Recent Tragic Events</u>	Michael John Garces	Playwrights Horizons 2003
<u>My Old Lady</u>	David Esbjornson	Promenade Theater 2002
<u>Havana is Waiting</u>	Michael John Garces	Cherry Lane Theatre 2001
<u>The Last of the Thorntons</u>	James Houghton	Signature Theatre 2000
<u>In The Blood</u>	David Esbjornson	Public Theater 1999
<u>Gum</u>	Loretta Greco	Women's Project 1999
<u>Waiting for Godot</u>	Andrei Belgrader	Classic Stage Co. 1998
<u>A Dybbuk</u>	Brian Kulick	Public Theater 1997
<u>The Entertainer</u>	David Esbjornson	Classic Stage Co. 1997
<u>Endgame</u>	David Esbjornson	Classic Stage Co. 1995
<u>The Nutcracker</u>	David Herskowitz	Target Margin 1995

Regional Theatre/ International: (selected)

<u>The Bridge of San Luis Rey</u>	Ken Rus Schmoll	Two River Theatre, 2018
<u>The Outsider</u>	David Esbjornson	Paper Mill Playhouse 2018
<u>Erma Bombeck: At Wit's End</u>	David Esbjornson	Arena/ Cinn. Playhouse 2015-17
<u>Our Town</u>	David Esbjornson	George Street Playhouse 2014
<u>4000 Miles</u>	Mary Robinson	Philadelphia Theatre Co. 2013
<u>The Tale of the Allergist's Wife</u>	Boyd Gaines	Bucks County Playhouse 2013
<u>Red Hot Patriot</u>	David Esbjornson	Berkeley/ Geffen/ Arena 2011-14
<u>Death of a Salesman</u>	David Esbjornson	The Gate Theater (Dublin) 2010
<u>Prelude to a Kiss</u>	Peter Dubois	Huntington Theatre Co. 2010
<u>All My Sons</u>	David Esbjornson	Huntington Theatre 2010
<u>The Little Dog Laughed</u>	Fracaswell Hyman	Intiman Theatre 2008
<u>Fences</u>	Leah Gardiner	OSF 2008
<u>The Cook</u>	Juliette Carrillo	Seattle Repertory Theatre 2007

<u>To Kill a Mockingbird</u>	Fracaswell Hyman	Intiman Theatre 2007
<u>Moonlight and Magnolias</u>	Timothy Near	Intiman/San Jose Rep 2006
<u>Richard III</u>	Bartlett Sher	Intiman Theatre 2006
<u>Private Lives</u>	Gabriel Barre	Seattle Repertory Theatre 2006
<u>A Few Good Men</u>	David Esbjornson	West End 2005
<u>The Cook</u>	Michael John Garces	Hartford Stage/ Intar 2005
<u>Big River</u>	Bob Moss	Syracuse Stage 2004
<u>Rose and Walsh</u>	David Esbjornson	Geffen Playhouse 2003
<u>Mrs. Bob Cratchitt's...</u>	Tracy Brigden	City Theater 2002
<u>Resurrection Blues</u>	David Esbjornson	The Guthrie Theater 2002
<u>Dollhouse</u>	Tracy Brigden	Hartford Stage Company 2001
<u>Timon of Athens</u>	Michael Kahn	Shakespeare Theatre Co. 2000
<u>Hedda Gabler</u>	David Esbjornson	The Guthrie Theater 2000
<u>Yellow Eyes</u>	Talvin Wilks	Crossroads Theatre 2000
<u>Much Ado about Nothing</u>	Ed Stern	Cincinnati Playhouse 1999
<u>Summer and Smoke</u>	David Esbjornson	The Guthrie Theater 1999
<u>Julius Caesar</u>	Andrew Tsao	Shakespeare Festival/LA 1998

Opera:

<u>La Cenerentola</u>	Jay Lesenger	Manhattan School of Music 2018
<u>Der Zigeunerbaron</u>	Linda Brovsky	Manhattan School of Music 2017
<u>Griffelkin</u>	Linda Brovsky	Manhattan School of Music 2008
<u>Don Giovanni</u>	Ned Canty	Wolf Trap Opera Company 2005
<u>A Month in the Country</u>	Ned Canty	Manhattan School of Music 2004
<u>The Rape of Lucretia</u>	Chris Mattaliano	Manhattan School of Music 2001
<u>La Boheme</u>	Johnathon Pape	Opera Delaware 1992

Dance:

resident designer of Sally Silvers and Dancers since 1997.

<u>Intimacy of Strife</u>	Pat Catterson	Seattle Dance Project 2008
<u>RoS Indexical</u>	Yvonne Rainer	Performa '07/ Documenta

Education:

The Yale School of Drama: M.F.A. in Design, 1991.

The College of William and Mary: B.A. in Theatre, 1986.

Teaching:

Rutgers University, Mason Gross School of the Arts Theatre Department: 2012-present.

Culture & Clothing I & II

Fashion Institute of Technology, Film Department: 2016- present.

FI 201: Principles of Costume for Filmmakers

Temple University, Theatre Department: 2015.

Costume Design II & III: Research for Costume Designers

Fashion Institute of Technology, Fashion Design Art Department: 2002-2005.

AF-111 (Fashion Past & Present) and DD-112 (Design Survey: Fashion)

Art Institute of Seattle, Fashion Design Department: summer 2008.

FD-407 (Costume Design)

Jung-Whan (Marc) de Jong

Associate Professor of Sociology

Fashion Institute of Technology, Seventh Avenue and 27th Street, Room B506-1
New York, NY 10001 • (212) 217-4920 • jungwhan_dejong@fitnyc.edu

EDUCATION

PhD, MA in Sociology, University of Southern California

MA in U.S. Area Studies, School of Advanced Studies, University of
London (United Kingdom)

BA, MA in American Studies, University of Amsterdam (the Netherlands)

COURSES

- SS171 – Introductory Sociology
- SS171 OL – Introductory Sociology
- SS378 – Asian Global Popular Culture
- SS378 OL – Asian Global Popular Culture
- SS379 – Sociology of the Digital Era
- SS379 OL1 Sociology of the Digital Era
- SS337 85A – Crime in the Global, Digital Society (Honors)
- SS300 – Sociology of Everyday Life

AWARDS

FDGA Merit Award for Style, Cultures, Fan Culture and the Fashion
Industry Conference, London, England, July 11, 2014

State University of New York Chancellor's Award for Excellence in
Teaching (2013-14)

JOSE W. DIAZ

(b) (6) | (b) (6)

CAREER SUMMARY

Dedicated instructional designer and manager with almost 10 years of experience. My passion has always been to help others achieve their best by gaining the trust and respect of others. I have much experience collaborating with colleagues such as managers, project managers, education designers, department chairs and faculty on how to leverage the use of technology for the purposeful use in education.

SKILLS PROFILE

- Project Management and Team leadership
- Media Production: Filming, Video editing, and Motion Graphics
- Course design and pedagogical best practices
- Massive Open Online Courses (MOOCs): edX and Coursera
- Learning Management Systems (LMS): Blackboard, Canvas, Moodle and Echo360
- Web Development: HTML, Javascript, and SEO
- Gamifying educational experiences
- Faculty Development via workshops and other methods

Manager of Online Learning

2/12/2018 — Present

SUNY FASHION INSTITUTE OF TECHNOLOGY NEW YORK, NY

- I provide expertise and consultation to faculty on pedagogical best practices.
 - I lead faculty development workshops.
 - I certify all online courses using the OSCQR rubrics.
 - I research new emerging technologies and how they can enhance learning.
 - Train faculty on Universal Course Design in making courses fully accessible.
 - I lead the course refresher initiative.
 - I am the FACT2 SUNY representative for the Fashion Institute of Technology.
- I promote active learning, UDL, project-based learning and other models of teaching

COLUMBIA UNIVERSITY CENTER FOR TEACHING AND LEARNING 5/19/2018 — 2/9/2018
New York, NY

- Helped design MOOCs (Massive Open Online Courses) from inception to launch.
- I was part of a team that developed over 12 MOOCs for the edX and Coursera platform.
- I have assisted in the creation of edX course content (assessment, quizzes, interactives, Xblocks, surveys, and discussion prompts).
- Research emerging technologies for the Center for Teaching and Learning.
- I was lead of Media production on several projects.
- Facilitate live streaming of events using Livestream & Google Hangout.
- Trained faculty and staff on how to use the edX platform.
- Present and teach workshops educating faculty on how to utilize technology within the classroom and best practices of media production.

Technical Analyst / Video Tele-video Specialist

2008 — 5/16/2014

MOUNT SINAI GRADUATE SCHOOL OF BIOMEDICAL SCIENCES NEW YORK, NY

- Education: Managed Echo360 system for video recording of course lectures and special events. Support faculty with course content on Blackboard. Maintained course evaluations for all Graduate

- school courses on Blackboard.
- A/V Support: Assisted faculty, staff, and students with A/V support and helped to create presentations using Prezi or PowerPoint
- Filmed and edited videos for promotional use: Event filming. Edited videos using Premiere Pro CC and prepared for promotional use. Live streaming of Graduate School events and webinars using LiveStream Broadcaster.
- Tech Support: Provide technical support to students and staff of the Graduate School. Maintained all hardware/software for the Graduate School.
- Web Development: Co-developer of the Graduate School's social media website. Responsible for content creation and maintenance. Maintained Graduate School's social media accounts.
- Designed and produced the annual Graduate School Handbook

SELECTED PERFORMANCE HIGHLIGHTS

- Worked with faculty and staff to develop 12 MOOC courses on edX and Coursera
- Performed research and needs-analysis on emerging educational technologies.
- Developed measures to identify performance strength, such as: drag and drops, questionnaires, discussion prompts and quizzes for various MOOC courses.
- Produced various presentations and workshops, incorporating varied instructional design and delivery techniques.
- Lead editor and co-designer of the 3-part Civil War and Reconstruction series with Professor Eric Foner on edX. Over 30,000 students enrolled for the 3-part series.
- Trained learning designers on how to create & design MOOCs on the edX platform.
- Maintained all social media presence for the Graduate School of Biomedical Sciences at Mount Sinai.

EDUCATION

Fashion Institute of Technology, New York Ny	AR/VR Content Design Certificate	2019
Adelphi University, New York Ny	M.A. Educational Technology	2015
Netcom Learning, New York NY	Certification: Advanced Website Development with MySQL, PHP, and Ajax	2009
Baruch C.U.N.Y, New York, NY	B.A. in Computer Information Systems	2004

AWARDS

SUNY FACT2 Award 2019

To Meaningfully Improve Teaching And Learning By Working Individually Or In Collaboration With Teaching Faculty In The Strategic Application Of Curriculum Within SUNY

PRESENTATIONS

OLC Innovate Conference, Denver, Co	Teaching Online through Visual Storytelling	April 5, 2019
SUNY CIT Conference 2019, Purchase, NY	Visual Storytelling with Adobe Spark	May 29, 2019

JOSHUA B. FREEMAN

History Department
Queens College, CUNY
65-30 Kissena Boulevard
Flushing, N.Y. 11367-1597

JFreeman@gc.cuny.edu

(b) (6)

EMPLOYMENT:

2009- : Distinguished Professor/Professor of History, Queens College, Graduate Center, and Joseph S. Murphy Labor Institute, City University of New York

2003-2009: Executive Officer and Professor, Ph.D. Program in History, Graduate Center; and Professor of History, Queens College, City University of New York

2000-2003: Professor of History, Queens College and the Graduate Center, City University of New York; and Director, Labor Studies, Queens College

1997-2000: Associate Professor of History, Queens College and the Graduate Center, City University of New York

1986-1997: Associate/Assistant Professor of History, Columbia University

EDUCATION:

Rutgers University, Ph.D., History, 1983; M.A., History, 1976

Harvard University, B.A., June 1970

BOOKS:

Behemoth: A History of the Factory and the Making of the Modern World (forthcoming, February 2018, W.W. Norton)

American Empire: The Rise of A Global Power; The Democratic Revolution at Home, 1945-2000 Viking, 2012; paperback edition, Penguin, 2013

Working-Class New York: Life and Labor since World War II, The New Press, 2000; paperback edition, 2001; Winner, New York Society Library Book Prize for History

Audacious Democracy: Labor, Intellectuals, and the Social Renewal of America, co-editor with

Steve Fraser, Houghton Mifflin, 1997

Who Built America? Working People and the Nation's Economy, Politics, Culture, and Society Vol. II, coauthor with David Bensman, Bruce Levine, Nelson Lichtenstein, David Brundage, Susan Benson, and Brian Palmer, Pantheon Books, 1992

In Transit: The Transport Workers Union in New York City, 1933-1966, Oxford University Press, 1989; paperback edition, 1992; Co-Winner, 1989 Philip Taft Labor History Book Award; new edition, with epilogue, Temple University Press, 2001

RECENT SCHOLARLY ARTICLES AND BOOK CHAPTERS:

“Giant Factories,” *Labour/Le Travail*, forthcoming, December 2013

“Militarism, Empire, and Labor Relations: The Case of Brice P. Disque,” *International Labor and Working-Class History*, Fall 2011, pp. 103-120

“Lindsay and Labor,” in *America's Mayor: John V. Lindsay and the Reinvention of New York*, edited by Sam Roberts, Columbia University Press and the Museum of the City of New York, 2010, pp. 118-131

“Seeing It Through: New York in the 1970s,” in *New York 400*, Running Press and the Museum of the City of New York, 2009, pp. 415-418

“The Persistence and Demise of Ethnic Union Locals in New York City after World War II,” *Journal of American Ethnic History*, Spring 2007, pp. 5-22

EXHIBITS AND FILMS (selected):

Chair of the advisory board, “Labor in New York” exhibit entitled *City of Workers, City of Struggle: How Labor Movements Changed New York* (on view May 2019-January 2020), Museum of the City of New York, 2019

Consultant and on-screen interview, “Blackout,” *The American Experience*, PBS, 2017

On-screen interview, “Red Metal: The Copper Country Strike of 1913,” PBS, 2013

Academic Advisor, “At Home in Utopia,” PBS, 2009

Consultant and on-air interview, “New York,” directed by Ric Burns, PBS, 2000-01

Patrice George's Bio

Patrice George is an associate professor and the woven textiles specialist in the Textile Development and Marketing Department at FIT.

George has over forty-year experience in sustainable production practices for woven textiles. She has been a designer for and consultant to industrial manufacturers, as well as for traditional handloom production projects in Jamaica, Laos, and Mexico that were sponsored by nonprofits including UNIDO and CARE. She was a Fulbright lecturer in textiles at Aalto University in Helsinki, Finland. George has presented many papers and workshops at textile conferences and symposia in the U.S.

George holds a BA in History of Art from the University of Michigan and is completing an MA in Fashion and Textile History: Museum Studies at FIT.

George founded Patrice George Designs in 1979, a textile studio in NYC specializing in design for dobby and jacquard woven textiles for the interior textile industry.

Tomoaki D. Imamichi

(b) (6)

Tel: (b) (6)

E-mail: timamichi@lagcc.cuny.edu

EDUCATION

- 2011 Philosophical Doctorate, Environmental Psychology, City University of New York, New York, NY.
Dissertation Title: Modes of being-there and doing-here: Transformations in self-body-environment relations in marathon
- 1999 Master of Arts, Psychology, Boston University, Boston, MA
Coursework included: Cultural Psychology and Environmental Psychology.
Additional coursework in the School of Education and the Graduate School of Management
- 1996 Bachelor of Arts, Psychology, Clark University, Worcester, MA
Minors in Screen Studies and Philosophy

WORK EXPERIENCE

- 2012-Present: Assistant Professor of Psychology, LaGuardia Community College, Long Island, NY
- 2000-2002 General Affairs, Micro Gaia, Inc., Kihei, Maui, HI
A micro algal biotech venture company for health products and green energy
Responsibilities included: Human Resources (interviewing, mediating between Japanese and local employees); Public Relations (conducting site tours, entertaining clients in Honolulu and on Maui)
- 1996-1997 Manager, IMO (Inagawa Motoko Office), Tokyo, Japan
An international casting agency providing foreign actors/talents for Japanese cultural and educational TV and film productions, and events: Translated, interpreted, participated in educational TV and film productions, and events.

AWARDS AND FELLOWSHIPS

- 2018-2019 Future Initiative Faculty Fellowship, City University of New York
2014 Research Grant, Professional Staff Congress, City University of New York
2008 Professional Development Grant, Professional Staff Congress, City University of New York
2003-2007 University Fellowship, City University of New York

PUBLICATIONS

- Imamichi, T. (2017). アメリカの大学事情 (The state of higher education in the USA). *Shakaikyōiku* (Social Education), 12, 42-4.
- Imamichi, T. (2014). The world experienced through a stroller. *Environmental and Architectural Phenomenology*. 25, 2, 4-5.
- Imamichi, T. (2014). Environment. In T. Teo (Ed.) *Encyclopedia of critical psychology*. New York: Springer. 582-87
- Imamichi, T. (2012). The Garbage Project. In C. Zimring and W. Rathje (Eds.) *Encyclopedia of consumption and waste*. Thousand Oaks: Sage. 304-307

Wapner, S.; Fujimoto, J.; Imamichi, T.; Inoue, Y.; Toews, K. (1997). Sojourn in a new culture: Japanese students in American universities and American students in Japanese universities. In S. Wapner et al (Eds.) *Handbook of Japan-US Environment-Behavior Research*. New York: Plenum Press. 283-311.

PRESENTATIONS

Perceptions of nuclear energy and radiation in Japan, International Congress of Psychology, Yokohama, Japan, July 2016

Modes of being-there and doing-here: An exploration of marathon runners, International Congress of Psychology, Yokohama, Japan, July 2016

Social and personal meanings in participating in marathons, International Congress of Applied Psychology, Paris, France, July 2014

Environmental competence and the Boston Marathon, American Psychological Association Convention, Boston, MA, August 2008

From restorative environments to restorative activities, International Association for People-Environment Studies, Rome, Italy, August 2008

Environmental Psychology and Postmodernism, International Congress of Psychology, Berlin, Germany, July 2008

From way-finding to place-finding, International Congress of Applied Psychology, Athens, Greece, July 2006

Dealing with new environments: Newcomers to New York City, Environment-Design Research Association Conference, Vancouver, Canada, April 2005

MEMBERSHIPS

American Psychological Association, Affiliate Member

International Association for Applied Psychology

Environment-Design Research Association

ACADEMIC AND PROFESSIONAL SERVICES

City University of New York:

LaGuardia Community College

- Psi Beta LaGuardia Community College Chapter (Psychology Honor Society), Faculty
- Mentor, 2013-current
- Researchers in Student Environments (RiSE), Director, 2013-current
- Luce Heritage Language Scholar Program, Faculty Mentor, 2014-2016

Graduate Center

- Doctoral Student Council Steering Committee, 2004-05
- Environmental Psychology PhD program Curriculum Committee, 2003-04

Educational Testing Service, Advanced Placement Test Reader (Psychology), 2007-08

TELL (Tokyo English Life Line) 1997-1998

Telephone Counselor for an English-speaking Crisis Hotline in Tokyo, Japan

Counseled callers on socio-cultural and personal issues

Swan Kim

2155 University Drive
English Department Colston 626
Bronx Community College
Bronx, NY 10453

(b) (6)
Phone: (b) (6)
Swan.Kim@bcc.cuny.edu

EMPLOYMENT

2018-Present Associate Professor of English
2012-2018 Assistant Professor of English
2015-Present Writing Across the Curriculum Coordinator
City University of New York at Bronx Community College

EDUCATION

2011 Ph.D. University of Virginia, English
2004 M.A. University of Virginia, English
1999 B.A. (*magna cum laude*) Ewha Womans University

SELECTED PUBLICATIONS

"Teaching Asian American Studies in the Bronx: K-Pop and Cultural Appropriation." *Building Asian American Studies Across the Community College Classroom*. CUNY Academic Commons. May 2017.

"Asian American Whodunit: Politics of Negative Representation in *Chan is Missing*." *Critical Approaches to Multicultural Literature*. Ed. Robert C. Evans. Ipswich: Salem Press, 2017.

"Beyond Allegory: Absurdity, Paranoia, and the Diasporic Identity in Hualing Nieh's *Mulberry and Peach: Two Women of China*." *Pennsylvania Literary Journal* 9.1 (Spring 2017): 71-90.

"Ethnic Espionage Fiction and Impossible Subjects in Chang-Rae Lee's *Native Speaker*." *Lincoln Humanities Journal* 4 (2016): 163-176.

"The Color of Brainwashing: *The Manchurian Candidate* and the Cultural Logic of Cold War Paranoia." *American Studies* 33.1(2010): 167-195.

RECENT CONFERENCES & TALKS

"Re-envisioning the Writing Intensive: Understanding Teaching, Learning, and Writing across the Curriculum"

College English Association. New Orleans, LA. March 2019.

"Reshaping the Writing Across the Curriculum Program through Critical

Critical Pedagogies at CUNY: Learning Through Writing Conference. LaGuardia

Thinking Skills.”	Community College. April 2018.
“Critical Thinking Across the Curriculum through Writing Intensive Courses”	Two-Year College English Association Northeast. Wilmington, DE. October 2017.
“Integrating Asian American Studies into the Community College Classroom”	CUNY Faculty Diversity and Inclusion Conference. March 2017.
“Unpretty Rapstar in the Bronx: Hip Hop Feminism in the K-Pop Scene”	National Endowment for the Humanities Symposium. New York, NY. March 2017.
“Advancing Critical Literacy through the Writing Fellow-Writing Intensive Faculty Partnership Program”	Two-Year College English Association Northeast. Hartford, CT. October 2016.
“Integrating Asian American Studies into the Community College Classroom”	CUNY Faculty Diversity and Inclusion Conference. March 2017.
“Unpretty Rapstar in the Bronx: Hip Hop Feminism in the K-Pop Scene”	National Endowment for the Humanities Symposium. New York, NY. March 2017.
“Advancing Critical Literacy through the Writing Fellow-Writing Intensive Faculty Partnership Program”	Two-Year College English Association Northeast. Hartford, CT. October 2016.
“Narrating America in the Contemporary Community College”	CUNY Graduate Center. October 2015.

ADMINISTRATIVE AND COMMUNITY-WIDE SERVICE

2017-Present	Web Steering Committee Member	Bronx Community College
2016-Present	Assessment Council Member	Bronx Community College
2015-Present	Writing Across the Curriculum Coordinator	Bronx Community College
2015-Present	Faculty Member	Digital Humanities Faculty Interest Group Bronx Community College
2015-Present	Leadership Council Member	Center for Teaching, Learning, and Technology, Bronx Community College
2015-2016	Community Organizer	Center for the Humanities City University of New York

JOSH KOURY

Filmmaker / Professor of Film & Video
www.brooklynundergroundfilms.com

EDUCATION

Vermont College of Fine Art, Montpelier, VT - MFA in Film, 2016
Pratt Institute, Brooklyn, NY - BFA in Film Video, 2001
Munson Williams Proctor Institute, Utica, NY - Associates Degree in Fine Art, 1998

ACADEMIC EXPERIENCE

FASHION INSTITUTE OF TECHNOLOGY

Associate Professor 2018 - Present
Adjunct Associate Professor 2016 - 2018

PRATT INSTITUTE

Adjunct Associate Professor with CCE 2017 - 2018
Adjunct Associate Professor 2014 - 2017
Adjunct Assistant Professor 2011 - 2014
Visiting Instructor 2008 - 2011

- Courses taught at FIT: Senior Production 1 & II; Junior Production 1 & II; Producing for Film; Documentary Film Production
- Courses taught at Pratt Institute: Non-Fiction Filmmaking; Fiction Video; Film Analysis/Practice; Advanced Post-Production; Expanded Digital Cinema

DOWNTOWN COMMUNITY TELEVISION CENTER

Film Instructor 2013 - Present
Served as a film instructor for a series of DCTV production workshops geared towards providing adult courses to recent graduates and those interested in continuing education in film production.

FILM PROGRAMMING EXPERIENCE

HAMPTONS INTERNATIONAL FILM FESTIVAL

Programming Manager 2004 - 2007
Managerial duties included: leading the programming team, serving as a liaison for the Programming Department with all other departments (including press, print, web, and industry outlets).

Feature Length Competition Film Programmer 2007
Programming of 12 competition films and the collaborative development of the artistic vision presented throughout the festival.

Short Film Programmer 2005 - 2006
Programmed 45 short films screened at the Festival, including 5 films featured in the competition program.

BROOKLYN UNDERGROUND FILM FESTIVAL

Festival Co-Founder 2002 - 2006
Established the Brooklyn Underground Film Festival in 2002, which ran for five successful seasons. The Festival showcased 120 films from 12 countries, including several World Premiere films and exclusive screenings for the community.

Programming Director 2002 - 2006

Head of development, programming, and management for all sections of the Festival's annual program.

FILMOGRAPHY

<i>VOYEUR</i>	Director, 96 mins, 2017	A Netflix Original Documentary
<i>MAD TIGER</i>	Producer, 82 mins, 2015	
<i>AN IMMORTAL MAN</i>	Director, 15 mins, 2014	ESPN "30 for 30"
<i>WE WILL LIVE AGAIN</i>	Director, 12 mins, 2013	
<i>JOURNEY TO PLANET X</i>	Director, 78 mins, 2012	An Epix Original Documentary
<i>WE ARE WIZARDS</i>	Director, 79 mins, 2008	
<i>STANDING BY YOURSELF</i>	Director, 57 mins, 2002	

PANELS & GUEST LECTURES

Pacific Northwest College of Art — MFA visiting artist lecture	2015
Union Docs — Visiting artist lecture	2013
Imagine Science Film Festival — Panel participant	2013
Traverse City Film Festival — Panel participant	2012
Slamdance Film Festival — Documentary Film Jury	2009
Independent Film Festival of Boston - Documentary Film Jury	2009
Maryland Film Festival — Panel Moderator	2008
Camden International Film Fest — Panel Participant	2008
Slamdance Film Festival - Short Film Jury	2007
Hamptons International Film Festival — Student Awards Jury	2007
BAC International Film Festival — Festival Jury	2007

AWARDS & RECOGNITION

The Jerome Foundation — NYC Film and Video Production Grant	2015
Pratt Faculty Development Fund — Faculty Production Grant	2014
Imagine Science Film Festival — Scientific Merit Award: Best film	2013
Pratt Munson-Williams-Proctor-Institute — Keynote speaker	2013
Key West Film Festival — Audience Award for Best Documentary	2013
Flyway Film Festival — Best Documentary	2012
Prattfolio's 40 Under 40	2012
The Jerome Foundation — NYC Film and Video Production Grant	2011
The Paley Center for Media - Pitch Finalist	2011
Pratt Faculty Development Fund - Faculty Production Grant	2011
Sidewalk Moving Pictures Festival — Best Documentary	2008
Toofy Film Festival — Best Feature Film	2008
Pratt Institute Alumni Achievement Award	2004

TECHNICAL SKILL

4k and HD Video Production, Adobe Creative Suite, Final Cut Pro, Final Draft, 16mm Production, extensive lighting and sound experience.

SU KU

(b) (6), su_ku@fitnyc.edu

Education

FASHION INSTITUTE OF TECHNOLOGY

Associate of Applied Science in Fashion Design, *Summa Cum Laude*, 1994

COLUMBIA UNIVERSITY,

Master of Arts in Art History, *Andrew W Mellon Fellowship in the Humanities*, 1993

HARVARD UNIVERSITY,

Master of Arts in East Asia/Regional Studies, 1992

YALE UNIVERSITY,

Bachelor of Arts in Double Major in Art & Art History, *Cum Laude*, 1991

Teaching Experience

FASHION INSTITUTE OF TECHNOLOGY, *Adjunct Instructor*

Spring 2017 Certificate of Continuous Employment

Spring 2012 to Present in Fashion Design/Art Department

Summer 1993 in History of Art Department

Instruct all levels of Fashion Design/Art Department curriculum from foundation freshman class to culminating senior portfolio class specializing in fashion model drawing, figure analysis, collection composition and merchandising/editing portfolio presentation. Focus on teaching how to think as designers and nurture philosophers of creativity.

Fashion Design/Art Department

AR101 Fashion Art and Design: Spring 2013, Fall 2013, Spring 2016

FF111 Fashion Art & Design I: Fall 2014

FF113 Fashion Art & Design 1-Year Program: Spring 2014

FF114 Model Drawing I for Fashion Designers: Spring 2012, Fall 2012, Spring 2013, Fall 2013, Fall 2014, Spring 2015, Fall 2015, Spring 2016

FF121 Fashion Research & Inspiration: Spring 2016, Spring 2017

FF161B Fashion Art Studio: Fall 2017

FF211 Fashion Art & Design III: Fall 2012, Fall 2016

FF212 Fashion Art & Design IV: Spring 2013, Spring 2015

FF221 Fashion Past/Present: Fall 2015

FF323 Aesthetic Exploration & Development: Spring 2016, Spring 2017

FF393 Portfolio: Sportswear: Fall 2013

FF491 Internship: Spring 2012

Summer Live

HAR082 Junior Special Occasion: Summer 2012

HAR016 Creating the Fashion Figure: Summer 2017

JSX-011 Fashion Art: Silhouettes: Summer 2017

History of Art Department

HA221 East Asian Art and Civilization: Summer 1993

Contributions to the College

Diversity Council

Diversity Council Member 2015-present

Diversity Council Alternate Member 2014-2015
Grants and Events Committee Member 2015-present

Faculty Senate Committee Service

Faculty Senate Committee on Continuing Professional Studies 2016-present
Faculty Senate Committee on Academic Assessment 2014-2016
Faculty Senate Committee on Admissions and Registration 2012-2014

Service to Fashion Design Department

Fashion Design Department Curriculum Committee 2012-2014
Fashion Design Art Display Committee 2012-present
Fashion Design Art Club Guest Speaker 2012-Present

Committee for Chancellor's Award in Excellence in Adjunct Teaching

Local Selection Member 2014-Present

Faculty Growth Participation

CET Teach with Technology
Faculty of the Future 2013-present
Fashion Design Department/Faculty Development 2012-Present

Awards

Andrew W Mellon Fellowship in the Humanities, 1993
Outstanding Design Team at the Liz Claiborne, 2004

Fashion Design Experience

CARLISLE, CASUALS ETCETERA 2006 Nov/2007

Director of Product Development

- Merchandised and directed fashion trends for Carlisle Collection and Casuals Etcetera; developed each season's production lines based upon extensive analysis of season-to-season sales figures, sales force data and market research. Procured designer market samples for inspiration and to inject the line plan with multi-functional coordinated ensembles, trend-right luxury and modern fit.
- Coordinated design development and supervised the art department to update the line plans; managed design resources/samples to fulfill production requirements.

LIZ CLAIBORNE INC. 1999-2005

Liz Claiborne, Design Director

- Directed wovens designs for Liz Claiborne brand: Core Fashion, Differentiated/Exclusives, Essentials and Replenishments; managed team of 11 wovens senior designers and associates.
- Created seasonal direction for Liz Claiborne brand and licensees. Coordinated with merchants to focus monthly buy and educated/inspired sales division about collection to prepare for market.
- Traveled to Europe and Asia to conduct market research, work directly with factories for garment package developments and finalize monthly offerings of Liz Claiborne collection.

Helen Lane

(b) (6)

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EXPERIENCE

Instructional Design / Emerging Technologies Librarian

Fashion Institute of Technology

Gladys Marcus Library, New York, NY 1/2015 – Present

- Manage the administration, quality, and growth of our LibGuides CMS by providing team leadership, individual and group training, and establishing policy and procedure.
- Lead the Library Tutorials and Interactives team in the creation and curation of videos and online tutorials covering information literacy and specific resources
- Work with the Center for Excellence in Teaching to raise awareness of library instructional technologies among classroom faculty
- FIT OER Initiatives Working Group Lead and member of the SUNY Fact2 Open Education Task Group
- Manage and expand library presence in Blackboard LMS modules, SCORM objects, and LibGuides LTI for Blackboard
- A member of the Governance Committee of the Faculty Research Space to support emerging technologies in arts education
- Teach professional development workshops on software and programs that support research and information management
- Library Coordinator of MakerMinds events series
- Librarian consultant to the Design Entrepreneurs NYC annual competition.
- Served on the Library Space Planning Team

Head of Research and Instructional Services

Fashion Institute of Technology

Gladys Marcus Library, New York, NY 7/2009 – 12/2014

- Head of a library unit consisting of three full-time and two part-time librarians, three evening/weekend librarians, and three library staff.
- Coordinated the instructional programs of the FIT library, including research workshops, general orientations, faculty outreach, and embedded librarian projects
- Coordinated reference services, including the face-to-face and virtual reference services
- Created and implemented information literacy assessments for internal use, as well as for external accreditation purposes
- Collaborated with academic and administrative departments to promote the library's services and collections
- Oversaw, created and maintained FIT library LibGuides and online instructional videos

SKILLS

Public speaking
Project
Management
Instructional
Design

AWARDS

Diversity Grant,
FIT Diversity
Council of FIT
Phi Beta Mu
Honors Society

LANGUAGES

English
French (working
proficiency)

TECHNOLOGY

HTML
CSS
Arduino
Sculptris
HP Reveal
ZappAr
LibGuides Admin
Blackboard
Moodle Camtasia
Studio Adobe
Premiere
Articulate Storyline
iSpring
EndNote
Reworks
Zotero Tableau
Public
OpenRefine
TriFacta Wrangler

- Oversaw, created and maintained technological enhancements of services, including the Faculty Toolbox, LibX Toolbar, LMS widget, social networking sites and cloud computing utilities
- Served on the Library Space Planning team.
- Taught and led library research workshops and library orientations
- Participated in embedded librarian program
- Provided reference and research assistance

Librarian for Reference, Technology and Instruction (temporary)

Columbia University - Butler Library, New York, NY 2/2008-2/2009

- Assisted in the planning and promotion of research and technology workshops for the Humanities and History division in collaboration with the Undergraduate Services Librarian and the Head of the Electronic Text Service
- Provided reference services as a member of the Humanities and History division at the Butler reference desk, by chat, email and consultation
- Maintained and created web pages and digital media relating to instructional activities at the libraries, including the video tour of the Butler Library
- Taught library workshops and conduct orientation tours
- Taught software workshops, specializing in bibliographic citation programs, such as EndNote or Zotero
- Researched, assessed and implemented events management and registration applications for History and Humanities Workshops and Electronic Text Service
- Coordinated access and training for visiting researchers wishing to use the Shoah Foundation Visual History Archive

Instructional Services Librarian

Pace University – Birnbaum Library, New York, NY 9/2003-1/2008

- Taught library workshops for core freshman English Composition classes, upper-level and graduate populations, and non-matriculated affiliate organizations
- Collaborate with colleague and English faculty to develop information literacy curriculum, goals and objectives
- Provided general reference services at the reference desk, by e-mail and consultation
- Worked closely with the Office of First Year Programs to provide meaningful library orientations to all incoming freshmen via the University 101 course

Reference Librarian

St Francis College – McGarry Library, Brooklyn, NY 1/2002-8/2003

- Provided evening reference services to undergraduate and graduate students
- Supervised evening staff
- Oversaw receiving and sending of consortium and interlibrary loans as part of general reference desk duties

Senior Librarian

New York Public Library, New York, NY 7/1999-12/2001

- Managed the Bronx Library's Click on @ the Library technology instruction program, overseeing a staff of two and coordinating teachers and classes in four different branch locations
- Collaborated with local community organization in the Bronx to create instructional program that would need specific community needs, such as job searching and career development

EDUCATION

- SUNY Learning Network — Certificate, Instructional Design September 2014 - June 2015
- Pratt Institute, Brooklyn, NY — MLIS September 1997 - May 1999 Phi Beta Mu Honors Society
- Earlham College, Richmond, IN — BA, English Literature September 1985 - May 1990

Daniel Levinson Wilk

Fashion Institute of Technology, Seventh Avenue and 27th Street, Room B642
New York, NY 10001 • (212) 217-4327 • danlw@fitnyc.edu

EDUCATION

Duke University, Durham, NC

M.A. and Ph.D., History, 1995–2005

Dissertation: “*Cliff Dwellers: Modern Service in New York City, 1800–1945*”

Edward Balleisen and Alexander Keyssar, co-chairs; William Chafe, Sarah Deutsch, and Janice Radway, committee

Amherst College, Amherst, MA

B.A., double major in History, *summa cum laude*, and English, 1991–1995

Undergraduate thesis: “*Reaping the Whirlwind: Race and Violence in 1876*”

David Blight, advisor

RESEARCH

Nineteenth- and Twentieth-Century History of the United States and New York City; Business, Labor, and Culture of the Service Sector; Skyscrapers; Elevators

EMPLOYMENT

Fashion Institute of Technology, State University of New York, New York, NY

Associate Professor of American History, 2012–Present

Assistant Professor of American History, 2006–2012

United States History from the Civil War to the Present

New York City and the Invention of America

Hollywood: A History

Big Ideas in History: Smith, Darwin, Marx, Freud

American Business from Slavery to the Present

Classics in African American History

Presidential Scholars Senior Seminar

Queer Work: A Research Seminar in LGBTQ Business and Labor History

New-York Historical Society, New York, NY

The Idea of Progress in American History (course for high school teachers), Spring 2007

Bernard and Irene Schwartz Postdoctoral Fellowship, September 2005–August 2006

Eugene Lang College, New School University, New York, NY

Instructor, Spring 2006

History of New York City

United States Political History

ACADEMIC PUBLICATIONS

“Feeding Amherst”

Article accepted to *Amherst and the World* essay collection, publication date 2020.

“A Brief Episode in the History of Dusting”

Technology’s Stories, August 20, 2018.

“The Red Cap’s Gift: How Tipping Tempers the Rational Power of Money”

Enterprise & Society, 16 (January 2015), 1–46. Winner, 2015 Philip Scranton Best Article Prize, Business History Conference.

POPULAR PUBLICATIONS

“The Midrange Manhattan Hotel that Changed American Hospitality”

Quartzly, February 3, 2019

“Best and Worst Elevator Art of 2018”

Elevator World, December 2018.

“Best and Worst Elevator Art and Design of 2017: An Opinion”

Elevator World, November 2017.

“Hellevator”

Elevator World Online, October 2017.

“Angelo Ippolito: Chiropractor to the Elevator Set”

Elevator World, September 2017.

RECENT ACADEMIC PAPERS AND CONFERENCES

Artists and Designers: Realities and Imaginations in Labor and Business History

Organized one-day conference at the Fashion Institute of Technology with Kyunghee Pyun, April 12, 2019.

“Does Tipping Encourage Racial and Sexual Harassment?”

Critical Political Economy Research Network Conference, Universidade Nova de Lisboa, June 1-2, 2018.

“Freedom Fighters in a Minstrel Economy: African-American Restaurateurs in Nineteenth-Century New York,”

Richard Robinson Workshop on Business History, Portland State University, May 24-26, 2018.

“Feeding Amherst”

Amherst and the World Contributors Conference, Amherst College, May 22-23, 2018.

RECENT PUBLIC HISTORY PROJECTS AND TALKS

A Collective Ribbon

Organized two-day event to help create a permanent memorial to the victims of the Triangle Shirtwaist Factory Fire, Fashion Institute of Technology, March 16-17, 2019.

An Evening with the Central Park Five

Co-moderator, February 15, 2017

Remember the Triangle Fire Coalition

Trustee, Spring 2011-present

FIT Triangle Fire Chalk Project

Organizer, Spring 2011-present

FIT Constitution Day Postcard Competition

Organizer and judge, 2010-present

RECENT PRIZES, AWARDS, AND FELLOWSHIPS

NEH Grant, “Teaching Business and Labor History to Art and Design Students,” 2018-2021

SUNY Conversations in the Disciplines Grant, “Teaching Business and Labor History to Art and Design Students,” 2018-19

Philip Scranton Best Article Prize, Business History Conference, 2015

Shannon Maher

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Fashion Institute of Technology
Chairperson, Home Products Development
Assistant Professor, Jay and Patty Baker School of Business and Technology
2013 – Present. New York, NY
Full-time faculty with the Home Products Development department area of course concentration in textile application, strategic management, and historical content as it relates to the home.

Grants:

- FIT Open Educational Resources (OER), 2019/20

Committees:

- Sustainability Faculty Senate, 2019/20
- Continuing & Professional Studies Faculty Senate, 2019/20
- Chairs Council, Academic Affairs Committee, 2018/20
- Academic Standards, Faculty Senate, 2016/18
- Sabbaticals and Release Time for Research, Faculty Senate 2016/18
- ACBSP Standard 5 Accreditation, School of B&T 2015/16
- Library, Faculty Senate 2015/16 Co-Chair, 2014/16
- Admissions & Registration, Faculty Senate 2014/16
- New Faculty, Academic Affairs 2014/16
- Strategic Plan Goal 3, President's Office 2014/15

PROFESSIONAL EXPERIENCE

Hanover Direct, Inc. 2007-2013. Weehawken, NJ
SVP Global Sourcing and Product Development
Accountable for the strategic management of Hanover's corporate and overseas offices in the development and sourcing of home products for The Company Store and Company Kids home brands with a \$150 million in revenue.

VP Product Development

Responsible for increases in bottom-line profitability by 10% for soft home categories through management of vendor matrix, sourcing, negotiations of terms, and development and production processes.

Director Product Development

Established and directed the product development department as a central point for communications, procedure and process, and directives for merchandising, inventory, and QA from concept to delivery.

CHF Industries, Inc. 2006-2007. New York, NY
Product Development Manager
Directed the development and business management of private label brands for a wholesale manufacturer to maximize service requirements and financial returns.

Dan River, Inc 2004-2006. New York, NY
Senior Sourcing Manager
Directed full-package product development through all levels to ensure expectations in regards to design, quality, price, delivery, and customer service were satisfied.

French Country Living, Inc 2002-2003. Chantilly, VA
Merchant, Sourcing and Product Development
Responsible for day-to-day business management, financial performance, and merchandise development of product categories consisting of 56% of the revenue and 43% of the sku count for a national home furnishings catalogue.

Moving Comfort, Inc. 1999-2002. Chantilly, VA
Production Coordinator
Reporting to the VP of Finance, managed the daily aspects of maintaining production in off-shore factories for a women's active-sportswear manufacturer. Core responsibilities included initial production schedules, issuing purchase orders, and prioritizing shipments with both supplier and freight forwarder.

EDUCATION

Marist College December 2016.
Poughkeepsie, NY
Integrated Marketing Communications, MA

MaryMount University June 1999.
Arlington, VA
Fashion Merchandising, B.A.
Graduated Summa Cum Laude

AFFILIATIONS & CERTIFICATIONS

- AATTC, Member since 2013
- CMG, Member since 2018
- IFDA, New York Chapter, Member since 2008

Harvard, The Derek Bok Center for Teaching and Learning
Higher Education Teaching Certificate, August 2019

Sustainable Furnishings Council
GREENLeaders Certificate, May 2017, 2019

IDCEC, Certificate of Completion, October 2014
Explore the possibilities with Performance Fabrics, IDCEC Class Code: 101855

U.S. Customs Broker Course, Washington D.C.
Certificate of Examination, October 2001

Elaine Maldonado, professor

fitnyc.edu/cet

MS in Education, City University of New York (CUNY)
BFA, Cooper Union for the Advancement of Science and Art
Fine Arts Certificate, University of Madrid, Spain

Professor Elaine Maldonado is the Director of Faculty Development and Center for Excellence in Teaching at the Fashion Institute of Technology (FIT), part of the State University of New York (SUNY). Prior to holding this position, she was the Director of the College Learning Centers at Citytech, City University of New York (CUNY). She has held teaching appointments at CUNY, Parsons/New School and at the Bank Street College of Education Graduate School. As a teacher and teacher trainer, primarily in arts education, she has over 30 years of classroom experience.

In her current position, Professor Maldonado has mounted three regional conferences at FIT and designed, as well as oversees, a model, on-line adjunct faculty orientation (<http://www.fitnyc.edu/cet/adjunct-faculty/index.php>). She chairs the New Faculty Committee for Academic Affairs, manages FIT's Faculty Development Grants and Awards and locally facilitates SUNY's Chancellor's Awards for Excellence and its Distinguished Professorships. Selected University service includes memberships on the SUNY Provost's Council on Assessment at the System level and FIT's Faculty Senate Executive, Curriculum, Sabbaticals and Instructional Technology Committees.

Professor Maldonado has been invited to deliver papers at multiple professional conferences that include Assessment Network of New York, Campus Technology, SUNY-CIT, SUNY-STEM, University of the Arts- London, National Science Foundation and the U.S. Department of Education/Fund for the Improvement of Post-secondary Education. She has been a member of the editorial board for the SUNY educational journal, *Common Good*. Most recently, she presented her work on faculty development at the Carnegie Foundation for the Advancement of Teaching.

Named one of Insight into Diversity's 100 Most Inspiring Women in STEM 2015 (<http://www.insightintodiversity.com/100-inspiring-women-in-stem-awards/>), her essays on teaching and educational research have been published in journals such as the Journal of Educational Technology Systems, Sage Publications, Sarascope, American Society of Engineering Education, E-source for College Transitions and the American Society of Engineering Education.

Cited by CUNY Chancellor Matthew Goldstein three times for having brought notable research funding to the University, Professor Maldonado has written and directed well over \$1,000,000 in educational research grants. Funders include the National Science Foundation, the largest ever received by FIT, the New York State Department of Education, National Education Association, SUNY, FIT and over \$500,000 from the United States Department of Education-Fund for the Improvement of Post-secondary Education, where she has also served as a grants reviewer.

Eugenia Paulicelli

The Graduate Center, CUNY, 365 Fifth Avenue, Room 4116.11
New York, NY 10016 · (b) (6)

BOOKS

Moda e Cinema in Italia. Dal Muto ai nostri giorni, Milan: Pearson Mondadori, 2019, forthcoming.

Italian Style. Fashion & Film from Early Cinema to the Digital Age. Bloomsbury Academic: London & New York, 2016 and paperback edition, 2017.

Writing Fashion in Early Modern Italy. From Sprezzatura to Satire. Ashgate: Aldershot, 2014; paperback edition, Routledge, 2016.

Moda e Letteratura nell' Italia della prima modernità. Dalla Sprezzatura alla Satira, Trad. di Samantha Maruzzella, Meltemi Press: Milan, 2019.

Rosa Genoni: La moda è una cosa seria. Milano Expo 1906 e la Grande Guerra (Fashion is a Serious Business: The Milan World Fair of 1906 and the Great War), in English and Italian, Preface by John Davis; Afterword by Eleonora Fiorani, Milan: Deleyva Edizioni, 2015 and 2017.

Film, Fashion, and the 1960s, Bloomington: Indiana University Press, 2017; co-editor with Louise Wallenberg); co-author of introduction and author of one of the chapters.

JOURNALS (EDITOR AND CO-EDITOR)

Guest Editor for **Journal of Modern Italian Studies**, special issue dedicated to Italian Fashion: Yesterday, Today and Tomorrow, January 2015.

Guest editor with Elizabeth Wissinger of the special issue dedicated to **Fashion of Women Studies Quarterly** (WSQ), Spring 2013, The CUNY Feminist Press.

CATALOGUE AND VIDEO PRODUCTIONS

The Fabric of Cultures: Systems in the Making: Eugenia Paulicelli Interview Video by Massimo Mascolo and Claudio Napoli

Dress In Motion - The Tanagra Dress Reframed video by Massimo Mascolo and Claudio Napoli

The Fabric of Cultures. Systems in the Making (ed. and author of introduction and four essays), Queens College Art Center, 2017

SELECTED ARTICLES AND BOOK CHAPTERS IN PEER-REVIEWED PUBLICATIONS

“Reframing History: Federico Fellini’s Rome, fashion and costume” in **Film, Fashion & Consumption**, Vol 8, n. 1, 2019, pp. 71-88.

“Venice: City of Fashion and Power in Giacomo Franco’s **Habiti d’huomini et donne venetiane** (ca.1650)” in **Visual Typologies from the Early Modern to the Contemporary: Local Contexts and Global Practices**, eds. Tara Zanardi and Lynda C. Klick, Routledge Research in Art History: 2018, 77-89.

“Moda e Vestire,” in Emanuela Scarpellini and Stefano Cavazza, eds. Einaudi, **Annale dei Consumi in Italia dall’800 ad oggi**, 2018, 176-200.

“Fashion: The Cultural Economy of the made in Italy” in **Fashion Practice**, special issue dedicated to Italian Fashion, Fall 2014, 6:2 (155-174).

“Waiting, Suspense and the Neutral in Rossellini and Antonioni,” in Susan Petrilli, ed., **Writing, Voice, Undertaking**, Legas: Toronto, 2013, pp. 193-197.

“Veiling and Fashion in the Italian Cinquecento,” in **Abito e Identita’**, Cristina Giorcelli ed., Renzo e Rean Mazzone Editori: Palermo & Rome, 2012, pp. 277-298.

“Fashion and Translation. The Global Language of Italian Style,” in Roberto Dolci & Anthony J. Tamburri, ed., **Why Study Italian? Diverse Perspectives on a Theme**. The Calandra Institute: New York, 2013, pp. 43-50.

“Engendering Faust: The Veiled Lady in Nino Oxilia’s Rapsodia Satanica, 1915-1917,” in M. Ulhirova, ed., **Birds of Paradise: Costume as Cinematic Spectacle** (Winner of the Most Beautiful Swiss Books of 2014), London, 2013, pp. 169-178.

“Rome: Eternal City of Fashion and Film,” in Hancock, Joseph, Johnson-Woods, Toni and Karaminas, Vicki, ed., **Fashion in Popular Culture**, Bristol: Intellect, 2013, pp.243-258.

“Moda e cinema durante il miracolo economico” (Fashion & cinema during the economic miracle), in Maraldi, A., Paulicelli, E., ed., **1960, un anno in Italia. Tra cultura e spettacolo, Cesena: Il Ponte Vecchio**, 2010.

COURSES TAUGHT

- Italian Fascism
- Law and Fashion
- Fashion, Language, Nation in post-unified Italy
- Italian Modernities: Film, Fashion, Nation
- New York, Fashion Capital
- Film, Fashion and Costume Design
- The Worth of Women: Writing & Gender in Italy
- Clothing Cultures in Early Modern Italy & England
- Fashion & Cinema. Technologies of Gender, Space & Affect
- Writing Lives/Framing Life
- Narratives of Waiting: Traveling, Displacement, Affect
- Fashion, Power & Space
- The Fabric of Cultures: Fashion, Identity, Globalization
- Codes & Code Breaking in Italian Renaissance Culture
- Fashioning the Self in Social & Cultural Spaces
- Technologies of the Self: Sexuality & Gender
- Inventing Italy: Narratives of Nationhood, Identity, Otherness
- Fashion Narratives. Gender, Hegemony & Identity
- Other Voices: History & Ethics in Italian Literature

CHRISTOPHER PRICE

Academic Programs Manager

[State University of New York \(SUNY\) Center for Professional Development](#)

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East Syracuse, NY 13057

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EDUCATION

Ph.D. Political Science, University at Albany, 2004

Dissertation: “Politics, Social Science, and John Stuart Mill’s Mode of Theorizing”

M.A. Political Science, University at Albany, 1998

Thesis: “A Theory Divided: John Stuart Mill and the Debate over Neutrality in Liberal Democracy”

B.A. Political Science (honors), *magna cum laude*, University at Albany, 1996

Honors Thesis: “Nietzsche, Foucault, and Genealogy”

EXPERIENCE

Academic Programs Manager, State University of New York Center for Professional Development, Syracuse, New York, 2014-2019

- planned, implemented, and coordinated online professional development certificate programs
- coordinated faculty development community of practice with members from the 64 SUNY campuses
- collaborated with internal SUNY stakeholders and external partners to advance educational development efforts in SUNY

Director, Center for Excellence in Learning and Teaching, The College at Brockport, State University of New York, Brockport, New York, 2007-2017 (Interim Director, 2005-2007)

- planned, implemented, and coordinated faculty development activities (workshops, speakers, mentoring, faculty learning communities)
- assisted faculty with pedagogical techniques and strategies (1:1 consult, class observation)
- supervised center staff (instructional designer, administrative assistant, student assistant)

Instructor, The College at Brockport, State University of New York, Brockport, New York, 2003-2018

- Introduction to Liberal Studies (online course)
- Democratic Philosophies of Education (online graduate course)
- Introduction to Political Thought
- Origins of Current Issues: Liberalism
- Perspectives on American Democracy
- American Political Thought
- American Politics

Instructor, Department of Political Science and International Studies, SUNY Geneseo, Geneseo, New York, 2005

- Political Theory

Project Coordinator, Golisano Children's Hospital at Strong, Strong Center for Developmental Disabilities, University of Rochester, Rochester, New York, 2004-2005

- coordinated client intake for autism spectrum disorders program
- coordinated and managed all program activities for autism spectrum disorders program
- conducted program evaluation projects for autism spectrum disorders program

Research Associate, Golisano Children's Hospital at Strong, Strong Center for Developmental Disabilities, University of Rochester, Rochester, New York, 2002-2003

- researched for autism spectrum disorders program
- developed research and program evaluation database for autism spectrum disorders program

Program Associate, New York State Developmental Disabilities Planning Council, Albany, New York, 2000-2002

- helped research impact and outcomes of agency products
- assisted program planners with inter-agency collaborative projects
- developed and implemented internet research training for staff

Instructor, Department of Political Science, University at Albany, 1996-2001

- American Political Theory
- Liberal Political Theory
- Urban Politics

Instructor, Department of Political Science and History, College of St. Rose, Albany, New York, 2000

- American Political Theory

Zhijian Qian
Assistant Professor
New York City College of Technology [City Tech]
Office: 718-260-4979
ZQian@citytech.cuny.edu

EDUCATION

Ph.D. New York University, Institute of Fine Arts, Art History
M.A. New York University, Institute of Fine Arts, Art History
M.A. Central Academy of Fine Arts, Beijing, Art History
B.A. Beijing Normal University, Department of Foreign Languages, English

RESEARCH INTERESTS

My research interests include sinicized modernism in twentieth-century Chinese art, issues related to nationalism and globalism in contemporary Chinese art, and the changing role of politics in art and culture of modern and contemporary China. My research and curatorial work extend to issues of cultural identity, ethnicity and transnationalism in the practice of artists in the Chinese diaspora.

SELECTED PUBLICATIONS

- "Expressions of Traditions" and "Blurred Boundaries", in exhibition catalogue, 2018
Happy Chinese New Year: Fantastic Art China New York Events. The Central Academy of Fine Arts, February 12th–20th, 2018.
- "Seeing Signs: The Use of Semiotics in the Understanding of Visual Art", Chinese translation of article by Meike Bal, in *Semiotic Narratives in Painting: Studies of Art and Visual Analysis*. Sichuan University Press, December 2017, pp. 5-22.
- "Issues Concerning a Dialogue between Literati Albums and Artists' Books", essay in exhibition catalogue *Open Books: A New Dialogue*. Connecticut College, November 2017, p. 3.
- "Recent English Scholarship on Contemporary Chinese Art", in *Art Observations* (peer-reviewed art journal, one of the top national journals of art and art history in China). July 2017, pp. 14-16.
- "Ink Flows with Mind: Zhong Yueying's Transcultural Practice in Ink Art", essay in *Zhong Yueying's Ink Art*, exhibition catalogue. Chinese Culture Center of San Francisco, September 2016, pp. 1-4 (text in English and Chinese).
- "No Mainstream, Only Pluralism" (text in Chinese), in *Art News of China*. April 25, 2016, p. 16.
- "A Utopia and A Heterotopia: About Wuzhen Invitational Exhibition of International Contemporary Art" (English translation, original text in Chinese by Feng Boyi), published in exhibition catalogue. March 2016.
- "A Tradition Re-Interpreted: New Works by Contemporary Chinese Artists", in *A Tradition Re-Interpreted: New York by Contemporary Chinese Artists*, exhibition catalogue. The Galleries of Cleveland State University, October 2015, pp. 4-7.

- "Transnationalism, In-Betweenness and Chinese Artists in New York" (text in English and Chinese), in *Collision and Confluence: A Collection of Chinese-American Art Faculty Symposium Essays*. August 2015, pp. 46-53.
- "Defaced Icons and Assembled Utopia: Jiang Hai's Case of Art and Politics", in *Heterotopia: Works of Jiang Hai*, exhibition catalogue, Shanghai: Shanghai Doland Art Museum, 2011, pp. 114-117.
- "Mark as Trace of Mind: Zhang Yu's Proliferating Fingerprints and the Demise of Ink Painting", in *Zhang Yu: Diffused Fingerprints*, exhibition catalogue, November 2010, Daxiang Art Gallery, Taipei, pp. 24-27.
- "Why Here? Why Now? Reviewing Chinese Artists in America", in *Here and Now: Chinese Artists in New York*, exhibition catalogue, edited by Zhijian Qian, New York: Museum of Chinese in America, 2009, pp. 6-13.
- "Reliving the Past of Others: Adoration and Fantasy in Jing Kewen's Painting Series Dream", in *Courtesy, Justice, Honesty and Humility: Works by Jing Kewen*, exhibition catalogue, edited by Feng Boyi, China Art Archives and Warehouse, Beijing, August 2008, pp. 4-10.
- "This Is Not My Landscape" in *Ellen Zweig's Video Project in China*, exhibition catalogue, Shanghai: Fei Art Center, April 2008, pp. 54-56.
- "Traveling Toward Transculturalism", in *Travelers Between Cultures*, exhibition catalogue, The Visual Arts Center of New Jersey, 2006, pp. 2-3.
- "Surviving Transplantation", in *East Transplanted West*, exhibition catalogue, The CAS Gallery, Kean University, 2006, pp. 5-9.
- Encyclopedia of Contemporary Chinese Culture*, edited by Edward Davis (co-contributor to contemporary art section), Oxford: Routledge, Taylor and Francis Group, Ltd., 2005, pp. 12-13, 80-81, 218-219, 276-277, 446-447, 482-483, 493-494, 538-539, 995.
- "Pang Xunqin in the 1930s and 1940s", in Zhong Weixing, ed., *Yishu chizi de qiusuo* (The Pursuits of Pang Xunqin), Shanghai: Shanghai shehui kexue chubanshe, 2003, pp. 594-621.
- "The Changing Role of Critics in the 1990s", in John Clark, ed., *Chinese Art at the End of the Millennium*, Hong Kong: New Art Media Limited, 2000, pp. 25-28.
- "Performing Bodies: Zhang Huan, Ma Liuming, and Performance Art in China", in *Art Journal*, New York: College Art Association, summer issue, 1999, pp. 60-81.
- "China: 5000 Years", in *Art AsiaPacific*, Sydney: Fine Arts Press Pty Limited, issue 20, 1998, pp. 22-24.
- "Breakout and Transcendence after the Rebellion: New Tendencies in Chinese Contemporary Art Since the Mid-1980s", in Koichi Watari, ed., *Chinese Contemporary Art 1997*, exhibition catalogue, Tokyo: The Watari Museum of Contemporary Art, 1997, pp. 155-173.

Carol Quirke
Professor
American Studies | Media & Communications
SUNY Old Westbury
Old Westbury, Long Island, New York
Office: (516) 628-5024 | E-mail: quirkec@oldwestbury.edu

EDUCATION

B.A. Carleton College, Northfield, Minnesota
M.A. City College, City University of New York, New York, New York
Ph.D. Graduate Center, City University of New York

COURSES TAUGHT

- Topics in U.S History: Struggles for Justice
- Photography and American Culture
- Film Ideas and Aesthetics: The 1930s
- History of U.S. Women
- History of the Women's Movement
- Narrative and History
- Media Studies

RESEARCH INTERESTS

- Twentieth Century U.S. History
- Cultural History
- Social Movements
- Visual Culture and the History of Photography
- Consumer Culture
- Media History

SELECT PUBLICATIONS & PRESENTATIONS

Dorothea Lange, Documentary Photography, and the Twentieth Century: Reinventing Self and Nation. New York: Routledge Press, 2019.

“Imagining Racial Equality: Local 65’s Union Photographers, Postwar Civil Rights, and the Power of the Real, 1940–1955.” *Radical History Review* 132 (2018): 96-125.

With John Beck. *Bitter kisses for labor: mass consumer capitalism and the Hershey Chocolate sit-down strike, 1937.* Recorded by the Vincent Voice Library, Sept. 22, 2014. Part of the “Our Daily Work/Our Daily Lives” Brown Bag series sponsored by the MSU School of Human Resources and Labor Relations, the MSU Museum, and

- the MSU School of Journalism, as part of the University's Project 60/50. Held at the MSU Museum.
- Eyes on Labor: News Photography and America's Working Class*. New York: Oxford University Press, 2012.
- Review by Vettel-Becker, Patricia. *Labour / Le Travail* 74 (2014): 371-72.
- Review by Finnegan, Cara A. *The American Historical Review* 118, no. 4 (2013): 1202-203.
- “Jon Lewis: Photographs of the California Grape Strike, Review.” *Southern California Quarterly*, Winter 2014.
- “Book Review: Jon Lewis: Photographs of the California Grape Strike. By Richard Steven Street (Lincoln and London: University of Nebraska Press, 2013).” *Southern California Quarterly* 96 no. 4 (2014): 472-475.
- “Reframing Chicago's Memorial Day Massacre, May 30, 1937.” *American Quarterly* 60, no. 1 (2008): 129-57.
- “Picturing the Poor: Jacob Riis's Reform Photography.” *Reviews in American History* 36, no. 4 (2008): 557-65.
- “An Impresario for the Working Class, review of Moe Foner's Not for Bread Alone.” *New Labor Forum*, Summer 2003.

ELIZABETH WISSINGER
EWISSINGER@GC.CUNY.EDU
elizabethwissinger.com
212 220 1210

EDUCATION

- Ph. D. The Graduate School and University Center of the City University of New York, 2004
Sociology; Certificate in Women's Studies; completed with honors
- B.A. Middlebury College, 1986
Philosophy and French, cum laude
Middlebury Program Abroad at Reid Hall, l'Université de Paris X (Nanterre)
l'Institut d'Etudes Sciences Politiques (Sciences Po), 1984-85

PROFESSIONAL EXPERIENCE

- 2016-present Professor of Sociology, Department of Social Sciences, BMCC of the City University of New York
- 2014-present Professor, Master's Faculty, M.A. Program in Liberal Studies, The Graduate Center, The City University of New York, Concentration in Fashion Studies
- 2010-2016 Associate Professor of Sociology, Department of Social Sciences, BMCC of the City University of New York
- 2012-2013 Designed and taught graduate courses in Fashion Studies, M.A. Program in Liberal Studies at the Graduate School of the City University of New York
- 2005-2010 Assistant Professor, Department of Social Sciences, BMCC of the City University of New York
- 2004 Substitute Assistant Professor, Department of Social Sciences, BMCC of the City University of New York
- 2003-2004 Adjunct Professor, Department of Film and Media Studies, Hunter College of the City University of New York

AWARDS AND FELLOWSHIPS

- 2018-19 Professional Staff Congress CUNY Research Award Grant
- 2017-18 Faculty Grant Development Funding
- 2017-18 Faculty Publication Program Research and Writing Grant
- 2017-18 Professional Staff Congress of CUNY Research Award
- 2016-17 Fellowship Research Leave, BMCC
- 2015-16 Chancellor's Research Fellowship, CUNY-wide Award
- 2015-16 Professional Staff Congress CUNY Research Award Grant
- 2015 Faculty Development Fund Research Award Grant
- 2015-present Research Affiliate, Data & Society Institute
- 2011-2012 Andrew W. Mellon Fellow, Committee for Interdisciplinary Science Studies, GSUC of the City University of New York
- 2011 Visiting Scholar at the University of Sydney, Discipline of Work and Organisational Studies, Faculty of Economics and Business
- 2010-2011 Andrew W. Mellon Fellowship in the Humanities
- 2009-2010 Professional Staff Congress CUNY Research Award Grant
- 2008-2009 CUNY Faculty Fellowship Publication Program Grant

BOOKS

- Wissinger, Elizabeth. *This Year's Model: Fashion, Media, and the Making of Glamour*. (New York: NYU Press, 2015).

Wissinger, Elizabeth and Joanne Entwistle, eds., *Fashioning Models: Image, Text, and Industry*. (London: Berg Publishers, 2012).

RECENT PUBLICATIONS (*Denotes peer-reviewed)

*Wissinger, Elizabeth, "Blood, Sweat, and Tears: Navigating Creepy versus Cool in Wearable Biotech." *Information, Communication & Society*, Vol. 21, Issue 5: 779-785, 2018

Wissinger, Elizabeth, Book Foreword, *Fashioning Professionals*, Leah Armstrong (University of Applied Arts, Vienna, Austria) and Felice McDowell (London College of Fashion, UK), eds., London: Bloomsbury Publishing, 2018

Wissinger, Elizabeth, and Elena Glasberg, Foreword to the Issue: Notes from the Editors. *WSQ: Women's Studies Quarterly* 46: 1 & 2 (Spring/Summer 2018)

*Wissinger Elizabeth, "Wearable tech, bodies, and gender." *Sociology Compass Journal*, Vol. 11 (11) November 2017

*Wissinger, Elizabeth, and Brooke Duffy, "Mythologies of Creative Work in the Social Media Age: Fun, Free, and "Just Being Me,"" *International Journal of Communication*, 11: 4652-4671, Winter 2017

*Wissinger, Elizabeth, "From "Geek" to "Chic": Wearable technology and the woman question," pp. 369-386 in *Digital Sociologies*, Jessie Daniels, Karen Gregory, Tressie McMillan Cottom, eds., London: Policy Press, 2017

Wissinger, Elizabeth, Review: *Fashioning Fat: Inside Plus-Size Modeling* by Amanda Czerniawski, *Contemporary Sociology: A Journal of Reviews*, Volume 45, pp 427-428, June 2016.

*Wissinger, Elizabeth, "Glamour labour in the Age of Kardashian," *Critical Studies in Fashion and Beauty*, 7(2): 141-152, December 2016.

*Wissinger, Elizabeth, "#NoFilter: Models, Glamour Labor, and the Age of the Blink," *Interface/Special Issue on Theorizing the Web*, 1(1):1-20, August 2015.

*Wissinger, Elizabeth, "Judith Butler: Fashion and Performativity," in *Thinking Through Fashion*, Agnes Rocamora and Anneke Smelik, eds., London: Bloomsbury, 2015.

PROFESSIONAL SERVICE

BMCC Co-Coordinator of the Sociology Major Program, 2014-present

CUNY Graduate Center, Program in Fashion Studies, Associate Director, developing the fashion studies curriculum, digital platform, and programming, 2012- present

BMCC Co-chair of the Sociology Major initiative, 2010 to present

BMCC Sociology Discipline Leader, 2010-present

BMCC Vassar "Exploring Transfer" Scholarship Committee 2006-present

BMCC *Inquirer*, in house journal, Co-Editor 2012 to present, Acting Co-Editor, 2009-2011

Professor Kyunghee Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

May 7, 2020

Re: Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

Dear Professors Pyun, Quan, and Bauman,

I am writing to express my support for an NEH Grant Application proposed by Kyunghee Pyun, Vincent Quan, and Rebecca Bauman. I also commit to participating, as a faculty member at the Fashion Institute of Technology, in the project entitled Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students if it receives the grant from the National Endowment of Humanities for the time period of 2021-2024.

I have served as the G7 Humanities Assessment coordinator for Liberal Arts twice in the last 5 years, coordinate the Asian Minor and have access to interdisciplinary collaboration throughout the humanities. I teach Comparative and cross-cultural courses such as Gender and Nationalism in World Literature, Contemporary Immigration Literature, Asian American Literature and History among other classes that address class, economics, and immigration issues around the working class. I also teach a variety of East Asian Cinema and Global Martial Arts classes that also have units that will beautifully coincide with this project. I will work collaboratively with the project directors to ensure our goals are aligned with the goals of the grant proposal, including efforts to track and report on outcomes. If I am paired with another faculty member looking for ways to enhance teaching activities and materials, I will work with this person by sharing my ideas and classroom activities including, but not limited to, readings, movie clips, data, and other sources. I believe my support and commitment will significantly improve community college students' knowledge about the working-class people in New York City, empowering them to continue reshaping the structure of their industries. I look forward to working with you on this exciting endeavor and wish you luck on your application.

Sincerely yours,

A handwritten signature in black ink that reads "Jean Amato". The signature is fluid and cursive, with the first name "Jean" being larger and more prominent than the last name "Amato".

Associate Professor, English Dept.
Coordinator of Asian Minor
Fashion Institute of Technology, SUNY
Jean_amato@fitnyc.edu
541-914-1212



**Fashion Institute
of Technology**

Seventh Avenue at 27 Street
New York City 10001-5992
www.fitnyc.edu

Professor Kyunghee Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

June 20, 2020

Re: Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

Dear Professors Pyun, Quan, and Bauman,

I am writing to express my support for an NEH Grant Application proposed by Kyunghee Pyun, Vincent Quan, and Rebecca Bauman. I also commit to participating, as a faculty member at the Fashion Institute of Technology, in the project entitled Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students if it receives the grant from the National Endowment of Humanities for the time period of 2021-2024.

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Sincerely yours,

Robin Baxter
Assistant Professor
Fashion Business Management
Fashion Institute of Technology
227 West 27th Street
New York, NY 10001



**Fashion Institute
of Technology**

Seventh Avenue at 27 Street
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Professor Kyunghee Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

June 17, 2020

Re: *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

Dear Professors Pyun, Quan, and Bauman,

I am writing to express my support for an NEH Grant Application proposed by Kyunghee Pyun, Vincent Quan, and Rebecca Bauman. I also commit to participating, as a faculty member at the Fashion Institute of Technology, in the project entitled *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students* if it receives the grant from the National Endowment of Humanities for the time period of 2021-2024.

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Sincerely yours,

Praveen K. Chaudhry, Ph.D.
Professor of Political Science
Liberal Arts / Graduate Studies
State University of New York / FIT
Seventh Avenue at 27th Street, Suite B 634
New York, NY 10001
212-217-4924
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Professor Kyunghee Pyun
Department of History of Art, B634
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June 17, 2020

Re: *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

Dear Professors Pyun, Quan, and Bauman,

I am writing to express my support for an NEH Grant Application proposed by Kyunghee Pyun, Vincent Quan, and Rebecca Bauman. I also commit to participating, as a faculty member at the Fashion Institute of Technology, in the project entitled *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students* if it receives the grant from the National Endowment of Humanities for the time period of 2021-2024.

I will work collaboratively with the project directors to ensure our goals are aligned with the goals of the grant proposal, including efforts to track and report on outcomes. If I am paired with another faculty member looking for ways to enhance teaching activities and materials, I will work with this person by sharing my ideas and classroom activities including, but not limited to, readings, movie clips, data, and other sources. I believe my support and commitment will significantly improve community college students' knowledge about the working-class people in New York City, empowering them to continue reshaping the structure of their industries. I look forward to working with you on this exciting endeavor and wish you luck on your application.

Sincerely yours,

Elizabeth Clancy

Part-Time Lecturer- Department of Film & Media
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001



**Fashion Institute
of Technology**

Seventh Avenue at 27 Street
New York City 10001-5992
www.fitnyc.edu

Department of Social Sciences
School of Liberal Arts

Professor Kyunghee Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

May 7, 2020

Re: Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

Dear Professors Pyun, Quan, and Bauman,

I am writing to express my support for an NEH Grant Application proposed by Kyunghee Pyun, Vincent Quan, and Rebecca Bauman. I also commit to participating, as a faculty member at the Fashion Institute of Technology, in the project entitled Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students if it receives the grant from the National Endowment of Humanities for the time period of 2021-2024.

My classes of sociology and global popular culture are taken by students enrolled in Fashion Business Management and Advertising and Marketing Communication. Your teaching recourses will be very helpful for all the courses as case studies.

I will work collaboratively with the project directors to ensure our goals are aligned with the goals of the grant proposal, including efforts to track and report on outcomes. If I am paired with another faculty member looking for ways to enhance teaching activities and materials, I will work with this person by sharing my ideas and classroom activities including, but not limited to, readings, movie clips, data, and other sources. I believe my support and commitment will significantly improve community college students' knowledge about the working-class people in New York City, empowering them to continue reshaping the structure of their industries. I look forward to working with you on this exciting endeavor and wish you luck on your application.

Sincerely yours,

Jung-Whan (Marc) de Jong
Associate Professor of Sociology
Fashion Institute of Technology
State University of New York
jungwhan_dejong@fitnyc.edu
(212) 217-4920



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Professor Kyunghee Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

June 17, 2020

Re: *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

Dear Professors Pyun, Quan, and Bauman,

I am writing to express my support for an NEH Grant Application proposed by Kyunghee Pyun, Vincent Quan, and Rebecca Bauman. I also commit to participating, as a faculty member at the Fashion Institute of Technology, in the project entitled *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students* if it receives the grant from the National Endowment of Humanities for the time period of 2021-2024.

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Sincerely yours,

Jose Diaz
Manager of Online Learning
Fashion Institute of Technology

Ph.D. Program in History

365 Fifth Avenue
New York, NY 10016-4309
212.817.8430
www.gc.cuny.edu

June 16, 2020

Kyunghee Pyun
Fashion Institute of Technology
227 West 27th Street
New York NY 10001



Re: *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

Dear Professors Pyun, Quan, and Bauman,

I am writing to express my support for an NEH Grant Application proposed by Kyunghee Pyun, Vincent Quan, and Rebecca Bauman. I also commit to participating, as a consultant, in the project entitled *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students* if it receives the grant from the National Endowment of Humanities for the time period of 2021-2024.

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Sincerely,

Joshua B. Freeman
Distinguished Professor of History Queens
College and the Graduate Center
City University of New York



**Fashion Institute
of Technology**

Seventh Avenue at 27 Street
New York City 10001-5992
www.fitnyc.edu

Professor Kyunghee Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

June 17, 2020

Re: *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*,
National Endowment for the Humanities, Education Program, Humanities Initiatives at Community
Colleges

Dear Professors Pyun, Quan, and Bauman,

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Sincerely yours,

Patrice George
Associate Professor
Textile Development and Marketing
State University of New York / FIT
Seventh Avenue at 27th Street
New York, NY 10001



DARE TO DO MORE

17 June 2020

Professor Kyunghee Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

Re: *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

Dear Professors Pyun, Quan, and Bauman,

I am writing to express my support for an NEH Grant Application proposed by Kyunghee Pyun, Vincent Quan, and Rebecca Bauman. I also commit to participating, as a faculty liaison at other community colleges, in the project entitled *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students* if it receives the grant from the National Endowment of Humanities for the time period of 2021-2024.

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Sincerely yours,

A handwritten signature in black ink, appearing to read "T. Imamichi".

Tomoaki Imamichi, PhD
Assistant Professor of Psychology
LaGuardia Community College/CUNY
E-mail: timamichi@lagcc.cuny.edu
Tel: 718-482-5618



Bronx Community College
of The City University of New York
2155 University Avenue
Bronx, New York 10453

Swan Kim
WAC Coordinator
Associate Professor
Department of English
Bronx Community College, CUNY
626 Colston Hall
2155 University Ave.
Bronx, NY 10453

Professor Kyunghee Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

June 17, 2020

Re: *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

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Sincerely yours,

A handwritten signature in cursive script that reads "Swan Kim".

Swan Kim
Associate Professor
Department of English
Bronx Community College, CUNY
626 Colston Hall
2155 University Ave.
Bronx, NY 10453



**Fashion Institute
of Technology**

Seventh Avenue at 27 Street
New York City 10001-5992
www.fitnyc.edu

Professor Kyunghee Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

June 20, 2020

Re: Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

Dear Professors Pyun, Quan, and Bauman,

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Sincerely yours,

Joshua Koury
Associate Professor, Film & Media
Fashion Institute of Technology
227 West 27th Street
NY, NY 10001
Film & Media
AX-13



**Fashion Institute
of Technology**

Seventh Avenue at 27 Street
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www.fitnyc.edu

Professor Kyunghee Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

June 20, 2020

Re: Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

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Sincerely yours,

Su Ku
Assistant Professor, Fashion Design-Art
Fashion Institute of Technology
227 West 27th Street
New York, NY 10001



**Fashion Institute
of Technology**

Seventh Avenue at 27 Street
New York City 10001-5992
www.fitnyc.edu

Professor Kyunghee Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

June 17, 2020

Re: *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

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Sincerely yours,

Prof. Helen Lane,
Instructional Design Librarian
Gladys Marcus Library
227 West 27th Street
New York, NY 10001 - 5992



**Fashion Institute
of Technology**

Seventh Avenue at 27 Street
New York City 10001-5992
www.fitnyc.edu

Professor Kyunghye Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

June 7, 2020

Re: Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

Dear Professors Pyun, Quan, and Bauman,

I am writing to express my support for an NEH Grant Application proposed by Kyunghye Pyun, Vincent Quan, and Rebecca Bauman. I also commit to participating, as a faculty member at the Fashion Institute of Technology, in the project entitled Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students if it receives the grant from the National Endowment of Humanities for the time period of 2021-2024.

I have worked with Pyun in our previous NEH-funded project, Teaching Business and Labor History to Art and Design in 2018-2021. I am pleased to be involved in a new project as consultant. As scholar of American hotel workers, this topic is timely and long waited. Retail workers and service industry employees deserve scholarly attention.

I will work collaboratively with the project directors to ensure our goals are aligned with the goals of the grant proposal, including efforts to track and report on outcomes. If I am paired with another faculty member looking for ways to enhance teaching activities and materials, I will work with this person by sharing my ideas and classroom activities including, but not limited to, readings, movie clips, data, and other sources. I believe my support and commitment will significantly improve community college students' knowledge about the working-class people in New York City, empowering them to continue reshaping the structure of their industries. I look forward to working with you on this exciting endeavor and wish you luck on your application.

Sincerely yours,

Daniel Levinson Wilk
Professor of American History
Department of Social Sciences
Fashion Institute of Technology
State University of New York
Daniel_levinsonwilk@fitnyc.edu

Professor Kyunghee Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

June 17, 2020

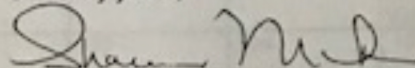
Re: *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

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Sincerely yours,



Shannon Maher
Assistant Professor and Chairperson
Home Products Development
Fashion Institute of Technology

June 23, 2020

Re: Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students

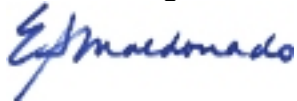
To: Review Committee of the National Endowment for the Humanities

As Director of Faculty Development and Center for Excellence in Teaching at FIT, my work has the potential for broad dissemination, as well as the institutionalization of new findings that will be generated by the proposal, *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*. I am delighted that Professors Kyunghye Pyun, Vincent Quan, and Rebecca Bauman have reached out to me in this regard.

The PIs on this project are recognized scholars with significant teaching and research experience. I believe the outcomes of the proposed project will have an important impact on a broad range of curricula, as well as the public's understanding of rarely explored aspects of labor history.

My Office looks forward to supporting the project PIs in their innovative work throughout the proposed project dates of 2021-2024, with faculty outreach, assistance with workshops and support for key faculty development activities.

I am looking forward to this exciting new research!



Elaine Maldonado, Professor
Director of Faculty Development and Center for Excellence in Teaching
FIT-SUNY



Professor Kyunghee Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

New York, June 1, 2020

Re: Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

Dear Professors Pyun, Quan, and Bauman,

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continue reshaping the structure of their industries. I look forward to working with you on this exciting endeavor and wish you luck on your application.

With every good wish,



Eugenia Paulicelli, PhD

Professor and Founder of The Concentration in Fashion Studies

Master of Arts in Liberal Studies (MALS)

The Graduate Center, CUNY



Center for Professional
Development

6333 State Route 298
Suite 102
East Syracuse, NY 13057
Phone: 315.214.2419
Fax: 315.437.0835

<http://www.cpd.suny.edu>

June 21, 2020

Professor Kyunghee Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

Re: *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*,
National Endowment for the Humanities, Education Program, Humanities Initiatives at Community
Colleges

Dear Professors Pyun, Quan, and Bauman,

I enthusiastically support the National Endowment for the Humanities grant application you are proposing with Vincent Quan and Rebecca Bauman for the project entitled *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students* for the time period 2021-2024.

In my position as Academic Programs Manger for the Sate University of New York (SUNY) Center for Professional Development (a resource that serves all 64 SUNY campuses), I will help connect you with other directors of centers for excellence in learning and teaching at community colleges in your area and elsewhere in the state as appropriate. I also will be able to inform you about SUNY initiatives that align with your project and promote what you are doing throughout the SUNY System.

I believe my support and commitment will significantly improve community college students' knowledge about the working-class people in New York City, empowering them to continue reshaping the structure of their industries. I look forward to working with you on this exciting project and wish you luck on your application.

Sincerely yours,

Sincerely,

A handwritten signature in black ink, appearing to read "Chris Price".

Christopher Price, Ph.D.
Academic Programs Manager
SUNY Center for Professional Development



NEW YORK CITY COLLEGE OF TECHNOLOGY

THE CITY UNIVERSITY OF NEW YORK

300 JAY STREET

BROOKLYN, NEW YORK 11201-2983

HUMANITIES DEPARTMENT, Library Building L630

718-260-5018 • FAX 718-254-8548

Professor Kyunghee Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

June 20, 2020

Re: *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*,
National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

Dear Professors Pyun, Quan, and Bauman,

I am writing to express my support for an NEH Grant Application proposed by Kyunghee Pyun, Vincent Quan, and Rebecca Bauman. I also commit to participating, as a faculty liaison at other community colleges, in the project entitled *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students* if it receives the grant from the National Endowment of Humanities for the time period of 2021-2024.

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Sincerely yours,

Zhijian Qian, Ph.D.
Assistant Professor of Art History
Department of Humanities
NYC College of Technology, The City University of New York
300 Jay Street, Room L630
Brooklyn, NY 11201

Tel. 718-260-4979
E-mail: zqian@citytech.cuny.edu
www.citytech.cuny.edu



AMERICAN STUDIES DEPARTMENT

Kyunghee Pyun
Fashion Institute of Technology
227 West 27th Street
New York NY 10001

June 25, 2020

Re: *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

Dear Professors Pyun, Quan, and Bauman,

I am writing to express my support for an NEH Grant Application proposed by Kyunghee Pyun, Vincent Quan, and Rebecca Bauman. I also commit to participating, as a consultant, in the project entitled *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students* if it receives the grant from the National Endowment of Humanities for the time period of 2021-2024.

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Very truly yours,



Carol Quirke,
Ph.D. Professor
American Studies
Email: quirkec@oldwestbury.edu



Social Science

Borough of Manhattan Community College
The City University of New York
www.bmcc.cuny.edu

199 Chambers Street
New York, NY 10007-1097
tel. 212-220-1210
fax 212-748-7731

Professor Kyunghee Pyun
Department of History of Art, B634
Fashion Institute of Technology
State University of New York
227 West 27th Street
New York NY 10001

July 8, 2020

Re: *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*, National Endowment for the Humanities, Education Program, Humanities Initiatives at Community Colleges

Dear Professors Pyun, Quan, and Bauman,

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Sincerely yours,

Elizabeth Wissinger, PhD
Professor of Sociology
BMCC/City University of New York



July 9, 2020

Humanities Initiatives at Community Colleges
Division of Education Programs
National Endowment for the Humanities
400 7th Street, SW
Washington, D.C. 20506

RE: Proposal Letter of Support, NEH Humanities Initiatives at Community Colleges

To whom it may concern:

It is with great pleasure that I write to express my support for the Fashion Institute of Technology initiative, *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students*. Led by Dr. Kyunghye Pyun, Associate Professor, History of Art; Dr. Rebecca Bauman, Assistant Professor, Modern Languages and Cultures; and Vincent Quan, Associate Professor, Fashion Business Management, this effort will provide new educational resources for community college faculty and students studying in a diversity of pre-professional fields. It epitomizes FIT's institutional commitment to interdisciplinary learning.

As a community college of the State University of New York, the Fashion Institute of Technology has established itself as an international leader in education for the design industries, while also offering exceptional programs and degrees in the history disciplines. The humanities are central to an FIT education. Irrespective of students' professional pursuits, the humanities provide knowledge about the human experience that is essential for success in the 21st Century. The FIT Strategic Plan prioritizes academic and creative excellence, fostered in an environment that promotes robust scholarship, creativity, experimentation, and curricular flexibility. Partnerships across disciplines support this effort.

Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students will build on and expand FIT's successful work to date strengthening community-college students' understanding of the historical, economic and cultural contexts of the pre-professional fields they are pursuing. The initiative will benefit from best-practices established during the project's preliminary research, during which Pyun worked with FIT and other community college faculty. While some pre-professional faculty do provide their students

with historical contexts for the disciplines they are teaching, the FIT project team's research has concluded that the historical knowledge of pre-professional faculty varies widely. This initiative will powerfully address a need expressed by community college faculty seeking to expand their curricular scope and address their students' interests. As an interdisciplinary partnership, this initiative will also provide long-term opportunities for curricular development, further addressing FIT Strategic Plan priorities by exploring new ways of teaching and strengthening programs in the School of Liberal Arts.

We are excited at the prospect of partnering with the National Endowment for the Humanities, and we appreciate your consideration.

Sincerely,

A handwritten signature in black ink that reads "Giacomo M. Oliva". The signature is written in a cursive style with a long, sweeping underline that extends to the left.

Giacomo M. Oliva, EdD
Vice President for Academic Affairs

Shop Girls to Show Girls:
Teaching Resources on New York's Working Class for Community College Students
FIT Institutional Profile

The Fashion Institute of Technology [FIT], a community college of the State University of New York [SUNY], has been a leader in career education in design, art, business and technology for more than 70 years. Students, scholars and teachers cross traditional boundaries to stimulate innovation, partner with creative industries worldwide, and develop visionary design and business solutions. The curriculum blends hands-on, practical experience; classroom study; and a firm grounding in the liberal arts. FIT offers a wide range of outstanding programs that are relevant to today's rapidly changing creative industries. The college has 48 majors leading to AAS (14, representing 29%), BFA and BS degrees, as well as three Masters-level degrees. Programs are organized under three Schools: Art and Design, Business and Technology, and Liberal Arts. As a public institution, with over 850 faculty members, FIT draws a more economically and ethnically diverse student body than other schools of art and design New York and the U.S. FIT has a total undergraduate enrollment of 8,726 (fall 2019), with a gender distribution of 82% female students and 18% male students. The student body is socio-economically diverse: 46% report a minority affiliation, 12% are international, and 51% of full-time undergraduates (fall 2018) receive need-based aid. In addition to its high reputation for the study of fashion design, FIT is a premier institution for most fields of art, design, and business and technology for these creative fields. FIT's unique education results in an outstanding job placement rate, with award-winning faculty, close ties to industry, and very high job-placement rate for graduates (for BA graduates, the rate is 86%, based on a 20% response rate to an alumni survey of 2017-2018 graduates).

Evaluation of the Related NEH-Funded Project

The proposal of *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students* is not directly related to a project previously funded by NEH but is developed from a symposium held in April 2019 in conjunction with the ongoing NEH-funded project *Teaching Business and Labor History to Art and Design Students* (“**Teaching Business**”). This symposium *Artists and Designers: Realities and Imaginations in Business and Labor History*, grew out of the three-year *Teaching Business*, which is being funded by the National Endowment for the Humanities Connections Implementation Grant from 2018 to 2021 (Project ID: AKB-260507-18).

SUMMARY OF ACTIVITIES IN YEARS 1 and 2: 2018-2019 and 2019-2020

Departments across the State University of New York have given so much support for our project. In particular, the FIT fashion design department, Gladys Marcus Library, Fashion Business Management, History of Art, Social Sciences, English and Communication Studies, Modern Languages and Cultures, and the FIT Museum have helped us promote this symposium and recruit some of their best faculty members for our multi-year faculty seminars. We cannot omit the library professors Maria Rothenberg, who created a library guide for teaching business and labor history, and Joseph Anderson, who provided the website design and procurement. We also thank the History of Art department's visual resources curator, Molly Schoen, who spent hours and hours searching for publicly accessible images with Creative Common License 0 for our website.

For the academic year of 2018-2019 (Year 1), we have completed four faculty seminars and two webinars on various issues and activities addressing how to teach business and labor history. The highlight of these meetings was the symposium on April 12, 2019. Below, we summarize the symposium accomplishments and findings. This symposium was funded by the State University of New York, “Conversations in the Disciplines” grant program (SUNY CID). As part of the SUNY Office of Provost, this grant is designed to bring together SUNY faculty and visiting scholars from non-SUNY institutions to examine new trends, address changes and challenges, review promising research findings, and become acquainted with professional developments in their fields and on other campuses. Since 1965, over 500 conversations have been held on various campuses in numerous disciplines.

For the academic year of 2019-2020 (Year 2), we have completed three face-to-face faculty seminars and three webinars on development of lesson plans pertinent to business and labor history in each fellow’s respective discipline. Faculty reported how effective their lesson plans were or what should be modified for the next semester. The members of the faculty seminar spent many hours planning a conference on their findings and activities in Year Three, 2020-2021. Due to the unprecedented circumstance of the COVID-19 pandemic, the faculty seminars were abruptly moved to a remote environment and convened as virtual meetings.

Both Pyun and Levinson Wilk presented their project of *Teaching Business* at the following academic conferences throughout 2019 and 2020:

Business and Labor History in Art and Design Programs—Pedagogical Innovations. Roundtable Workshop. Annual Conference of European Business History Association held at Erasmus University in Rotterdam on 30 August 2019 (Co-Organizer & Chair: Kyunghee Pyun)

“Analyzing Bauhaus in Business and Labor History for Art and Design Students.” *The Cost of Design*. 2019 Conference for Design History Society at University of Northumbria, U.K.,

co-hosted by The Business of the Bauhaus (Esther Cleven, Bauhaus-Archiv Berlin and Jeremy Aynsley, University of Brighton), 5–7 September 2019 (Organizer: Elizabeth Kramer)

Teaching Business and Labor History for Art and Design Students. Poster Session #1. The 134th Annual Meeting, American Historical Association (AHA) held at Hilton New York, New York City on 5 January 2020 (Co-Presenters: Daniel Levinson Wilk and Kyunghee Pyun)

Tailoring American Business and Labor History for Art and Design Curriculum. Roundtable Session. The 134th Annual Meeting, American Historical Association (AHA) held at Hilton New York, New York City on 5 January 2020 (Co-Organizers: Daniel Levinson Wilk and Kyunghee Pyun)

“Invisible Faces: Business of Visual Art.” *Tailoring American Business and Labor History for Art and Design Curriculum.* Roundtable Session. The 134 Annual Meeting, American Historical Association (AHA) held at Hilton New York, New York City on 5 January 2020 (Co-Organizers: Daniel Levinson Wilk and Kyunghee Pyun)

“Contemporary Art Contemplates the Garment Industry: Visible and Invisible Realities.” *Fast Fashion/Slow Art.* The 108th College Art Association Annual Conference, Chicago, 14 February 2020 (Organizers: Bibiana K. Obler and Allan Wallach)

Addressing Race and Ethnicity in Art and Design Curriculum: How to Introduce Business and Labor History. The 33rd Annual National Conference on Race & Ethnicity in American Higher Education (NCORE 2020) held in New York City, 26–30 May 2020 (Co-Presenters: Daniel Levinson Wilk and Kyunghee Pyun) [cancelled due to COVID 19]

“Women for Cotton and Men for Wool: Gendered Textiles in Colonized Korea.” *Gendered Threads of Globalization: 20th-Century Textile Crossings in Asia Pacific* (GToG) hosted by University of Victoria, British Columbia, Canada, 27–29 March 2020 (Organizer: Melia Belli) [rescheduled to November 2020 due to COVID 19]

OBJECTIVES OF ACTIVITIES

Creative industries are ever-expanding across different sectors, including (but not limited to) architecture, crafts, music, performing or visual arts, museums, galleries, libraries, design firms, marketing and advertising industry, film productions, fitness and wellness centers, publishing,

media companies, journalism, and IT-software services. SUNY campuses such as Purchase College, SUNY Old Westbury, and the Fashion Institute of Technology have educated workforces for these segments of labor and business. By inviting erudite experts on SUNY campuses, as well as local labor historians in New York City, the symposium sought to enable both scholars and practitioners employed in creative industries to assess the current perspectives on business history and creative jobs in the U.S. labor market.

The curriculum we created under this grant foregrounded the careers of the artists and designers themselves, the businesspeople surrounding them, and their place in an evolving capitalist system. Findings from this symposium will teach students the ways that designers and artists advocated for themselves, alone or in groups, and improved their lives. The curriculum we developed based on this symposium has unearthed artists' and designers' old tools for economic survival—living in squalor, apprenticing to a master, embracing commercial work, taking a job in the service sector to pay the bills, limiting caloric intake, courting the attention of older men, lobbying the government, joining unions and going on strike, commiserating and scheming in saloons and bars.

Maybe substitute with the following sentence “and considers the relevance of these old tactics to current practices during a global recession and pandemic.”

FORMAT OF ACTIVITIES

Part 1: During four months from September 2018 to June 2019, interested faculty members at various SUNY campuses and non-SUNY campuses participated in reading/discussion groups. Faculty fellows at FIT were the main participants while consultants and other observers were also invited for four seminars and two webinars. For each seminar, participants read assigned

pages from the selected bibliography and discussed how they would incorporate these materials or issues with their own courses.

Part 2: The symposium itself was held on Friday, April 12, 2019, in FIT's large John E. Reeves Great Hall. Each breakout session had a moderator from a SUNY campus and three papers. Faculty members who participated in study groups were invited to present in these breakout sessions. Plenary talks were held in the morning followed by four breakout sessions in the afternoon. Breakout sessions were held in seminar rooms in the Feldman building's lower level, for 20 people. There were six panels in total.

Part 3: The faculty seminar members, along with PI's, are planning a bigger conference to share the summary of their findings in April 2021. This conversation is currently continued with suggestions among the FIT faculty, non-FIT consultants, and other instructors of art and design in the Greater New York area. It is a consensus that this conference will be a hybrid meeting, with some participants and speakers presenting on campus and others presenting remotely via a virtual meeting platform.

ATTAINMENT OF GOALS AND CONCLUSIONS

As part of the evaluation process, project participants encouraged FIT to continue this conversation. Consequently, Professor Pyun and Professor Levinson Wilk will organize another conference in 2020-2021, pending receipt of a conference grant from the Spencer Foundation, which was requested in May 2020. Award decisions will be in December 2020. Their previous application, submitted in May 2019 and again in December 2019, was not awarded. Some

participating faculty expressed interest in publishing the findings from this symposium. Pyun and Levinson Wilk are discussing possibilities. The end-of-year survey conducted, each, in June 2019 and in June 2020, showed overall satisfaction of participating faculty fellows in the effectiveness of this program over the two-year performance period.

The symposium on April 12 had the following participants. They include regular members of the faculty seminars and webinars.

- a. Number of Participants: approximately 114 people
- b. Main Speakers – Panelists: 32 people (please see the attached program)
- c. Institutions/Colleges/Businesses Represented: approximately 10-12 institutions
- d. Participants:

SUNY Old Westbury, SUNY Farmingdale; Parsons School of Design; Cooper Union; School of Visual Arts; School of the Art Institute of Chicago; Harvard University; New York University; SUNY New Paltz; Princeton University; SUNY Essex County College; JP Lucas Consulting

Below is an overview of comments by speakers and consultants.

- Josh Freeman, CUNY Graduate Center: *This symposium generated fruitful conversations. His graduate students should learn from them.*
- David Brody, Parsons School of Design: *The topics of the symposium are amazing and carefully selected. We should organize a book proposal out of them.*

- Christina Moon, Parsons School of Design: *FIT professors have valuable experience of changing industry conditions over thirty years. One should document their experience and have it known to a larger community of scholars.*
- Christina Gomez, School of the Art Institute of Chicago: *As a sociologist, historical perspectives of changing labor conditions have been found to be crucial for an in-depth conversation. I would like to be involved with an ongoing effort to revise and update the curriculum to incorporate findings of this symposium with each university.*
- Amy Werbel, Fashion Institute of Technology: *The selection of speakers was excellent. It is incredible that Pyun and Levinson Wilk gathered leading experts in the field of American Studies and Labor History.*

Participants said that they learned so much about the business and labor conditions of the fashion industry and other related fields. They also asked to be informed about the progress made by faculty at FIT, in order to see how they teach the business and labor conditions of artists and designers in their own, studio-based courses. One participant approached the PI's (Levinson Wilk and Pyun) to tell us that the theme of the symposium was so appropriate for other design universities, and he asked permission to replicate some of the breakout sessions for another conference he is organizing in the U.K. In addition, many participants suggested that concurrent breakout sessions should be avoided. They indicated that all of the sessions were so interesting, they wanted to attend all of them, not just two. They also suggested that sessions be video-recorded and available on the website, businesshistory.fitnyc.edu.

This conversation during and after the symposium inspired Pyun and Levinson Wilk to envision a totally different project, creating pedagogical resources not just for faculty of art and design but also for those teaching in other pre-professional programs of community colleges in the Greater New York area.

In May 2019, the Museum of the City of New York opened a special exhibition, *City of Workers, City of Struggle*. The exhibition was organized by curator Steven H. Jaffe with the help of a distinguished panel of scholars. A companion publication featured essays by leading historians of New York, along with vivid depictions of work, daily life, and political struggle. Edited by Joshua B. Freeman, Distinguished Professor of History at Queens College and the Graduate Center of the City University of New York, it is published by Columbia University Press.

Both Professor Freeman and Professor Philips-Fein were consultants for the above exhibition and have been consultants for our ongoing project, *Teaching Business*. The proposed project, *Shop Girls to Show Girls: Teaching Resources on New York's Working Class for Community College Students* will reflect research of this exhibition, which was presented in collaboration with the Kheel Center at the School of Industrial and Labor Relations at Cornell University and the Tamiment Library & Robert F. Wagner Labor Archives at NYU.

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS: (b) (4)

Enter name of Organization: Fashion Institute of Technology

Budget Type: Project Subaward/Consortium

Budget Period: 1 Start Date: 06/01/2021 End Date: 05/31/2022

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
Dr.	Kyunghee		Pyun						(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											
	Vincent		Quan						(b) (6)	(b) (6)	(b) (6)
Project Role: Co-PI											
	Rebecca		Bauman						(b) (6)	(b) (6)	(b) (6)
Project Role: Co-PI											
	Dan		Levinson Wilk						(b) (6)	(b) (6)	(b) (6)
Project Role: Consultant											
	FIT Faculty		Fellow						8,100.00	0.00	8,100.00
Project Role: FIT Faculty Fellows											

Additional Senior Key Persons:

Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person 19,076.00

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="1"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	1,200.00	144.00	1,344.00
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="1"/>	Total Number Other Personnel					Total Other Personnel	1,344.00
						Total Salary, Wages and Fringe Benefits (A+B)	20,420.00

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
None	0.00

Additional Equipment:

Add Attachment

Delete Attachment

View Attachment

Total funds requested for all equipment listed in the attached file

Total Equipment

D. Travel

1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)

Funds Requested (\$)

2. Foreign Travel Costs

Total Travel Cost

E. Participant/Trainee Support Costs

1. Tuition/Fees/Health Insurance

Funds Requested (\$)

2. Stipends

3. Travel

4. Subsistence

5. Other

None

Number of Participants/Trainees

Total Participant/Trainee Support Costs

F. Other Direct Costs

		Funds Requested (\$)
1.	Materials and Supplies	3,140.00
2.	Publication Costs	
3.	Consultant Services	6,100.00
4.	ADP/Computer Services	
5.	Subawards/Consortium/Contractual Costs	
6.	Equipment or Facility Rental/User Fees	
7.	Alterations and Renovations	
8.	None	0.00
9.		
10.		
Total Other Direct Costs		9,240.00

G. Direct Costs

		Funds Requested (\$)
Total Direct Costs (A thru F)		32,790.00

H. Indirect Costs

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Federally negotiated indirect cost rate	60.00	32,790.00	19,674.00
Total Indirect Costs			19,674.00

Cognizant Federal Agency

(Agency Name, POC Name, and POC Phone Number)

DHHS, Michael Leonard, 212-264-2069

I. Total Direct and Indirect Costs

		Funds Requested (\$)
Total Direct and Indirect Institutional Costs (G + H)		52,464.00

J. Fee

Funds Requested (\$)

K. Total Costs and Fee

		Funds Requested (\$)
Total Costs and Fee (I + J)		52,464.00

L. Budget Justification

(Only attach one file.)

1234-justification.pdf

Add Attachment

Delete Attachment

View Attachment

RESEARCH & RELATED BUDGET - Budget Period 2

OMB Number: 4040-0001
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS:

Enter name of Organization:

Budget Type: Project Subaward/Consortium

Budget Period: 2 **Start Date:** **End Date:**

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
Dr.	Kyunghee		Pyun						(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="PD/PI"/>											
	Vincent		Quan						(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="Co-PI"/>											
	Rebecca		Bauman						(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="Co-PI"/>											
	Dan		Levinson Wilk						(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="Consultant"/>											
	FIT Faculty		Fellow						8,100.00	0.00	8,100.00
Project Role: <input type="text" value="FIT Faculty Fellows"/>											

Additional Senior Key Persons:

Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="1"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	1,200.00	144.00	1,344.00
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="1"/>	Total Number Other Personnel					Total Other Personnel	1,344.00
						Total Salary, Wages and Fringe Benefits (A+B)	20,420.00

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
None	0.00

Additional Equipment:

Add Attachment

Delete Attachment

View Attachment

Total funds requested for all equipment listed in the attached file

Total Equipment

D. Travel

- Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)
- Foreign Travel Costs

Funds Requested (\$)

Total Travel Cost

E. Participant/Trainee Support Costs

- Tuition/Fees/Health Insurance
- Stipends
- Travel
- Subsistence
- Other

Funds Requested (\$)

Number of Participants/Trainees

Total Participant/Trainee Support Costs

F. Other Direct Costs

		Funds Requested (\$)
1.	Materials and Supplies	1,600.00
2.	Publication Costs	
3.	Consultant Services	6,100.00
4.	ADP/Computer Services	
5.	Subawards/Consortium/Contractual Costs	
6.	Equipment or Facility Rental/User Fees	
7.	Alterations and Renovations	
8.	None	0.00
9.		
10.		
Total Other Direct Costs		7,700.00

G. Direct Costs

		Funds Requested (\$)
Total Direct Costs (A thru F)		32,560.00

H. Indirect Costs

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Federally negotiated indirect cost rate	60.00	32,560.00	19,536.00
Total Indirect Costs			19,536.00

Cognizant Federal Agency

(Agency Name, POC Name, and POC Phone Number)

DHHS, Michael Leonard, 212-264-2069

I. Total Direct and Indirect Costs

		Funds Requested (\$)
Total Direct and Indirect Institutional Costs (G + H)		52,096.00

J. Fee

Funds Requested (\$)

K. Total Costs and Fee

		Funds Requested (\$)
Total Costs and Fee (I + J)		52,096.00

L. Budget Justification

(Only attach one file.)

1234-justification.pdf

Add Attachment

Delete Attachment

View Attachment

RESEARCH & RELATED BUDGET - Budget Period 3

OMB Number: 4040-0001
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS:

Enter name of Organization:

Budget Type: Project Subaward/Consortium

Budget Period: 3 **Start Date:** **End Date:**

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
Dr.	Kyunghee		Pyun						(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="PD/PI"/>											
	Vincent		Quan						(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="Co-PI"/>											
	Rebecca		Bauman						(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="Co-PI"/>											
	FIT Faculty		Fellow						8,100.00	0.00	8,100.00
Project Role: <input type="text" value="FIT Faculty Fellows"/>											

Additional Senior Key Persons: **Total Funds requested for all Senior Key Persons in the attached file**

Total Senior/Key Person

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="1"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	1,200.00	144.00	1,344.00
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="1"/>	Total Number Other Personnel					Total Other Personnel	<input type="text" value="1,344.00"/>
						Total Salary, Wages and Fringe Benefits (A+B)	<input type="text" value="19,300.00"/>

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
None	0.00
Additional Equipment: <input type="text"/>	<input type="text"/>
<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>
<input type="button" value="View Attachment"/>	
Total funds requested for all equipment listed in the attached file	<input type="text"/>
Total Equipment	0.00

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	1,400.00
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	1,400.00

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	0.00
2. Stipends	0.00
3. Travel	0.00
4. Subsistence	0.00
5. Other <input type="text" value="None"/>	0.00
<input type="text"/> Number of Participants/Trainees	
Total Participant/Trainee Support Costs	0.00

F. Other Direct Costs

		Funds Requested (\$)
1. Materials and Supplies		1,600.00
2. Publication Costs		
3. Consultant Services		6,100.00
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. <input type="text" value="None"/>		0.00
9. <input type="text"/>		
10. <input type="text"/>		
Total Other Direct Costs		7,700.00

G. Direct Costs

		Funds Requested (\$)
Total Direct Costs (A thru F)		28,400.00

H. Indirect Costs

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
<input type="text" value="Federally negotiated indirect cost rate"/>	<input type="text" value="60.00"/>	<input type="text" value="28,400.00"/>	<input type="text" value="17,040.00"/>
Total Indirect Costs			17,040.00

Cognizant Federal Agency

(Agency Name, POC Name, and POC Phone Number)

I. Total Direct and Indirect Costs

		Funds Requested (\$)
Total Direct and Indirect Institutional Costs (G + H)		45,440.00

J. Fee

Funds Requested (\$)
<input type="text"/>

K. Total Costs and Fee

		Funds Requested (\$)
Total Costs and Fee (I + J)		45,440.00

L. Budget Justification

(Only attach one file.)

RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
Section A, Senior/Key Person		56,108.00
Section B, Other Personnel		4,032.00
Total Number Other Personnel	3	
Total Salary, Wages and Fringe Benefits (A+B)		60,140.00
Section C, Equipment		0.00
Section D, Travel		8,970.00
1. Domestic	8,970.00	
2. Foreign		
Section E, Participant/Trainee Support Costs		0.00
1. Tuition/Fees/Health Insurance	0.00	
2. Stipends	0.00	
3. Travel	0.00	
4. Subsistence	0.00	
5. Other	0.00	
6. Number of Participants/Trainees		
Section F, Other Direct Costs		24,640.00
1. Materials and Supplies	6,340.00	
2. Publication Costs		
3. Consultant Services	18,300.00	
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1	0.00	
9. Other 2		
10. Other 3		
Section G, Direct Costs (A thru F)		93,750.00
Section H, Indirect Costs		56,250.00
Section I, Total Direct and Indirect Costs (G + H)		150,000.00
Section J, Fee		
Section K, Total Costs and Fee (I + J)		150,000.00

Shop Girls to Show Girls: Teaching Resources on New York’s Working Class for Community College Students

Applicant Institution: *Fashion Institute of Technology*

Project Director: *Kyunghee Pyun*

Project Grant Period: *06/01/2021-05/31/2024*

Item	Computational Details/Notes	(notes)	Year 1 06/01/2021- 05/31/2022	(notes)	Year 2 06/01/2022- 05/31/2023	(notes)	Year 3 06/01/2023- 05/31/2024	Total NEH Request
Project Director 1	12% fringe against stipend	12%	\$ (b) (6)	12%	\$ (b) (6)	12%	\$ (b) (6)	\$ (b) (6)
Co PI 1	12% fringe against stipend	12%	\$ (b) (6)	12%	\$ (b) (6)	12%	\$ (b) (6)	\$ (b) (6)
Co PI 2	12% fringe against stipend	12%	\$ (b) (6)	12%	\$ (b) (6)	12%	\$ (b) (6)	\$ (b) (6)
Faculty Consultant	12% fringe against stipend	12%	\$ 120	12%	\$ 120	12%	\$ -	\$ 240
Student Assistant	12% fringe against stipend	12%	\$ 144	12%	\$ 144	12%	\$ 144	\$ 432
3. Consultant Fees and Honoraria								
Stipends for 8 participants/ 2 consultants from other institutions, 4 times per year	\$150/day per participant and consultant = \$1,200 per meeting	4 days	\$ 4,800	4 days	\$ 4,800	4 days	\$ 4,800	\$ 14,400
Copy editor or transcription for closed caption service	\$50/hour @ 10 hours		\$ 500		\$ 500		\$ 500	\$ 1,500
Website manager, part-time	\$80/hour @ 10 hours		\$ 800		\$ 800		\$ 800	\$ 2,400
4. Travel (Include Project Directors' Meeting in Washington, DC)								\$ 18,300
R/T Train D.C. (2 Project PI's)	\$200/rt X 2 PI's	2 R/T	\$ 400					\$ 400

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Item	Computational Details/Notes	(notes)	Year 1 06/01/2021- 05/31/2022	(notes)	Year 2 06/01/2022- 05/31/2023	(notes)	Year 3 06/01/2023- 05/31/2024	Total NEH Request
Local Transport	\$22.50/day X 2 PI's	2 days	\$ 90					\$ 90
Hotel (2 Project PI's)	2 nights @ \$250/night	2 nights	\$ 1,000					\$ 1,000
Meals/per-diem (2 Project PI's)	\$60/day X 2 PI's	2 days	\$ 240					\$ 240
American Historical Association Annual Conference (or equivalent)	Registration fee \$300 x 2 PI's				\$ 600			\$ 600
Hotel (2 Project PI's)	2 nights @ \$250/night	2 nights			\$ 1,000			\$ 1,000
Meals/per-diem (2 Project PI's)	\$60/day X 2 PI's	2 days			\$ 240			\$ 240
Transportation	\$600 X 2 PI's				\$ 1,200			\$ 1,200
Museum admissions for group visits	(\$5 X 27 students per class + faculty = \$140 per class) X (10 visits per year)		\$ 1,400		\$ 1,400		\$ 1,400	\$ 4,200
								\$ 8,970
5. Supplies & Materials								
1 video camera or tablet PC			\$ 1,040		\$ -		\$ -	\$ 1,040
Display supplies and printing			\$ -		\$ 600		\$ 600	\$ 1,200
Subscription to Kanopy or equivalent	\$350 per title for 3-year subscription of Kanopy film streaming service		\$ 1,000		\$ 1,000		\$ 1,000	\$ 3,000
DVDs/Books/Digital Materials, 10 sets @\$110/set	Participants; Library collections; streaming fees		\$ 1,100		\$ -		\$ -	\$ 1,100

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Item	Computational Details/Notes	(notes)	Year 1 06/01/2021- 05/31/2022	(notes)	Year 2 06/01/2022- 05/31/2023	(notes)	Year 3 06/01/2023- 05/31/2024	Total NEH Request
6. Services								\$ 6,340
7. Other Costs								\$ -
7a. Total Direct Costs (the sum of items 1-7)			\$ 32,790		\$ 32,560		\$ 28,400	\$ 93,750
8. Indirect Costs			\$ 19,674		\$ 19,536		\$ 17,040	\$ 56,250
Indirect @ 60%								
9. Total Project Costs			\$ 52,464		\$ 52,096		\$ 45,440	\$150,000

BUDGET JUSTIFICATION

Section A. Senior/Key Person. Salaries and wages for PIs are calculated for hours each PI spends on the project's management. All three PIs cannot take additional course releases due to administrative duties and limited availability of substitute instructors. Both Bauman and Pyun teach unique courses, which cannot find adjunct instructors within their departments. Their hours are, however, compensated for intense summer work. While Bauman and Pyun collect teaching resources and edit documents, Quan will work intensely with volunteering faculty members one on one. That is why his rate is calculated at (b) (6) an hour. Quan's compensation rate is much higher than that of Bauman and Pyun who taught fewer years at FIT. This rate is in conjunction with the FIT's collective bargaining agreement. This is also applied to Levinson Wilk. FIT uses a 9-month academic year and a 3-month summer period during which faculty are not compensated. That is why summer stipends are needed for PIs.

Section B. Other Personnel. A student assistant is needed to run clerical tasks and gets paid \$15 an hour following FIT's guideline for student assistants and work-study students. FIT faculty participants will meet once per semester and four days in the summer and the winter vacation: 10 days per year. Due to uncertain circumstances due to COVID-19, "webinar" is used to denote a hybrid or flexible meeting, instead of a usual face-to-face faculty seminar held on campus. There are 10 webinars, but some are not in-person meetings. Each faculty participant receives \$150 per day for six days. About six FIT faculty participants out of 10-12 on the roster will participate in each webinar or seminar. Faculty fellow stipends are exempt from fringe benefit rates.

Section D. Travel. Travel expenses are calculated for PIs to attend a meeting for NEH in Washington DC and to attend professional conferences to disseminate outcomes of the project. Out of 3 PIs, two will attend these meetings when deemed necessary. Expenses for "Museum admissions for group visits" are added in this section. This way, 3-5 instructors can take their classes (capped at 20 to 27 students at FIT) to a museum once or twice per semester. With COVID-19, it is not certain how many individuals will be allowed to visit a museum as a group. If we did not spend the assigned amount in Year 1 and Year 2, more visits for more students will be arranged in Year 3. For example, 10 instructors can take their classes to a museum twice or more in Year 3.

Section F. Other Direct Costs. Supplies and materials include fees for subscription services to streaming websites and DVDs. When a conference is held in Year 3 to share outcomes with a larger community, meals should be paid by each participant. FIT will provide facilities or virtual meeting platforms. This is why there is no additional expenses for the conference. OER services are also free of charge to users and to institutions. By "display supplies," we mean either camera memory cards or external hard drives as well as frames or display boards. If many virtual meetings are organized, a table PC of about \$1,000 will be additionally needed for mobility and flexibility.

In "Consultant Fees and Honoraria," \$4,800 per year is set aside for stipends for 8 participants/ 2 consultants from other institutions. Each participant receives \$150 per day. Each meeting costs \$1,200, 4 times per year. For outside participants and consultants, 4 days are compensated. They are not present in all 10 days. Participants agreed to this plan.