

Michael D. Rectenwald

Curriculum Vitae

Liberal Studies Program
Global Liberal Studies Program
Arts and Science
New York University
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Education

Ph.D. Literary and Cultural Studies, Carnegie Mellon University, December 2004. Dissertation: *The Publics of Science: Periodicals and the Making of British Science, 1820-1860*. Director: Jon Klancher; Readers: Kristina Straub and Michael Witmore.

M.A. English Literature, Case Western Reserve University, May 1997.

B.A. English Literature, University of Pittsburgh.

Professional Academic Experience

New York University (NYU), Master Teacher, Liberal Studies and Global Liberal Studies, Arts and Science, New York, NY, August 2008 - Present.

NYU-London. Lecturer and Freshmen Advisor, Liberal Studies and Global Liberal Studies, August 2010 – May 2010.

North Carolina Central University (NCCU), Assistant Professor, Department of English and Mass Communications, Durham, NC, August 2006 - August 2008.

Duke University, Lecturer, University Writing Program, Durham, NC, August 2007 - May 2008.

Carnegie Mellon University (CMU), Postdoctoral Fellow, English Department, Pittsburgh, PA, August 2005 - May 2006.

Carnegie Mellon University, Instructor, English Department, Pittsburgh, PA, August 1997 - May 2005.

Case Western Reserve University (CWRU), Instructor, English Department, Cleveland, OH, August 1994 - May 1997.

Publications

Rectenwald, Michael. "Secularism and the Cultures of Nineteenth-Century Scientific Naturalism." *The British Journal for the History of Science*. Forthcoming.

- Rectenwald, Michael D., and Lisa A. Carl. *Academic Writing, Real World Topics*. New York: Pearson Longman, 2012.
- Rectenwald, Michael. "George Eliot and Secularism." *George Eliot in Context*. Cambridge: Cambridge University Press, 2012.
- Rectenwald, Michael. "Craig on God and Morality." *International Philosophical Quarterly*, September 2011. Co-authored with Thomas W. Smythe. Vol. 51, No. 3, Issue 203 (September 2011): 331-338.
- Rectenwald, Michael D. "Local Histories, Broader Implications." *College Composition and Communication*. 60. 2 (2008): W53-W57.
- Rectenwald, Michael. "Darwin's Ancestors: The Evolution of Evolution." *Darwin: The (R)evolutionary Idea*. New York University Liberal Studies Colloquium. <<http://www.nyu.edu/projects/mediamosaic/darwin/#/article/2/2/0/>> December, 2008.
- Rectenwald, Michael. "The Construction and Deconstruction of Science in *Middlemarch*." *The Victorian Web*. <<http://www.victorianweb.org/authors/eliot/middlemarch/rectenwald2.html>> December, 2008.
- M. Rectenwald, Y. Seo, K. Lee, J.A. Giampapa, and K. Sycara, "Installation, Running and Editing Instructions for the ClassificationBox Text Classification Tool," tech. report CMU-RI-TR-04-58, Robotics Institute, Carnegie Mellon University, November, 2004.
- M. Rectenwald, K. Lee, Y. Seo, J.A. Giampapa, and K. Sycara, "Proof of Concept System for Automatically Determining 'Need-to-Know' Access Privileges: Installation Notes and User Guide," tech. report CMU-RI-TR-04-56, Robotics Institute, Carnegie Mellon University, October, 2004.
- M. Rectenwald, J.A. Giampapa, B.K. Langley, and K. Sycara, "RETSINA Agent Name Service Documentation," tech. report CMU-RI-TR-03-11, Robotics Institute, Carnegie Mellon University, December, 2003.
- M. Rectenwald, R. Singh, J.A. Giampapa, K. Sycara, S. Esch, and B. John, "User Guide for MORSE Command Simulation: Setup and Running Instructions," tech. report TR-03-40, Robotics Institute/Human Computer Interaction Institute Carnegie Mellon University, October, 2003.
- M. Rectenwald, R. Singh, J.A. Giampapa, S. Sesch, K. Sycara, and B. John, "User Guide for MORSE Station Range Operations Simulation," tech. report CMU-RI-TR-03-37, Robotics Institute/Human Computer Interaction Institute, Carnegie Mellon University, October, 2003.
- Rectenwald, Michael. "The Beat Generation Meets The E-Generation," review of *Orpheus Emerged* by Jack Kerouac, *Pittsburgh Post-Gazette*, Sunday, February 11, 2001.

Rectenwald, Michael. "Reading Around the Kids." Coiner, Constance and Diana Hume George, eds. *The Family Track: Keeping Your Faculties while You Mentor, Nurture, Teach, and Serve*. University of Illinois Press, (1998): 107-13.

Rectenwald, Michael. "Who's afraid of a Woolf Biography? Scholarly, Feminist Examination of Writer's Life Discards Romantic Bravado," review of Virginia Woolf by Hermione Lee, *Pittsburgh Post-Gazette*, Sunday, August 24, 1997.

Rectenwald, Michael. "Milton Finds and Loses Paradise in the New World," A review of Milton In America by Peter Ackroyd, *Pittsburgh Post-Gazette*, Sunday, July 13, 1997.

Rectenwald, Michael. "The Landscape Of Yeats' Life Emerges From A Personal Perspective," review of W.B. Yeats: The Man And The Milieu by Keith Alldritt, *Pittsburgh Post-Gazette*, Sunday, June 8, 1997.

Rectenwald, Michael. "An Apprentice's Appreciation: Learning And Growing As A Poet, With Allen Ginsberg For A Guide: A Eulogy for Allen Ginsberg," *Pittsburgh Post-Gazette*, Sunday, April 20, 1997.

Rectenwald, Michael. "New Economic Criticism: A Review of the Conference." *News and Notices for the Society of Critical Exchange*, 9.Winter/Spring (1995): 11-21.

Rectenwald, Michael. *The Eros of the Baby Boom Eras*. Bethesda, MD: Apogee Books, 1991 (Poetry).

Rectenwald, Michael. "The Eros of the Baby Boom Eras." *The New York Quarterly* 44 (1990): 79.

Courses Designed and Taught

Cultural Foundations III: This course focuses on art and literature produced between 1700 and the present, which includes the following periods or movements: the European Enlightenment, Romanticism, Realism, Modernism, Postcolonialism, and Postmodernism (NYU).

The Dickens Universe Undergraduate Seminar: David Copperfield. The Dickens Project, University of California, Santa Cruz, August, 2009.

Sophomore Seminar: Science and Culture: the 19th Century and Beyond: Explores the relations between culture, literature, the sciences, and technology, focusing particularly on the various ways that science and culture have intermingled and conversed in the 19th century, and beyond (NYU).

Writing I: The Essay: Subgenre and Style: This course explores the essay and several subgenres of the essay form. We read classic examples of the essay, both historical and contemporary, and practice the kinds of essay forms that we read (NYU).

Writing II: Copy-write: Creativity and Property: Introduces students to key goals and practices of academic writing by exploring a broad set of core issues surrounding Intellectual Property and creativity, through a variety of readings in law, literature, cultural theory, the sciences, and social

advocacy (NYU, Duke).

Writing for Science and Technology introduces the conventions, methods and modes of argumentation available to and expected of writers in science and technology fields (NCCU).

Writing for Digital Media introduces technical tools of digital authorship, but most importantly, considers digital design as a means of rhetorical intervention (NCCU).

Multi-Media Authorship: in this course, web authorship is considered as historically, culturally, and technologically situated practice (CMU).

English 101 Interpretation and Argument: Science, Society, and Technology: As an introductory critical reading and writing course using special topics, this course explores the discourse of science studies, including sociological, culturalist, feminist and other studies of science, as well as responses to such studies (CMU).

English Composition I: this course introduces students to the kind of critical reading and writing expected in a university setting (NCCU).

English Composition II: “‘Race,’ Writing and Politics:” This course is designed to help students focus on the writing of critical essays using Ralph Ellison’s *Invisible Man* and a series of critical essays (NCCU).

Mechanical Engineering Junior Seminar I & II: a requirement for the Mechanical Engineering Bachelor’s degree, this two-semester series introduces students to professional, technical presentations in writing and speech (CMU).

Science, Society and Technology explores the discourse of science studies, including sociological, culturalist, feminist and other studies of science, as well as responses to such studies (CMU, NCCU).

Literature and Science: Evolutionary Narrative: this course explores the relations of culture, literature, the sciences and technology, focusing on narratives of progress and development from the late 18th and into the 21st century (CMU).

Professional Writing for Engineers: this course addresses several aspects of professional communications for engineers (CWRU).

Committee Work and Administrative Roles

NYU

Subcommittee for Revising Writing Course Guidelines, 2012.

NYU-London Faculty and Freshmen Advisor, 2010 – 2011.

NYU-London Faculty Mentor, Student Government Organization: consulting and mentoring students forming the first student government organization at NYU-London, 2010 - 2011.

Global Liberal Studies (GLS) Pilot Faculty Committee Member: Served on the GLS Pilot Faculty committee charged with curricular preparations for the initiation of the GLS program beginning fall 2009. Worked in a subcommittee for developing the sophomore “Approaches Seminar” to plan and develop the new course for the spring of 2010. Made calls to newly admitted GLS freshmen in recruitment efforts, fall 2009 – spring 2010.

Keynote Speaker, NYU Admitted Students Day: Wrote and delivered a twelve-minute speech for the first (2009) and second (2010) Global Liberal Studies Admitted Students Day. Served on a panel for students and parents. Met with and discussed the program with prospective students and their parents, May 2009 and May 2010.

Faculty GLS phone liaison, accepted GLS students; phoned accepted students to congratulate them and answer questions on program curriculum, spring 2009 and 2010.

Writing Sequence Task-Force Member: Member of a task force charged with studying the two-semester writing sequence to consider what revisions writing faculty may make to the sequence to better meet its goals, especially in light of the new Global Liberal Studies B.A. degree. We delivered a 100-page report. My work involved research and reporting on the relevance of SAT scores for predicting college performance, as well as commenting on a series of drafts. Work also included conceptualizing, naming and drafting sample course descriptions for revised Writing I and II courses, spring 2009 – present.

New Faculty Mentor: Mentor for new adjunct faculty member Soula Harisiadis, a new adjunct in Writing. Service included attendance at the new faculty orientation, several meetings with mentee, syllabus evaluation, two class observations, and writing of two class observation reports.

Invited Discussion Leader: New FT Faculty Orientation Lunch on “Technology and Teaching:” Invited speaker/participant for a New FT Faculty Orientation Lunch on technology and teaching, during which I shared with new faculty my experiences with using technology in and around the classroom.

Internship Director: Served as a director for a 2 credit student internship involving student work review and academic assignments and evaluation.

Contributing Member, Digital Assignments and the New Curriculum Committee: wrote several documents and constructed a website as part of committee charged with integration of Digital Media into the new B.A. Curriculum, spring 2009.

Contributing Faculty Member, Realizing Global Education, A Summer Practicum: Served on a committee of GLS pilot faculty and NYU/NYC staff members who met with NYU Global Site Directors for a two-day Global Practicum. Our work included integration of the new GLS program goals with NYU global sites, use of technology for serving program goals and facilitating communications, matching GLS program goals with site curriculum offerings, finding ways to meet student needs for minors and other courses of study considering NYU New York and global sites’ capabilities, summer 2009.

Participant and Teacher, the Dickens Universe, University of California, Santa Cruz: Taught a week-long, three-credit undergraduate course on David Copperfield; attended conference events and spoke at conference round table. The teaching was unpaid service to the university and the program, providing exposure to NYU LS and GLS to both students and faculty around the country and internationally.

Darwin Colloquium Web Module Contributor and Round-Table Moderator: Contributed an article entitled “Darwin’s Ancestors: The Evolution of Evolution,” a ten-page exploration of pre-Darwinian evolutionary schemas and their relevance for the contemporary moment. I also chaired a round-table discussion with students and other faculty members during the colloquium.

NCCU

Duke-NCCU Writing Across the Curriculum Collaboration: initiated talks between Duke and NCCU, beginning the process of establishing a collaboration for a Writing Across the Curriculum initiative.

Writing Concentration Committee: developed new writing concentration courses now on offer: Writing for Science and Technology and Writing for Digital Media.

Website/Technology Enhancement Committee: Chair of website committee and webmaster of English Department webpage; redesigned and administered the department website.

Conference Presentations and Participation

‘The Rhetoric of “the Poor Inventor” in the British Patent Debate and Beyond,’ Centre for Victorian Studies Conference, November 2010.

The Dickens Universe: David Copperfield. The Dickens Project, University of California, Santa Cruz, August 2009.

“‘Ours and For Us:’ Invention and Working Class Power in the British Useful Knowledge Movement,” *Con/texts of Invention Conference: A Working Conference of the Society for Critical Exchange*, Case Western Reserve University, Cleveland, OH, April 20-23, 2006.

“Roots of the Divide: ‘Useful Knowledge’ versus Literary Culture,” *Humanities and Expertise, An Interdisciplinary Conference*, Sponsored by the Humanities Center at Carnegie Mellon University, Pittsburgh, PA, April 2005.

“Reforming Oxbridge and Redefining Science: *The Principles of Geology* in Context,” *Society for Literature and Science Annual Meeting*, Durham, NC, October 2004.

“Secularism: Artisan Politics and the Cultures of Nineteenth-Century Naturalism,” *Cultural Studies Association Founding Conference*, Pittsburgh, PA, June 2003.

“Early ‘Useful Knowledge’ Periodicals: The Making of the Useful Knowledge Reader,” *Society for Literature and Science Annual Conference*, Pasadena, CA, October 2002.

“A Science for *Hard Times*: Positivism or Working Class Knowledges,” *Society for Literature and*

Science Annual Meeting, Norman, OK, October 1999.

“The Construction and Deconstruction of Science in *Middlemarch*,” *Society for Literature and Science Annual Meeting*, Pittsburgh, PA, November 1997.

“Ideologies in Business Writing Instructions,” *Midwest MLA Annual Conference*, Chicago, IL, November 1997.

“Constructing Authorship in the Chat Room,” Cultures of Writing Conference, *The Society for Critical Exchange*, Cleveland, OH, February 1997.

“Radical Niche Marketing: Allen Ginsberg, the Body and Media,” *Midwest MLA Annual Conference*, Minneapolis, MN, November 1996.

“The Gendered Rhetoric of Intellectual Property, from William Wordsworth to Vanna White,” *Rhetoric in the Disciplines Annual Rhetoric Conference*, Philadelphia, PA, April 1995.

Awards, Grants and Honors

London Teaching Assignment, academic year, 2010 – 2011.

Faculty Research Challenge Grant Recipient, summer 2010. Received summer grant for completion of work on my forthcoming textbook, *Academic Writing, Real World Topics*, forthcoming from Pearson Longman publishers in 2011.

Principal Investigator, NYU Curricular Development Challenge Fund Grant Recipient for project titled “Realizing Global Education: A Summer Practicum.” This grant for \$6,855 paid for ten NYU Global Site Directors to travel to and stay in NYC for several days, two of which were spent in the “Realizing Global Education Summer Practicum” (discussed in SERVICE section, above).

Dean’s Commendation for Teaching Ratings, fall 2009, spring 2010, fall 2010.

Dean’s Commendation for Teaching Ratings, 2000, 2003 (CMU).

Neil McIntyre Memorial Prize winner, awarded for the best essay by a graduate student in English, Case Western Reserve University, 1997.

Languages: Reading: French, German and Spanish; Speaking: Spanish

References

Denise Comer, Associate Director, Senior Lecturing Fellow, University Writing Program, Duke University, Art Building, Durham, NC 27708 (919) 660-4357 <comerd@duke.edu>

Jon Klancher, Associate Professor, English, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213 (412) 268-2852 <jk2@andrew.cmu.edu>

Kristina Straub, Professor of Literary and Cultural Studies, Department of English, Carnegie Mellon University (412) 268-6458 <ks3t+@andrew.cmu.edu>