

Teaching Triangle Across the Curriculum initiative, the student-designed exhibit that will go up in March in the D Lobby, FIT's presence at other city-wide events, and the all-day student/scholar/activist conference and exhibition at FIT on March 26th, cosponsored by the Labor and Working-Class History Association.

The special themes and areas of focus that apply to this series of events are Educational Innovation, Pedagogies to Strengthen the Liberal Arts core, Globalization, Professional Sharing and Mentoring Opportunities, and Critical Thinking. To further these themes, fourteen faculty members from all three schools at FIT are including these events in their curricula, and Brian Fallon of the Writing Studio has offered his services to help faculty develop lesson plans and writing assignments connected to the events. Faculty have already met with me and Brian, discussed pedagogy with each other in small groups, visited each others' classes, and taught their students a fundamental subject in their field (corporate ethics, labor law, the psychology of mass trauma, exhibition design) by thinking about the Triangle fire.

The Triangle 100 Talks will bring all that critical thinking outside the classroom, into a larger intellectual community where students can engage as fellow audience members, or as participants. On February 15th, students and Penn South tenants will meet again to discuss interviews they conducted last fall, and other students will be on hand with digital recorders to interview members of the crowd. On March 9th, students will read poems and sing in Yiddish and Italian. On March 18th, they will wear their most powerful clothing to present to the panel, and on March 23rd they will perform a sweatshop-free fashion show that highlights the global commodity chains we all rely on, and the local manufacturers to which we could return.

Evaluation

The real process of evaluation will take place in the writing assignments of students who attend and participate in these events, but I will also write a report and suggest ways that we can create similar programming in the future.

Sustainability

In these talks, we hope to create an intellectual community that draws on several specific sources—our students; FIT staff and faculty (especially UCE members); administrators; union members and activists across the city; Penn South tenants; garment center locals and activists; city professors of business and labor history and their students; and a little bit of media. I hope we can get them to come back again for other programs and series in the future; perhaps the UCE will continue to fund them, and perhaps we will continue to need some extra help from the Teaching Institute. The amount of work I have put into these talks and events is not sustainable, and I would need earlier and more administrative help in the future.

We expect funding from the Office of the Vice President for Academic Affairs and from the United College Employees of FIT, but in order to realize this project, I am requesting \$2,000 from the Teaching Institute under the category of Projects. This money will be used to fund such expenses as travel for speakers, AV and lighting tech for the events, filming of the events by WFIT, and publicity.