

Michael Rectenwald

Clinical Professor

Liberal Studies/Global Liberal Studies

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EDUCATION

Ph.D., Literary and Cultural Studies, Carnegie Mellon University, 2004.

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

B.A., English Literature, University of Pittsburgh, 1983.

PROFESSIONAL EXPERIENCE

Clinical Professor, New York University (NYU), New York, NY. Liberal Studies/Global Liberal Studies (formerly Clinical Assistant Professor and Master Teacher), August 2008 – present.

Chair, Science, Technology and Society (STS) Concentration, 2012-2014. Lecturer, NYU London, August 2010 – May 2011.

Assistant Professor, North Carolina Central University (NCCU), Durham, NC. English and Mass Communications; August 2006 – July 2008.

Lecturer, Duke University (Duke), Durham, NC. University Writing Program; January 2007 – May 2008.

Postdoctoral Fellow, Carnegie Mellon University (CMU), Pittsburgh, PA. English Department; September 2005 – August 2006.

Writer/Editor III, Carnegie Mellon University, Pittsburgh, PA. The Intelligent Software Agents Lab, The Robotics Institute; January 2001 – August 2005.

Instructor, Carnegie Mellon University, Pittsburgh, PA. English Department; 1997 – 2005.

Instructor, Case Western Reserve University (CWRU), Cleveland, OH. English Department; 1994 – 1997.

Previous Career in Advertising and Broadcasting, 1983-1993.

“Reading Around the Kids” in Constance Coiner 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.

<https://drive.google.com/file/d/0BwgNV1aQVE74Y1BKcnpvdHBBaDA/view?usp=sharing>

Book Reviews

“A Category in Contention.” Review of *Victorian Scientific Naturalism: Community, Identity, Continuity*, G. Dawson, B. Lightman, eds. University of Chicago, 2014. *Endeavor* 39.1 (March 2015): 3.

<https://drive.google.com/file/d/0BwgNV1aQVE74bUFIMnZ4Tm91NDQ/view?usp=sharing>

“Naturally Scientific.” Review of *The Age of Scientific Naturalism Tyndall and His Contemporaries*, Bernard Lightman and Michael S. Reidy, eds. Pickering & Chatto, 2014. *Endeavour* 38.3-4 (September-December 2014): 151-52.

<https://drive.google.com/file/d/0BwgNV1aQVE74LWVpSzYwMzNKREE/view>

“Local Histories, Broader Implications.” Review of *Local Histories: Reading the Archives of Composition*, Patricia Donahue and Gretchen Flesher Moon, eds. *College Composition and Communication*. 60.2 (December 2008): W53-57.

<https://drive.google.com/file/d/0BwgNV1aQVE74V0V50XhUb1hZR00/view?usp=sharing>

“The Beat Generation Meets The E-Generation.” Review of *Orpheus Emerged* by Jack Kerouac, *Pittsburgh Post-Gazette*, Sunday. 11 February 2001.

<https://drive.google.com/file/d/0BwgNV1aQVE74UG1meGhsSUdyZjQ/view?usp=sharing>

“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, 24 August 1997.

<https://drive.google.com/file/d/0BwgNV1aQVE74ejhFNn1IMGRDX28/view?usp=sharing>

“Milton Finds and Loses Paradise in the New World.” Review of *Milton In America* by Peter Ackroyd, *Pittsburgh Post-Gazette*. Sunday, 13 July 1997.

<https://drive.google.com/file/d/0BwgNV1aQVE74aURRQjd2OTITRUK/view?usp=sharing>

“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.

<https://drive.google.com/file/d/0BwgNV1aQVE74ZDI0X0NIbXRCTW8/view?usp=sharing>

Web Only

“(Re)Secularizing the University.” *American Conservative*. 14 March 2017.

<http://www.theamericanconservative.com/articles/resecularizing-the-university/>

“Trigger Warnings, Safe Spaces, Bias Reporting: The New Micro-techniques of Surveillance and Control.” *CLG News*. 12 September 2016. <http://www.legitgov.org/Trigger-Warnings-Safe->

[Spaces-Bias-Reporting-New-Micro-techniques-Surveillance-and-Control](#)

“The Singularity and Socialism.” *Institute for Ethics and Emerging Technology*. 9 October 2013. Republished from *Insurgent Notes: Journal of Communist Theory and Practice*. <http://insurgentnotes.com/2013/10/the-singularity-and-socialism/>.

“Postmodernism, the Academic Left, and the Crisis of Capitalism.” *Insurgent Notes: Journal of Communist Theory and Practice*. 11 March 2013. <http://insurgentnotes.com/2013/03/postmodernism-the-academic-left-and-the-crisis-of-capitalism/>

“Darwin's Ancestors: The Evolution of Evolution.” *The Victorian Web*. December 2008. <http://www.victorianweb.org/science/darwin/rectenwald.html>

“The Construction and Deconstruction of Science in *Middlemarch*.” *The Victorian Web*. December 2008. <http://www.victorianweb.org/authors/eliot/middlemarch/rectenwald2.html>.

Popular and Creative

“Here’s what happened when I challenged the PC campus culture at NYU.” *Washington Post*. 3 November 2016. https://www.washingtonpost.com/posteverything/wp/2016/11/03/campus-pc-culture-is-so-rampant-that-nyu-is-paying-to-silence-me/?utm_term=.c4004fd1eec6

“Degas’s Wax Horses” and “Stolen Lines.” *Former People: A Journal of Bangs and Whimpers*. 28 February 2014. <https://formerpeople.wordpress.com/2014/02/28/two-poems-14/>

“Launching Pad.” *Ductsorg RSS*. N.p., Issue 31. 01 June 2013. <http://www.ducts.org/content/fiction/launching-pad/>

Breach: Collected Poems. Apogee Publishing, 2013. <http://www.amazon.com/Breach-Collected-Poems-Michael-Rectenwald/dp/1482504375>

The Thief and other Stories. Apogee Publishing, 2013. http://www.amazon.com/Thief-other-Stories-Michael-Rectenwald/dp/1481181319/ref=sr_1_4?ie=UTF8&qid=1450291995&sr=8-4&keywords=The+thief+and+other+stories

“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. <https://drive.google.com/file/d/0BwgNV1aQVE74Y3BjeFJ0STZvLUE/view?usp=sharing>

“Launching Pad.” *Lip Mechanics* (1995).

The Eros of the Baby Boom Eras. Bethesda, MD: Apogee Books, 1991 (Poetry). http://www.amazon.com/eros-baby-boom-other-poems/dp/0962884200/ref=sr_1_1_twi_unk_1?s=books&ie=UTF8&qid=1450292285&sr=1-

[1&keywords=the+eros+of+the+baby+boom+eras](#)

“The Eros of the Baby Boom Eras.” *The New York Quarterly* 44, 1990.
<http://nyq.org/issues/?id=44> www.cs.cmu.edu/%7Emdr2/eroseras.PDF

Poems appeared in *Pig Iron Press* 13 (1987).

Selected Interviews and Press Coverage

Numerous appearances, interviews, and media coverage including on Fox News, Fox Business News, MSNBC TV, *The Washington Post*, *The Wall Street Journal*, *The New York Post*, *The Washington Times*, *The Chronicle of Higher Education*, *Inside Higher Ed.*, *Slate*, *Campus Reform*, *Heat Street*, *New York Magazine*, *PoliZette*, *Breitbart News*, *CounterPunch*, and many more.

“19th-Century British Secularism: Diving into *Nineteenth-Century British Secularism: Science, Religion and Literature*.” Professor Buzzkill. 26 January 2016. <http://professorbuzzkill.com/32277-2/>

“Three Books, One Year.” *Carnegie Mellon University Department of English Alumni News*. 28 September 2015. <http://www.cmu.edu/hss/english/alumni/alumni-news/2015/michael-rectenwald-lcs.html>

“A Dangerous Minds exclusive: Previously unpublished interview with Allen Ginsberg.” *Dangerous Minds*. 2 March 2015.
http://dangerousminds.net/comments/previously_unpublished_interview_with_allen_ginsberg

“Interview with Michael Rectenwald on Secularity, Singularity, and the Left.” *Symptomatic Redness*. 31 December 2014. <http://directory.libsyn.com/episode/index/id/3268867>

“Rectenwald Interview.” *CWRU Department of English: The Annex*. Summer 2013.
<https://sites.google.com/a/case.edu/department-of-english-the-annex/alumni/rectenwald-interview>

“Interview with Michael Rectenwald, Ph.D.” *Perspectives with Barry Shainbaum*. 4 December 2011. <http://www.podcastchart.com/podcasts/perspectives-with-barry-shainbaum/episodes/interview-with-michael-rectenwald-ph-d>

Technical Publications

Rectenwald, M., 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.

Rectenwald, M., 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 4 Guide.” Tech. report CMU-RI-TR-04-56, Robotics Institute, Carnegie Mellon University, October 2004.

Rectenwald, M., 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.

Rectenwald, M., 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.

Rectenwald, M., R. Singh, J.A. Giampapa, S. Esch, 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.

Katia Sycara, Joseph Andrew Giampapa, and Michael Rectenwald. “Effective Coordination of Multiple Intelligent Agents for Command and Control.” Tech. report AFRL-IF-RS-TR-2003-218, Robotics Institute, Carnegie Mellon University, September 2003.

AWARDS, GRANTS AND HONORS

New York University Center for the Humanities Research Grant, fall 2015 (\$1,000).

Research Challenge Grant, fall 2014 (\$6,000).

Research Challenge Grant, summer 2012 (\$6,000).

NYU Curricular Development Challenge Fund Grant, summer 2011 (\$5,000).

Technology Academy Grant, summer 2011 (\$5,000).

Research Challenge Grant, summer 2010 (\$5,000).

NYU Curricular Development Challenge Fund Grant, Principal Investigator, summer 2009 (\$5,000).

Dean’s Commendation for Teaching Ratings, fall 2009, spring 2010, fall 2010, spring 2012.

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

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

CONFERENCES ORGANIZED

Global Secularisms: Conference of the Global Liberal Studies Program, New York University, New York, NY. November 2013.

CONFERENCE PRESENTATIONS

“Secularism and Modern Secularity,” *Oxford Symposium on Religious Studies*, Oxford University, Oxford, UK, March 14-16, 2016.

“Secularism as Modern Secularity,” *Victorian Modernities*, School of English, University of University of Kent, Kent, UK, June 25-27, 2015.

“Secular Cooperation in England and the Americas,” *Nonreligion and Secularity Research Network 3rd International Conference: Explaining Nonreligion and Secularity in the U.S. and Beyond*, Pitzer College, Claremont, CA, November 19-20, 2014.

“Dickens and the Environment,” Panel Chair, *Modern Languages Association*, Chicago, IL, January 2014.

“Is a Post-Secular Science Possible?” Plenary Speaker, *Global Secularisms: Conference of the Global Liberal Studies Program*, New York University, New York, NY. November 2013.

“‘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*, Case Western Reserve University, 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*, Temple University, Philadelphia, PA, April 1995.

COURSES DESIGNED AND TAUGHT

Writing I: Academic Writing, Real World Topics: This course provides students with an introduction to the diversity, complexity and connectedness of writing in higher education today, serving as an introduction to academic writing and also as an introduction to the academic world itself (NYU).

Writing II: Writing and the Network: This Global Liberal Studies pilot writing course investigates writing praxis and theory in the context of new technologies, in particular as situated within interactive networks like the Internet (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 (Duke, NYU).

Global Secularisms is an interdisciplinary course drawing from the fields of anthropology, history, philosophy, political science, religious studies, secularity studies and sociology. The central questions that the class will address are the following: What is secularism? How and why did it develop? What are the implications of secularity? What are the interactions between secularity and religiosity? What is the state of secularism globally and what are its prospects? (NYU).

Cultural Foundations III: Enlightenment and Its Discontents: 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, Post-colonialism, and Postmodernism (NYU).

Science, Technology and Society: This course explores the discourse of science studies, including sociological, philosophical, rhetorical, cultural, feminist and other studies of science, as well as responses to such studies (CMU, NCCU, NYU).

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, NYU).

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).

Nineteenth Century Literary and Cultural Studies: The Condition of England Question: This course focuses on the “Condition of England Question”—the discourse regarding the condition of the working classes during great social, economic, and political upheavals following the Napoleonic wars and before the halcyon days of mid-Victorianism (CMU, NYU).

Graduate and Undergraduate Seminars, The Dickens Project, The University of California, Santa Cruz, CA, 2009 - 2013 (University of California, Santa Cruz).

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).

‘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).

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

COMMITTEE WORK AND SERVICE ROLES

2015 – 2016: Chair, Job Search Committee, Writing hire; Invited Participant, Postdoctoral Pedagogy Workshop on Digital Technology.

2014 – 2015: Postdoctoral Fellowship Committee; Leave of Absence, spring 2015.

2013 – 2014: Member, Joint Committee of NYU Stakeholders (University-wide committee that meets with the Board of Directors several times per year to discuss matters of importance to the faculty and students at NYU); Chair, Science Technology and Society (STS) Concentration; Member, program-wide curriculum committees; Chair, originator, and organizer, “Global Secularisms Conference,” first GLS international conference; Founder, Editor-in-Chief, Global Liberal Studies News and Commentary (glsnc.org); Member, ePortfolio Committee; Member, subcommittee for drafting guidelines for writing courses (Advanced Writing Studio and Global Writing Seminar); Member, Hiring Committee (Science hire); Member, Post-Doctoral Fellowship Sub-committee.

2012 – 2013: Chair, Conference Steering Committee. Global Secularisms Conference:

Originated and chair the committee for the first international academic conference hosted by GLS; Editor, GLS News and Commentary (glsnc.org); Concentration Chair, Science Technology and Society (STS); Member, program-wide curriculum committees; GLS E-Portfolio Committee; Co-leader, “The Digital Age:” Technology and Pedagogy Workshop Series; Faculty Development Seminar: “Web 2.0 and the Classroom;” LS Research Challenge Awards Grant Awarding Committee; GLS Writing Curriculum Guidelines Subcommittee.

2011 – 2012: Keynote Speaker, NYU Admitted Students Day; Writing Sequence Task-Force Member; Technology Assessment Subcommittee Member; Invited Discussion Leader: New Faculty Orientation Lunch on “Technology and Teaching;” Mentor for new adjunct faculty members; Secretary of Faculty Assembly, fall.

2010 – 2011: NYU-London Faculty Mentor, Student Government Organization; Mentor of new faculty members, NYU-London; Subcommittee for Revising Writing Course Guidelines; Pilot teacher and evaluator of a new GLS one-semester writing course.

2009 – 2010: Writing Curriculum Sub-Committee Member; Development of CF-III; Keynote Speaker, NYU Admitted Students Day; Global Liberal Studies (GLS) Pilot Faculty Committee Member; New Faculty Mentor; Internship Director; Technology Assessment Subcommittee Member; Invited Discussion Leader: New FT Faculty Orientation Lunch on “Technology and Teaching.”

2008 – 2009: Darwin Colloquium Web Module Contributor and Round-Table Moderator; Global Liberal Studies (GLS) Pilot Faculty Committee Member; Keynote Speaker, NYU Admitted Students Day; Writing Sequence Task-Force Member; Digital Assignments Committee for the Liberal Studies Spring Symposium; Contributing Faculty Member, Realizing Global Education, a Summer Practicum.

PROFESSIONAL AFFILIATIONS AND ACTIVITIES

Associate Editor, *International Journal of Agnosticism*.

Peer Reviewer, Routledge books, Politics and International Relations Division.

Peer Reviewer, *Journal of Religious History*.

Peer Reviewer, *Configurations*, The John Hopkins University Press.

REFERENCES

Jon Klancher, Professor of English and Director, Literary and Cultural Studies Program, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213, jk2@andrew.cmu.edu 412-251-3593.

George Levine, Professor Emeritus of English, Rutgers University, Graduate Program of Literatures in English, Rutgers, the State University of New Jersey, 510 George Street

New Brunswick, NJ 08901-1167, georlevine@gmail.com, 732-872-8965.

Nancy Henry, Distinguished Professor in the Humanities and Professor, Department of English,
The University of Tennessee, Knoxville, Knoxville, Tennessee 37996, nhenry3@utk.edu.