

Thomas Hugh Crawford
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School of Literature, Communication, and Culture
Georgia Institute of Technology
Atlanta, GA 30332-0165

I. EARNED DEGREES:

Ph.D. 1988, Duke University, American Literature
MA. 1979, Claremont Graduate University, English and American Literature
BA. 1978, Virginia Military Institute, Honors in American Literature

II. EMPLOYMENT:

Associate Professor, Georgia Institute of Technology, 1996-present
Full Professor, Virginia Military Institute, 1996
Associate Professor, Virginia Military Institute, 1992-1996
Assistant Professor, Virginia Military Institute, 1987-1992
Instructor, Virginia Military Institute, 1986-1987
Graduate Instructor, Duke University, 1981-1985

III. SCHOLARSHIP:

A. PUBLISHED BOOKS AND CHAPTERS OF BOOKS:

Modernism, Medicine, and William Carlos Williams. Norman, OK: University of Oklahoma Press, 1993 (paperback edition, 1995).
“The Paterson Plateau: Deleuze, Guattari, and William Carlos Williams,” *Deleuze and Literature*, eds. Ian Buchanan and John Marks (Edinburg: University of Edinburg Press, 2001), 55-79.

B. SELECTED REFEREED PUBLICATIONS

"Minor houses/Minor Architecture" *Artificial Intelligence and Society* (forthcoming 2010).
"Williams and the Bomb: The Great Destroyer or the Magic Bullet" *William Carlos Williams Review* 25.1 (Spring 2005): 27-42.
“Glowing Dishes: Marie Curie, Radium, and Hollywood,” *Biography* 23.1 (2000): 71-89.
“Conducting Technologies: Paul Virilio’s and Bruno Latour’s Philosophy of the Present State,” *Angelaki* 4.2 (Fall, 1999): 171-181.
“Visual Knowledge in Medicine and Popular Film,” *Literature and Medicine* 17.1 (Spring 1998): 24-44.
PMLA 111.1 (January 1996): 66-79.
“Images of Authority, Strategies of Control: Cooper, Weems, and George Washington,” *South Central Review* 11.1 (Spring 1994): 61-74.

C. OTHER RECENT PUBLICATIONS:

"Modernism" *Routledge Companion to Literature and Science*. (forthcoming, 2010).

D. RECENT CONFERENCE PRESENTATIONS

Respondent, Object Oriented Ontology Symposium, Georgia Institute of Technology, 2010.

“Thinking with Trees: Idiots, Assemblages, and Cosmopolitics” Society for Literature, Science, and the Arts, Atlanta, GA. November 2009.
“Whitehead’s Hands, Deleuze and Guattari’s Hammers” SLSA Convention, November, 2008
“The Hammer,” Symposium on Dwelling Machines, Georgia Institute of Technology, 2008.
“DIY AI: the Ontology of Sentience, the Concrescence of Sapience” Society for Literature, Science, and the Arts, Portland, ME November 2007.
“Huts, Hammers, and Heidegger,” We Have Never Been Pre-Disciplinary, Georgia Institute of Technology, College of Architecture, December, 2007.
“Whitehead, Bono, Latour” Whitehead Today SUNY Buffalo, April 2006.
Respondent, “Shifting Politics. Politics of Technology” – The Times They Are A-Changin’ Groningen, April 2006.
“Becoming-Whale: Deleuze, Melville, and Dwelling Studies ” 4th European Biannual Conference of the Society for Science, Literature, and the Arts, Amsterdam, June 2006.

IV. SERVICE

Editor, *Configurations*, a journal of science, technology and culture published by the Johns Hopkins University Press. 1997-2010.
President, The Society for Literature and Science and the Arts (SLSA)
Chair, MLA Division Committee on Literature and Science
Member, MLA Delegate Assembly
Program Chair and Conference Organizer, SLS 2000 (Atlanta, Fall, 2000)
Program Committee, SLS Europe, Brussels (2000); Aarhus, Denmark (2002).
Evaluator, National Science Foundation Project Grants
Ph.D. Committee, Helen Burgess, University of West Virginia
Reader for Stanford University Press, Harvard University Press, University of Oklahoma Press, Catholic University Press, University of Edinburg Press,
Mosaic, Literature and Medicine, Cultural Studies, William Carlos Williams Review, Angelaki, Social Semiotics.

V. SELECTED CAMPUS SERVICE

Chair, Dean’s Search Committee for Chair of the School of Literature, Communication and Culture
Chair and member, LCC Search Committees, 1997-2005
Chair, LCC Executive Committee, 1998-9
Member, Student Honor Committee, 2010-present.
Member, Science, Technology, and Culture Curriculum Steering Committee

VI. HONORS AND AWARDS

Georgia Tech Don Bratcher Award for Human Relations 2008
Georgia Tech President’s Scholar Parent’s Council Teaching Award, 2006, 2007
Georgia Youth Soccer Association Parent of the Year, 2006
Matthew Fontaine Maury Research Award (VMI), 1995
Distinguished Teaching Award (VMI Senior Faculty), 1993
Thomas Jefferson Teaching Award (VMI Junior Faculty), 1988

Thomas Hugh Crawford-- Teaching and Learning Philosophy

"on-the-fly adaptability, service learning, and material practice"

I am happy to have this opportunity to look back and reflect on my own sense of teaching and learning, and how it has evolved over the almost thirty years I have been at it. Like most teachers, in my early years I saw teaching as transferring to students a fairly specific form of knowledge and a relatively narrow skill set—reading, writing, and critical thinking. Of course I still value those forms of knowledge and the attainment of certain critical skills, but, in keeping with transformations in society and pedagogy over the past decades, I now find myself focusing more on the notion of learning. In a sense, teaching is the easy part: here it is, good students, take it. Understanding learning or devising effective learning strategies is the hard part, but it is also where all the action is.

All of my academic career has been in English departments, teaching literature, composition, and a good bit of philosophy and cultural history. I have also spent that career in engineering institutions. Many scholars in the liberal arts might view that as a less-than-ideal teaching situation, seeing the practical and hard-headed needs of the engineer as not easily accommodating the often extended contemplation demanded by literature and philosophy. I feel it is fundamental to address the challenge of teaching pragmatically (a word whose root meaning is “thing”); it is a need that must be met for students in all disciplines. We need to be questioning long-held assumptions on practical grounds, and building in the pedagogical flexibility necessary to engage each and every student.

I always felt I was doing a fairly good job in the classroom. Students were enthusiastic, usually developed interesting the research topics, and generally engaged with the material we discussed in class, and I regularly received support and commendation for my efforts. My turning moment came about four years ago. I was teaching the inaugural class of Georgia Tech Honors Program students in a freshman composition class. In composition, I usually try to choose a topic and methodology that makes the familiar a little unfamiliar (Freshmen essays are usually much better when the students have some enthusiasm for the material). In that class we were studying “Knowledge Spaces,” places where people think and learn. This is a great topic for first-year students as they are acutely aware of their new surroundings, and, in this case, they all shared the same dormitory. Georgia Tech had just renovated part of its library, developing an open and flexible study/presentation space along with a new coffee shop. One student attended the dedication, and chose to write on the novelty of the space in the middle of a traditional library. After reading her paper, I found myself going to see the space and recognizing that the Library East Commons was the material instantiation of the questions the course was designed to ask. We were about two-thirds through the semester, and I walked into the class the next day, read out the paper and asked if they wanted to make a documentary film. Of course I got an enthusiastic yes, and I suddenly found myself in a completely different pedagogical arena. Classes ceased being all about me leading a discussion regarding the nuances of a particular essay and instead became production meetings where we determined needs, identified specific research topics, and plotted out how to attain the skills and equipment necessary to accomplish the task.

This was my first real taste of what is a modified version of “problem-based learning,” a pedagogical strategy used effectively in a number of disciplines, but not often deployed in the English class. To me, the key is a well-articulated problem (which we had, thanks to a

remarkable student essay), but more important, and I think the hallmark of such an approach is an “on-the-fly adaptability,” something hard to do for those steeped in traditional liberal arts pedagogy. As I reflect on this methodology, I think I know how I came to it. As part of my own “service learning,” I coordinate a TOPSoccer program in my local community. There we take athletes with a broad range of physical, mental, and emotional disabilities, and every Sunday afternoon, with a group of remarkable volunteers, we play soccer, the beautiful game (and it is never more beautiful than with these kids). I attended a number of coaching courses and clinics in order to learn how best to work with disabled players (and learned many useful strategies), but when we are there, boots on the ground, it is clear that each child needs something different. Some need to learn how to dribble, pass, and shoot, while others need simpler challenges. Instead of teaching, we learned to focus on learning. What TOPS kids taught me is on-the-fly adaptability, the need to keep learning goals in mind, but with a willingness to explore with the learners multiple ways of getting there. That lesson has informed my teaching ever since.

Much time is spent in classrooms trying to get students to understand specific abstract concepts, and of course that form of pedagogy is important and valuable. I have often had seminars with small groups of students where we wrestle the entire semester with a single difficult philosophical text, but I have also come to recognize that there are other forms of engagement, ones that need to be embraced and supported by higher education in spite of the obstacles presented. Helping students understand the importance of community engagement, particularly through service learning, is an important part in their developing citizenship. With that in mind, I have tried devise ways where community engagement is not simply an add-on to a class but is instead a fundamental part of the learning.

Given my scholarly interests in questions of built space, the environment, embodiment, and material practice, I have looked for opportunities to devise pedagogical situations for students to engage in service learning around such issues as housing/homelessness and the environment and issues regarding disability and accessibility. Not long after Katrina, I worked with a colleague in an environmentalism class and was able to take his students to Jackson Mississippi for a large Habitat for Humanity build, which resulted in constructing six houses and the students producing essays, films and music about the work. This was followed later by the Mad Houser project (described in more detail in the "teaching efficacy" part of this dossier). There the students helped build homeless shelters while at the same time researched homelessness in Atlanta, various proposals to ameliorate the problem, and studied a number of innovative housing designs. They learned to set up and conduct interviews, edit archival material, produce audio and video, and coordinate with various public information organizations. In addition, some began an ongoing relationship with a number of organizations for the homeless in Atlanta, and continue to exploit opportunities to teach others about what they have learned.

My most recent course explicitly designed to focus on service learning was a class on Disability Studies. There I gave some basic guidelines but then asked the students to design their syllabus. What followed was a remarkable two weeks where they all rapidly developed a sense of the incredible range of the field and then negotiated with each other regarding areas of concentration. From the beginning I made it clear that the service component--the work each was to do with members of the disabled community--was a part of the pedagogical project and not merely an extra activity. Such an approach presents some course design difficulties, as each project must be folded both into the service work and also the larger intellectual project of the class. Here again, on-the-fly flexibility is the best approach as the integration of each individual project demands constant invention.

The third concern that informs my pedagogy is an insistence that we understand the materiality of knowledge and the material circumstances of learning. Again, in part this is related to having spent a career in engineering institutions where the focus of most students is on the capabilities of things, on designing material assemblages that function in the world. Often those studying literature and philosophy lose sight of the fundamental importance of material circumstances, even in the study of what seems airy abstraction. There has developed in the past decade a fairly extensive corpus of writing --sociological, philosophical, and popular--on the complex relationship between what we (in the academy) generally distinguish as knowledge work and simple craft or skill. Of course this is not the place to work through the intricacies of these arguments. I would simply note that in a broad range of disciplines (most notably in cognitive science), the question of the relation between abstract knowledge, skill, and materiality has emerged as both fundamental and profound. That question has informed much of my research and my teaching in the past years, and I have learned how important it is to press such a question in any class, from freshman composition up to a senior seminar. I still remember the dismay expressed by my students in a course on postmodernism when I required that they write out their research papers in pencil. Part of the course was an examination about how different media form possibilities of both thought and expression. As they had grown up the computer era, I knew that none of them had ever written any extended work by hand. Of course they complained, but, later, a good number stopped by to discuss exactly how the medium informed their thinking.

In a number of courses I have attempted to bring specific materiality and understanding of skill into the intellectual project of the class. All the way from a rather notorious class where my roll book was a 6x6 beam and the students had to hammer a nail beside their name to indicate their presence, to a course on process philosophy where they had to engage in a material practice that required following (and critiquing) directions. There I had people following recipes, assembling furniture, and even building boats. My most recent effort to draw together directly the material and the abstract was an Honors Seminar also detailed in the teaching efficacy section, where we studied Henry David Thoreau, philosophy and cognitive science on skill acquisition, timber-framing manuals, and in close detail, the grain and heft of wood--specifically the trees we felled and squared with hand-tools in order to build the frame of Thoreau's house in the same manner as he did. It was not clear to me from the beginning exactly what of note we would learn. I set the course up as a problem for the students: they needed to build the timber frame with nineteenth-century tools, to make a film documentary of their work, and to disseminate their findings on a regular basis. Then I turned them loose. They self-organized, determined what they needed to learn and when they needed to disseminate. They designed the house (Thoreau left no clear plans), and they designed the course. All in all, it was a pretty remarkable experience, and it was the embodiment of the pedagogical principles articulated above. Of necessity, we needed on-the-fly flexibility. After all, we had to deal with weather, injury, recalcitrant timbers, and very sharp axes. All along we kept our focus on service learning, trying to devise ways for the structure and what we learned building it to be accessible and helpful to k-12 classes (we already have had some success with Skyped distance learning, and plan to distribute the documentary widely). Finally, and for this project, most importantly, was the understanding we developed regarding the relationship between Thoreau, his work, and nineteenth-century material practices. To put it simply, the Thoreau we all came to admire was a lot different from the Thoreau most students study. He was not (just) a somewhat eccentric transcendentalist; he was also someone very much engaged in a minute and complex practical

understanding of his material environment. As luck would have it, that is precisely what my students learned to be. (See www.thoreauhouse.org for more information.)

A drawback to this philosophy of learning is the regular question I continue to get: so what are you going to do next? That used to give me pause. I did not want to be the professor of novelty items, but at the same time, I fully recognized the pedagogical value of such innovation. Over the past couple of semesters, I have learned that such anxiety is not warranted. All we have to do is listen to the students, try to create understanding and opportunities for exploration of problems, and they will do the rest. You just have to learn along with them.

Hugh Crawford

Thomas Hugh Crawford Teaching Effectiveness:

Part 1 Anecdotes of Service Learning

Part 2 Short Descriptions of Recent Seminars

Part 1 Anecdotes of Service Learning

I teach literature and cultural studies, so I cannot demonstrate my teaching effectiveness by listing out the number of students from my lab I have placed in grad school. Of course a number of STaC (Science, Technology and Culture) students I have mentored have gone on to careers in education, law and medicine. However much of my teaching is directed toward a larger student population. In my work in the Georgia Tech Honors program my students come from a broad range of majors, so quantitatively, it is nearly impossible to measure effectiveness. The one raw number I can offer from course evaluations over the past five years (21 courses) is the answer to the question ranking teaching effectiveness: 4.766 out of a possible 5.0. In addition to my regular teaching load, I have participated in study-abroad programs (Oxford, 2004 and 2007, New Zealand, 2006 and 2009, Karlskrona, Sweden, 2006, and, this summer, China), and in the past three years I have conducted seven independent studies and directed four senior theses. So, much as I would like to take credit for a recently graduated student who took three classes from me and served as a course assistant in another, and who was just admitted to the University of Pennsylvania's MD/Ph.D. Program, I can just take satisfaction in knowing how much she deserved it. Given that much of my recent teaching has been focused on problem-based and service learning, I would rather point to the work of some students who exemplify the ideals of such an approach, emphasizing how privileged I have been to work with such students, rather than taking them as example of my own success.

Two specific course examples: several years ago I taught an Honors Freshman Composition class where the intellectual content was "dwelling spaces." I used an anthology of essays drawing on architecture, literature, philosophy, and environmentalism. As there was an essay about the Atlanta-based Mad Housers (a group of activists for the homeless), I assigned it early and when I asked the students what they thought of it, the immediate response was "can we build one?" To make a long story short, they soon found themselves ransacking the library for theses written by the Georgia Tech Architecture graduate students who founded the Mad Housers. They found and interviewed past participants and clients, built their own Mad Houser house and put it on display first on the Georgia Tech Skiles walkway, the library, then in front of the architecture building, and finally it became the dwelling of a homeless Atlantan. In addition to the house, the students produced film documentaries, drawings and texts, as well as sound recordings. Several remained in contact with the charitable group, one taking on a leadership position. They have gone on a number of builds and have organized Georgia Tech students in their "days of engagement" to help out this organization. I point to this instance as an example of teaching effectiveness because the project brought out precisely the goals I most cherish: the students were engaged and enthusiastic; they made contact with their community; they developed an understanding of the history and context of their community; they self-organized, developing the skills necessary to push all parts of the project through; and they learned to work with each other and with technology to define and accomplish goals. And there was the added benefit that they became both aware of and experts about a chronic social problem literally in their own back yard.

Example two: This was an upper-level seminar entitled “Disability Studies” that had two primary goals: to develop a broad understanding of the label “disabled” and how it functions in our society, and to spend some time doing hands-on service learning in the Disabled community. I came to this topic because (as the course descriptions below will demonstrate), my pedagogy has often focused on knowledge and embodiment. As you can imagine, the students enrolled were self-selecting, many already had considerable community service credentials. So this seminar did not, by itself, produce a cadre of people working with the disabled, but a few of their stories are instructive. One who recently graduated is working with her uncle to start a disabilities soccer program in Loganville, GA. Another credits her work with the disabled as having led her to studying the use of technology in education and who now is starting her career in the Teach For America program (two members of this class were selected for this highly competitive program). A third has just become the volunteer coordinator for Children's Healthcare of Atlanta (Egleston Campus). And another's work with at-risk children in the course led to a study of gender and homelessness in Atlanta (her undergraduate thesis which I directed). This led to an offer of an Americorps position in Atlanta working with the homeless.

Part 2: Short Descriptions of Recent Seminars

These course descriptions should give some idea about the trajectory of my upper-level teaching in recent years, showing an intellectual and pedagogical continuity, even as I have approached different perspectives on questions concerning knowledge, skill, embodiment, dwelling, and material practices.

Honors LCC 2823 HP Fall 2009: The Thoreau House Project—Hugh Crawford, LCC: to build a full-scale version of Thoreau's hut with the materials, tools and the practices he could or would have used.

The Course: an upper-level Honors seminar with approximately 12-15 students, each of whom will bring different skills, and, of course, each of whom will acquire new ones.

Goals:

- 1) To develop a critical, technical, and historical understanding of the task Thoreau set himself—to build by hand his own home.
- 2) To develop an understanding of the 19th century discourse surrounding country architecture, gardening, etc. in relation to the construction of a “rural retreat.”
- 3) To develop an understanding of and skill in the use of the tools necessary for such a practice.
- 4) To examine various concepts of hands-on learning: to explore in detail the relationship between tools, hands, mind, and understanding as articulated by Thoreau and related texts.

Take-aways:

- 1) A full-scale, historically accurate timber framed Thoreau House.
- 2) Detailed video documentaries of the Hut Build, from felling the trees to raising the frame, with an eye toward entering in a number of film festivals.
- 3) A collection of digitally based web resources detailing the material and technological practices of 19th century building as they relate to constructing Thoreau's hut.

- 4) An installation that will eventually serve as an educational resource for the greater Atlanta community: a place where visitors can learn about Thoreau, but also about 19th century tools, wood and building practices.
- 5) A series of public presentations in the GT library, Atlanta Pecha Kucha, and the annual conventions of the Society for Literature, Science, and the Arts, and the American Literature Association.

Process:

- 1) All students will follow a regular course of study—reading Thoreau and other critics, “cognition and tool use” texts, historical background, etc.
- 2) Students will be divided into teams working on different specific elements including videography and editing, web presence, historical background, and build teams.
- 3) Build: Field Trip to tree farm: cut and transport necessary timbers. Woodwright’s Shop seminar featuring instruction in tool use and woodworking necessary to complete tasks—including hewing and squaring timbers, joining major members (mortise and tenon), using froe to split shingles for roof and siding.

Thoreau: *Walden* and related essays on natural history, and pertinent Thoreau scholarship
Historical Background on “rural retreats”: W. Barksdale Maynard, Andrew Jackson Downing

Woodworking Techniques: Alex Bealer, David Pye, Roy Underhill

Materials: George Sturt, Eric Sloane, Evelyn (*Sylva*)

Handwork, Cognition, Knowledge: Matthew Crawford, Charles Keller, Douglas Harper, Andy Clark, Shaun Gallagher

Philosophical Background: Emerson, Heidegger, Dreyfus

Contemporary Example: Michael Pollan *A Place of My Own*

LCC-3833 HP Fall 2008 Disability Studies: Literature, Film, and Service Learning

This Honors Seminar is designed to provide an introduction to the field of Disability Studies through examining theoretical texts, literature and film, and through service learning opportunities. In addition to class discussion, students will present two background lectures and will produce and present a seminar project. On consultation with me, each student will arrange to work directly with members of the disabled community, work that will provide the basis for his or her seminar project.

LCC 4100P STAC Seminar Fall 2007 "DIY: Process, Practice, and Knowledge Production"

This seminar will draw together a range of intellectual traditions to begin to understand the emergence of knowledge through material, technical and intellectual practices. It will take as its starting point the philosophy of Alfred North Whitehead, particularly his *Process and Reality* (and as his work is rearticulated by Gilles Deleuze). We will then examine literary texts, studies in cognitive science, and a range of how-to manuals. The goal is to see how knowledge unfolds through material interaction and to develop a critical perspective on the sorts of tacit knowledge presupposed by instructions and the various forms of practice already embedded in the range of tools and technologies available to perform specific tasks. Some of the authors we will examine include Richard Powers (his novel *Galatea 2.2*), Andre Leroi-Gourhan, the cognitive science of Francisco Varela and Edwin Hutchins, as well as a range of how-to manuals (and

anthropological studies) such as George Sturt, Roy Underhill, Keller and Keller, etc. Everyone will get to make something.

LCC 4100N STAC Seminar Fall 2005 "Cognition and Tool Use"

This seminar will draw together a range of intellectual traditions to begin to develop an understanding of the complex relations between cognition, tool use, and epistemology. These traditions include phenomenology, philosophy, anthropology, and cognitive science. The approach to the seminar question will be through traditional tools and cognitive practices, so we will spend part of the semester examining questions of "simple" tool use-- e.g., woodworking, and stone work. The goal is not to develop competency in these practices (something far beyond the limitations of a semester-long seminar), but instead to develop a critical perspective and understanding of the relations between tool-practice and knowledge. The goal is that such a perspective will enhance our understanding of knowledge practices in more complex (e.g., networked digital) technological systems.

LCC 4100 STAC Seminar Spring 2003 "Building, Dwelling, Thinking: Literature, Phenomenology and Built Space"

Developments in information technology, cognitive science, and philosophy over the past few decades have foregrounded thinking as abstract information processing . This move tends to characterize knowledge as a product of progressive disembodiment and increasing abstraction. In light of this drift, it is increasingly clear that the question Martin Heidegger posed some years ago regarding the relation between dwelling and thinking needs careful re-consideration and expansion. In some ways, it is **the** philosophical question of the new century. This seminar will begin a tentative exploration of that question: what does it mean to build a space (physical or virtual), and what exactly is the relationship between those spaces and the processes of dwelling/thinking? We will read a number of texts from philosophy, phenomenology, cognitive science, architecture theory, and literature, and each participant will produce a significant seminar project.

LCC 4100N STAC Seminar Spring 2002 "The Epistemology of the Hammer in the Age of Information"

Current discussions of the "Digital Age" often focus on interactivity as the defining characteristic of so-called "smart" technologies. While such notions are useful for journalistic examinations of our era, they are usually the result of an ahistorical and impoverished philosophy of technology. This seminar will examine simple tools as information technologies, attempting to come to a more complex, and I hope, richer understanding of technological practices and our constitution of knowledge. Readings will be wide and varied, including texts in metallurgy, philosophy, history, literature, and cognitive science. Some authors to be discussed include Felix Guattari, Martin Heidegger, Agricola, Humberto Maturana, Verena Conley, Edwin Hutchins, Francisco Varela, Herman Melville, H. D. Thoreau, George Sturt, Richard Powers, Keller & Keller, and Lucretius.

May 14, 2010

Dr. Gary Schuster
Provost
Georgia Institute of Technology

Dear Dr. Schuster,

I am very pleased to nominate Dr. Hugh Crawford, an associate professor in Georgia Tech's School of Literature, Communication, and Culture (LCC), for the Board of Regents Teaching Excellence Award. I know Hugh and his work well enough to be convinced that he has achieved exactly the sort of personal and professional profile that this award was created to honor. It would be hard for me to imagine a better candidate for an award that recognizes excellence and imagination in the classroom.

I once asked a student I know well what courses he'd be taking in the upcoming academic year, and he said, "Well, I know I want to make time for another Crawford." Another Crawford: I knew exactly what he meant – and why. A "Crawford" is not a formal academic category you'll find in the Georgia Tech curriculum, not at all like Calculus or Physics or Mechanical Engineering or anything like that. Rather, it's an academic experience that defies disciplinary definition, an innovative, boundary-breaking course taught by a faculty member who himself defies disciplinary definition.

What do students do in a Crawford? They might start out in what looks a lot like a regular section of English 1102, the first-year composition class, thinking that by doing the requisite number of five-paragraph essays they'll be considered competent in composition. And they will indeed work on their writing. But they'll also work on something else, a class project that winds up going far beyond the basic course requirements. One year it was a student-produced video about the design and implementation of the new East Commons space in the Library. The next year it was a course about people with disabilities, and the students volunteered with TOPSoccer, an athletic program for physically-challenged young people. This past year Crawford and his student turned their attention to Henry David Thoreau's *Walden*, and in addition to reading the book and writing essays about it, they also built a full-size replica of Thoreau's hut, using only the tools available to a nineteenth-century carpenter. There's probably no better way to get to know Thoreau's living space at Walden, much less his notion of "Economy," than to do the work the way he would have done it himself

Let me focus on one particularly evocative example of Hugh Crawford's approach that I found especially impressive. Two years ago, he organized one of his

English 1102 classes around the history of the Mad Housers, a group of late-'80s Georgia Tech Architecture students who built hidden-away huts for homeless folks. In true Crawford-class fashion, his students didn't just research the Mad Housers as a writing assignment, which would have been a worthy undertaking in itself. Hugh and his students went further. They decided to build a full-sized Mad Houser hut on their own, using the original design, and then to put it up on campus as a meaningful display about the ongoing problem of homelessness in our society and in our city during Hunger and Homelessness Awareness Week. And again, they didn't just focus on the physical structure. Beyond building the hut, they researched the issue of homelessness, interviewed former Mad Housers and some homeless folks who lived in Mad Houser huts, put their research papers and videotaped interviews together in a creative display, and then set everything up in the courtyard to the Skiles Building, where everyone could walk by – and indeed, into – the hut for the rest of the semester. Then, after the hiatus of the holidays, Hugh and his students moved the hut into the Georgia Tech Library, where they installed it in the Neely Room during the period surrounding the Martin Luther King holiday in January. The combination of the spare, low-tech plywood hut and the sophisticated multi-media presentations about the construction of the hut and the larger question of homelessness struck me as the essence of what education could be at Georgia Tech – a blending of high-tech savvy and simple hard work to address a fundamental human need. And finally, although I think it sounds comparatively minor at this point, I should also note that Hugh's students also wrote the requisite five-paragraph papers to satisfy the English comp curriculum.

I have no idea what Hugh Crawford and his students will do next, but I know it won't be anything done just by the book. In his own sly, Tom Sawyer-like way, Crawford lays a taste of imaginative engagement before his students, and they go on to do fascinating things. Hugh doesn't preach, posture, or make a fuss about himself. He just does good work, and by doing that, gets other people to do the same. I'm enormously proud of the work Hugh Crawford has done, and I know from having talked with several of his students that the experience they shared in his class has seemed life-changing, giving them a fresh perspective on their education and on themselves. It's for that reason that I nominate him for this year's Teaching Excellence Award, confident that his example will be both an inspiration and a challenge to teaching colleagues in the Georgia Tech community and throughout the whole University System.

Sincerely,

Gregory Nobles

Professor of History
and

Director, Georgia Tech Honors Program

To Whom it May Concern:

Dr. Thomas Hugh Crawford possesses an infectious joy for teaching that translates into a true love of learning for his students. My most memorable and fulfilling moments as a student came under his nurturing guidance. While I am certain that you will read many letters that express the same sentiments about other professors in the state of Georgia, I would like to outline the unique behaviors and methods that distinguish Dr. Crawford from his peers.

Georgia Tech students are notoriously busy, often running from class, to lab, to meetings. The ability to truly immerse oneself in an unfamiliar subject rather than just learn enough to make the grades at Tech takes determination, focus, and desire. Of these three, desire is the most difficult to conjure because it infers that a student is interested and engaged in the classroom setting. Dr. Crawford is gifted in his ability to cultivate students' desires to learn. I believe this is a result of his humility and innovative approach to discussion and inquiry. Dr. Crawford seems like he is in pursuit of the same knowledge that he asks his students to discuss. While he quickly establishes credibility with his students by demystifying challenging texts, he never rejects a new interpretation of a reading; he never curtails discussion around an assignment. He is willing to let students lead the conversation, helping them think their way through a text instead of pushing them through an assignment. He is willing to let students *experience* learning.

A vital dimension of the Crawford learning experience is finding the application and context of a work on several levels. Dr. Crawford's extraordinary sense of humor and creativity bring these layers of learning to life. For example, while a senior at Georgia Tech, I took a seminar titled *The Epistemology of the Hammer*. Dr. Crawford asked us to examine the values and social constructs surrounding different types of knowledge. The first day of class, he walked in with safety goggles, a large plank of wood, a giant hammer, and a box of nails. He announced that attendance would be taken by each of us hammering a nail by our names in the plank, in the process learning about a different kind of hammer and nail each week. This set the tone for the class: Clever exploration was the rule. Although a simple gesture, the point of Dr. Crawford's exercise was clear: Experiencing knowledge in context clarifies the application, making learning seem valuable to a student.

As a result of that class, I saw the world of learning through a new set of eyes, and learned to think critically about learning. This class completely changed my life and led me to undergraduate and graduate level research on epistemology. Dr. Crawford supervised my research efforts, never failing to take extra time to discuss my ideas, thoughts, and questions. I did not realize it at the time, but he was also encouraging me and building my confidence as a student and as a human being—something I know that he does for each of his students.

Though Dr. Crawford has been featured in the Atlanta Journal-Constitution and various other news outlets for his work with students (the madhousers project providing shelter for the homeless of Atlanta), I would like to discuss one of his most recent efforts. He recently taught a class on Henry David Thoreau that resulted in the rebuilding of the poet's cabin on the Georgia Tech campus, utilizing the same methods and tools that Thoreau used (no power tools, no modern-day conveniences such as pre-cut, pressure-treated lumber). He gave the class the freedom to conceptualize and execute the project as a way to better understand Thoreau. As a result, he spent countless weekends, vacations, and working days with the students, building and finishing the cabin by hand, interviewing scholars, and documenting the experience. I frequented the build site to gather data for a story and found a community of students that were making an equally large sacrifice of their time and efforts to see the project through.

It is a great sacrifice for a college professor to completely yield his free time to his students; it is an even greater feat that his sacrifice yielded an equal commitment from students. Another impressive aspect of this student community is that not all of the students were even in the class. Many participants heard about the project or observed the building as they walked by the site. Dr. Crawford brought these students into the project and showed them the gift of experiential learning.

I heard countless stories of young women learning to embrace physical labor, and in the process, challenging their own perceptions of self. I saw many young men working quietly on a calm Saturday afternoon, perhaps giving them a respite from their overly stimulating schedule of classes and homework. By the end of the project, more than 50 individuals donned flannel shirts to help raise the cabin's rafters. The group of students dubbed themselves the THC, officially known as the Thoreau Housing Collective, unofficially known as admirers of Dr. Thomas Hugh Crawford (THC).

I believe that Dr. Crawford is the embodiment of teaching excellence. He inspires confidence, learning, and creativity in his students. He also inspires their admiration—something that students cannot learn to give, but give freely to those they respect.

Thank you,

Sarah W. Mallory
Georgia Tech '03



May 18, 2010

Dr. Gary Schuster, Provost
Georgia Institute of Technology
Campus

Dear Dr. Schuster,

It is a pleasure for me to write this letter in support of Professor Hugh Crawford who has been nominated for a 2010 BOR Teaching Excellence Award. I have worked with Professor Crawford since he joined the faculty in the School of Literature, Communication and Culture (LCC) in 1996 and am pleased to recognize the multiple ways his exemplary commitment to teaching serves as model for colleagues within the Ivan Allen College and Georgia Tech.

Professor Crawford is a highly successful teacher with extraordinarily strong student evaluations. (It quite usual for him to receive the highest possible evaluations.) The large number of students who wait to be admitted into his over enrolled courses also measure his accomplishment. Students seek out his courses because they understand they will be intellectually challenged through the vibrant educational environment that they come to create with Professor Crawford. . On multiple occasions, I have observed Professor Crawford's work with student in and out of class and can attest to Professor Crawford's exemplary success in building learning environments for his students.

In regard to program development, he has participated in building our B.S. in Science, Technology & Culture as well as our undergraduate minor in biomedicine. In addition to the regular schedule of courses in American literature and science studies, he regularly teaches independent study/tutorial courses. His substantial record of teaching and service have supported not only LCC's undergraduate mission but the foundation of Georgia Tech's Honor's' Program. For his work with students that linked the classroom to the larger community (Katrina relief projects and work with the homeless in Atlanta) he was awarded the Don Brtacher Human Services Award for 2008 by Georgia Tech.

Most recently, Professor Crawford has focused attention on undergraduate honors seminars devoted to 'dwelling studies.' The idea of 'dwelling,' so forcefully brought before us by Katrina and by the homeless in Atlanta and the country, shape Professor Crawford's most recent project devoted to 'dwelling' in American literature. The most recent honors course he taught involved a careful reading of Thoreau's work that was accompanied by a detailed introduction to nineteenth-century tools and building practices. The final project for the course involved the actual construction of Thoreau's hut on the Georgia Tech campus.

Professor Crawford's scholarship has focused on the ways that the individual serves as a moral witness or model within society. His early book *Modernism, Medicine, and William Carlos Williams*, explores the ways that poetry served as a means of integrating a doctor's experience of working with patients to the larger community. His most recent project, *Philosophical Dwelling: the Primitive Hut in the American Imagination*, will be an important book when it is completed. More recently, the work of Alfred North Whitehead has become a focus of Professor Crawford's attention precisely because of the ways Whitehead's work provides examples for engaging the

Dr. Gary Schuster, Provost
Recommendation for Professor Hugh Crawford

Page Two

human and natural sciences. (As Professor Crawford's record indicates, the work with Whitehead has been shared with undergraduate Georgia Tech students as a senior seminar and also with the larger scholarly community through a special collection of *Configurations: A Journal of Science, Technology and the Arts* devoted to the work of Whitehead.)

Professor Crawford's record of service to LCC, Georgia Tech, and the broader community also stands as an example for students and colleagues alike. Within LCC, he has served on all major school committees (Executive Committee, Undergraduate Curriculum Committee, Search Committee). Within Georgia Tech, he has served as faculty member and advisor to the Honor's Program. As noted above, he was one of the first faculty members to volunteer to teach an undergraduate seminar for the Honor's Program. Within the profession, Professor Crawford has worked with diligence as editor of *Configurations*. As a former president of the Society for Literature, Science & the Arts, he continues to serve on the Executive Committee of the SLSA.

Within the greater Atlanta community, Professor Crawford's work is represented by his service on several community boards and especially by his work Habitat for Humanity, the Boy Scouts, and with youth soccer leagues. His exemplary work for Katrina relief, Habitat for Humanity, and the homeless of Atlanta serve as important examples ways in which service also engages teaching and scholarship. I am proud that he was awarded the Don Bratcher Human Service Award by Georgia Tech for 2008 for his exemplary model for students and faculty.

It is a pleasure for me to recognize Professor Crawford's importance for Georgia Tech and to support his nomination for a 2010 BOR Award for Excellence in Teaching.

Sincerely,



Kenneth J. Knoespel, Interim Dean
Ivan Allen College and
McEver Professor of Engineering and the Liberal Arts



Georgia Institute of Technology

Office of the Provost and Executive Vice President for Academic Affairs

27 May 2010

Dr. Linda Noble
Associate Vice Chancellor for Faculty Affairs
University System of Georgia Institute of Technology
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Dr. Noble:

It is my distinct honor to nominate Dr. T. Hugh Crawford for the FY 2011 Regents' Teaching Excellence Award. As the following documents will demonstrate, Hugh Crawford connects with students and inspires them well beyond the semester or the classroom.

Hugh is a faculty member in Georgia Tech's School of Literature, Communication and Culture – teaching undergraduates (many of them engineering and science students) literature and writing. Rather than seeing the students' analytical and empirical natures as obstacles to understanding literature, Hugh uses these as hooks to get the students truly engaged in nature of the works that they are studying. There are examples of this in the materials that follow – including having the students build a homeless shelter rather than just studying issues of the urban poor, getting them involved in volunteering with organizations serving the disabled, and most recently recreating Thoreau's cabin using the tools and methods that Thoreau himself used. Throughout Hugh's teaching, he ensures that course materials are situated in a very real context that has meaning for the students. As a result, the students are committed to learning and to following through at a level and depth that is rather extraordinary – it is clear, though, that this incredible commitment is matched by Hugh's commitment to teaching and learning.

One of the inspiring indications of Hugh Crawford's dedication to real learning of the Georgia Tech student body is the number of students who are not even enrolled in one of his classes who still engage in his learning activities. When the students were raising Thoreau's cabin on campus, there were more than 50 individuals at the site assisting (and learning while doing so) – this for an activity that was tied to a class of no more than 15 enrolled students! There is a viral network of students who spread the word about the incredible experience of taking "a Crawford" – any course offered by Hugh, and even the students who are not lucky enough to sign up still join in the co-curricular activities at Hugh's invitation.

In conclusion, Georgia Tech is very lucky to have such a committed, inspiring, and dedicated professor. It is even more extraordinary that this comes in the form of a literature teacher at a place that prides itself in its engineering curriculum and instruction. We are proud to be a place where our students can learn literature by hewing lumber and using hand tools to recreate Thoreau's cabin, and then use cutting edge technological skills to help teach the community about this process.

Sincerely,

Gary Schuster
Provost & Executive Vice President for Academic Affairs

/eb

cc: G. P. "Bud" Peterson Anderson Smith
Steve Swant Dene Sheheane
Steve Cross Donna Llewellyn

Georgia Institute of Technology
Atlanta, Georgia 30332-0325 U.S.A.
PHONE 404-385-7590
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To Whom It May Concern:

My name is Chelsea Fechter and I am a first year student at Georgia Tech. I have had Professor Crawford for two semesters and have experienced his remarkable teaching abilities in many different venues. I can confidently say Professor Crawford exemplifies the best qualities of an educator.

His lecture style is versatile and engaging. He stresses the importance of understanding, comprehending, and applying course material, rather than just “getting through it.” His capability to switch between lecturing *to*, not *at*, the students and engaging the class in a group discussion is remarkable. The two classes I took with him, one focusing on domestic architecture and the other in biomedicine and culture, were exceptional. His depth in knowledge in both subject areas is impressive and informative. There was never a question unasked or unanswered. My peers and I never felt there was a “dumb question” and Dr. Crawford always took the time to explain background knowledge to further explain material, allowing for a well-rounded understanding.

Outside the classroom, Dr. Crawford encourages his students to look at the world in a different way, keeping in mind the material explored during lectures. He also encourages students to help him with outside projects. Although I wasn't in the class, I was able to work on the “Thoreau Housing Collective” and learned about 19th century architectural methods and tools. He helped me get paper work together in order to become Wilderness First Aid certified as an extension of the Biomedicine and Culture class.

Along with outside projects, he gets his students involved in outside presentations. For my English 1102 class, a few of my peers gave a Pecha-Kucha presentation at a Thoreau conference being held in Atlanta. This experience provided greater educational experience and allowed learning to travel outside the classroom because we presented class material to experts in the field.

The experiences and knowledge Professor Crawford has provided me my first year at Georgia Tech has me very excited for my future years here. He has given me confidence to analyze research papers, self-assurance to give presentations to experts in their perspective fields, and the desire to expand my learning outside the classroom setting. I sincerely hope there will be an opportunity for me to be involved in another one of his classes and I know I will be involved in his projects probably until after I graduate. I predict this because, once you are a “Crawford Kid,” the relationship he cultivates with his students keeps them coming back for more.

Please call or email me if you have any questions,

Sincerely,

Chelsea Fechter
Georgia Institute of Technology
Biomedical Engineering 2013
cfechter3@gatech.edu
706-825-1710

Rebecca Byler
355 College Avenue
Palo Alto, CA 94306

March 28, 2010

Dear Dr. Schuster,

It is my absolute pleasure to recommend Hugh Crawford for a Board of Regent's Teaching Award. I have known Crawford since August 2009, when I was a student in his freshman English Composition class, and I am currently taking his Biomedicine and Culture class. Throughout both of these courses, Crawford demonstrated a clear commitment to teaching such that each student in his class gained genuine knowledge and appreciation of the material presented. I am continually impressed by Crawford's intuitive teaching methods and passion for education, and I know that Crawford would make Georgia Tech proud of its decision to honor him with this award.

While in Crawford's English Composition course last fall, I worked directly with Crawford in order to achieve the course's goals: create an annotated version of *Walden*, design a Facebook application based on the aforementioned text, and learn how to discuss *Walden* from the perspective of an engineer. Perhaps most impressive to me was Crawford's development of a multi-faceted and completely inclusive syllabus that directly utilized several different types of teaching styles. Crawford focused on active learning, through discussion-based classes and innovative uses of technology, and continually enhanced student learning through various projects that required critical thinking and problem-solving skills.

Thoreau is not an easy topic to teach, nor is it easy for students to understand, but Crawford worked with each student in my class until each one of us fully understood the text and was able to discuss it with our peers. In order to enhance student learning, Crawford also used a carefully thought-out and designed syllabus in order to maximize student ability and knowledge of the subject, without sacrificing the natural fluidity of this style of teaching. Crawford also made sure that each person in the class was at the same level of understanding before he continued with a discussion, illustrating his strong commitment to every student's success in the classroom.

Outside of the classroom, Crawford was constantly engaging in educational activities and discussions in order to enhance student learning, further demonstrating his immense capacity and desire to further his student's knowledge and truly support them in every endeavor. I interacted with Crawford on various occasions outside of the classroom throughout the semester; however, two activities in particular have resonated with me due to their impact on my overall knowledge, skill set, and confidence level.

One of my first activities with Crawford outside of the classroom was when I gave a presentation at a local Thoreau conference on the Facebook application that my class had designed. Crawford fully believed in me, my abilities, and my knowledge of the project, and he pushed me to take a leadership role in this presentation since he knew I could succeed.

His skill at advising and mentoring was evident in the way he supported me throughout the entire process, and, once the presentation was over, he was the first to congratulate me on my accomplishment. I had never done this type of presentation before, and it was only through his strong commitment to see me succeed at something new that I was able to triumph. The confidence gained from this experience is evident in all other areas of my life.

This is just one example of how Crawford encouraged his students to explore topics presented through other mediums. In fact, in order to gain a more hands-on knowledge of 19th century building techniques, Crawford also encouraged his students to help out with one of his other projects, a reconstruction of Thoreau's cabin at Walden Pond using only 19th century tools. Crawford's passion for this type of teaching was evident by the sheer number of hours he put into completing this endeavor and teaching all who were interested about the tools, techniques, and overall goals of the idea. I personally spent 50+ hours working with Crawford on the cabin outside of the classroom, the second activity I will mention, and he was always the first to arrive and last to leave the worksite.

Crawford also used this time to genuinely get to know his students, and his authentic concern for not just my performance in his class but also in my other classes reaffirmed his inherently kind, caring nature while giving me the best kind of support anyone can offer: that of not just a professor, but also a friend.

This semester, Crawford has continued to support me and my desire for greater knowledge through his Biomedicine and Culture class. He has again employed innovative ways of presenting the material, and has wholeheartedly supported my desire to challenge myself for the class' final project. While many of my peers will be writing papers about various medical topics, I will be attending a three-day Wilderness First Aid Training event in an effort to compare current medical methods to those of the past and present in hospitals.

Without Crawford's support, I would never have thought to take on such a challenging project as my final. However, Crawford has built a support system and teaching style that resonates well with today's students, in which he lets us, his students, learn through participation, even if it means we make mistakes or don't achieve tangible results. This style has allowed us to develop problem-solving skills, enhancing abilities and performance in all aspects of our life. By giving us the confidence and independence in our academic learning, he has fostered positive habits and brought out leadership qualities in us all.

I wholeheartedly support Crawford's nomination for this award, and I hope that the selection committee does as well. If you have any questions, please contact me as I honestly cannot say enough good things about him; I wish all my professors were like Crawford.

Sincerely,

Becky Byler

Rebecca Byler
Freshman Student, Georgia Tech