Editors
Katina Rogers
Gustavo Jiménez
Tatiana Ades

Layout
Gustavo Jiménez

Photographs
Gustavo Jiménez, Cover
Nathan Dumlao, p. 9
Kabiur Rahman Riyad, p. 20
Leohoho, p. 21
Janko Ferlic, p. 22
G. Keenan Schneider, p. 24
Lucas Benjamin, p. 34
Fabian Fauth, p. 39
Wim van’t Einde, p. 42

The Futures Initiative
The Graduate Center, CUNY
365 Fifth Ave.
New York, NY 10016

September 2021

futuresinitiative.org
# Table of Contents

From Founding Director, Cathy N. Davidson...............................................................4
Farewell Letter from Program Co-Director Katina Rogers...........................................6
Executive Summary........................................................................................................8
Who We Are................................................................................................................10
What We Value..............................................................................................................18
*We Teach*..................................................................................................................19
*We Connect*..............................................................................................................20
*We Empower*..............................................................................................................21
*We Research*.............................................................................................................22
*We Advocate*.............................................................................................................24
*We Amplify*................................................................................................................25

CUNY Humanities Alliance.........................................................................................26
CUNY Peer Leaders Program.......................................................................................30
HASTAC Scholars........................................................................................................38
Transformative Learning in the Humanities.................................................................40

Futures Initiative: A Year in Review.............................................................................43
*September*................................................................................................................43
*October*......................................................................................................................44
*November*................................................................................................................46
*December*................................................................................................................48
*February*...................................................................................................................51
*March*.......................................................................................................................55
*April*..........................................................................................................................58
*May*...........................................................................................................................60
Dear Friends,

We have finished what is surely one of the most consequential years in all of our lives and in all of higher education. I hope this finds you and yours well and strong as we begin to figure out how to resume some semblance of everyday, normal life. We grieve for those who have lost loved ones. We honor all who have worked hard to ensure our own health and safety during this time. And, speaking personally now, I want to thank everyone on the Futures Initiative team--colleagues, fellows, faculty, students--for their determination to continue to think about the deepest purpose of higher education for the good of society.

I won’t reiterate in this letter the many milestones of this year. Simply, I want to underscore not just accomplishment but community. Everyone pulled through, even when we all faced situations of grim hardship. The lasting good faith, hope, and even love everyone showed was surely a beacon in a grim time.

I keep thinking about an admonition from economist Marianna Mazzucato. She urges us to think ahead to 2023, hopefully with the Covid-19 pandemic behind us, and yet close enough to this dire time that we can remember well what we did, when we responded well, when we did not, and learn from both... She asks us “how did we get here? How did we overcome the crises of our age?”

And I also think about novelist Arundhati Roy who notes that, historically, pandemics constitute a break with the past and a chance to imagine a new, better world. “This one is no different,” Roy notes. “It is a portal... We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.” So much to think about. So much to fight for.

None of this impressive year would have been possible without Futures Initiative Co-Director Katina Rogers. She not only led us all with grace and determination. She also amplified many of the principles she brings to the Futures Initiative with the publication of her important, incisive, bold book, *Putting the Humanities PhD To Work: Thriving in and beyond the Classroom* (Duke University Press, 2020). Katina spent the year delivering talks and conducting workshops all over the U.S. and beyond, offering sound methods, practical advice, and hope in a tremendously difficult time.

It is thus with great sadness and with pride that we announce that, after seven years as one of the leaders of the Futures Initiative and HASTAC, Katina will be leaving in September 2021. Speaking personally, I have no words for how
much I will miss working with her and learning from her day in and day out. At the same time, I know I join everyone at FI and HASTAC in wishing her the best with her exciting next venture, an academic consultancy that will help graduate programs reinvent themselves for the future. No one could be better equipped for this task, so necessary now, more than ever. Katina, very, very best of everything to you—and thank you for all you have given to turn an idea into a visionary program.

I am grateful that, even amid a catastrophic and disastrous year, everyone at the Futures Initiative and HASTAC have come together to offer support to one another and far beyond. I thank you all for your role in making this past year exemplary. This Annual Report is glorious —and would be even were it not a record of accomplishments against the greatest, imaginable odds.

With gratitude and appreciation,

Cathy N. Davidson
Founding Director, The Futures Initiative
Distinguished Professor of English and the MA in Digital Humanities and MS in Data Analysis and Visualization
The Graduate Center, CUNY
Co-Director, Transformative Learning in the Humanities
Co-Founder and Co-Director, HASTAC
After seven wonderful years at the Futures Initiative and HASTAC, it is with both sadness and excitement that I announce that I will be leaving the Graduate Center in September.

Working at CUNY since 2014, when the Futures Initiative was just taking shape, has been an incredible privilege. I have learned so much from each of my colleagues, from our team of graduate fellows, and from the many students, faculty, and staff who have taken part in our programs. Day after day, year after year, I have continued to be inspired by Founding Director Cathy N. Davidson’s visionary ideas about what might be possible in higher education. From my colleague Lauren Melendez, I have come to understand the power of a balance of tenacity and care. Over the past seven years, the three of us have worked together, alongside other extraordinary colleagues and graduate fellows, to design a university that is truly worth fighting for.

It is impossible for me to name and thank everyone I have learned from these past seven years across the Futures Initiative, HASTAC, and the CUNY Humanities Alliance. Our team is remarkable for the ways that every person supports one another, teaches one another, learns from one another. You’ll read about our past year in these pages, and I have complete confidence that they will carry the work forward in creative, surprising, and powerful ways. We have an amazing team on board for 2021-2022 and so many plans in the works for the upcoming year. Watch the Futures Initiative closely in these next years; something beautiful will be happening here, I know it.

While the higher ed landscape is still in a period of great uncertainty, that uncertainty also carries with it the possibility for something new to emerge. I hope now to be able to carry some of those ideas to institutions nationwide. While it is difficult to leave my team, I am also incredibly excited about what is coming next. My hope is to help institutions imagine, plan, and implement structural changes that support higher education as a public good.

And so, I will be taking this new step. To our team of graduate fellows, faculty fellows, and all of my colleagues: thank you. I have learned so much from you, and grown so much through our work together.

Katina L. Rogers
Co-Director, The Futures Initiative, 2014-2021
The Futures Initiative is a unique program at the Graduate Center (GC) that advances equity and innovation in research, teaching, and public service in higher education and makes overt the profound connections between the Graduate Center and the CUNY campuses—and beyond. As I reflect on the 2020-2021 year, I continue to feel moved by and proud of our program's ability to support one another and our communities in a moment of profound turbulence. The challenges that we faced last year have continued: COVID-19, protests against police brutality and racism, economic crisis, political unrest, and more. It is against this backdrop that the Futures Initiative continued our work, with a stronger sense of urgency than ever before, particularly given that CUNY students, faculty, and staff were disproportionately affected by all of these issues.

This year, we refined our methods and goals to better suit the ongoing virtual work setting and perpetually changing landscape. We hosted a long-awaited conference (originally planned for Spring 2020), supported faculty and grad students in the transition to online learning, built community across our networks, advocated for the importance of public higher education, and shared resources for those most deeply affected by the unfolding situations. We were pleased to be able to do this work, and while the upcoming year remains unsettled, we enter it with renewed determination of the importance of CUNY's work.

In its seventh year, the Futures Initiative once again sponsored an array of programs, beginning with several team-taught, interdisciplinary courses. Taught by Graduate Center faculty in partnership with CUNY faculty, these courses were designed to foster goals of diversity, active pedagogy, and public engagement. Public programs, including “The University Worth Fighting For” and the student-led "Digital Fridays" series, addressed urgent issues in higher education as well as individual research and teaching-oriented work.

Futures Initiative graduate fellows designed and implemented events and used a variety of open-source and low-cost tools to extend their reach beyond those able to participate in person. Fellows, for example, webcast and live-tweeted most of our events, made their slides publicly available, and also published event recaps so that others can continue to learn from the discussions.

The CUNY Humanities Alliance concluded its first phase with a round of COVID-19 impact grants, and completed the planning year for the second phase. In this iteration, a new $3.15 million grant from the Andrew W. Mellon Foundation will enable us to extend and recalibrate the program, working with four CUNY community colleges and supporting graduate students in a wide array of preparation for possible
career paths in and around the academy. The CUNY Peer Leaders program is now housed within the Humanities Alliance, and combines the most valuable elements of our original Fl program and the LaGuardia Humanities Scholars program from the grant's first iteration. The second four-year grant is co-directed by myself and Luke Waltzer, with David Olan as PI and Kaysi Holman continuing as the Director of Programming and Administration.

This year, Fl Founding Director Cathy Davidson also spearheaded a new CUNY-wide program, Transformative Learning in the Humanities. TLH is a three-year initiative supported by the Andrew W. Mellon Foundation. The grant supports public talks, symposia, and workshops as well as a series of intensive peer-to-peer faculty seminars for CUNY faculty at all ranks (including adjuncts) in the humanities, arts, and interpretive social sciences. The program focuses on equitable, creative, student-centered pedagogical research and methods designed for the rich diversity of CUNY students; greater recognition for the importance of teaching; and the role of an urgent and indispensable humanities for the future of CUNY students and a more just and equitable society. The program has gotten off to an inspiring start, with over 70 events CUNY-wide and hundreds of applications for a faculty seminar program.

Finally, the Futures Initiative continues to co-direct the Humanities, Arts, Science, and Technology Alliance and Collaboratory (HASTAC), the world’s first and oldest academic social network with our partners at Dartmouth College. The student network, HASTAC Scholars, continues to be a particularly robust and vibrant part of the program, with highlights including an array of online skillshares and collaborative book discussions.

Together, all of these Futures Initiative programs, course offerings, projects, technologies, and networks are all ways that our program embodies a new education at work.

Katina L. Rogers
Co-Director, The Futures Initiative, 2014-2021
Cathy N. Davidson, PhD, is Founding Director of the Futures Initiative and Distinguished Professor in the English PhD Program, the MA in Digital Humanities and MS in Data Analysis and Visualization at the Graduate Center, CUNY. She teaches interdisciplinary, team-taught FI courses each year. She is also co-director of Transformative Learning in the Humanities (an initiative supported by the Andrew W. Mellon Foundation) and co-founder and co-director of HASTAC. Davidson was appointed by President Obama, and confirmed by the Senate, to the National Council on the Humanities (2011-2017) and served on the Board of Directors of Mozilla (2012-2018). She recently served as keynote speaker and panelist at the Nobel Prize Committee’s Forum on the Future of Learning in Santiago, Chile and (digitally) in Stockholm, Sweden. In 2017, Davidson published The New Education: How to Revolutionize the University to Prepare Students for a World in Flux (Basic Books), which won the AAC&U Frederic W. Ness Book Award for 2019. She is the 2021 recipient of the annual award from the Council of Colleges of Arts and Sciences, an association of 1900 of the nation’s college and university deans.

Katina Rogers, PhD, is Co-Director of the Futures Initiative and the CUNY Humanities Alliance, Director of Programs and Administration for HASTAC, and affiliate faculty member for the Master’s Program in Digital Humanities. In these roles, Rogers coordinates the overall strategy for outreach, communications, programming, mentorship, and operations for each program. Rogers is the author of Putting the Humanities PhD to Work: Thriving in and beyond the Classroom (Duke University Press, July 2020). Intended for graduate students in the humanities and for the faculty members who guide them, the book grounds practical career advice in a nuanced consideration of the current landscape of the academic workforce and an emphasis on reaffirming humanities education as a public good. Rogers advocates for public higher education and the humanities by speaking and writing on matters related to higher education reform, graduate training, career preparation, and new modes of scholarly publishing.
Lauren Melendez, MSEd, Co-Director of the CUNY Peer Leaders Program and Administrative Specialist, directs and oversees a program that brings together 40+ undergraduate students annually from across 15 CUNY campuses as CUNY Peer Leaders. As the program’s co-director, she creates and implements activities, blog prompts, skill shares, tracks resources and coordinates meetings and enrichment outings. Melendez provides social emotional support to the peer leaders and consults with co-directors of the program on best practices on how to develop participating students’ leadership and mentoring skills, all of which helps Peer Leaders learn to navigate spaces inside and outside their college campuses.

In her role as administrative specialist, Melendez provides academic and administrative support to the Futures Initiative. She oversees department operations, manages workshop planning and scheduling, conducts research, and organizes and processes materials for all administrative documentation. Melendez manages the program’s budget and coordinates purchasing, accounting, and payroll for the department. She also stewards and facilitates confidential communication on behalf of FI Founding Director Cathy Davidson in which she acts as liaison with government representatives maintaining and adhering to legal and privacy regulations.

Celi Lebron, Budget Analyst, received a BE in Computer Engineering and a minor in Creative Writing from City College of New York’s Computer Engineering Program and is now working toward a second degree in Finance and Accounting from Baruch College, in hopes of later pursuing a Master’s degree in Finance. She is integral to the Futures Initiative’s operations, and does everything from working with the Accounts Payable and Procurement Departments to processing reimbursements and travel authorizations to provide monthly financial reports for the program. In the year ahead, Lebron will increasingly take on a more deeply programmatic role, including the mentorship of our undergraduate science and engineering students.
Sujung Kim

Sujung Kim, PhD, is Senior Research Associate for the Futures Initiative and the CUNY Humanities Alliance. In this role, she designs and conducts qualitative research to understand the communities served by the Humanities Alliance and contributes these insights and strategic thinking to program development. Kim is an interdisciplinary scholar whose research addresses the critical pedagogy of higher education and community colleges for the public good and educating students as critical public intellectuals. Her research and teaching interests are located at the intersection of class, race, citizenship, power, and subjectivity, and how these intersecting conditions affect vulnerable college students’ sense of institutional and social belonging.
20/21 IN IMAGES
(THE FEW IT GAVE US)
**Tatiana Ades** is an academic advisor in the adult literacy program at the Borough of Manhattan Community College, CUNY, where she helps support adult students taking high school equivalency (HSE) classes. Ades is concurrently an American studies student in the MALS program and an Interactive Technology & Pedagogy Certificate student at the Graduate Center, CUNY. As a Futures Initiative Fellow, Ades completed two publications on student-centered learning that are available on Manifold: *We Eat: A Student-Centered Cookbook* and *I Wake Up Counting: A Guide to Transformative Learning in the Humanities and Social Sciences*. Ades’ MA research has traced continuities and possibilities between disability studies, transnational feminisms, queer, and trans of color critique in 20th and 21st-century literary and visual culture. Ades is a board member of the *WithinReach Foundation*, a scholarship serving high school equivalency students in New York City. Ades is also a new member of the Editorial Collective of the *Journal of Interactive Technology & Pedagogy*. As a first-generation high school and college graduate, Ades believes deeply in public education and is proud to have a BA from CUNY—Hunter College.

**Coline Chevrin** is a PhD Student in Geography at the Earth and Environmental program of the Graduate Center. She earned a Master’s Degree in Territorial Policies for Sustainable Development in France and was adjunct and researcher in Argentina at the Universidad Nacional de Rosario, in the Department of Political Science and International Relations. Her work focuses on the impact of extractive economy on the urban planning of intermediary cities in Latin America and the displacement and resistances they generate. She studies local mobilizations and development alternatives from a decolonial perspective. Coline has taught courses at The National University of Rosario in Argentina and at Sciences Po Paris, and she is now an adjunct at the Geography Department at Hunter College. She was also part of the team in charge of creating the most recent National University in Rafaela, Argentina, and was involved in the preparation of the strategic plan of the institution. She is particularly interested in Latin American pedagogy, liberation theory and situated knowledge and is committed to public university systems and higher education as a right.
**Jessie Fredlund** is a doctoral candidate in cultural anthropology at the CUNY Graduate Center. She is currently writing her dissertation on the political history of rain in a key water catchment area in Tanzania. She is a Dissertation Writing Fellow with the Center for Place, Culture and Politics at the Graduate Center and a Woodrow Wilson Dissertation Fellow in Women’s Studies. Since 2014, she has taught courses on anthropology, religion and social justice at John Jay College of Criminal Justice and New York University School for Professional Studies. She also serves on the editorial collective for *Barricade: A Journal of Antifascism and Translation*.

**Shaun Lin** is pursuing a PhD in geography at the CUNY Graduate Center, where his research interests include immigrant communities, food and foodways, and abolition geography. He is an adjunct lecturer in Urban Studies at Queens College. Originally from Los Angeles, Shaun is a longtime resident of Sunset Park, Brooklyn where he organizes with Sunset Park for a Liberated Future, Sunset Park Popular Assembly, and No New Jails NYC against gentrification, displacement, policing and prisons.

**Kashema Hutchinson** is a doctoral candidate in the Urban Education program at the Graduate Center, CUNY, and the Co-Director of the Undergraduate Peer Leaders Program. She has facilitated discussion groups with incarcerated populations in New York City. Kashema creates and uses Hip Hop infographics to facilitate discussions on the role of women and history; philosophy; behavioral economics; class and; crime. She is also a Co-Director of the Education Committee of the Universal Hip Hop Museum. Her research interests include the socialization of Black girls and women, zero-tolerance policies, mattering and marginalization and hip-hop pedagogy.
Christina Katopodis is a doctoral candidate in English at the Graduate Center, CUNY. She is the winner of the 2019 Diana Colbra Innovative Teaching Prize and the 2018 Dewey Digital Teaching Award. Katopodis has authored articles published or forthcoming in *ESQ, ISLE,* and *Profession,* as well as op-eds for *Inside Higher Ed* and *Times Higher Ed.* Together with Cathy N. Davidson, Katopodis is co-author of “Transform Every Classroom: A Practical Guide to Revolutionary Teaching and Learning” (Harvard UP, anticipated 2022). Her dissertation, “Sound Ecologies: Music and Vibration in 19th-Century American Literature,” examines the influence that human and nonhuman sounds and sonic vibrations had on American thought and literature in the nineteenth century. Katopodis records sounds at Walden Pond for her digital humanities project, The Walden Soundscape, an award-winning website that makes the soundscape at Walden Pond accessible to a wide audience. Katopodis presented at numerous conferences in the last academic year, including: Modern Language Association (MLA) in Seattle; Arizona State University’s REMOTE Summit; and the Thoreau Society Annual Gathering. She is this year’s winner of the Ralph Waldo Emerson Society’s Graduate Student Paper Award.

Adashima Oyo is a doctoral candidate in the Social Welfare program at The Graduate Center, CUNY. She earned both a Master of Public Health (MPH) and a Bachelor of Arts in English from Brooklyn College, CUNY. Her research interests explore the impact of the “minority-majority” demographic shift on health disparities. Adashima is also interested in examining the impact of the glaring lack of racial diversity among doctoral students, faculty and executive-level leadership in higher education. In addition to working as the Director of HASTAC Scholars, she is part of the adjunct faculty at New York University (NYU) and Brooklyn College, CUNY, where she teaches courses about healthcare and developing research papers. Adashima is also a Silberman Doctoral Fellow. #BlackScholarsMatter
**Gustavo Jiménez** is a doctoral candidate in Latin American, Iberian and Latino Cultures at The Graduate Center, CUNY. His doctoral work is on the significance of Latin America in the formation of modern Basque literary identity in the context of contemporary debates in World Literature. He is interested in postcolonial discourses, both from a theoretical perspective, and as a way to create decolonized learning environments for undergraduate students. He has taught courses and workshops in Spanish and Cinema at CUNY campuses, Fordham University, and The Instituto Cervantes. As an undergraduate, he studied Advertising & Public Relations and throughout has remained interested in the field including holding various positions as Communications Manager, Editor, and contributing author. In 2015, he received the Basque Literary Prize Finalist award for his short novel *Moradero*.

**Cihan Tekay** is a PhD Candidate in Anthropology at the Graduate Center, City University of New York, where she received her MA and MPhil in Anthropology. Previously, she earned her BA from Hampshire College. She has been a graduate fellow at the Futures Initiative since Fall 2019, where she serves as Assistant Director since June 2020. She has been teaching undergraduate courses across the CUNY system since 2012. Her scholarship explores the global emergence of novel forms of citizenship, and how people’s engagement with science, technology, and popular political ideologies shape visions of the future. An interdisciplinary scholar trained in history, sociology and anthropology, her research reevaluates the relationship of people and politics to technology and value systems by employing archival and ethnographic methods. She is currently writing her dissertation on the political economy of electrification between Turkey and Europe during the early 20th century. Her project has been supported by the Social Science Research Council’s International Dissertation Research Fellowship and awards from the Graduate Center. Cihan is committed to public scholarship, academic freedom, and imagining fair and equitable futures for the public university. She has been a co-editor of the Turkey section on *Jadaliyya* since 2013.
The Futures Initiative considers doctoral education to be the hub of our work from which many spokes radiate and believes that understanding how institutions work helps graduate students succeed in academe and beyond. We empower Futures Initiative Fellows as the program’s leaders, inviting their contributions as we determine each year’s programmatic plans and encouraging them to connect their work within the program to the research and training that are core to their doctoral programs. Graduate Fellows lead the Futures Initiative’s weekly meetings, literally setting the agenda for our program. With scaffolding from the leadership team, the graduate fellows plan and execute our public events, such as the University Worth Fighting For series, and develop online records of these events (video, webcasts, social media, photographs, and blogs) for the larger public.
Following a competitive, CUNY-wide application process, several courses are selected annually for support from the Futures Initiative, with faculty teaching these courses designated as Faculty Fellows. These courses are designed to exemplify equity and innovation. They promote the Futures Initiative goals of increasing faculty diversity. They emphasize innovative, student-centered pedagogy in their methods and interdisciplinarity as a form of knowledge. The co-teaching structure creates collaborations across the CUNY campuses and works toward a larger goal of public engagement. Futures Initiative courses are structured to support the connections between the three pillars of higher education: research, teaching, and service to society. Read the full course descriptions by visiting the Futures Initiative website or clicking on the course titles below.

**2020-2021 Team-Taught Courses**

**Spring 2021**
- Constructing History: Architecture and Alternative Histories of New York — Elizabeth Macaulay-Lewis (M.A. Program in Liberal Studies, The Graduate Center) and Jason Montgomery (Architectural Technology, New York City College of Technology)
- Science & Diplomacy: What Scientists Can do on a Global Stage — Mandé Holford (Biology, Chemistry, and Biochemistry, Hunter College and the Graduate Center) and Shirley Raps (Biology, Hunter College and The Graduate Center)
- Equity, Elitism, and Public Higher Education — Matt Brim (Queer Studies and English, College of Staten Island) and Katina Rogers (Futures Initiative, Digital Humanities, and M.A. Program in Liberal Studies, The Graduate Center)

*Due to COVID-related complications, several courses were postponed to 2021-2022. These courses, as well as others accepted for the upcoming year, include:*

**2021-2022 Team-Taught Courses**

**Fall 2021**
- Black Visuality, Black Performance (Profs. Michael Gillespie and Amber Musser)
- American Social Institutions (Profs. Karen Miller and Saadia Toor)

**Spring 2022**
- Black Diasporic Visions: (De)Constructing Modes of Power (Profs. Carla Shedd and Javiela Evangelista)
- Cities and Disaster: Past, Present, and Future (Profs. Cary Karacas and Robin Kietlinski)
We use networking and communications tools to build community and foster greater access.

The Futures Initiative uses websites, newsletters, online collaborative tools, webcasts, video, live tweeting, and other forms of social media to make our teaching, research, and programming accessible to a wide range of publics and to connect students and faculty across the diverse and vast CUNY system. The Futures Initiative builds on technologies developed at CUNY whenever possible, since they are built with the needs of the community in mind. For instance, the Futures Initiative has established an open-source online learning community built on the CUNY-developed, open-source platform of Commons in a Box. This community invites students at CUNY’s community colleges, senior colleges, and graduate programs to become active contributors to their own teaching and learning. The site includes documentation, such as video and text instructions, that help faculty and students enhance the technologies they use for learning and teaching.

The Futures Initiative Newsletter, edited by Gustavo Jiménez, reaches more than 2,200 inboxes every month of the academic year. Jiménez redesigned the newsletter to feature undergraduate leadership fellows more prominently and to create the “HASTAC Corner,” to highlight important events and collaborations across our programs.
The Peer Leaders Program, a joint project of the Futures Initiative and the CUNY Humanities Alliance, supports CUNY undergraduate students who are learning to be leaders within their colleges and within their communities. The program, co-directed by Lauren Melendez, Kashema Hutchinson, Kaysi Holman, and Stefanie Sertich, believes that great leadership means representing and responding to one’s peers in a way that supports everyone’s success.

This year the program welcomed 39 Undergraduate Leadership Fellows, who were nominated by graduate students and faculty across 11 different CUNY campuses, to learn mentoring, leadership, and professional skills and to participate in Futures Initiative and Humanities Alliance programs, such as the Graduate Education at Work in the World conference. Participants build meaningful relationships with graduate students and faculty members at the Graduate Center, and participate in high-level programming on key issues in higher education.
Research is a key component of the Futures Initiative's work, whether conducted by members of our team or supported through our initiatives. The Futures Initiative especially values innovative, interdisciplinary research that not only advances knowledge but also promotes institutional change and public reinvestment in higher education.

This year, Futures Initiative Co-Director Katina Rogers released her first book, *Putting the PhD to Work: Thriving in and beyond the Classroom* (Duke University Press, July 2020). Building on her years of experience at the Futures Initiative, as well as independent research and analysis, this book connects conversations about career preparation with the importance of structural change in the academy.

As part of the book's extended impact, the Futures Initiative collaborated with the PublicsLab to sponsor an international conference, *Graduate Education at Work in the World*. This conference brought together over three hundred students, faculty, staff, and practitioners to discuss how to transform graduate education.

In addition, the Futures Initiative was pleased support the annual Dr. Louise Lennihan Arts and Sciences Grants for research or travel related to scholarship at the intersections of humanities, arts, science, and technology. This year's grants were awarded to eight outstanding doctoral students at the Graduate Center. The recipients were chosen by a selection committee from a pool of highly competitive applications across many fields. Read the grant winners’ full bios and project descriptions on the Futures Initiative website.

Thanks to a generous gift from Curtis Wong, recipient of an honorary degree from the Graduate Center in 2016, the competition honors Dr. Lennihan for her extraordinary service on behalf of students and faculty at the Graduate Center. The fund has been expanded and sustained through anonymous donations.
2020-2021
Dr. Louis Lennihan Arts and Sciences Grant Recipients

Silvia Rivera Alfaro and Ernesto Cuba; Latin American, Iberian and Latino Cultures
First Spanish Feminist Linguistics Edit-a-thon organized by Indisciplinadxs

Josephine Barnett, Sociology
Generational Trauma, Collective Memory and Family Photography

Sara Fresard, Biology
Our Collective Fabric: art-based practices to humanize science

Hugo Genes, Anthropology
Seashore plastic collection initiatives/challenges along the Brazilian coastline

Shima Houshyar, Anthropology
Fluid States: Infrastructure, Ecology, and Politics in Cold War Iran, 1954-1989

Kyueun Kim, Theatre and Performance
Posthuman Theatre and Performance in East Asia: Techno-Subjectivity, Techno-Spirituality, and Superintelligence

Max Papadantonakis, Sociology
Meritocracy or Precarity? Multiple Inequalities in New York City’s High-Tech Industry

Nga Than, Sociology
The Social World of Gab: Hate Speech, Misinformation, and Online Extremism
We advocate for institutional change, social justice, and the reinvestment in higher education as a public good.

None of the Futures Initiative’s work would be possible without public support of higher education. In every area of our programming, we aim to showcase the importance of college and graduate education as a public good and demonstrate its potential to transform the public sphere. This year we hosted numerous public events, including a modest continuation of the University Worth Fighting For series, student-led Digital Friday workshops, and a national conference titled Graduate Education at Work in the World. FI team members wrote dozens of blog posts and public presentations, as well as scholarly articles and books—and we helped our students to do the same. We spoke to groups large and small all over the country (virtually, of course). We met with other institutional leaders to share ideas. We see each of these as essential efforts to advocate for the value of higher education, particularly at a moment when so many public institutions are subject to damaging budget cuts.

Our public events bring the Futures Initiative’s mission for inclusion, equity, and social justice in higher education to life within the Graduate Center and for a broader public. Each one is inspired by the conviction that, as a society, we should be supporting higher education as a public good but that goal comes with a responsibility to make higher education responsive and relevant to the demands of a changing society. All of our events are student-led, with Futures Initiative graduate fellows designing topics, inviting speakers, live tweeting and webcasting events, and then providing a full online recap for the larger public at futuresinitiative.org.
We promote institutional change, social justice, and the reinvestment in higher education as a public good.

Together with Dartmouth College, The Graduate Center directs the 18,000+ member HASTAC network. While most of the content on HASTAC is created by members, the Futures Initiative’s programming is a prominent element of the network’s content and a major contributor to its monthly newsletters.

HASTAC is dedicated to “Changing the Way We Teach and Learn” and with “Diversity as Our Operating System.” HASTAC is currently co-administered by the Futures Initiative at the Graduate Center, under Prof. Cathy N. Davidson, and by the Digital Humanities and Social Engagement cluster at Dartmouth College, under Prof. Jacqueline Wernimont.

The HASTAC Scholars fellowship program is an innovative student-driven community of graduate and undergraduate students. Directed by Adashima Oyo and Shaun Lin, Futures Initiative Fellows and PhD candidates at the Graduate Center, the program accepts some 200+ graduate and undergraduate students each year. More than 1,400 HASTAC Scholars in dozens of disciplines have been sponsored by 220 colleges and universities—including community colleges, liberal arts colleges, and large research-intensive public and private institutions.
The CUNY Humanities Alliance was created in 2016 as a partnership between the Graduate Center (GC) and LaGuardia Community College (LaGuardia), supported by the Andrew W. Mellon Foundation. The first phase of the program, from 2016 to 2020, focused on supporting graduate students in exploring successful methods for teaching humanities courses in community college, while also broadening and strengthening engagement with the humanities among community college students. The second phase of the program, from 2020 to 2025, has broadened its goals to focus on exposing graduate students to a range of best ways to support humanities education in the community college context, while simultaneously expanding access to the humanities for undergraduates from the BIPOC and immigration communities served by CUNY.

The CUNY Humanities Alliance is the first program of its kind to formally connect graduate education with community college teaching, by creating an integrated program to support Ph.D. students as they teach community college humanities courses. Although most doctoral students at the Graduate Center teach one course per semester at a CUNY college, GC Teaching Fellows are not currently assigned to community colleges, despite the fact that one-third of faculty positions nationally are at community colleges. Our work focused on critical pedagogies that reflected the compassionate, antiracist, accessibility-driven, student-centered ethos of the participants.

Three cohorts of Graduate Teaching Fellows were appointed for two-year fellowships. For their first semester in the program, fellows learned the institutional and pedagogical requirements of community college teaching from assigned faculty mentors while observing their teaching of a particular course. They also participated in professional development seminars, coordinated by faculty and staff from both LaGuardia and the GC. While teaching at LaGuardia for the next three semesters, graduate fellows received professional development training focused on critical pedagogy, translating their specialized scholarship to general humanities courses, integration of digital tools into their teaching, and career planning.
Each year, a group of undergraduate students were also chosen for the LaGuardia Mellon Humanities Scholars program. Many of these were encouraged to apply by the faculty mentors or graduate fellows in the CUNY Humanities Alliance, though by the fourth year, word had spread about the program to many LaGuardia faculty. The LaGuardia Mellon Humanities Scholars were given access to additional enrichment activities and attended biweekly workshops that exposed them to modes of critical and creative thinking, historical and cultural perspectives, and aesthetic appreciation. While designing and creating a year-long humanities-based project that would serve their goals and also the community more broadly, Scholars also developed skills in presentation of self, collaboration, project management, and digital literacy. Woven throughout the program, both implicitly and explicitly in workshops, was the encouragement to pursue humanities career pathways to four-year colleges, graduate school, and beyond.

Now entering its second phase, the CUNY Humanities Alliance has expanded its scope to expose graduate students to a broad range of activities that support humanities education in the community college context, while simultaneously expanding access to the humanities for undergraduates from the BIPOC and immigration communities served by the City University of New York. The program has expanded to include three additional CUNY community colleges—Borough of Manhattan Community College, Guttman Community College, and Hostos Community College—alongside our original partner, LaGuardia Community College. The CUNY Humanities Alliance will also expand its undergraduate mentoring program in partnership with the Futures Initiative to serve more than 250 undergraduate students over the next five years, helping each create a pathway to four-year college or graduate school.

Beginning in fall 2021, the CUNY Humanities Alliance will place 28 Graduate Center doctoral students over four years in educational development roles at the four partner institutions. Working closely with faculty, staff, and administrators, and supported by The Graduate Center’s Teaching and Learning Center and the Futures
Initiative, graduate fellows will help plan and support a range of opportunities for humanities education, including experiential learning, collaborative online international learning, integration of eportfolios, learning design, and more.

Undergraduate students in the newly named CUNY Peer Leaders program will participate in a variety of community building workshops and enrichment opportunities designed to explore concepts of voice, respect, and presentation of self, which are essential to leadership; critical and creative thinking; sociopolitical issues and their impacts; various historical and cultural perspectives; aesthetic appreciation; and human connection. In this community-based, wellness-focused program, CUNY Peer Leaders will further develop their skills in research, oral and written communication, collaboration, project management, digital literacy, identifying needs and resources, learning with and from others, and building trust, while striving toward shared goals. All of these accomplishments also help prepare them for success as students during their time at CUNY and beyond.

Together, these components help to establish and solidify a robust network of support, communication, and opportunities for students at all levels of the CUNY system to think expansively about the role of the humanities in their lives and careers, while also fostering stronger ties across the four partner colleges. Our hope is that this program may serve as a model of ways to integrate and amplify the work of teaching and learning that happens beyond the classroom—and in doing so, build more equitable educational systems for all.
Katina Rogers, Luis Henao, Kaysi Holman, Christina Valeros, Sujung Kim
Lauren Melendez, Sebastian Sepulveda, Michael Rumore
For 2020-2021, the CUNY Peer Leaders program supported 39 undergraduate students from 11 two- and four-year City University of New York (CUNY) colleges with their scholarship and creative work in the Humanities, and leadership and mentorship skills that they implement within their home campuses and communities. CUNY Peer Leaders, housed at the CUNY Graduate Center (GC), also supports student's social emotional wellness, actively uses student-centered pedagogical practices and gives students agency working on key social justice topics and themes throughout the course of the program. The students explain the program and what is most rewarding to them about it in this audio clip of CUNY Peer Leaders explaining the program in their own words.

We have recently completed our pilot year of the CUNY Peer Leaders program, which combined elements from two independent programs: The Futures Initiative Undergraduate Leadership Program and the CUNY Humanities Alliance LaGuardia Mellon Humanities Scholars program. The CUNY Peer Leaders Program is stewarded under the CUNY Humanities Alliance Program, a project at the CUNY Graduate Center supported by the Andrew W. Mellon Foundation that connects doctoral students to humanities teaching and learning experiences at CUNY’s community colleges. The CUNY Humanities Alliance, launched in 2016 as a partnership with LaGuardia Community College, is now in its second phase, connecting the GC to Hostos Community College, Borough of Manhattan Community College, and Guttman Community College, while continuing the partnership with LaGuardia.

The CUNY Peer Leaders pilot year was also funded by a partnership with The Promise and Perils of Democracy Project supported by the Carnegie Corporation of New York. In addition to our focus on humanities scholarship, leadership and peer mentoring, we addressed democracy and informed public engagement in collaboration with the Promise and Perils of Democracy project. On behalf of the CUNY Peer Leaders Program we would like to give special recognition to Karen Sanders, Director of Public Programs at the CUNY Graduate Center, for making this partnership possible for a second year.

CUNY Peer Leaders is facilitated and co-directed by (in alphabetical order): Kaysi Holman, Director of Programs and Administration for the CUNY Humanities Alliance; Kashema Hutchinson, Graduate Fellow for The Futures Initiative and Co-Director of the CUNY Peer Leaders Program; Lauren Melendez, MSEd Co-Director of the CUNY Peer Leaders Program and Administrative Specialist for The Futures Initiative; and Stefanie Sertich, Associate Professor and Program Director of Theatre at LaGuardia Community College and the Co-Director the CUNY Peer Leaders Program (Fall 2020 to Spring 2021 cohort).
Fall 2020

We began the program with our annual day-long summer Kick-off Community Building Institute led by the co-directors of the program, as well as Futures Initiative Graduate Fellows and Faculty who engaged students in activities that set them up for a meaningful and productive year. Our leaders built trust and rapport with one another, created and discussed community guidelines, explored leadership within higher education and the humanities, and gained an understanding of how you can step into a role of leadership within the program. The leaders learned about the programs the CUNY Peer Leaders originated from, The Futures Initiative and the CUNY Humanities Alliance Program, participated in a reflection exercise on Audre Lorde, and engaged in a group grounding physical exercise which was crucial being that the program was run fully remote on zoom due to the pandemic and many coping with zoom and technology fatigue. The leaders also learned about their funding and discussed all requirements expected of them during their enrollment in the CUNY Peer Leaders program. Requirements for the program include: bi-weekly community-building meet-ups and additional public events to help students explore concepts of voice, respect, and presentation of self, which are essential to leadership; critical and creative thinking; sociopolitical and social justice issues and their impacts; various historical and cultural perspectives; aesthetic appreciation; and human connection. The CUNY Peer Leaders also had the opportunity to learn about them developing a humanities-themed project as well as a portfolio of public writing pieces on the program blog.

After the Kick-off Institute, we started the Fall semester with polling the students and helping them come to a consensus on what the theme for the year would be which was decided as a collective and was chosen to be “Reimagining,” and the bi-weekly meet-up topics discussed were chosen by the CUNY Peer Leaders as well. We also made it a staple and priority to lead each session with a wellness and social emotional check in with the leaders to ensure rapport was being established with the leaders within the program, and allowing space for us to show concern, empathy and establishing peer connections within our cohort especially during a global pandemic and being forced to conduct the entire year-long program via zoom, which was a first time for our program as our previous independent programs were conducted in person at the CUNY Graduate Center.
During the Fall 2020 semester we had a session entitled: **Finding Your Voice: Online Identity and Project Planning** where we revisited our community agreements, had an introduction to Technology we would be using during the program which included reviewing and registering for our Blog Academic Commons site: **CUNY Peer Leaders** and discussed upcoming events offered by the Promise and Perils of Democracy Project a series offered entitled: Change, an online event series, that took place during the fall 2020 semester that explored learning from leading thinkers and discovered ways to create a more equal and democratic society. Two upcoming events our leaders were encouraged to attend and write recap blog posts on were: Change: A World Without Prisons with Ruth Wilson Gilmore in Conversation with Mariame Kaba and Change: Making Education More Equitable with Tressie McMillan Cottom and Carla Shedd in Conversation with Cathy N. Davidson. Some of the reflections written by the leaders from attending these events were by Ramesh Beharry (Queens College) entitled: **Making Higher Education More Equitable**, written by Sharifa Thompson (Brooklyn College) entitled: **Nobody’s free until everybody’s free** and written by Sam Ascencio (John Jay College of Criminal Justice) **Reflecting on Making Education More Equitable.**
We had a presentation entitled: *Developing an Online Identity* led by Dr. Christina Katopodis who is an Alum Futures Initiative Graduate Fellow and Executive Director of CUNY Transformative Learning in the Humanities. This presentation taught the leaders the ins and outs of professionalizing their digital identity and what this would entail for the CUNY Peer Leaders Program in addition to their personal public online profiles. This session concluded with a skillshare and activity on Individual Project Ideation which began the process of discussing the first steps on choosing a topic for the leaders year-end Humanities based project the leaders worked on through the duration of their participation in the program.

A highlight from the Fall semester was a presentation on *Anti-Racism*. This topic ties into one of our core components of the CUNY Peer Leaders Program social justice and in this session we began by sharing our perspective as co-directors and our positionality on issues surrounding anti-racism, and why, diversity and inclusion efforts don’t get to the root of the problem within higher education. We discussed the importance of educators, students and citizens who actively work to dismantle institutional structures that have plagued our society and the continuing work to restructure the systems that are in place now that racism is intertwined with.

We had a special guest join us Dr. Shaunee Lenise Wallace, who is a motivational speaker and communication professional. She is currently an Assistant Professor teaching communication courses at LaGuardia Community College and has over fifteen years of experience in the public relations industry. Her presentation entitled the *History and Continuing Violence of Anti-Blackness* covered Race, it’s definition, systems of power and inequality as it pertains to Race, Class, Gender and the theory of Intersectionality referenced by Kimberle Crenshaw. She discussed how categories are not just about individuals/groups but about one’s location within the group, in a system of power and inequality. Dr. Wallace also discussed Race and Racism, Prejudice, and the “Invisible Knapsack” of white privilege according to Peggy McIntosh, Color-blind racism, Racial categories and concluded with an interactive activity she led with the leaders entitled: *Internalizing Race* in which she posed the question of: When you realized that you were the race, culture or ethnicity that you identify with? and the question: Are you content with the race, culture or ethnicity that you identify with today? During this session we also discussed Indigenous Peoples and Land Recognition, and recognizing that colonization is a current and continuing process, and the importance of knowing the Indigenous land they’re currently occupying. Some of the resources shared with the leaders to read and prepare for the session in advance were *Call it What it Is: Anti-Blackness, NY Times*, by Kihana Miraya Ross. *June 4, 2020, 44 Mental Health Resources for Black People Trying to Survive in This Country, Self. Zahra Barnes. June 3, 2020, Four hundred years after*
enslaved Africans were first brought to Virginia, most Americans still don’t know the full story of slavery. New York Times. Curated by Mary Elliott. All text by Mary Elliott and Jazmine Hughes. Aug. 19, 2019 and Indigenous People in Maine are Not Mascots. TEDxDirigo. Maulian Dana. Dec 13, 2019. (13 min video).

Another session during the Fall was entitled: Avenues of Change: Government Accountability, Power, and Community Action where we explored the topic Reimagining Power, Political Action, and Government in which the leaders discussed how they can create change locally and globally on pertinent societal and governmental issues that are affecting us all. We also discussed self-care and what we can do to take care of ourselves while experiencing the news. We examined the “Reimagining Theme” and why we focus on various topics at our meetings such as: social justice topics and values, necessary for leadership awareness, and becoming better people. We let the leaders decide as a collective the topics we would discuss over the course of the program. We discussed the theme “Reimagining Democracy” ultimately, to explore possible solutions to the current crisis of democracy and the next steps for participation with our partnership with the The Promise and Perils of Democracy Project. Some of the reflections written on democracy by the leaders were written by Kristina Graham (LaGuardia Community College) entitled: What Democracy Means To Me and written by Thomas Behnke (Lehman College) entitled: Democracy: Trigger Warning. and written by Kia Thomas (City College of New York) entitled: We All Live in a Music Video, Right?.

We concluded the Fall semester with sessions on wellness and self-care, project planning, ableism and disability. During the self-care and wellness session we did a social emotional check in and exercise with the leaders and discussed mental fatigue and how this is displayed in our behavior especially during times of hardship and currently trying to survive and be productive during a global pandemic. We also discussed strategies and tactics to get through these feelings and mental states one may be in. We also did an interactive activity with the leaders and discussed the different types of social support and had the leaders identify who is in their current social categories which were Emotional, Informational, Instrumental and Companion. We concluded with a skillshare with the leaders that discussed their current support network and whether it meets their needs for social support and also engaged in a meditative yoga and breathing exercise. Some of resources and suggested reading discussed for this session were: A Guide to Surviving and Thriving at CUNY: https://www.healthycuny.org/survivingandthriving, Free digital mental health resources for the duration of the COVID-19

During the project planning, ableism and disability session we discussed all facets of the project planning process including understanding the scope and value of the leaders projects, project definition and planning, project launch and execution and project performance which detailed how and when the leaders will showcase their projects in the Spring. One of our leaders Jeraine Nieves Morales who attends Guttman community college led us through the topic of ableism and disability. She started by having the leaders take a brief survey on blindness and discussed the injustices and discrimination that disabled people are often plagued with in many different areas such as in the workplace, people not honoring visible and invisible disabilities, the media presenting a lot of stereotypes that are harmful and unhelpful to people with disabilities, and how the world isn’t accommodating to people with disabilities and additional struggles blind people experience and encounter.

Spring 2021

Our first meeting of the spring semester was on mass incarceration with special guests full-time Criminal Justice professor John Chaney of LaGuardia Community College and former Peer Leader and founder of Black Crown Media, Steven Pacheco. The presenters had an intergenerational conversation about the impact and history of mass incarceration. The discussion included the history of mass incarceration in our nation, the socioeconomic dynamics that fuel the system, the racial disparity of incarceration rates, and the residual effects of incarceration.

The next meet-up was actually at The Graduate Education at Work in the World Conference on Friday, Feb 19, 2021. During the intersession, Leaders Sam Ascencio (John Jay), Moses Matos (Lehman), Ramesh Beharry (Queens) and Sheila Janeo (Baruch) met to discuss their presentation for their panel at the conference: "Inclusion, Agency and Community in Higher Education: Making the most of Student Life."

With critical thinking, experiential knowledge and grace, the Leaders candidly answered the questions to educate the audience about navigating academic spaces during COVID-19. However, the four volunteers were not alone; some of the other Leaders in the Zoom audience also shared their thoughts. As a collective, they built on each other's thoughts and ideas and highlighted how they learned from each other. They explained why they give professors grace, which included understanding why grace is reciprocal. They also elaborated on the significance of having open communication with their professors. Being inspired by each other and sharing their thoughts during their panel made Sheila redefine “community” and included a temporal element.
Other audience members included educators of all kinds, who listened and learned from undergraduates who spoke their truths. In other words, they experienced the Leaders lead. Directly after the panel we had our regular panel where they chimed in more about their experience, how they take what they learn from the meet-ups and take back into other aspects of their lives.

In March, our first meet-up we discussed intersectionality and multiculturalism. During this session it was imperative to discuss the historical and sociopolitical contexts of intersectionality as we heard the term being thrown around as a buzzword, but not dissecting the power dynamics that is attached to it. Many knew that Kimberle Crenshaw coined the term, however it was important to know scholars like Anna Julia Cooper who wrote about it in 1892 and highlight Sojourner Truth’s understanding and articulation of her positionality in America in her famous speech “Ain’t I A Woman” at the Women’s Rights Convention in 1851 despite being illiterate. In the second part of the session, we discussed multiculturalism with an overview by Kaysi followed by breakout groups. Usually the breakout groups return with an overview of their discussion, however, this time, they unanimously stated that they would like to return to their respective groups to continue their conversation. This was the first, and the session ended 15 minutes later. For the second session in March, we discussed transferring from two-year to four-year college, career outlooks and doctoral degrees. We provided personal anecdotes, statistics and different pathways that would allow for smoother transitions no matter their choice.

In April, we hosted a guest speaker, Liz Morgan, from Theatre of the Oppressed NYC to lead our conversations about “Sustainable Society: Reimagining Education, Healthcare, and Housing.” The presenter not only introduced dramaturgy as a form of scholarly exchange that can be altered to be inclusive of the audience participants, but also had Leaders volunteer to act in a demo forum around education, hierarchy, and different learning needs. During this practice, other Leaders were asked to volunteer to re-enact the scenario, taking the place of participants in the scene and trying to alter in practice the outcome of the conversation. The group finally discussed how these methods could be used in their own groups to work through other challenging situations.
For the final meet-up before the year-end showcase, Stefanie demonstrated public speaking techniques to prepare the Leaders and addressed the big concerns going into the presentation including, talking too fast, stuttering, saying “like” or “um” too much, and anxiety. From breathing exercises to practicing tongue twisters, Stefanie gave them a full run down, but stressed the most basic component: practice.

May 7, 2021 was the final meet-up and also the CUNY Peer Leaders Showcase Sneak Peek. The Leaders presented the public what they have been working on with topics including mental health and self-care, race and institutional change. The projects ranged from poetry, podcasts, short films, screenplays and comic books. Even if we recapped it still wont give the showcase any justice. The video and projects can be seen [here](#).
2020-2021 Highlights
by Shaun Lin & Adashima Oyo, HASTAC Scholars Co-Directors

The 2020-2021 academic year was a uniquely challenging one, both in our institutions and in the daily lives of the 70+ scholars who applied as HASTAC Scholars this year. Due to the digital nature of our programming, HASTAC Scholars were able to continue with much of our core programming:

1) **Collaborative Book Review** - Thirteen current HASTAC Scholars participated in a collaborative book discussion of Putting the Humanities PhD to Work by Katina Rogers. Over the course of the semester, scholars read Rogers' work, selected chapters to review, shared drafts and peer reviewed each other's work, and published reviews together in a collection available on our website. The collaborative book review culminated in a Digital Fridays event organized and led by a HASTAC Scholar interviewing Dr. Rogers.

2) **Digital Fridays** - Eleven current HASTAC Scholars led or co-led a Digital Fridays event. Digital Fridays events are curated as a series of lectures or workshops conceived and led by current HASTAC scholars, and covered a wide range of topics and research interests reflective of the diversity of interests and areas of expertise of our scholars.

3) **Scholar Spotlights** - Current HASTAC Scholars signed up to share their work as "scholar spotlights" on our social media platforms. During their "spotlight" week, current HASTAC scholars are invited to answer prompts and to share their work with other publicly on our HASTAC social media accounts.
While the HASTAC 2020 conference unfortunately had to be canceled due to COVID, we are pleased that these conferences will begin again in the near future. Professor Chris Alen Sula of Pratt Institute will head the conference committee on the theme of “Design Justice.” Specializing in art, design, and architecture education, Pratt Institute makes vital and creative use of technology in addressing contemporary problems. The 2023 HASTAC conference will invite our community to engage with creative and design-based approaches to technology and education, particularly around issues of social justice and allied movements.

**HASTAC 2023: Design Justice**
Pratt Institute, NYC
May 2023 (tentative)
TRANSFORMATIVE LEARNING IN THE HUMANITIES

TLH

In 2020, the Andrew W. Mellon Foundation awarded the City University of New York $2 million for an innovative new faculty training initiative that will help the University reimagine the teaching of humanities in more urgent, relevant ways designed to contribute to student success and to a more equitable society. The new gift has enabled CUNY to establish and implement a program called Transformative Learning in the Humanities (TLH), which, now having completed its first academic year at CUNY, already has engaged hundreds of humanities and humanities-adjacent faculty and their students from across CUNY. These are truly inspiring faculty who are interested in making their classes more participatory with the ultimate goal of preparing students for a world that requires collaboration, communication, analytical reading and cross-cultural thinking.

The TLH program, which will receive $2 million over three years from the foundation, is an inaugural, humanities-specific component of the larger-scale CUNY Innovative Teaching Academy. The program includes public seminars, workshops, and lectures on engaged, urgent, practical, and egalitarian methods designed to transform humanities teaching in order to prepare students to succeed in the workplace, in communities, and as leaders of a more just and equitable society. Over 100 faculty members in the humanities, arts, and interpretive social sciences will be chosen from applicants all over CUNY to participate in creative, collaborative peer-to-peer seminars across two- and four-year colleges, junior and senior scholars, and with special centrality of scholars of color. Approximately a quarter of the Mellon TLH Faculty Fellows chosen for the workshops will be adjunct faculty. A unique feature of the seminars will be participation by over 5,000 of the Faculty Fellows’ current students.

TLH is led by a team of people at CUNY: Daniel E. Lemons, Interim Executive Vice Chancellor and University Provost, is Principal Investigator on the grant and Annemarie Nicols-Grinenko, University Associate Dean for Faculty Affairs, is Director of the grant. TLH is led by two Faculty Directors: CUNY Distinguished Professor Cathy N. Davidson, Founder of the CUNY Futures Initiative and Co-Founder of HASTAC (Humanities, Arts, Science, and Technology Alliance and Collaboratory); and Professor Shelly Eversley, Provost’s Faculty Fellow at Baruch, Interim Chair of the Department of Black and Latinx Studies at Baruch and Academic Director of the CUNY Faculty Fellowship Publication Program. In addition, Former FI Fellow Christina Katopodis serves as TLH’s Executive Director and Postdoctoral Fellow; Khanh Le, PhD Candidate in Urban Education at the CUNY Graduate Center is Assistant Director; and former FI Fellow Jessica Murray is TLH’s
Director of Digital Communications. Our team also collaborates with a variety of other programs and initiatives across CUNY.

In Fall 2020, TLH engaged hundreds of faculty, students, and staff across all of CUNY. Events included an information session in October and “Open TLH: Sharing Tips for Getting to the Finish Line,” a peer-to-peer workshop held in November to share strategies for successfully completing a challenging semester. Since then, TLH launched a Spring 2021 series of over 70 faculty-led workshops on active and participatory learning. More than 2,000 faculty, students, and staff from across CUNY and around the world engaged in this series. 90 CUNY faculty organizers were awarded $500 each in support of their efforts and these faculty went above and beyond to involve nearly 80 CUNY students in their workshops, events, and info sessions. These faculty organizers believe, as TLH does, that the inclusion of the insights and expertise of CUNY students is crucial to the transformative practice of higher education. Faculty explored active learning methods and invited students to participate in developing and even offering constructive, formative feedback on the methods discussed and practiced. In accordance with TLH’s generous Mellon grant for this inaugural year of the program, TLH honored those students with modest scholarships that they could use to purchase books and required course materials.

Meanwhile, TLH received nearly 120 applications for its open call for 2021-2022 Andrew W. Mellon Transformative Learning in the Humanities Faculty Fellows who will be participating in a Summer Institute on June 23, 2021, and semester-long, peer-to-peer seminars in the coming academic year. TLH received an overwhelming number of applications from accomplished faculty across CUNY’s campuses, an

TLH Faculty Fellows holding up “Lost and Found” books by illustrious former CUNY faculty members and writers Audre Lorde, June Jordan, and Toni Cade Bambara, produced by GC Humanities Center graduate students
indication of a promising year ahead and the CUNY community’s dedication to transformative learning. The Mellon TLH Faculty Fellows are full-and part-time faculty in the humanities, the qualitative social sciences, and the arts who are committed to equity, social, and racial justice. They will work together to share and develop active, creative, participatory learning practices and pedagogical research designed to engage CUNY students and help ensure their success in and beyond the classroom. Mellon TLH Faculty Fellows will receive $1,500 for their participation as well as formal recognition honoring their pedagogical work as a significant contribution to CUNY’s mission.

TLH is grateful for the support of the Andrew W. Mellon Foundation, and we would like to thank the Futures Initiative for co-sponsoring our events in Fall 2020, and for helping us to get the word out about TLH-sponsored workshops and opportunities throughout the academic year. We also are grateful to the Center for the Humanities for co-sponsoring several of our faculty-organized workshops in the Spring 2021 series, and for working with us to bring several Lost & Found chapbooks into the TLH curriculum so that our Mellon TLH Faculty Fellows could learn from CUNY’s own outstanding educators—Audre Lorde, Toni Cade Bambara, June Jordan, and Adrienne Rich, among others—as we embark on an exciting second year.
CUNY Peer Leaders Institute
Organized by Director Lauren Melendez, MSEd, and Co-Director Kashema Hutchinson on August 18, 2020

On August 18th, The CUNY Peer Leaders Program welcomed 40 undergraduate students for the 2020-2021 cohort from two and four year colleges, of which there are participants from 10 of CUNY’s 25 campuses. This program supports CUNY undergraduate students scholarship and creative work in the Humanities and helps them in developing leadership skills to implement within their communities and colleges. Still in its inaugural year, the CUNY Peer Leaders is a new iteration, supported by the Andrew W. Mellon Foundation, that combines elements of the CUNY Humanities Alliance LaGuardia Mellon Humanities Scholars program and the Futures Initiative Undergraduate Leadership and Democracy Fellows Program.

Change: Making Education More Equitable
Organized by The Graduate Center Public Programs on September 30, 2020

Cathy N. Davidson was joined by Tressie McMillan Cottom — acclaimed author, sociologist at UNC-Chapel Hill and co-host (with Roxane Gay) of the podcast Hear to Slay— and Carla Shedd —professor of sociology and urban education at The Graduate Center and author of Unequal City: Race, Schools and Perceptions of Injustice—, to discuss the roles technology and pedagogy play in addressing the rampant racial disparities in America’s education system. After the event, Co-Director of the CUNY Peer Leaders Program Kashema Hutchinson captured in a blog post some thoughts and reactions by the undergraduate Peer Leaders; you can read their recap here.
Adjuncts Reimagining Digital Pedagogy without Burnout
Organized by Futures Initiative Fellows Adashima Oyo and Christina Katopodis on October 1, 2020

FI Fellows Adashima Oyo and Christina Katopodis led an online workshop that kicked off our University Worth Fighting For series for the 2020-2021 academic year. They asked participants: how do we make online instruction engaging for students? How do we, as instructors, keep up our momentum and joy in teaching online? This workshop invited us all to reimagine social justice pedagogy while teaching online and to think together about how we ourselves, as educators, can remain engaged, focused, and energized during a very challenging semester. The techniques discussed focused especially on deconstructing and inverting typical hierarchies in the classroom and the academy, time management, working conditions and how to create online space where adjuncts can share their problems. After opening remarks by Katina Rogers, Co-Director of The Futures Initiative & CUNY Humanities Alliance and Director of Programs and Administration for HASTAC, Christina shared some of her most effective digital pedagogy strategies in the pandemic, like “Group Office Hours” or a Google Form she uses for ensuring students use feedback in critical, creative, useful ways. Next, Adashima shared her strategies for teaching in our social crisis. Journaling helps create a sense of community in her health science courses, and BINGO or Jeopardy games focused around the lecture topics make classes more fun. After sharing their strategies, Adashima and Christina handed things over to participants, asking them to share some of their strategies for effective meeting/teaching online. You can check out all the resources they gathered in their full event recap.
In the News
On Wednesday, October 7, Katina Rogers and Futures Initiative Fellow Cihan Tekay gave a virtual talk at the University of Virginia, organized by Scholars’ Lab and co-sponsored by UVa’s PhD+ initiative. Cihan presented her research as a PhD Candidate in Anthropology on Istanbul’s electrification as part of a panel she co-organized at the Middle Eastern Studies Association’s Annual Meeting on October 15, “Science, Medicine, and Technology in the Middle East: Infrastructures of Global Knowledge, 17th-20th Centuries.” As part of the summit “The Futures of the Humanities @Google,” on October 16 Katina Rogers moderated a discussion that brought together humanities scholars and Google team members to imagine possible collaborations and areas of shared interest. On October 23 Futures Initiative Faculty Fellow Matt Brim (Professor of Queer Studies, College of Staten Island, CUNY) gave a virtual talk about his new book Poor Queer Studies: Confronting Elitism in the University. On October 26, Futures Initiative Fellow Christina Katopodis taught “The Erotic As Power: Wild Nights with Women Poets,” the first of 3-part series of Think Olios.

FI CUNY PEER LEADERS
On October 22, our leaders discussed indigenous peoples and land recognition to recognize that colonization is still a current process and how to look up whose lands we inhabit. Then they had the honor to have Dr. S. Lenise Wallace, Ph.D. (Communications, LaGuardia Community College) discuss anti-Blackness with the cohort. Together they went over the definition of race; systems of inequality; why race, gender and class are not fixed categories; prejudice and privilege; internalized racism and stereotypes. It was one of those sessions where we held up the mirror and reflected on our positionality. It was also a conversation that we didn’t know we needed until we had it, and many are understanding that healing and growth is a process.
Futures Initiative’s Director of Administration and Programs Katina Rogers was one of the speakers in “Career Development and Public Engagement for MAs, PhDs, and Postdocs in the Social Sciences & Humanities,” a panel discussion hosted by the Arts Amplifier, a professional development initiative for graduate students and postdoctoral fellows in the University of British Columbia Faculty of Arts.

In a peer-to-peer workshop organized on November 20 by the Transformative Learning in the Humanities initiative, participants shared teaching strategies for the best ways to successfully close the semester.
On Saturday, November 14, Futures Initiative Fellow Cihan Tekay presented her work on the political economy of electrification and its repercussions in daily life in the Ottoman Empire and Turkey from 1890 to 1940 as part of a virtual symposium on informal economies, “Kaçak Electricity: Negotiating Rights and Privileges Before The Grid”, hosted by Keyman Modern Turkish Studies Program at Northwestern University.

Futures Initiative Fellow Kashema Hutchinson moderated the Exhibit Talk "Fresh, Bold, and So Def Women in Hip-Hop", a conversation with curator SenYon Kelly and MC J.B. of J.J. Fad. This event is part of The Hip Hop Education Center’s Hip Hop History Month celebrations, where Hutchinson serves as Associate Director, bridging the gap between academia and society. Watch the interview on their Instagram TV channel.

On November 30, Futures Initiative Fellow Christina Katopodis successfully defended her dissertation, “Sound Ecologies: Music and Vibration in 19th-Century American Literature.” Congratulations, Christina! Following her graduation, Christina accepted a new position as Executive Director of the Transformative Learning in the Humanities program at CUNY Central, after three and a half years as a deeply valued Futures Initiative Graduate Fellow.
Welcome New HASTAC Scholars
Led by HASTAC Co-Directors & Futures Initiative Fellows Adashima Oyo and Shaun Lin on December 4, 2020

In this special introductory Digital Friday, Program Co-Directors welcomed the new cohort of HASTAC Scholars. They discussed the benefits of being a HASTAC Scholar and upcoming opportunities, and they also answered questions Scholars had about the program.

Nobel Week Dialogue 2020
Futures Initiative Founding Director Cathy N. Davidson participated in the 2020 Nobel Week Dialogue organized by the prestigious Nobel Prize Committee in Sweden. At the Forum on “Challenge of Learning”, Davidson joined a number of Nobel Laureates and other world-leading experts and inspiring thought leaders in exploring how education can help create a better future: what works, what doesn’t, and what are the benefits and pitfalls of our new, digital world and learning at a distance.
Lauren Melendez, Director of the Futures Initiative Undergraduate Leadership Program, turned content from her Master of Science in Education thesis at Hunter College CUNY, originally written in 2019, into a book, newly published on CUNY's open-source platform Manifold. This book looks at the role of leadership programs, and specifically at The Futures Initiative Undergraduate Leadership Program, with the goal of assessing how and what such a program can contribute to the goals of student success and inclusion. It can be accessed for free here.

I Wake Up Counting: A Guide to Transformative Learning in the Humanities & Social Sciences is a new OER on teaching and learning, sponsored by HASTAC & The Futures Initiative. It is a compilation of activities, lessons, and student writing from the Spring 2020 Futures Initiative course “Introduction to Engaged Teaching and Transformative Learning” taught by Dr. Cathy N. Davidson and Dr. Eduardo Vianna. It was published on CUNY Manifold App and is available for free.

Edited by Dree-el Simmons and Tatiana Ades and with an introduction by Cathy N. Davidson, We Eat: A Student-Centered Cookbook is a collection of recipes with history, sponsored by the Futures Initiative, was published on CUNY Manifold App, where it is available for free. The book came out of the Spring 2020 Futures Initiative Course “Introduction to Engaged Teaching and Transformative Learning in the Humanities and Social Sciences.” Davidson, Simmons, and Ades were also interviewed on the Indoor Voices podcast about the project. You can listen to it here.

The Graduate Center included Putting the Humanities PhD to Work by Katina Rogers, Co-director of the Futures Initiative, in its "Holiday Books Gift Guide: 12 Gripping Reads by Graduate Center Faculty", praising it for offering "unexpected and boundary-shattering ways your degree can open doors".
Futures Initiative Faculty and Graduate Center Professor Joseph Straus was awarded with the 2020 Wallace Berry Award from the Society for Music Theory for his book *Broken Beauty: Musical Modernism and the Representation of Disability*. Prof. Straus, who in 2018 team-taught the Disability, Culture, and Society FI Course with Prof. Julia Miele Rodas, was thus recognized as the pioneer of a sub-discipline that combines disabilities studies and music theory that didn’t really exist until about 15 years ago, when he wrote a seminal article and co-edited the first essay collection in the field.

Futures Initiative Fellow Cihan Tekay was awarded the Early Research Initiative Catalyst Grant for her dissertation research on the political economy of citizenship through electrification in the late Ottoman Empire. These grants provide short term research support as GC students adjust their research to disruptions brought on by the pandemic.
Hosted by the Futures Initiative and PublicsLab of The Graduate Center, CUNY, this virtual two-day conference and workshop. Building on the premise that graduate education can lead to engaging opportunities, participants imagined new models for graduate education that support an array of creative, flexible career paths, while advocating an academy that contributes to the development of cross-functional relationships between academics and society. On Thursday, February 18, following welcoming remarks by CUNY Chancellor Félix Matos-Rodríguez, the Opening Plenary kicked off two days of discussions that helped move forward the conversation on this topic.

Conference Session Videos You can now watch full sessions from the virtual conference held in February on our YouTube channel. You will find presentations on topics ranging from prioritizing accessibility in research formats to creating digital primary sources in college classrooms. If you are planning your own event, view our collaborative list of best practices for presenting and facilitating virtually.

Post-conference reactions:

- "The thoughtfulness of the conference organizers was very evident. I particularly appreciated the collaborative note-taking and the focus on restoration and joy"
- "It was lovely and inspiring. It gave me a sense of solidarity/coalition"
- "I felt hopeful and inspired"
- "Excellent. I enjoyed the format, the open engagement, and the lengthy/robust Q&A time"
- "Such a friendly and useful space for brainstorming and networking"
- "I felt intellectually rejuvenated!"

- Cihan Tekay, "Creating Space within Constraints: A Reflection on Conference Planning in a Pandemic"
- Kashema Hutchinson, "When the Leaders Lead"
- Michelle May-Curry, "The Uses of Blue-Sky Thinking in an Imperfect World (of Graduate Education)"
- Katina Rogers, "Conference recap: Graduate Education at Work in the World"
- Collaborative resource guide
The CUNY Peer Leaders program kicked off the 2021 Spring semester with social justice, a core component within the program that is featured just in time for Black History Month. During this session, Professor Chaney and Steven Pacheco held a candid, fascinating and insightful discussion on Mass Incarceration. Chaney is Criminal Justice faculty member and program director at LaGuardia Community College, and author of Race, Education, and Reintegrating Formerly Incarcerated Citizens; Pacheco is Futures Initiative Leadership Fellow (2018-2019) and alum student from John Jay College of Criminal Justice, CUNY, and he is currently Co-Founder and Co-Owner of Black Crown Media, a Black-owned video production and digital marketing agency that helps you scale. The conversation touched upon everything from their personal background, their experience and work with the prison system, policy touch points as it relates to higher education, voting, housing, employment, the Civil Rights movement, Black feminist Criminology, Restorative Justice and Prison reform, the Prison Abolitionist Movement, the Prison Industrial complex, and more. Read the full story and check out the Suggested Readings & Resources on Mass Incarceration the Leaders have put together for anyone interested in this topic.

On Friday, Feb 19, 2021 at the Graduate Education at Work in the World conference the CUNY Peer Leaders volunteered to host the panel "Inclusion, Agency and Community in Higher Education: Making the most of 'Student Life!'" First, the co-directors created a framework to guide the conversation for Peer Leaders Sam Ascencio, Moses Matos, Ramesh Beharry and Sheila Janeo to build upon. Then, with critical thinking, experiential knowledge and grace, the Leaders candidly answered the questions to educate the audience. The audience which included educators of all kinds, listened and learned from undergraduates who spoke their truths. In other words, they experienced the Leaders lead. Read Co-Director Kashema Hutchinson’s reflection here.
**Scyborgs and Dirty Computers**
Led by Futures Initiative Fellow **Kashema Hutchinson** on February 26

*Kashema Hutchinson* presented her research assembling "verses and songs that reflected the mechanics to rewire institutions of all kinds to our fitting". Hutchinson used Janelle Monae’s Dirty Computer and La paperson’s A Third University Is Possible to understand how settler colonial institutions like universities work and how to rework them to make them decolonial projects.

Janelle Monae’s critically acclaimed album, *Dirty Computer* and emotion picture of the same title is based on the artist wanting to tell her story “before it was erased.” In the current sociopolitical climate, Janelle Monae was inspired to create an album for Black women, LGBTQIA, immigrants, people with disabilities and other marginalized communities. She not only wanted to represent for these communities, but as an artist felt it was her responsibility to represent for the aforementioned communities. Robin D. G. Kelley's work looks at what it means to be “in but not of” the university and how that creates change. All three works lead to how we can create decolonial projects in and outside the universities.
In the news

On February 18, Futures Initiative Founding Director Cathy N. Davidson gave a talk at the Association of Independent Colleges of Art and Design where she challenged the audience to think deeply about the historical structures that limit what, how, and who we teach and to reimagine teaching as a springboard for creativity, independence, agency, and social justice. On February 24, Davidson was also part of Champions Series: New American Colleges and Universities, a conversation moderated by Dr. Beth Harville, provost of Drury University, where she discussed why and how institutions and faculty can put students’ lives at the center of course planning and she offers practical, easy, and inspiring ways to engage students in designing their own learning.

Futures Initiative Fellow Cihan Tekay is starting a new position as second faculty at the Brooklyn Institute for Social Research, an interdisciplinary teaching and research institute that offers critical, community-based education in the humanities and social sciences. Coming up in March, she will be the second faculty for International Political Economy: an Introduction, taught by Lygia Sabbag Fares.
Nothing Old, Nothing New: Resonances in Black Film and Media

In this event organized by Intellectual Publics, Futures Initiative Faculty Fellows Racquel J. Gates and Michael B. Gillespie presented new work with an emphasis on the historical continuum of black visual and expressive culture. Rooted in black film and media studies, Gates and Gillespie presented a selection of examples of their current work that included classic Disney films, the celebrity texts of Lena Horne and Marilyn Monroe, the Black Fire films by Kevin Jerome Everson and Claudrena Harold, and Keisha Rae Witherspoon’s T (2019).

In collaboration with Futures Initiative Faculty Prof. Matt Brim, in March the Mina Rees Library at The Graduate Center hosted a series of events on Equity, Elitism, and Public Higher Education, an initiative supported by a Doctoral Curriculum Enhancement Grant through the Publics Lab, funded by the Andrew W. Mellon Foundation. On March 9, “Exploring & Expanding Open Pedagogy” explored how open pedagogy intersect with frameworks of language, storytelling, translation, and linguistics; and on March 23, “Open Knowledge and the Emerging Field of Black Girlhood(s)” dealt with the challenges inherent in sharing and co-creating knowledge more equitably and justly thorough teaching and learning.
**Queer Counterpublics in Video Games Spaces and Queergaming**

Led by Luke Hernandez, Master’s Student at the Arts, Technology, and Emerging Communications at the University of Texas at Dallas, on March 5

In this webinar, Luke Hernandez examined gaming fan epistemologies and how many fan productions deploy "Queergaming," i.e. how fan communities, such as Overwatch, intervenes in the queer narratives in the game. The game of Overwatch presents competing publics in terms of subaltern and dominant discourse in gaming communities. By focusing on the 2019 “coming out” of character Soldier 76, the digital event became a site on investigating subversive and normative interventions from fan and canon works on how the status quo of representation is challenged and reinforced.

**University and Territory: Towards Situated Universities**

Led by Futures Initiative Fellow Coline Chevrin on March 12

In this Digital Friday, Coline Chevrin discussed the role of Universities (with an emphasis on public Universities), and explored how they might be collectively transformed in a way that centers place. In particular, Chevrin's webinar addressed an important issue for those working on higher education reform: how can we make sure our academic institutions are not supporting the status quo, but rather engage in transformation towards social justice? Read her [full recap](#).

**The Challenge of Teaching Reflexivity in Science and Engineering Education**

Led by Aditya Anupam, Ph.D. Candidate in Digital Media at the School of Literature, Media, and Communication at Georgia Tech, on March 26

How can we place students in positions of technoscience that entangle them in the structures of practice and at the same time free them from those same structures? In this webinar, Aditya Anupam constructed a framework for designing/analyzing educational environments aimed at teaching reflexivity and discussed examples of how the framework can be employed.
The *Putting the Humanities PhD to Work* Book Talk Series kept Katina Rogers busy this month. First, on March 11 she gave a talk, "Scholarship for the Public Good: Expanding Definitions of Academic Success," at Syracuse University, where she also held a mini-residency. Then on March 19 she took part at Emory University in the Jones Program in Ethics lecture. On March 25, Rogers delivered the Keynote presentation "Reimagining Humanities Graduate Education: Expansive, Inclusive, Engaged" at the University of Florida.

Her book was featured in the *London School of Economics and Political Science Book Review*. In her review, Kristen Vogt Veggeberg defined *Putting the Humanities PhD to Work* as "an empowering and emboldening book that encourages the humanities doctorate to see the world in a way that is deserving of their time and hard work". Vogt Veggeberg also praised Rogers for her boldness in laying bare some truths that although they may irritate some scholars, "that’s what the truth does: bring light to an issue". Read her full review here.

On March 25, Futures Initiative Fellow Kashema Hutchinson was interviewed with Martha Diaz by Hip Hop historian Davey D to speak about the role of women in Hip Hop and the Universal Hip Hop Museum, where she serves as Associate Director of the Hip Hop Education Center. On March 31, Kashema took part in “Illuminating Women in Hip-Hop: Combating Erasure and Appropriation,” a discussion on Hip Hop for Women’s History Month at Berklee College of Music, where she discussed how her work highlights the contributions of women in Hip Hop and discussed the issues that often result in women’s stories being relegated to the shadows within Hip Hop culture.

On March 12, Futures Initiative Founding Director Cathy N. Davidson shared at the ATEC Distinguished Lectures Series "Thinking Forward: from Now to Next" active ways of learning that help students to understand and navigate the radically changed world in which we now all live, work, and learn.
On April 21, Futures Initiative Founding Director Cathy N. Davidson, who was interviewed by Rachel Toor for the Chronicle of Higher Education's “Scholars Talk Writing” column, participated in the Insights Panel, scheduled on the second day of the Reset Leadership Summit along with a series of lectures dedicated to "Reimagining the Student Experience" in 2021 and beyond.

Futures Initiative Fellow (2015-2018) Allison Guess was appointed Assistant Professor of Africana Studies at Williams College. Her research seeks to explain and define Black people’s specific relationships to land in the Western Hemisphere and develop the category of “Black Land”. In April she defended her dissertation Plotting on the Plot in Hispaniola: A 16th Century (Dis)continuous Black Land Story and the Insistent Unsettling Crisis of the New World.
Digital Methods with Monuments, Statues, Politics and Space
Led by Laura Brannan and Janine Hubai on April 16

In this webinar, Laura Brannan and Janine Hubai offered insight into the ways that digital methods and historical knowledge can contribute to current national and cultural debates around racial legacies, racial inequities, and social justice movements.

Science Fiction / Science Fact: Fiction Narratives as a Technocultural Tool
Led by TechnoFuturist author Galit Ariel on April 23

Galit Ariel discussed the value of non-mainstream and other multicultural perspectives of Science Fiction, and she will also assess the intertwined relationship between Science Fiction, technological and cultural representations.

Pedagogical Practices: A workshop for TAs teaching online under COVID-19
Led by University of Texas at Dallas students Letícia Ferreira, and Catalina Alzate, on April 30

This webinar provided a space for Teaching Assistants to share how they practice their teaching philosophies within the constraints of their position, learn from peers about ways to deal with issues regarding teaching, assisting and grading, and share different ways of managing online teaching under the pandemic.

$4.8M Mellon Grant to Study Digital Inequality
The University of Michigan received a major grant in humanities from the Andrew W. Mellon Foundation for a multi-institutional digital futures collaborative led by HASTAC member Lisa Nakamura, whose research involves digital inequality. Nakamura is the Gwendolyn Calvert Baker Collegiate Professor of American Culture and Professor of Asian and Pacific Islander Studies, and Director of the Digital Studies Institute. Congratulations! Read more about it here.

From April 12 to April 16, Hastac Scholar twitter spotlighted the work of Daniella Gáti, who is graduating with a PhD in English from Brandeis University. She discussed study contemporary literature, culture & digital media with a focus on queer perspectives.
Futures Initiative Fellow **Danica Savonick** (2014-2017) was among the 60 ACLS Fellows selected out of nearly 1300 applicants for these prestigious fellowships that support “outstanding scholarship in the humanities and humanistic social sciences with the potential to make significant contributions to knowledge within and across fields, awarded by the American Council of Learned Societies.

As one of the 12 Mellon/ACLS Scholars and Society Fellows, Futures Initiative Advisory Board Member **Bianca Williams** will serve as ambassador for humanities scholarship beyond the academy as she deepens her support for doctoral curricular innovation.

Futures Initiative Faculty Fellow **Prithi Kanakamedala**, who in the Spring of 2022 will team-up with Katina Rogers to teach the Futures Initiative course "Power, Precarity, and Care in the Digital Humanities," was a 2021 Mellon/ACLS Community College Faculty Fellowship recipient.
CUNY Peer Leader's Showcase Sneak Preview

Because the Showcase itself was asynchronous and online this year, on May 7 the CUNY Peer Leaders offered a chance for a sneak preview of their Showcase of student-designed projects around this year’s theme of “Reimagining.” In this video you will find short presentations of the projects with Q&A interspersed.
HASTAC Conference 2023: "Design Justice" Hosted by Pratt Institute (New York)
We had the pleasure to announce that the HASTAC international conferences will resume in May 2023. Professor Chris Alen Sula of Pratt Institute will head the conference committee on the theme of “Design Justice.” Specializing in art, design, and architecture education, Pratt Institute makes vital and creative use of technology in addressing contemporary problems. The 2023 HASTAC conference will invite our community to engage with creative and design-based approaches to technology and education, particularly around issues of social justice and allied movements.

Collaborative Book Discussion
The Putting the Humanities PhD to Work collaborative book review project that began in September of 20202 was successfully completed by a group of HASTAC Scholars who over these months engaged with Katina Rogers’ work in several capacities —some selected chapters to review, some interviewed Dr. Rogers, and almost all contributed peer review feedback throughout the process. Here.

Reframing Digital Humanities: Conversations with Digital Humanists
This open access book by HASTAC steering committee member Julian Chambliss (Professor of English at Michigan State University) explores the meaning, practice, and implication of digital humanities by talking to scholars deeply engaged with digital methods and the promise they hold for the humanities. This book can be read and downloaded for free at the MSU library website.
Challenges of Digitizing Historical Recipes
Led by Avery Blankenship, PhD student in the English Department at Northeastern University in Boston, on May 7

In this Digital Friday webinar, Avery Blankenship discussed the challenges in digitizing and creating a digital archive of nineteenth-century, annotated recipes. Starting from item acquisition and moving through the digitization process, writing metadata, and finally ingesting these items into a digital archive, annotated recipes present all kinds of complications. In addition to being riddled with food stains and other marks of wear and tears, the annotations, themselves, are often multi-layered and feature bits of newspaper, torn receipts, rusty sewing needles, and even death certificates. Through this talk, Blankenship presented the challenges of working with these marked-up materials as well as the wealth of information they can provide on nineteenth-century domestic life.

Reimagining Humanities Graduate Education: Expansive, Inclusive, Engaged
Led by Sam Risak, Creative Writing MFA candidate at Chapman University, featuring Co-director of the Futures Initiative Katina Rogers on May 14

In this interview with Sam Risak, Katina Rogers discussed how scholars can reimagine what constitutes scholarly success in ways that support both their individual career pathways as well as a larger goal of reaching greater equity in and outside the academy. Rogers talked about her pathway as well as her work at CUNY, drawing on her new book, Putting the Humanities PhD to Work: Thriving in and Beyond the Academy.
Lausanne Project
Fl Fellow Cihan Tekay became a member of the recently launched Lausanne Project and she was interviewed about her dissertation on the political economy of electrification in Istanbul and its hinterland by Jonathan Conlin for their blog.

Cihan Tekay

On May 25, Cathy N. Davidson was part of the event “What is the role of the urban university?” where she discussed how urban universities can impact and be impacted by the city, in conversation with The Graduate Center President Robin L. Garrell and leading CUNY faculty Ann Kirschner and Van C. Tran.

Cathy N. Davidson
To our supporters and institutional sponsors,