



2024

NYLE DIMARCO

WITH ROBERT SIEBERT

NEW YORK
TIMES
BESTSELLER

DEAF
UTOPIA

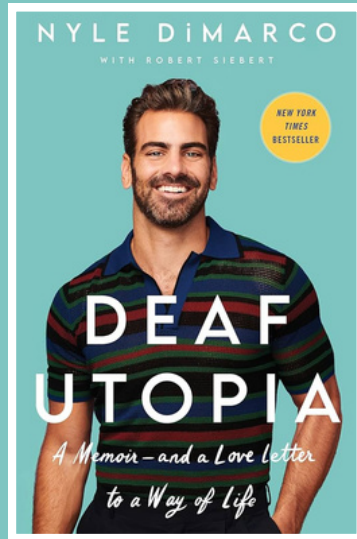
*A Memoir - and a Love Letter
to a Way of Life*

DEAF UTOPIA

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About the Book



A deeply moving and uplifting memoir that honors Deaf culture, *Deaf Utopia* is by Nyle DiMarco, the renowned actor, producer, and cultural icon known worldwide within the Deaf community.

Before rising to fame as an actor, advocate, and model, Nyle DiMarco was part of a Deaf twin duo born into a multi-generational Deaf family in Queens, New York. Just a day after his birth, Nyle “failed” his first hearing test—an event that delighted his parents.

In this captivating memoir, Nyle recounts both poignant and amusing anecdotes about navigating a world designed for those who hear. From his vibrant, sometimes challenging childhood in Queens with his close-knit Italian-American family to his current achievements, Nyle’s journey has always been about pushing past limitations. A former math major and athlete at Gallaudet University—the renowned institution for the Deaf in Washington, DC—Nyle’s passion for acting led him to compete in and win reality shows like *America’s Next Top Model* and *Dancing with the Stars*.

Deaf Utopia is more than just a personal memoir; it’s a cultural celebration—an anthem of Deaf culture and a tribute to American Sign Language, Nyle’s first language. Through his own experiences and those of his Deaf family members, Nyle provides a window into the Deaf experience.

Deaf Utopia combines intimacy, suspense, humor, and insight—serving both as a memoir and a vibrant celebration of the distinctive and beautiful aspects of Deaf culture.

About the Author



He won the mirror ball trophy on ABC's *Dancing with the Stars* (season 22) and was the last model standing on The CW's *America's Next Top Model* (cycle 22), now Nyle is winning over audiences as an influential leader and ambassador for the deaf community. Born into a multigenerational deaf family, he is an honorary spokesperson for Language Equality and Acquisition for Deaf Kids (LEAD-K) and founder of the Nyle DiMarco Foundation, which works to improve the lives of deaf people around the world. Nyle has produced the 2018 return to Broadway of *Children of a Lesser God* starring Joshua Jackson and Lauren Ridloff. Nyle was also a creative collaborator on *The ASL App*, created by native deaf signers to teach conversational American Sign Language. Nyle's debut book, *Deaf Utopia: A Memoir and a Love Letter to a Way of Life* (April 2022), tells of his upbringing and how it was utopian in that he was born into a fourth-generation deaf family. DiMarco was an executive producer on Netflix's Oscar-nominated short documentary, *Audible* (2021).

With a passion for language, literacy and advocacy within the deaf community and beyond, Nyle shares his barrier-breaking story as a deaf man who has risen above stereotypes to take the world by storm. Believing that his deafness is “an asset rather than a limitation,” he builds a bridge between the deaf and hearing by shining a light on not only the struggles, but also the triumphs of the deaf culture. Above all, Nyle shows audiences that with a sense of community, commitment to your goals, and belief in yourself, you can accomplish anything.

Characters

1. Nyle DiMarco

The author and primary narrator of the memoir. His journey from childhood to becoming an international icon in the Deaf community is the central focus of the book. Nyle shares his personal experiences, challenges, and triumphs throughout the narrative.

2. Nyle's Twin Brother, Nico DiMarco

Nyle's twin brother and a significant figure in his life. Nico's experiences and their shared childhood in the Deaf community provide a backdrop for many of the stories in the memoir.

3. Nyle's Parents

Nyle's mother and father, who are also Deaf, play crucial roles in his life and upbringing. Their experiences and support are pivotal in shaping Nyle's identity and perspectives.

4. Nyle's Grandparents

They are part of the multi-generational Deaf family that Nyle describes. Their influence and experiences contribute to the historical and cultural context of Deaf life presented in the book.

5. Other Deaf Community Members

Throughout the memoir, Nyle also references various Deaf friends, mentors, and community members who have impacted his life and career. These individuals help illustrate the broader Deaf experience and culture.

These characters collectively contribute to the memoir's exploration of Deaf identity, culture, and personal growth.

Chapter Summaries

Chapter 1: Nyle reflects on his childhood growing up in a Deaf family where American Sign Language (ASL) was his first language. He shares how his early experiences, especially failing a hearing test at birth, shaped his identity and his view of the world.

Chapter 2: Nyle discusses his childhood growing up in Queens and particularly how immersed he was in the ASL language from such a young age. He also discusses how his mother's strength and pride as a deaf woman played a key role in his journey in ASL.

Chapter 3: The chapter delves into the history of the Milan conference and the culture and struggles of attending schools for the deaf and Nyle's and grandmother's own experience attending school for the deaf.

Chapter 4: This chapter touches on the advancement of technology and how it can be used as a tool for the Deaf Community, as well as Nyle and his family's move to Austin and how they had to get creative in an emergency situation!

Chapter 5: Nyle recalls the excitement and joy of wandering around the city on BMX bikes and utilizing public transport with his friends and brothers! He also discusses the complex relationship and personality of his father.

Chapter 6: This chapter delves into the complexities of learning as a deaf person in the hearing world, also how Nyle gained confidence in standing up for himself in the face of adversity.

Chapter 7: In this chapter we learn about Nyle's parents' complex and turbulent relationship. The reader learns more about Nyle's father and how his mother had to fill in, in their childhood in areas where his father often lacked.

Chapter 8: Nyle shares more about his personal life, including his relationships and the importance of love and connection in his life.

Chapter 9: Nyle DiMarco reflects on the creation of the ADA law and how this law shapes the world for the deaf community especially in times of medical emergencies.

Chapter 10: Nyle retells the mishaps during a journey back to the states from Costa Rica and the struggles of communication during moments of high stress all with the goal of returning home in time for the new semester!

Chapter 11: Nyle closes a romantic chapter with his girlfriend on a trip to Columbia and feels the freedom to explore his own sexuality during his last year at Gallaudet University

Chapter 12: Nyle is offered in an interview with the casting director of ANTM and is asked to verbally speak for the first time in years.

Chapter 13: This chapter highlights Nyle's experience in the early stages of ANTM where he challenged stereotypes about Deaf individuals portrayed in the media and discusses his efforts to promote diversity and inclusion within the industry.

Chapter 14: Nyle delves into his experiences working on the War Hero's episode of ANTM and how perception often defies reality in the fashion industry.

Chapter 15: The chapter reflects on Nyle's on the ins and outs of participating in ANTM, especially how communication often helped or hindered his efforts to win.

Chapter 16: After a chance night in Sweden, Nyle is felt backed into a corner regarding his sexuality and deciding how and when he wants to come out to the world.

Chapter 17: This chapter focuses the beginning of Nyle's time on Dancing with the Stars, especially how Nyle learned to navigate learning the dances using timing and cues from his dance partner, Peta.

Chapter 18: Nyle discusses the challenges of learning to dance without the music, and what it means to represent the Deaf community authentically in the entertainment industry, participating and winning in both ANTM and DWTS, and how it has caused him to grow and learn about himself in so many important ways.

Chapter 19: The chapter explores Nyle's relationship with labels and what it means to be a deaf gay man who also happens to be a prominent advocate and role model in the Entertainment industry for the deaf community. He also reflects on how much he has grown into his own identity the more he learns about his own intersectionality.

Chapter 20: In the final chapter, Nyle has his sights set on Hollywood, reflecting on the importance of representation in the media and storytelling and how it can help inspire future generations of the deaf community.

Discussion Questions

Identity And Community:

- How does DiMarco define his identity as a Deaf individual? How does his family and upbringing shape this identity?
- What is the significance of the title "Deaf Utopia"? What does it represent for DiMarco and the Deaf community?
- Discuss the importance of American Sign Language (ASL) in Deaf culture. How does ASL influence communication, community, and self-expression for DiMarco and others?
- Explore the concept of "culturally Deaf" vs. "hearing-impaired." How does DiMarco differentiate between the two experiences?
- How does DiMarco navigate between the Deaf and hearing worlds? What are the challenges and advantages of this experience?
- How do DiMarco's family members, both Deaf and hearing, contribute to his understanding of identity and belonging?
- How does the book portray the concept of chosen family within the Deaf community?
- Discuss the unique challenges and triumphs faced by families with Deaf and hearing members.

Discussion Questions

Education and Advocacy:

- Discuss the challenges faced by Deaf students in mainstream educational settings. How do DiMarco's experiences reflect these challenges?
- What role did Gallaudet University play in shaping DiMarco's life and identity?
- Explore the concept of oralism vs. signed language education for Deaf children. What are the arguments for and against each approach?
- What are some of the limitations of the Americans with Disabilities Act (ADA) as presented by DiMarco? How can existing systems be improved to better serve the Deaf community?
- How does DiMarco use his platform to advocate for the Deaf community and raise awareness about Deaf culture?

Discussion Questions

Personal Growth and Representation:

- Analyze the impact of DiMarco's experiences on his personal growth and development. How do his struggles and triumphs shape him as an individual?
- How does DiMarco portray the complexities of Deaf life in his memoir? Does the book offer a nuanced and diverse representation of the Deaf community?
- What resonated most with you from DiMarco's story? How did "Deaf Utopia" challenge your perspective or understanding of deafness?
- Reflect on the book's ending. What message does DiMarco leave the reader with?

Discussion Questions

Technology and Cultural Identity:

- How does technology both unite and challenge the Deaf community?
- Discuss the ethical considerations surrounding the use of cochlear implants and other technologies within the context of Deaf identity and cultural preservation.
- Can technology be a tool for promoting inclusion and accessibility, while also ensuring respect for the unique linguistic and cultural needs of the Deaf community?

Discussion Questions

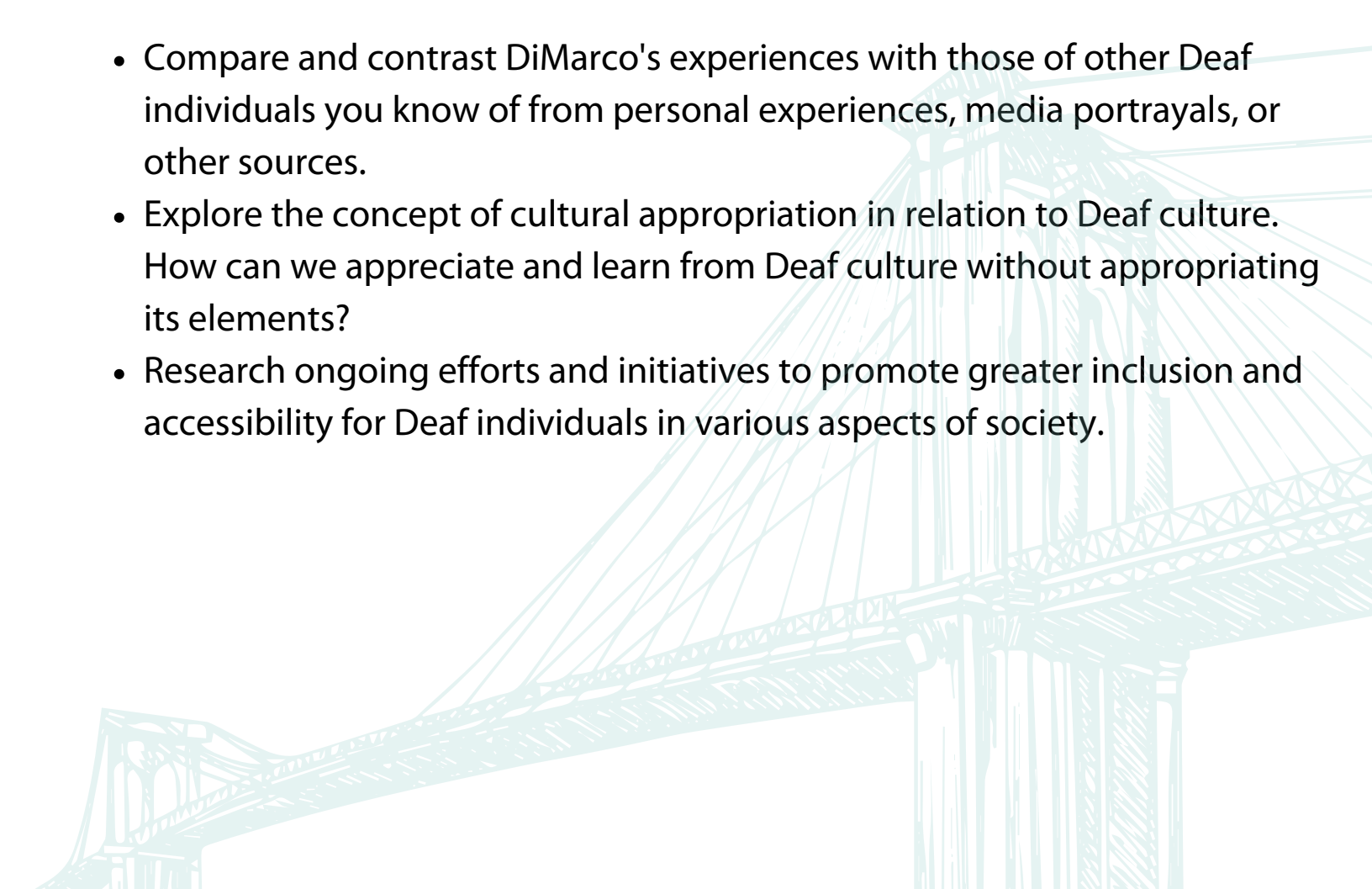
The Future of Deaf Education and Cultural Identity:

- What are your thoughts on DiMarco's vision for the future of Deaf education?
- How can educational systems be improved to better cater to the diverse needs and learning styles of Deaf students?
- What are some ways individuals and communities can work towards creating a more inclusive and equitable world for Deaf individuals?



Discussion Questions

Additional Prompts:

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- Compare and contrast DiMarco's experiences with those of other Deaf individuals you know of from personal experiences, media portrayals, or other sources.
 - Explore the concept of cultural appropriation in relation to Deaf culture. How can we appreciate and learn from Deaf culture without appropriating its elements?
 - Research ongoing efforts and initiatives to promote greater inclusion and accessibility for Deaf individuals in various aspects of society.

How to Use in a Classroom

Technology and Accessibility: Research and discuss assistive technologies that help bridge communication gaps, such as sign language interpreters, real-time captioning, and video relay services.

Evolution of Deaf Education: Research the historical context of Deaf education, including the debate between oralism and signed language education. Discuss the impact of these approaches on Deaf students and their sense of identity.

Memoir as a Lens: Use "Deaf Utopia" as a lens to explore Deaf culture and identity. Students can analyze how DiMarco's experiences shaped his understanding of deafness and his place in the world. Discussions can delve into themes like: The importance of language (ASL) in cultural identity. Educational experiences of Deaf students (oralism vs. signed language education). Stereotypes and misconceptions about deafness. The concept of a "Deaf Utopia" - what does it represent?

Evolution of Deaf Education: Research the historical context of Deaf education, including the debate between oralism and signed language education. Discuss the impact of these approaches on Deaf students and their sense of identity. **Disability Rights Movement:** Explore the history of the Disability Rights.

Accessibility Audits as a Class: Organize a class project where students conduct an accessibility audit of the school building or another designated public space. Students should identify areas where communication or access might be difficult for Deaf or Hard of Hearing individuals. Encourage them to brainstorm solutions and propose recommendations for improvement. This activity fosters critical thinking about accessibility needs in real-world settings.

ASL Poetry Performance: Have students learn a short ASL poem or create their own using basic signs they have acquired. Students can then perform their chosen poems for the class, incorporating facial expressions and body language for artistic expression.

Designing a Universal Design Classroom: Challenge students to redesign the classroom layout and furniture arrangements to create a more universally designed space that caters to the needs of Deaf and Hard of Hearing students as well as those with other learning styles. This activity fosters empathy, problem-solving skills, and an inclusive classroom environment.

Identity Exploration Through Art: Have students create a self-portrait or an artistic representation that reflects their own identity and how they see themselves in the world. This activity encourages reflection, self-expression, and exploration of how identity is shaped by experiences and cultural backgrounds.

Deaf Artists and Filmmakers: Research and explore the work of Deaf artists, filmmakers, or musicians. Students can analyze how artistic expressions reflect Deaf culture and identity. Consider inviting a Deaf artist to virtually present their work to the class.

Kinesthetic/Interactive Activities:

- Dedicate a class session to learning basic ASL signs related to the themes in the book, such as family, dreams, challenges, freedom. Students can practice signing these words and phrases with a partner or in small groups. This kinesthetic learning experience can deepen their understanding of ASL as a language.
- Divide the class into pairs or small groups. Have them create short skits where they depict scenarios from the book (like DiMarco's childhood experiences) relying solely on facial expressions, body language, and gestures (similar to acting for a Deaf audience). This activity encourages them to consider the power of nonverbal communication and the importance of clear visual cues.
- Students can create collages that represent Deaf culture using images, quotes from the book, and symbols. This activity allows them to research different aspects of Deaf culture and showcase their learning in a visual format.
- Divide the class into pairs. One student in each pair has earbuds or headphones with music playing, representing the experience of not being able to hear conversations or directions from hearing people. The hearing student then communicates a simple message or instruction (e.g., "Go to the window and touch the curtain") solely through mouthing and gestures. This activity fosters empathy for the challenges of communication faced by Deaf individuals.
- For a short period (e.g., a class session), implement a classroom environment where spoken communication is minimized. Students can write notes to each other, use basic ASL signs they have learned, or rely on facial expressions and gestures to communicate. This simulation activity allows students to experience firsthand the challenges and importance of nonverbal communication.

Resources

VIDEOS AND PODCASTS!

- **What the Deaf? Podcast - Podcast series with Sarah Tubert & Carly Weyers**
 - gives a rare, unfiltered look inside the daily lives of two young Deaf women. Hosts Sarah Tubert & Carly Weyers, best friends since meeting at Gallaudet University, invite you to explore & share their journeys of dating, working, and living in a hearing world, where their voices are in their hands.
- **Nyle DiMarco Reflects on Deaf Culture and Visibility – Nightline Video/Interview**
- **Through Deaf Eyes - Documentary**
 - A deeper dive into the history of Deaf Culture and ASL with interviews with deaf community members and experts.
- **What it is like to be Deaf – video by De'Angelo Brown**
 - This VLOG is to educate the hearing people and help spread the awareness about our Deaf culture.
- **Deaf People Answer Commonly Googled Questions About Being Deaf – BuzzFeed Video**
 - Highly entertaining and interesting to learn about.
- **The Dos and Don'ts of Interacting with the Deaf Community – Video by Chrissy**
 - This video is about the dos and don'ts of getting involved in the Deaf community, mostly for ASL students, future interpreters, and new signers.
- **Things not to Say to a Deaf Person – Video by BBC Three**
- **Deaf Utopia with Nyle DiMarco - Video Interview by Judith Heumann LLC**
- **Festival Clin d'Oeil - The Biggest Deaf Festival In The World! - Video by Seek the World**
- **ASL vs. BSL: a Comparison – Video by Learn How to Sign**
- **Nyle DiMarco & Chella Man On Being Queer and Deaf – video by them**
- **Nyle DiMarco & Peta Murgatroyd - All Dances on DWTS – video**
 - Special Attention to week 9 where he danced without a second sense, sight, and to week 10 where they both danced to “The Sound of Silence.”
 - **'DWTS' Contestant Nyle DiMarco Reveals How He Dances Without Hearing Music – video by Inside Edition**

Resources Continued

- **ASL Dictionary**
- **StartASL**
 - **Offers free ASL lessons**
- **We Need to Make Education More Accessible to the Deaf** – Ted Talk with Nyle DiMarco
 - **Model and activist Nyle DiMarco -- who was born deaf -- is often asked whether he wishes he could hear. His answer? "I've never wished that because I love who I am." In this personal talk, he emphasizes the connection between education and self esteem, arguing why we need more accessible education for the deaf.**
- **Sign Language is My Superpower** – Ted Talk with Austin Vaday
 - **How do we convey the beauty of sign language to the world at large? Austin Vaday welcomes us into the rich culture of American sign language and shares his efforts to bridge the gap between the hearing and deaf communities.**
- **Deaf 101** – article on deaf etiquette
- **Despite Success of 'CODA,' Study Finds Deaf Community 'Rarely' or 'Never' Sees Itself Reflected on Screen** – Article by Variety
- **Gallaudet University History** – Article by Plexuss
- **Milan Conference** – Article by Handspeak
 - **Milan Conference Video**
- **Songs/playlist**
 - **A playlist curated by the def**



2024 K-State Common Work of Art



Chester (Chet) E. Peters (United States, 1922 - 1995)
Communication, 1973
Philippine mahogany, red cedar, rosewood, cherry, and walnut with metal
KSU, Marianna Kistler Beach Museum of Art, gift of the Doris Peters Trust, 2015.103

Each year, the K-State Book Network selects a common reading for first year students, providing an intellectual experience they can share with other students and members of the Kansas State University community.

The 2024 K-State Common Book is *Deaf Utopia* by Nyle DiMarco. The Beach Museum of Art staff have selected two works to complement this year's K-State Common Book.



Geraldine Craig (United States, born 1959)
The Back Side of Words, 2009
Mixed media
KSU, Marianna Kistler Beach Museum of Art, Friends Kansas Art Fund, 2010.17

Facts and Statistics: 5 Cool Facts!

- **Diverse Sign Languages**

- Fact: There are over 300 distinct sign languages used globally. Each country or region often has its own unique sign language, reflecting the local culture and community. For instance, American Sign Language (ASL) is different from British Sign Language (BSL) and Australian Sign Language (Auslan), though they all serve as primary languages for Deaf communities in their respective regions.

- **Deaf Culture Festivals**

- Fact: Deaf culture festivals are held around the world to celebrate Deaf heritage, culture, and language. The most famous is the Deaflympics, an international sports event exclusively for Deaf athletes. There are also numerous Deaf arts festivals, such as the Deaf Way festival in Washington, D.C., which showcases Deaf art, theater, and literature.

- **Deaf Presidents and Leaders**

- Fact: The Deaf community has had several notable leaders who have made significant impacts in various fields. For example, I. King Jordan was the first Deaf president of Gallaudet University, a prestigious institution for the Deaf, elected in 1988 after a significant student protest advocating for Deaf leadership.

- **Historical Deaf Figures**

- Fact: Throughout history, many Deaf individuals have made important contributions in various fields. For instance, Laurent Clerc, a Deaf Frenchman, played a key role in establishing the American School for the Deaf in Hartford, Connecticut, and was instrumental in spreading Deaf education in the United States.

- **Sign Language as an Official Language**

- Fact: Some countries recognize sign language as an official language. For example, in 2002, New Zealand officially recognized New Zealand Sign Language as one of the country's official languages. Similarly, in 2006, the Swedish government recognized Swedish Sign Language as a minority language, acknowledging its importance and the Deaf community's rights.

Facts and Statistics: Employment

Education and Advocacy

Percentage: Significant representation, often around 20-30%.

Description: Many Deaf individuals work as educators, sign language interpreters, or advocates for Deaf rights and services. This field often attracts those passionate about improving accessibility and education for the Deaf community.

Healthcare and Social Services

Percentage: Approximately 10-20%.

Description: Deaf professionals may work in roles such as social workers, counselors, or therapists, particularly those who specialize in Deaf culture and communication.

Technology and IT

Percentage: Around 10-15%.

Description: Careers in technology and information technology are increasingly accessible to Deaf individuals due to the sector's reliance on skills that do not require auditory communication.

Arts and Entertainment

Percentage: About 5-15%.

Description: This includes roles such as actors, musicians, and visual artists. Deaf individuals may work in both performing arts and behind-the-scenes roles.

Business and Management

Percentage: Roughly 10-15%.

Description: Some Deaf individuals hold positions in business management, marketing, and administration, though barriers to advancement can still exist.

Retail and Service Industry

Percentage: Approximately 10-20%.

Description: Jobs in retail, food service, and customer service are common, though accessibility and communication barriers can affect job performance and advancement.

Other Fields

Percentage: Varies, generally less than 10% per field.

Description: This includes roles in fields like construction, manufacturing, and other trades where Deaf individuals may be employed depending on specific job requirements and accommodations.

Facts and Statistics

Mental Health Awareness

The prevalence of anxiety and depression among the Deaf population is a significant area of research, revealing that individuals within the deaf community often experience higher rates of mental health issues compared to the hearing population. Several factors contribute to these elevated rates:

1. **Communication Barriers:** Deaf individuals may face difficulties in accessing mental health services due to communication barriers. This can lead to delays in diagnosis and treatment.
2. **Social Isolation:** Deaf people might experience social isolation and loneliness due to communication barriers and cultural differences, which can contribute to mental health challenges.
3. **Discrimination and Stigma:** Experiences of discrimination and stigma related to their Deaf identity can also impact mental well-being.
4. **Access to Services:** There may be a lack of mental health professionals who are fluent in sign language or who have experience working with Deaf individuals, further complicating access to care.

Prevalence Rates:

- Studies have shown that Deaf individuals are more likely to experience symptoms of anxiety and depression compared to their hearing counterparts. For example, research indicates that the prevalence of anxiety disorders among Deaf individuals may be significantly higher than the general population.
- According to some studies, around 25-30% of Deaf individuals report symptoms consistent with anxiety disorders, while the prevalence of depression can also be notably high, with estimates varying but often showing higher rates than those in the hearing community.
- It's important to note that prevalence rates can vary depending on the population studied, the methodology used, and the specific definitions of anxiety and depression.

Efforts to improve mental health outcomes for Deaf individuals include increasing access to culturally competent mental health services, improving communication access, and addressing the specific social and psychological needs of the Deaf community.



Upcoming Events

Wildcat Dialogues - Wednesday, September 18, 2024 at 7 p.m. to 9 p.m.

Ballroom K-State Student Union

Diversity, Equity, Inclusion and Belonging / Homepage Calendar / K-State First

An intercultural leadership experience

Join all new and first-year K-State students for a night of meaningful dialogue and building connections.

What you'll do:

Learn how to create communities of belonging

Build cross-cultural relationships through meaningful dialogue

Engage in active listening, empathy and perspective-taking

Build your skillset to understand cultural differences and similarities

Learn more at <https://www.k-state.edu/leadership/studentsuccess/wildcatdialogues/>

K-State First Book Author Talk with Nyle DiMarco - Wednesday, October 16, 2024 at 7 p.m. to 8 p.m.

McCain Auditorium

Nyle DiMarco — a prominent Deaf actor, producer, advocate, model and author of the 2024 K-State common read "Deaf Utopia" — will give a public lecture about his book at 7 p.m. on Wednesday, Oct. 16, at McCain Auditorium.

The hourlong lecture, which is free to the public, will explore DiMarco's memoir, which is an insight to his life and upbringing as a deaf person and a member of the Deaf community. As one half of a pair of Deaf twins born to a multi-generational Deaf family in Queens, New York, DiMarco uses his personal and lived experiences to provide readers with a glimpse into the lives of Deaf people and what it means to navigate a world built for hearing people.

Student and Faculty/Staff Awards

Faculty/Staff Award

Faculty and staff members who have created learning activities related to the common book are encouraged to submit them for recognition. Outstanding activities may include, but are not limited to, paper assignments, events, discussions, and programs, and are selected based on creative applications of themes from the book, engagement of students in program, project, or activity, and demonstration of enthusiasm for enhancement of the educational experience at K-State.

Student Award

Students are invited to share their experience of the issues raised in Deaf Utopia. This experience can be shared through a non-fiction essay, creative writing, music, video, visual art, (filmed) performance art, or some other medium. Students are also encouraged to submit a short (2 minute) personal video. Entries should indicate the basis for the experience, such as the book, the author lecture, a classroom discussion, or another event or program or reading selection. The contest is open to all K-State students. The winner will receive a \$250 scholarship for the Fall 2024 semester. For more information, see www.ksu.edu/ksbn/award.html.

UNDERGRADUATE RESEARCH

Contact Dr. Peter Dorhout-Vice President for Research or the Office of Undergrad Research and Creative Inquiry. Awards K-State offers many awards for undergraduate research, including for first-year research experiences. Consult individual colleges and departments to learn more about possible undergraduate research awards. Click on the award titles to learn more!

Kirmser Award:

recognizes and promotes outstanding scholarship among K-State's undergraduate students. Awards given to winners in the freshman individual, non-freshman individual, and group project categories. The grand prize for each individual category is \$1,000. Grand prize for the group project category will be a minimum of \$2,000 and will be based on the size of the winning group. Research projects must have been completed as a requirement for a K-State course, and may encompass any academic topic. Applications are evaluated based on the use of library resources.

Raj and Diana Nathan Undergraduate Research Experience Award:

\$5,000 awarded to a College of Engineering undergraduate student at the junior or senior level. Provides a meaningful research experience for the recipient. Funds are designated to support the activities of the selected student and may be paid to the student as an hourly student wage. The award should be used for an independent project or an expansion of a funded research project. A fully engaged faculty member to supervise the student's experience is important and the department head when recommending a proposal should consider this.

Undergraduate Research Award grant

provides funding for students to work under the guidance of a faculty research mentor. Students get the opportunity to network with other researchers, make contributions to their research field, and present, perform or exhibit their work publicly. Undergraduate Travel Award grant recipients will be reimbursed for travel cost associated with their research, such as presenting at a conference or conducting research at an archive. For Nationally competitive scholarships Contact Jim Hohenbary for more information (jimlth@ksu.edu).

Faculty, Alumni, and Community

You don't have to be an incoming student at K-State to participate in our common reading program.

Here are some things you can do with your friends and family.

1. Read the book
2. Purchase a copy online or from your local bookstore.
3. Borrow a paper copy from your public library.
4. Initiate a conversation with your incoming student about the book.
 - a. Who are your mentors?
 - b. What impact have they had on your professional and personal life?
 - c. How do you define the American Dream? Do you feel as though you are able to live it? Why or why not?
 - d. Are there any obstacles you have had to overcome to succeed? Who or what helped you?
5. Start a book discussion or use Deaf Utopia in your book club.
6. Get Involved!
 - a. Explore the other resources on the KSBN website, including recommended books, movies and resource links.

Follow KSBN on Twitter and Facebook • Attend the events held on the K-State campus throughout the 2024-2025 school year. Do you have an idea you want to share? Email us at ksbn@k-state.edu and we'll add it to the list.