

NEH Application Cover Sheet (AKA-260466)

Humanities Connections Planning Grants

PROJECT DIRECTOR

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Field of expertise: Education

INSTITUTION

Bowling Green State University
Bowling Green, OH 43403-0230

APPLICATION INFORMATION

Title: *The Black Swamp Project: A cross curricular effort to link the humanities with sustainability at BGSU*

Grant period: From 2018-06-01 to 2019-05-31

Project field(s): Social Sciences, Other; History, General; Philosophy, General

Description of project: The objective of this grant is to develop a unique approach to study the environment and sustainability that connects the humanities with the natural sciences. Our approach involves cultivating a sense of place in faculty and students via field experiences, and developing curricular pathways for students of diverse backgrounds to acquire ecological literacy and, to gain their own voice in the present-day problems related to sustainability. This project has two steps. The first is the "Black Swamp Workshop," which is a field experience intended to build among the faculty a sense of place and an understanding of the unique ecological features of the local bioregion. The second step, the "Black Swamp Learning Community," is a regular series of meetings over the academic year in which the faculty members will transfer the knowledge from the Workshop to develop curricular innovations. An outcome of the project will be four revised syllabi that integrate sustainability and the humanities.

BUDGET

Outright Request	35,000.00	Cost Sharing	32,079.00
Matching Request	0.00	Total Budget	67,079.00
Total NEH	35,000.00		

GRANT ADMINISTRATOR

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Summary

The objective of this grant is to develop a unique approach to study the environment and sustainability that connects the humanities with the natural sciences. The Project Coordinators at Bowling Green State University (BGSU) are Drs. Nathan Hensley (Assistant Professor, School of the Earth Environment and Society), Ian Young (Senior Lecturer, Department of Philosophy), and Amílcar Challú (Associate Professor and Chair, Department of History). The planning committee includes faculty from different domains and college-level administrators.

Our approach involves cultivating a sense of place in faculty and students via deep transformative field experiences, and developing curricular pathways for students of diverse backgrounds to acquire ecological literacy and, more importantly, to gain their own voice in the present-day problems related to sustainability.

Sustainability serves as an integrating theme, contextualized within the bioregion in which BGSU is situated (the Great Black Swamp, which was drained and developed into prime farmland in the late nineteenth century). We embrace the term “sustainability” as a conceptual umbrella that crosses disciplines, and bridges the gap between the humanities and the sciences. Place serves as both the background and the foreground for this project because faculty and students will be encouraged to nurture their sense of place through direct encounters within the local bioregion.

This project has two major components. The first is the “Black Swamp Workshop,” which is a field experience intended to build among the faculty a sense of place and an understanding of the unique ecological features of the local bioregion. This is a dialogic process that involves nine faculty members from both the sciences and the humanities at BGSU. The focus of the workshop will be on faculty immersion and observation in the environment with a view to implementation of this experience in their regular courses. They will learn from each other, the project coordinators, and invited community experts.

The second step, the “Black Swamp Learning Community,” is a regular series of meetings over the academic year in which the faculty members will transfer the knowledge acquired in the Workshop to develop curricular innovations. Ian Young and Nathan Hensley will organize meetings with the goal of enabling faculty to incorporate experiential education and active-learning techniques into all of their courses. The faculty learning community meetings will gradually evolve into the development of curricular pathways for undergraduate students of different backgrounds to participate in humanities-based environmental courses. An outcome of the workshop and the learning community will be four revised courses that incorporate sustainability within the humanities, offered as part of the BGSU Multidisciplinary Component (MDC) course cluster.

By way of the Black Swamp Workshop and Learning Community, our project will help revitalize the humanities’ contribution to the environment and sustainability curriculum. More importantly, it will bring the expertise of the humanities into play both in formulating pedagogical approaches centered on place-rich field experiences, and in designing proposals to articulate courses into coherent curricular pathways.

Narrative

Project Rationale

A sense of place enables students and educators to ground their learning and teaching in ways that are tangible and meaningful. For this project, the Great Black Swamp physiographic region of northwestern Ohio serves as an integrating context, across all disciplines, with a grounding in humanities-based sustainability. This project will integrate place-based education across the curriculum at BGSU while implementing a dialogue across domains and disciplinary boundaries. Accordingly, the surrounding environment will serve as an integrating context for the curriculum.

Bowling Green State University draws its student population mostly from Ohio. BGSU is located in the midst of an area of immense ecological change: The Great Black Swamp, the largest inland swamp in North America, was almost completely drained in the late nineteenth century to create one of the most productive lands in the state of Ohio. Ohio in itself is a large-scale environmental experiment that includes the transformation of woodlands and wetlands into farmland, the location of heavy industry in the north of the state, the management of Lake Erie's environmental degradation, etc. In our sustainability and environmental courses we notice that these current and past experiences have forged the identities of our students. One in every seven of our students is from farming areas and small towns, many of them first-generation students; they bring clay tiles to class to illustrate the contribution of their ancestors to the epic draining of the Great Black Swamp a century ago; others are passionate about sustainable methods and restoration of native plant species. About 10 percent of the students dwell from the Cleveland; they tell us about their (or their parents') memories or experiences during the Cuyahoga fires. Residents from other major cities and their suburbs account for roughly half of student

population; they are often more involved in environmental activism and find inspiration in the classics of environmental literature. It is not unusual to see key divides in our environment and sustainability courses, in which “city” students debate with “rural” students about their different perceptions and attitudes towards ecological degradation, regulations, hunting, activism, etc.

The Black Swamp Project will stimulate problem-solving, experiential learning pedagogies, and interdisciplinary inquiry that will help bridge these divides by rooting teaching and learning in a sense of place. Higher education faculty typically, even with their high level of expertise, lack the necessary knowledge on the topic of sustainability to teach about it in their classes. Many university stakeholders and academics are unaware of sustainability principles. This gap in knowledge needs to be addressed. With the social and environmental crises that our world faces, it is imperative that faculty members have access to education and training on the theory and practice of sustainability. The Black Swamp Project faculty workshop is one way that we intend to address this deficiency in knowledge about place and sustainability.

The project is modeled after programs that have drawn national attention for their innovative approaches to curriculum change. These programs include the Piedmont Project at Emory University which is a curriculum development effort that embraces the intellectual community to address global issues and local sustainability challenges. Also, the Ponderosa Project at Northern Arizona University is an “interdisciplinary faculty group effort to incorporate environmental sustainability issues into university courses with the goal of providing future citizens the education and skills necessary to achieve sustainable communities and societies” (NAU, 1998). The Black Swamp Project sets itself apart from these existing projects because it emphasizes the humanities contribution to the environment and sustainability. This emphasis in

the humanities will be informed by the natural sciences to embrace interdisciplinary dialogue and multiple forms of inquiry.

The desired outcome is to build among BGSU students, faculty and staff a "sense of place" and an understanding of the unique ecological features of the environment in which BGSU and the surrounding bioregion is situated. To accomplish this goal we focus on enabling faculty to effectively incorporate experiential learning into their courses around the themes of place, humanities-based sustainability, and community. The end result will be the development of curricular pathways for undergraduate students of different backgrounds and interests to participate in humanities-based sustainability courses. Subsequently, in the implementation phase of the grant, we will build common field experiences and linked courses that will anchor the curricular pathway around the idea of a sense of place and a signature pedagogical approach.

To attain these goals, we have built a planning committee with similar representation of the humanities, social sciences and natural sciences. All members are committed to developing new courses around the themes of sustainability and the humanities or incorporating experiential learning and interdisciplinary collaboration in their existing courses. The course development resulting from this project will be built around a sense of place, rearticulating courses, and innovating their pedagogical approaches and creating new plans with a strong articulation brought by experiential and interdisciplinary learning. This planning process has the following two components:

The "Black Swamp Workshop": A two-day field experience in a natural environment representative of the Black Swamp region (see Appendix). This will have the participation of the three program coordinators and a BGSU faculty member from strategically selected areas across the university. We have recruited from literature and world cultures, art, biology, political

science, environmental studies, history, and philosophy. We will utilize the ecological and social “texts” of the Black Swamp area to enhance the quality of learning and teaching for students and faculty. The workshop will immerse faculty in the variety of ecosystems that make up BGSU’s region with the goal of holistically connecting faculty to this bioregion. A part of this goal is enabling faculty to create field experiences in their courses that become the signature pedagogical approach of the environment and sustainability courses in BGSU. Faculty will share expertise from their disciplines on how to include field experiences incorporating the themes of sustainability, nature immersion, and sense of place into their humanities and science-based courses.

The “Black Swamp Learning Community”: A mandatory gathering of the nine faculty participants and the three coordinators that will meet once a month for 90-minutes to reflect on the workshop experience, discuss relevant topics, and their application to experiential learning. The community will generate tangible results including syllabus modifications and specific assignments. Four or more existing courses will be modified and at least one new course will be created. Over the academic year the Learning Community will discuss a cluster of courses in environment and sustainability articulated in a sequence.

As a result of the two components of the Black Swamp Project (the Workshop and the Learning Community), the planning committee will articulate a curricular, progressive pathway of courses that will be part of the College of Arts and Sciences’ Multidisciplinary Component (MDC). The MDC is a group of four courses in different disciplines and course levels. While students are able to select any combination of courses from a large catalog, advisors direct the students' attention to "themed clusters" made of a limited set of courses that are articulated not only around a theme (sustainability), but also feature shared experiences that reach all students in

the cluster. We envision that the pathway begins with Introduction to Environmental Studies, optionally paired with linked sections of General Student Writing tailored towards nature and environmental writing. At a second stage students will delve into a humanities-based inquiry by choosing two 2000- and 3000-level courses such as Environmental Ethics and American Environmental History, and Eco-Criticism and Environmental Literature (a new course). In a final stage, in the junior or senior year, the student will examine policy and/or science in courses such as Global Sustainable Development, Environmental Policy Making, Conservation Biology, and Environmental Justice. While we envision that the student will have choices in the courses to select, we seek to articulate the experience in the cluster by developing a signature pedagogy rooted in a substantial and shared student field experience modeled after the collaboration of the Black Swamp Workshop.

The grant has the potential to impact thousands of students. As of September 2016, the College of Arts and Sciences at BGSU had 4,704. About a fifth of them major in arts and humanities disciplines, and a third in STEM disciplines. The grant will articulate and create classes in the Multidisciplinary Component, which is a mandatory four-course pathway that each student in Arts and Sciences needs to fulfill. Furthermore, we believe that a more robust offering of courses in dialogue with the humanities will be of major interest to students majoring in conservation, environmental science and sustainability. Among the recently admitted freshman class of 2017, almost 70 percent of students with an interest in environmental or conservation studies were active, as high school students, in creative and performative activities (e.g. theater, newsletter, music). In the STEM disciplines, the percentage is lower but still quite large: 49 percent. Using the database of prospective students who registered for a college visit in 2015, we find that about 11 percent of students who expressed an interest in environmental or conservation

majors also expressed an interest in humanities majors. The tight interdisciplinary cooperation that we propose in the Black Swamp Project will benefit students by providing a curricular pathway and meaningful collaboration among faculty that will cross-pollinate the curriculum.

Intellectual Content

By way of the Black Swamp Workshop and Learning Community, our project will help revitalize the humanities contribution to the environment and sustainability curriculum. More importantly, it will bring the expertise of the humanities into play both in formulating pedagogical approaches centered on place-rich field experiences and in designing proposals to articulate courses into coherent curricular pathways. At present, the humanities' input into the environment and sustainability curriculum is lacking and fragmented, with only two courses offered regularly (*American Environmental History* and *Environmental Ethics*). Members of our planning committee such as Lawrence Coates, Cheryl Lachowski, Amy Robinson and Kim Young connect the experience of the place to creative arts and eco-criticism, but at present there are no particular courses in these disciplines. The other faculty in the planning committee are equally committed to a dialogue between social and natural sciences and the humanities, but the voice from the humanities has been lacking to this point in interdisciplinary collaboration in the sustainability curriculum.

When considering sustainability, the sciences and the humanities need to be combined with other subject areas to move forward sustainability-oriented thinking. Arizona State University's Institute for Humanities Research points out that,

Scientists look at physical processes, and social scientists examine sociological processes.

Humanists focus on ideas, values, language, culture, and history. To sustain our human

communities, our natural resources, and our rich global biological and cultural heritage, we must explore humans' beliefs about their relationship to nature and integrate knowledge and policy across the disciplines in order to understand, inform, and direct human development toward a responsible, sustainable future (p. 2).

To mobilize this focus on advancing a sustainable future we have recruited an interdisciplinary group of faculty and will cultivate interdepartmental relationships.

The eleven members of the planning committee will share ideas and interests as new sustainability-oriented curriculum ideas are discussed and course changes are made. The co-directors have built relationships with all members in the planning committee and have shared previous work in other interdisciplinary settings, including a "Sustainability Across the Curriculum" group that discussed pedagogical approaches and laid the foundation of this proposal by selecting a potential roster of courses to build a themed cluster. Faculty members who have signed up for the workshop have committed to also remain in the Learning Community throughout the academic year. An associate dean from the College of Arts and Sciences will serve as consultant as we evaluate curricular proposals.

In recent times, our university has renewed its commitment to interdisciplinary collaboration and experiential learning. Two years ago, the College of Arts and Sciences changed a highly structured set of requirements within disciplinary fences with the Multidisciplinary Component (MDC) of four courses that "integrate (not merely sample from) multiple domains of inquiry." The Provost office, moreover, has increased its investment in experiential learning, creating new formats of classes such as the new, three-week Winter Session, which will be implemented at BGSU in January of 2019. The three-week model will allow study abroad experiences that have been so far difficult to implement in environmental

education. Finally, collaborative projects such as ours find support from the brand new BGSU “Collab Lab” which is a creative space for faculty, staff and students to engage in collaborative work with an emphasis on promoting interdisciplinary projects.

Planning Committee

The three faculty project coordinators co-coordinators are collaborating to implement the Black Swamp Workshop to facilitate an understanding of sustainability that is inclusive of humanities approaches, fosters the dialogue across disciplines, and develops a strong sense of place to guide the curriculum and pedagogy. While the coordinators will cooperate and coordinate in regular meetings, they will be specializing in different tasks.

Dr. Nathan Hensley, Assistant Professor in the School of the Earth, Environment and Society, will coordinate the grant, organize the Workshop and co-lead the Learning Community. Hensley specializes in environmental curriculum, and aims to bring together faculty and students from different domains. His research focuses on the synergies of the sense of place and learning, which is the theoretical underpinning of this proposal.

Dr. Ian Young, Senior Lecturer in the Department of Philosophy, has designed and taught Environmental Ethics, and collaborated in multiple curricular initiatives in BGSU. He has vast experience in experiential learning having led freshman classes in week-long hikes and now starting a new collaborative January program in New Zealand that combines environmental studies, ethics and arts. Young will co-lead the Learning Community, with a particular eye into coordinating curricular proposals.

Dr. Amílcar Challú, Associate Professor and Chair of the Department of History, has taught American Environmental History, grounding it on historical research, field experiences

and the discussion of classics in environmental thought. His research specialty weaves the fields of cultural, economic and environmental history and has been recognized or funded by organizations such as the Economic History Association, the International Economic History Association and the National Endowment for the Humanities. His role will be in supporting Hensley and Young, elaborating curriculum proposals and writing reports.

The planning committee is a robust interdisciplinary group ideally equipped to share their insights in the Workshop and Learning Community. In addition to the project coordinators, the planning committee includes nine more faculty participants from writing, literature and world cultures (Lawrence Coates, Cheryl Lachowski, and Amy Robinson), arts (Kimberly Young), biology (Karen Root and Kevin McCluney), political science (Andrew Kear and Shannon Orr), and environmental studies (Enrique Gómezdelcampo). Other faculty members who express interest will be invited to participate in the meetings.

Planning process

The planning process will start in June of 2018. In early June, the planning committee will meet to solidify the work plan for the summer.

Summer of 2018. Over the summer the committee will plan the two-day Workshop, expanding recruitment to a handful more faculty members who expressed interest in the project, scouting locations, and assigning portions of the program to the experts in the planning committee.

Mid-August 2018. Conduct the Black Swamp Workshop.

Fall semester. The project will move to the stage of the Learning Community. During the fall the main goal is to reflect on the Workshop, discuss ideas for new courses or design

components to existing courses. Some meetings may be assembled in regional parks and preserves contingent on the availability of faculty and weather. The planning committee will work with the College of Arts and Sciences to articulate a plan to develop curricular pathways enabling undergraduate students of different backgrounds and interests to participate in humanities-based sustainability courses.

Spring of 2019. The Learning Community will continue with the goal of turning ideas into curriculum proposals and course modifications.

Summary Assessment

We will evaluate the project in multiple ways including a post-workshop survey and a post-Faculty Learning Community survey. Throughout the grant period, the co-directors will meet monthly to assess progress on the project. Also, participating faculty will be required to submit revised syllabi and course proposals as deliverables at the end of the Black Swamp Workshop. Following the workshop, faculty will also be required to submit a bulleted list of syllabus changes which will allow the co-directors to pinpoint curricular changes attributed to the workshop.

At the end of the Fall 2018 semester we will ask faculty members three key questions: What will you incorporate into your courses from the workshop and the learning community? What were the most impactful lessons from the workshop and learning community discussion? What would you like to see implemented in the faculty learning community in the spring semester? Additionally, we will quantitatively evaluate the effectiveness of the workshop and learning community through a Likert scale-formatted set of questions. The co-directors will meet to discuss the qualitative and quantitative survey results. The results of these surveys will inform the second semester of the planning grant.

Budget Form

OMB No 3136-0134
Expires 6/30/2018

Applicant Institution: *Bowling Green State University*
Project Director: *Nathan Hensley, Ian Young, Amilcar Challu*
Project Grant Period: *06/01/2018-05/31/2019*

	Computational Details/Notes	(notes)	Year 1	Project Total
			06/01/2018-05/31/2019	
1. Salaries & Wages				
Nathan Hensley, Project Director--Summer	Summer Salary (b) (6) (b) (6))	13.69%	(b) (6)	(b) (6)
Nathan Hensley, Project Director--AY	Estimated 2018-2019 AY salary (b) (6) (3% increase from AY 2017-2018 salary)	22.50%	(b) (6)	(b) (6)
Ian Young, Co-Director-Summer	Summer Salary (b) (6) (b) (6))	14.73%	(b) (6)	(b) (6)
Ian Young, Co-Director-AY	Estimated 2018-2019 AY salary (b) (6) (b) (6) increase from AY 2017-2018 salary)	10.00%	(b) (6)	(b) (6)
Amilcar Challu, Co-Director-FY	Estimated 2018-2019 FY salary (b) (6) (b) (6) increase from FY 2017-2018 salary)	5.00%	(b) (6)	(b) (6)
Learning Community Stipends (TBD)-9	9 Learning Community and Workshop participants will receive a \$450 stipend for participation.		\$4,050	\$4,050
2. Fringe Benefits				
Nathan Hensley, Project Director--Summer	BGSU's fringe rate for faculty during the summer and for supplemental pay is (b) (6) of compensation.	17%	(b) (6)	(b) (6)
Nathan Hensley, Project Director--AY	BGSU's fringe rate for faculty and administrative staff during the academic year is (b) (6) of compensation.	36%	(b) (6)	(b) (6)
Ian Young, Co-Director-Summer	BGSU's fringe rate for faculty during the summer and for supplemental pay is (b) (6) of compensation.	17%	(b) (6)	(b) (6)
Ian Young, Co-Director-AY	BGSU's fringe rate for faculty and administrative staff during the academic year is (b) (6) of compensation.	36%	(b) (6)	(b) (6)
Amilcar Challu, Co-Director-FY	BGSU's fringe rate for faculty and administrative staff during the academic year is (b) (6) of compensation.	36%	(b) (6)	(b) (6)

Learning Community Stipends (TBD)-9	BGSU's fringe rate for faculty during the summer and for supplemental pay is (b) (6) of compensation.	17%	(b) (6)	(b) (6)
3. Consultant Fees				
			\$0	\$0
4. Travel				
NEH Conference Travel (2 days)	Travel for 2 co-directors to attend the NEH Conference in Washington DC. Anticipated costs include: Airfare \$1,000 (Detroit, MI to DC \$500 x 2), Lodging \$500 (\$250/night x 1 night x 2 people), Per Diem \$207 (\$51.75 x 2 days x 2 people), Ground Transportation \$220 (\$110 per person x 2 people).		\$1,927	\$1,927
5. Supplies & Materials				
Marketing Materials/Supplies	Printing of binder and materials for workshop.		\$83	\$83
6. Services				
				\$0
7. Other Costs				
Workshop Breakfast and Lunch	10 attendants, 2 breakfasts, 2 lunches, at an average cost of \$15/ea		\$600	\$600
8. Total Direct Costs	Per Year		\$47,239	\$47,239
9. Total Indirect Costs				
Indirect Rate Calculation: a. Rate: 42% Modified Total Direct Costs b. Federal Agency: DHHS c. Date of Agreement: 2/4/2015	Per Year		\$19,840	\$19,840

10. Total Project Costs	(Direct and Indirect costs for entire project)			\$67,079
11. Project Funding	a. Requested from NEH	Outright:		\$35,000
		Federal Matching Funds:		\$0
		TOTAL REQUESTED FROM NEH:		\$35,000
	b. Cost Sharing	Applicant's Contributions:		\$32,079
		Third-Party Contributions:		\$0
		Project Income:		\$0
		Other Federal Agencies:		\$0
		TOTAL COST SHARING:		\$32,079
12. Total Project Funding				\$67,079

Total Project Costs must be equal to Total Project Funding ---->

\$67,079 = \$67,079

Third-Party Contributions must be

greater than or equal to Requested Federal Matching Funds ---->

\$0 ≥ \$0

APPENDICES

I. References:

IHR (Institute for Humanities Research). (n.d.). Humanities and Sustainability. Arizona State University. Retrieved from <http://hfe-observatories.org/wp-content/uploads/2014/08/project-roots-Humanities-and-Sustainability-What-Do-The-Humanities-Contribute.pdf>

NAU (Northern Arizona University) Ponderosa Group. (1998). *The Ponderosa Project*. Retrieved October 11, 2017, from <http://www2.nau.edu/~ponder-p/>

II. Suggested Reading List for Black Swamp Workshop

Adams, J., Greenwood, D. A., Thomashow, M., & Russ, A. (2017). Sense of place. In A. Russ & M. E. Krasny (Eds.), *Urban environmental education review* (pp. 68–75). Ithaca: London: Comstock Publishing Associates.

Defines sense of place while offering suggestions for cultivating place consciousness within an urban context. Provides a theoretical framework for further discussions on place and education.

Cronon, W. (1992). Kennecott Journey: The Paths Out of Town. In W. Cronon, G. Miles, and J. Gitlin (Eds.), *Under an Open Sky: Rethinking America's Western Past* (pp. 28–51). New York: W.W. Norton.

A place-based approach to environmental history, it weaves natural, economic and social forces to understand the history of a mining ghost town. Useful to think about the collaboration of different domains of knowledge to the understanding of sustainability.

Hensley, N. (2011). *Curriculum studies gone wild: Bioregional education and the scholarship of sustainability*. New York: Peter Lang.

Explores the concept of sustainability within a curricular context with an emphasis on place. Critiques the instrumental approaches associated with modern day education and offers theoretical and practical solutions for educational theorists and practitioners.

Kimmerer, R. W. (2014). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge, and the teachings of plants*. Minneapolis, MN: Milkweed Editions.

Weaving biological science, native philosophy and creative writing, this book argues for the need of different forms of inquiry to understand the meaning of places and device solutions to complex problems of environmental degradation.

Leopold, A. (1996). *A Sand county almanac and sketches here and there*. London: Oxford University Press.

Blurring the lines between human and biotic communities, Leopold's monthly sketches provide an example of how to build a sense of place on moral commitment and the integration of different domains of knowledge.

Merchant, C. (2013). *Reinventing Eden: The fate of nature in western culture*. New York: Routledge.

A philosophical exploration of Western views about human-induced environmental transformation either as declension or progress, it provides a theoretical underpinning to explore the connections between culture, narrative and sustainability.

Oelschlaeger, M. (1991). *The Idea of Wilderness*. New Haven: Yale University Press.

Oelschlaeger argues that the idea of wilderness has reflected the evolving character of human existence from Paleolithic times to the present day. An intellectual history, it draws together evidence from philosophy, anthropology, theology, literature, ecology, cultural geography, and archaeology to provide a new scientifically and philosophically informed understanding of humankind's relationship to nature.

Orr, D. W. (2005). Place and pedagogy. In M. Stone & Z. Barlow (Eds.), *Ecological literacy: Educating our children for a sustainable world* (pp. 85–94). San Francisco: Sierra Club Books.

Provides specific reasons that integrating place into education is important. The author argues for inhabiting our landscapes so we can live well in our places. Inhabitants are contrasted with residents noting that residents spend many hours connected to media devices and see their surroundings as a mere means of getting from point A to point B but inhabitants develop a mutually beneficial relationship with their surrounding natural and social communities.

III. Schedule for the Black Swamp Workshop

The workshop agenda is in progress and subject to change. The location for the workshop is Wintergarden Park in Bowling Green, Ohio.

Day 1

- 8:30-9:00 a.m. - Sign in. Breakfast available.
- 9:00-9:15 - Welcome and Introductions
- 9:15-9:45 - What is sustainability? How do we connect?
- 9:45-10:15 - Big ideas in your field and sustainability (small groups)
- 10:15-11:45 - Presentation and discussion: Social Justice
- 11:45-12:45 p.m. - Lunch and conversation / Introduction to Wintergarden topic
- 12:45-1:00 - Transition to Wintergarden tour
- 1:00-3:00 - Wintergarden tour and return
- 3:00-3:30 - Break, snack, tour responses, Sense of Place Intro.
- 3:30-4:30 - Presentation and discussion: Black swamp intro
- 4:45-5:00 - Day 1 questions, reflections, conclusion

Day 2

- 8:30-9:00 a.m. - Breakfast available.
- 9:00-10:00 - Small group work on Day 1 content
- 10:00-10:30 - Eight ways to change a course
- 10:30-12:00 p.m. - Presentation series and discussion: Illustrations of integrated curriculum
- 12:00-12:30 - Your existing curricula and sustainability: opportunities and barriers (small groups)
- 12:30-1:30 - Lunch and conversation
- 1:30-2:15 - Beyond the syllabus: Interdisciplinary research collaborations
- 2:15-2:45 - Identifying campus support and allies (small groups)
- 2:45-3:00 - Snack break
- 3:00-3:30 - Panel: Student perspectives
- 3:30-4:15 - Plans for your courses (small groups)
- 4:15-5:00 - Day 2 report out, reflections, and next steps

IV. Resumes

Biographical Sketch for Nathan S. Hensley
Bowling Green State University
School of Earth, Environment, and Society
Bowling Green, OH 43403

Professional Preparation

Northland College	Ashland, WI	Outdoor Education	B.S.	2000
MN State University	Mankato, MN	Experiential Education	M.S.	2003
Georgia S. University	Statesboro, GA	Curriculum Studies	Ed.D.	2010

Professional Appointments

Asst. Prof.	School of Earth Environment & Society	Bowling Green State University	2015-Pres
Asst. Prof.	Dept. of Curriculum Inst. & Culture	Florida Gulf Coast University	2014-2015
Postdoc Fellow	Honors College	Auburn University	2011-2014
Instructor	Dept. of the Env. & Sustainability	Bowling Green State University	2010-2011

Publications

i. Closely Related Publications

- Hensley, N. (2017). The future of sustainability in higher education. *Journal of Sustainability Education*.
- Hensley, N. (2016). Exploring energy options: Understanding the complexities of the energy landscape. *Learner-Centered Teaching Activities for Environmental and Sustainability Studies*.
- Hensley, N. (2015). Cultivating Biophilia: Utilizing Direct Experience to Promote Environmental Stewardship. *Journal of Sustainability Education*.
- Hensley, N. (2014). Incorporating Place-Based Education to Cultivate Watershed Literacy: A Case Study. In K. D. Thomas & H. Muga (Eds.), *Handbook of research on pedagogical innovations for sustainable development* (pp. 27–38). IGI: Hershey, PA.
- Hensley, N. (2013). Curriculum as bioregional text: Place, experience, and sustainability. *Journal of Sustainability Education*.
- Hensley, N. (2013). CIDER: An acronym for understanding the educational possibilities for bioregionalism. *Journal of Sustainability Education*.

ii. Other Significant Publications

- Hensley, N. (2012). Beyond a carbon copy curriculum: Cultivating stewardship and awareness through sustainable education. In J. Lin & R. Oxford (Eds.), *Transformative eco-education for human survival: Environmental education in a new era*. Charlotte, NC: Information Age Publishing.
- Hensley, N. (2011). *Curriculum studies gone wild: Bioregional education and the scholarship of sustainability*. New York: Peter Lang.

Synergistic Activities

- Professional Service
Peer Reviewer for the Journal for Sustainability Education
Peer Reviewer for New Developments in Engineering Education Book (Editor Ken Thomas)
Peer Reviewer for Cultural Studies of Science Education (Journal)
- Teaching Innovations
Attended the Global Learning and Observations for the Betterment of the Environment (GLOBE) Boot Camp in Charlotte, NC in the spring of 2016.

Collaborators & Other Affiliations

- Collaborators and Co-Authors
Mike Mueller (U. of Alaska, Anchorage)
- Thesis Advisors (MS)
Carlson, Julie Minnesota State University, Mankato
- Dissertation Advisors (Ed.D.)
Morris, Marla Georgia Southern University
- Postdoctoral Sponsor
Harris, Paul Auburn University

IAN ALEXANDER YOUNG

DEPARTMENT OF PHILOSOPHY • BOWLING GREEN STATE UNIVERSITY •
BOWLING GREEN, OH 43403

OFFICE PHONE: 419 372 9365

FAX: 419 372 8191

E-MAIL: iyoung@bgsu.edu

EDUCATION

- PhD in Applied Philosophy, May 2001, Bowling Green State University
Dissertation: "Reconciling Social Unity and Cultural Diversity"

CURRENT POSITION

1. Teaching

Senior Lecturer, full time in the Philosophy Department at Bowling Green State University since 2002

Part time faculty in Chapman Community, Kohl Hall, BGSU

2. Administrative

Since June 2002, in addition to my teaching duties, one quarter of my full-time load has consisted of administrative duties, for which I am given one course release, for the Philosophy Department, Bowling Green State University.

RELEVANT TEACHING EXPERIENCE

1. Courses Taught (in Philosophy Department at BGSU unless stated otherwise)

a) 1000-Level Courses

- *Introduction to Ethics*
- *Honors Introduction to Ethics*
- *Contemporary Moral Issues*

b) 2000-Level Courses

- *Introduction to Peace and Conflict Studies*
- *Environmental Ethics*
- *Great Ideas* (taught in BGSU Honors College)
- *RESC 2000* (a community service class taught in Chapman Community)

c) 3000-Level Courses

- *Social and Political Philosophy*
- *Philosophy of Peace and War*
- *Modern Political Ideologies* (Political Science Department, BGSU)

c) 4000-Level Courses

- *Directed Readings on Contemporary Moral Issues*

2. Chapman Learning Community

In addition to my "regular" teaching in the Bowling Green State University Philosophy Department, since the Spring semester of 2004, I have taught one course per semester at BGSU's Chapman Learning Community.

3. Curriculum Development

Currently working on developing an environmental ethics-themed study abroad class to New Zealand planned for January 2019

AREAS OF RESEARCH SPECIALIZATION

Political Philosophy, Applied Ethics

AREAS OF COMPETENCE

Ethics, Medical Ethics, Business Ethics, Environmental Ethics

RECENT CONFERENCE PRESENTATIONS

- “Toleration and Sustainability: Are They Compatible?” Presented at *Seventh International Conference on Environmental, Cultural, Economic and Social Sustainability*, Waikato University, Hamilton, New Zealand, January 5-7, 2011.

RECENT PUBLICATIONS

- “Toleration and Sustainability: Are They Compatible?” *International Journal of Environmental, Cultural, Economic and Social Sustainability*, 2011,

PROFESSIONAL ACTIVITIES

- Associate Editor, *International Journal of Environmental, Cultural, Economic and Social Sustainability*, 2011.

RELEVANT SERVICE ACTIVITIES

- **Peace and Conflict Studies**
 - Serving as co-chair of the Peace and Conflict Studies Committee (2005-present)
 - Jointly led (with Dr Akiko Jones of Asian Studies) a group of BGSU students on a trip to Hiroshima, Japan, in July and August 2006
- **Chapman Community**
 - Worked with groups of Chapman Students and Community Partners (Bowling Green City Parks and Recreation Department) 2003-present
- **College and University**
 - Served on College of Arts and Sciences “Arts and Humanities Curriculum Committee” (recently renamed the Curriculum, Teaching and Learning Community) (Fall 2008-present).
 - Combined Curriculum Teaching and Learning Committee (CTLC) Chair since August 2016
 - Served on BGSU Institutional and Animal Care Committee (IACUC) Fall 2014 to November 2016
 - Served as faculty advisor on a *Freshman Wilderness Experience* trip in July 2012, hiking for 6 days on the Appalachian Trail with seven incoming students, then again in July 2016

Résumé

Dr. Amílcar E. Challú
Chair and Associate Professor
Department of History
Bowling Green State University
Bowling Green, OH 43403
achallu@bgsu.edu
419-372-2769

Employment

- Bowling Green State University, Department of History,
 - 2017-present: Department Chair
 - 2014-present: Associate Professor
 - 2007-2013: Assistant Professor
 - 2013-present: Associate Professor
 - Teaches Environmental History; History of Capitalism; Latin America (Pre-independence and Modern); Modern Mexico; World History
 - Serves as Undergraduate Advisor and Director of the Department, and as a member of the Academic Honesty and Fiscal Advisory university committees.

Education

- Ph.D. in History, Harvard University, Cambridge, Massachusetts, 2007.

Selected publications

- Under contract: *The Political Economy of Hunger in Bourbon Mexico*, Harvard University Press, approved by the Board of Syndics.
- Challú, Amílcar E. "Ambigüedad y rebeldía en el tono económico de *El Periquillo Sarniento*." *Hispanic Journal* 38, no. 2 (Fall 2017): 49–67.
- Challú, Amílcar E. and Sergio Silva-Castañeda. "Towards an Anthropometric History of Latin America in the Second Half of the Twentieth Century." *Economics and Human Biology* 23 (2016): 226–34
- Amílcar E. Challú and Aurora Gómez Galvarriato, "Mexico's Real Wages in the Age of the Great Divergence, 1750s-1920s," *Revista de Historia Económica/ Journal of Iberian and Latin American Economic History* 33, no. 1, March 2015, 83-122.
- "Grain Markets, Free Trade and the Bourbon Reforms: The Reception and Application of the Real Pragmática of 1765 in New Spain." *Colonial Latin American Review* 22, no. 3 (Dec. 2013): 400-421.
- Ruth W. Herndon and Amílcar E. Challú, "Mapping the Boston Poor: Inmates of the Boston Almshouse, 1795-1801," *Journal of Interdisciplinary History* 44, number 1 (Summer 2013): 63-83.
- "'Their Bellies Must Be So Big'. Grain Hoarders and the Emergence of the Political Economy in Late Colonial Mexico," in *Global Economies, Cultural Currencies of the Eighteenth Century*, ed. by Michael Jonathan Rotenberg-Schwartz (AMS Press. 2012).
- Ricardo D. Salvatore, John H. Coatsworth and Amílcar E. Challú, eds., *Living Standards in Latin American History*. David Rockefeller Center for Latin American Studies–Harvard University Press, 2010.
- Ricardo Salvatore, John Coatsworth and Amílcar Challú, "Introduction," in *Living Standards in Latin American History*, ed. By Salvatore, Coatsworth and Challú, 1-21.
- "Living Standards and Biological Well-Being in Mexico, 1740-1840," in *Living Standards in Latin American History*, ed. By Salvatore, Coatsworth and Challú, 23-67.

Awards and Fellowships

- National Endowment for Humanities, Fellowship, 2010/11.
- Asociación Española de Historia Económica (Spanish Economic History Association), Jaume Vicens Vives Prize for best book on the economic history of Spain and Latin America, 2011.
- Economic History Association, Alexander Gerschenkron Prize for the best dissertation in non-US or Canadian Economic History, 2008.

Selected teaching experience (relevant for NEH Connections Planning Grant)

- History 3380: American Environmental History, every Spring since 2012
- History 4000/5820: Environmental History of Latin America, Spring '08
- History 4800: Undergraduate Research Seminar, Spring '07 and Spring '08, Spring '12, Fall '12
- Organizer of student conferences: Latin American and Latino/a Studies Student Conference, BGSU, April 2017, 2014 and 2009, History Department's Third Annual Symposium, March 2012 and 2016
- Advisor of several student research projects of the Center for Undergraduate Research and Scholarship

Selected curricular experience (relevant for NEH Connections Planning Grant)

- Awarded the College of Arts and Sciences's Curriculum Foundations Grant, in collaboration with Dr. Nicole Jackson, to reform the History Curriculum, August 2017.
- Facilitator of the Learning Community: Sustainability Across the Curriculum, Center for Faculty Excellence, 2015-16
- Member of the Curriculum, Teaching and Learning Committee of the College of Arts and Sciences, 2016-17
- Co-chair of the Department's Undergraduate Curriculum Committee, 2014-17
- Member of the University Undergraduate Council (2009)

BGSU Curriculum Vitae
ANDREW R. KEAR

Dual Appointment

Department of Political Science and Department of Environment and Sustainability
Bowling Green State University, Bowling Green, OH 43403
akear@bgsu.edu Ph:(419) 372-8194

I. Academic Degrees

Ph.D. *Colorado State University*, Political Science, 2011
M.S. *Ohio University*, Geology, 1995
B.A. *The College of Wooster (OH)*, Geology, 1992

II. Academic Positions

A. Teaching Positions

Assistant Professor, *Bowling Green State University*, 2011-present
Adjunct Instructor, *Colorado State University*, 2008-2011

B. Administrative Positions

Graduate Teaching Assistant, *Colorado State University*, 2004-2009
Graduate Teaching Assistant, *Ohio University*, 1992-1994
Teaching Assistant, *College of Wooster*, 1990-92

III. Non-Academic Positions

Field Manager/Fund-raiser, Fund For Public Interest Research, Denver, CO, 2002-03
Hydrogeologist/Environmental Scientist, Camp Dresser & McKee Inc., 1995-2001
Hydrogeological Intern, Westinghouse Savannah River Company, Aiken, SC, 1994

IV. Research Interests

Environmental Politics and Policy (Energy, Natural Gas, Public Lands, Global Commons)
American Politics (Elections, Interest Groups, State Legislatures)
Public Policy and Administration (Theories of the Policy Process)

V. Research Projects and Grants

Bowling Green State University, Building Strength Grant, \$10,000. 2016-17. Co-PI with Dr. Andrew Gregory: "CNH: Influence of Kakamega Forest Diversity on Forest Management and Forest Management on Biodiversity." Conducted social and natural science field work in the Kakamega Forest, Kenya and Thuringia, Germany (Hainich National Park and E.U. Greenbelt) in August 2016.

VI. Publications or Equivalencies

A. Publications

1) Book Chapters

Kear, Andrew R. and Dominic D. Wells. 2014. "Coalitions are People: Policy Narratives and the Defeat of Ohio Senate Bill 5." In *The Science of Stories: Application of the Narrative Policy Framework in Public Policy Analysis*, Eds.

- Michael D. Jones, Elizabeth A. Shanahan, and Mark K. McBeth. Palgrave MacMillan: New York, NY: p. 157-184.
- Duffy, Robert J., K.L. Saunders and Andrew R. Kear. 2010. "Colorado Senate Race (Udall v. Schaffer): A Campaign of Ideological Differences and a Changed Political Landscape" in *The Roads to Congress 2008*, Eds. Robert P. Watson and Robert Dewhurst. Lexington Books: Lanham, MD: p. 245-268.
- 2) Refereed Journal Articles
- Kear, Andrew R. "Natural Gas Policy Path – Built to Boom." *Journal of Policy History*. Accepted and Forthcoming. 2018.
- Kalaf-Hughes, Nicole and Andrew R. Kear. 2017. "Framed for Compromise? The Role of Bill Framing in State Legislative Behavior on Natural Gas Policy." *Policy Studies Journal*. DOI: 10.1111/psj.12208.
<http://onlinelibrary.wiley.com/doi/10.1111/psj.12208/epdf>
- Kear, Andrew R. 2017. "Finding Fault with the Nexus Pipeline? Agency Capture and the Public Good." *Case Studies in the Environment*. DOI: 10.1525/cse.2017.sc.453098.
<https://doi.org/10.1525/cse.2017.sc.453098>
- Davis, Sandra K. and Andrew R. Kear. 2014. "U.S. West: The Next Energy Nexus." *California Journal of Politics and Policy*. Volume 6, Issue 1, p. 127-151. ISSN (Online) 1944-4370, ISSN (Print) 2194-6132. DOI: 10.1515/CJPP-2013-0047.
- 3) Book Reviews
- Kear, Andrew R. 2016. Book Review. *Review of Policy Research* 33 (4): 463-465. "Fracking the Neighborhood: Reluctant Activists and Natural Gas Drilling." Cambridge, MA: The MIT Press. xiv + 191 pages. ISBN 9780262029766, Jessica Smartt Gullion, 2015.
- 4) Reports: Applied Scholarship and Scholarship of Engagement
- Kear, Andrew. R. September 21, 2017. "Bureaucratic Seismicity: Finding Fault with the Nexus Pipeline Maumee River Crossing." White-paper report submitted to FERC, Bowling Green City Council and Mayor to demonstrate the scientific inadequacies of FERC's Certificate of Public Convenience and Necessity.
- Kear, Andrew. R. March 17, 2017. "Missing the MARX: Risks and Threats from the Nexus Pipeline Maumee River Crossing." White-paper report submitted to FERC, U.S. Army Corps of Engineers, Ohio EPA, and Bowling Green City Council and Mayor to clarify, refine, and reiterate the first white-paper report.
- Kear, Andrew R. January 31, 2017. "Public Health and Safety Risks of the Proposed Nexus Pipeline in Wood and Lucas Counties, Ohio." White-paper report analyzing the Final Environmental Impact Statement (FERC-EIS-270F) for the NEXUS Gas Transmission Project promulgated by the Federal Energy Regulatory Commission (FERC) (November 2016). Submitted to FERC, U.S. Army Corps of Engineers, Ohio EPA, and Bowling Green City Council and Mayor.

Brief Relevant Bio

Cheryl Lachowski
Senior Lecturer, General Studies Writing

Master of Fine Arts, BGSU—Creative Writing, Poetry
Bachelor of Arts, Kenyon College, majors Biology and Philosophy, magna cum laude, Phi Beta Kappa

Teaches “Introduction to Writing” and “Academic Writing” courses at BGSU. (Currently also an upper-level poetry workshop in the English Dept.).

Publications include poems in many literary journals; *Homing*, a poetry collection, which won the Bluestem Poetry Award; *The Secret Life of Hardware*, a poetry chapbook; and *Beguiled Improvisations*, a CD of poetry voice-overs to the music on Tim Story’s *Beguiled* album.

Awarded an Institute for the Study of Culture and Society (ICS) Fellowship for spring of 2017 to work on *Ditches: A Montage of the Great Black Swamp*.

Abstract of the project:

“My ICS Fellowship project is a book-length work-in-progress titled *Ditches: A Montage of the Great Black Swamp*, consisting of poems, prose poems, and creative non-fiction. It is rather hard to classify by genre. The purpose is to give a multi-dimensional voice to a landscape and its occupants (human, animal, plant), which have been radically changed over time. The book will be a mix of natural, human, and spiritual histories of the Great Black Swamp in NW Ohio as it is transformed from a glacial lake to forested swampland to industrialized mono-crop mega-farms. Clearing trees in the 1800’s and draining the swamp with clay tiles and 16,000 miles of constructed ditches allowed this change. But what has been lost for the gain? We no longer seem to have much connection to the geographies we inhabit. The book will explore and re-envision our connections and is divided into two sections: Watershed and Homestead. Organization is primarily by place instead of chronology, following the Maumee River of NW Ohio from western Lake Erie through past and present locales on the river where the Great Black Swamp used to be. The historical and geographical dividing line between the sections is the Battle of Fallen Timbers in 1796 near present-day Waterville. After this time, white settlement of the area occurred, along with removal of American Indian residents to western reservations, transforming the landscape from marsh and hardwood swamp to agricultural acreage and populous towns. Having an understanding of how past and present agriculture has altered the land and our relationship to it is a crucial element in restoring our connections to the natural world, which is why it is a central focus in *Ditches*.”

Have just finished coursework and service hours from the Wood County Parks and OSU extension as an Ohio Certified Volunteer Naturalist. Have done volunteer work at the Carter Historical Farm outside Bowling Green. Am currently leading a book group with the Wood

County Parks system focusing on environmental literature. Future plans include leading nature walks in the region with a focus on oral tradition of place (story- and poem-telling).

Past experience with (b) (6) (Homestead Gardens) practicing sustainable market gardening in Grand Rapids, Ohio, providing organic (not certified) heirloom vegetables and herbs to local restaurants, independent grocery stores, and farmers markets in the area.

Past gardening and agriculture internships at the Rodale Institute experimental farm in PA, including being a member of a reading group led by Bob Rodale before he passed away.

Biographical Sketch: ENRIQUE GOMEZDEL CAMPO

a. PROFESSIONAL PREPARATION:

Universidad Iberoamericana, Mexico City, Mexico.	Engineering Physics	B.S. 1986
University of Tennessee, Knoxville, TN.	Environmental Engineering	M.S. 1991
University of Tennessee, Knoxville, TN.	Civil Engineering	Ph.D. 2002
University of Tennessee, Knoxville, TN.	Postdoctoral Fellow	01/03 – 06/03

b. APPOINTMENTS:

Associate Professor, Dept. of Geology and Chair, Dept. of Environment and Sustainability, Bowling Green State University.	08/09 – present
Assistant Professor, Dept. of Geology and Center for Environmental Programs, Bowling Green State University	08/03 – 07/09
Research Assistant, ORNL, Oak Ridge, TN. Environmental Sciences Division	01/00 – 05/02
Computer Lab Coordinator and PC Support, Teaching Assistant, Dept. of Civil and Environmental Engineering, University of Tennessee, Knoxville	08/96 – 12/99
Consulting Hydrologist, H2M Engineering, Mexico City, Mexico	01/96 – 06/03
Project Coordinator, Biwater International, Mexico City, Mexico	11/93 – 06/96
Research Engineer, TNO Institute of Applied Geoscience, Delft, The Netherlands	3/93 – 10/93
Research Assistant, Dept. of Civil and Envir. Engr., University of Washington	9/91 – 11/92
Research Engineer, Tennessee Valley Authority Engineering Laboratory, Norris	8/89 – 7/91
Instructor, Dept. of Physics, Universidad Iberoamericana, Mexico City, Mexico	01/87 – 5/87
Systems Analyst/Programmer, Smith Search (executive recruiters), Mexico City, Mexico	7/86 – 7/89

c. PUBLICATIONS:

Most closely related papers

Wijayarathne, D.B. and E. Gomezdelcampo, Using shallow groundwater modeling to frame the restoration of a wet prairie in the Oak Openings Region, OH, USA. Under revision in Environmental Earth Sciences Journal.

Gomezdelcampo, E. Wet Prairie Restoration in the Maumee AOC: Analysis of the Shallow Groundwater. The Nature Conservancy OHFO-GLRI-BGSU-10/10-02 report.

Gomezdelcampo, E. and J.R. Dickerson. A modified DRASTIC model for siting Confined Animal Feeding Operations in Williams County, Ohio, USA. Environmental Geology. DOI 10.1007/s00254-007-1133-8, October 2008.

Gorsevski, P.V., J. Boll, E. Gomezdelcampo and E.S. Brooks. Dynamic riparian buffer widths from potential non-point source pollution areas in forested watersheds. Forest Ecology and Management, 256(4): 664-673, August 2008.

Murphy, R.P., E. Gomezdelcampo, and J.E. Evans. Using pre-existing channel substrates to determine the effectiveness of best management practices, Sandusky River, Ohio. Journal of Great Lakes Research, Vol. 33, Special Issue 2, 167-181 October 2007.

Other significant research publications

Gorsevski, Pece V., Steven C. Cathcart, Golrokh Mirzaei, Mohsin M. Jamali, Xinyue Ye, Enrique Gomezdelcampo. A group-based spatial decision support system for wind farm site selection in Northwest Ohio. Energy Policy 55: 374–385, 2013.

Huston, M., E. Gomezdelcampo, and R. S. Nesteruk. Linking Topography, Hydrology, and Biodiversity to Understand Terrestrial Impacts on Aquatic Ecosystems. Interdisciplinary Solutions for Environmental Sustainability, Inc., June 2003.
<<http://www.ncseonline.org/ewebeditpro/items/O62F3298.pdf>>

d. SYNERGISTIC ACTIVITIES:

Web reviewer for NSF Division of Earth Sciences, Geomorphology and Land-Use Dynamics (2009)
Web reviewer for NSF Division of Earth Sciences, Education and Human Resources (2008-2016)
Panelist for grants NSF Division of Earth Sciences, Education and Human Resources (2014)
Web reviewer for USGS-NIWR Grant Program (2005-2016)
Manuscript reviewer for Journal of Geoscience Education, Agricultural and Forest Meteorology, Environmental Geology, Journal of Environmental Management, and Journal of Earth System Science.

e. COLLABORATORS & OTHER AFFILIATIONS:

Collaborators

Boll, Jan (University of Idaho), Gorsevski, Peter V. (BGSU), Huston, Michael A. (Texas State University, San Marcos), Lenczewski, Melissa (NIU), Michaels, Helen J. (BGSU), Root, Karen V. (BGSU), Steve Woods (The Nature Conservancy)

Graduate and Postdoctoral Advisors

Huston, Michael A. (ORNL-Environmental Sciences Division), Reed, Gregory, D. (Univ. of Tennessee, Knoxville), Tschantz, Bruce A. (Univ. of Tennessee, Knoxville)

Thesis Advisor of

Current: Katybeth Coode

Graduated: Dayal Wijayarathne (MS 2015), Lee Bartholomew (MS 2010), Hari Kandel (MS 2010), Louis Sanderson (MS 2009), Huidong Liu (MS 2008), Jason Blocker (MS 2007) Ryan Dickerson (MS 2007), Mark Wonkovich (MS 2007), Ryan Murphy (MS 2006)

BIOGRAPHICAL SKETCH for Karen V. Root**(a) Professional Preparation**

University of Minnesota, Twin Cities, MN	Biology	B.S.	1987
University of Michigan, Ann Arbor, MI	Biology	M.S.	1989
Florida Institute of Technology, Melbourne, FL	Conservation Biology	Ph.D.	1996

(b) Appointments

2007 – Present	Associate Professor, Dept. of Biological Sciences, Bowling Green State University
2008-2016	Graduate Coordinator, Dept. of Biological Sciences, Bowling Green State University
2002 - 2007	Assistant Professor, Dept. of Biological Sciences, Bowling Green State University
1996 - 2002	Research Fellow in Population Ecology, Applied Biomathematics
1990 - 1993	Research Associate in Internal Medicine/G.I., University of Michigan
1989 - 1990	Research Assistant in Internal Medicine/G.I., University of Michigan

(c) Teaching & Advising

2002-present	Undergraduate courses in: Wildlife Biology, Landscape Ecology, Conservation Biology, Introductory Biology (including Honors) Graduate courses in: Landscape Ecology, Wildlife Biology, Conservation Biology, Applied Population Ecology, Fundamentals of Ecology, Conservation Behavior, Reserve Design, Spatial Modeling
2008-2010	Advisor for 27 undergraduates in the Ecology & Conservation Biology Specialization
2002-present	Thesis/Dissertation Advisor for 20 MS and 9 PhD students; currently: 2 PhD and 3 MS Committee Member for >36 graduate students

(d) Selected Publications

(*denotes graduate coauthor; ** denotes undergraduate coauthor)

- Hanasono, L. K., E. M. Broido, M. M. Yacobucci, K. V. Root, S. Pena, D. A. O'Neil. In revision. Secret Service: Revealing Gender Biases in the Visibility and Value of Faculty Service. Journal of Diversity in Higher Education.
- Kappler**, R. and K. V. Root. In review. Peromyscus population dynamics and distribution in Midwest Oak Savannas. American Midland Naturalist
- Cross*, M., K. V. Root, C. J. Mehne, J. McGowan-Stinski, D. Pearsall, and J. C. Gillingham. 2015. Multi-scale responses of eastern Massasauga rattlesnakes (*Sistrurus catenatus catenatus*) to prescribed Fire. American Midland Naturalist 173 (2): 346-362.
- Cross*, M., E. J. Tobin, G. Lipps and K. V. Root. 2014. Pattern-recognition Software as a Method of Identifying Individual Eastern Box Turtles (*Terrapene c. carolina*). Herpetological Review 45(4): 584–586.

- Sewald*, J., Whorton**, C. and K.V. Root. 2014. Developing macrohabitat models for bats in parks using Maxent and testing them with data collected from citizen scientists. *International Journal of Biodiversity and Conservation* 6(2): 171-183. [DOI: 10.5897/IJBC2013.0647].
- Janos*, G. and K. V. Root. 2014. Bats do not alter their foraging activity in response to owl calls. *American Midland Naturalist* 171:375-378.
- Schetter*, T. A., T. Walters and K. Root. 2013. A multi-scale spatial analysis of native and exotic plant species richness within a mixed-disturbance oak savanna landscape. *Environmental Management*. 52(3):581-594 (DOI: 10.1007/s00267-013-0120-y).
- Kappler*, R., H. Michaels, and K. V. Root. 2012. Impact of Mice Seed Predation on Wild Lupine in and near Oak Savannas. *American Midland Naturalist* 168:18-29.
- Root, K. V. 2012 (e-text) *Environmental Science: Science-based Problem Solving in Today's World*. Sinauer Associates, Sunderland, MA.
- Schetter*, T. A., and K. V. Root. 2011. Assessing an imperiled oak savanna landscape in northwestern Ohio using Landsat data. *Natural Areas Journal* 31(2):118-130.
- Pickens*, B. and K. V. Root. 2009. Butterfly behavior as a tool for assessing a managed landscape: A case study of the Karner Blue Butterfly. *Landscape Ecology* 24:243-251.
- Pickens*, B. and K. V. Root. 2008. Oviposition strategy and behavior of the Karner Blue Butterfly, *Lycaeides melissa samuelis*. *Journal of the Lepidopterists' Society* 62(3): 130-132.
- Pickens*, B. and K. V. Root. 2008. Identifying factors affecting nutrition for the endangered Karner Blue Butterfly, *Lycaeides melissa samuelis*. *Natural Areas Journal* 28(3):210-217.

(e) Service Highlights

2017-Present	Society for Conservation Biology North America
2017-Present	President-Elect
2015-Present; 2002-2004	Board of Directors
2015-2017	Secretary
2016-Present	Equity, Inclusion and Diversity Committee
2015-Present	Executive Committee
2017-Present	Conference Committee, Chair
2008-Present	Green Ribbon Initiative: Science Committee
2016-2017	NSF Review Panel Participant
1999-Present	Reviewer for Ecology and Conservation Journals (>8)
2001-2004	Journal of Conservation GIS, Editorial Board
2015-Present	College of Arts & Sciences: Global Sustainability Cluster
2013-2016	College of Arts & Sciences Faculty Mentor
2011-Present	BGSU Advance Project Team Member
2008-2016	Biology Department Graduate Coordinator
2005-Present	Biology Department Graduate Committee Member
2014-2017	Biology Department Computer Facilities/Web Committee
2017-Present; 2004-2007	Biology Department Executive Committee

LAWRENCE COATES

(b) (6)
(b) (6)
(b) (6)
coatesl@bgsu.edu

Department of English
Bowling Green State University
Bowling Green, OH, 43403
(419) 372-2111

EDUCATION

Ph.D. English – Creative Writing, University of Utah, 1997
M.A. Comparative Literature, University of California, Berkeley, 1990
B.A. Literature, University of California, Santa Cruz, 1987

HONORS

Ohio Arts Council Individual Excellence Award, 2016
Miami University Press Novella Prize, 2015
Barthelme Prize for Short Prose, 2013
Nancy Dasher Award in Creative Writing, given by the College English
Association of Ohio, for *The Garden of the World*, 2013
Finalist, *ForeWord Magazine* Book of the Year award, for *The Master of
Monterey*, 2003
National Endowment for the Arts Fellowship in Fiction, 2000-2001
Western States Book Award in Fiction, for *The Blossom Festival*, 1999

PUBLICATIONS

Novels

The Goodbye House University of Nevada Press, (forthcoming)
The Garden of the World University of Nevada Press, 2012
The Master of Monterey University of Nevada Press, 2003
The Blossom Festival University of Nevada Press, 1999

Novella

Camp Olvido Miami University Press, 2015

Recently Published Short Fiction

“The Trombone in the Shopping Cart” *Ascent* 2014
“Bats” *Gulf Coast* 2014
“Lobster in the Laundromat” *Lake Effect* 2014

TEACHING EXPERIENCE

Bowling Green State University – Professor of English and Creative Writing 2012 – present. Associate Professor of English and Creative Writing 2005 – 2012, Assistant Professor of English and Creative Writing 2001 – 2005.

Southern Utah University – Assistant Professor in Creative Writing 1997-2001

RECENT PAPERS AND PRESENTATIONS

“Suburban Space and the Refusal of Rust.” Association for the Study of Literature and the Environment (ASLE) Biennial Conference 2017

“The Geography of Nowhere or *Holy Land*: The Literature of Suburbia and Critical Regionalism.” WLA Annual Conference 2015.

“Nostalgia and the Fiction of California.” Western American Literature Association Annual Conference, 2013

ADMINISTRATIVE POSITIONS

Chair, Department of English, Bowling Green State University, 2014 – present.

Director of Creative Writing, Bowling Green State University, 2011 – 2013.

Associate Chair/Director of Graduate Studies, Bowling Green State University, 2009 - 2011.

Director of Creative Writing, Bowling Green State University, 2003 - 2005

WEBSITE

www.lawrencecoates.com

KEVIN ELLIOT MCCLUNEY

Tel (419.372.2634) Fax (419.372.2024) kmccclun@bgsu.edu

(a) Professional Preparation

Florida State University	Tallahassee, FL	B.S. (with honors), Biology	2003
Arizona State University	Tempe, AZ	Ph.D., Biology	2010
Colorado State University/USGS	Fort Collins, CO	Post-doc, Ecology	2010-2011
Arizona State University	Tempe, AZ	Post-doc, Life Sciences	2011-2013
North Carolina State University	Raleigh, NC	Post-doc, Entomology	2013

(b) Appointments

2014-Present	Assistant Professor. Department of Biological Sciences, Bowling Green State University
2013	Postdoctoral Research Scholar. Entomology Department, North Carolina State University
2011-2013	Postdoctoral Research Associate. School of Life Sciences, Arizona State University
2010-2011	Affiliate Scientist. Natural Resource Ecology Lab, Colorado State University & Contractor, Fort Collins Science Center, US Geological Survey
2005-2008	EPA STAR Fellow. School of Life Sciences, Arizona State University

(c) Products

(i) Related Publications

1. **McCluney, K. E.**, N. L. Poff, J. H. Thorp, G. C. Poole, M. A. Palmer, M. Williams, B. S. Williams, J. S. Baron. 2014. Riverine macrosystems ecology: sensitivity, resistance, and resilience of whole river basins with human alterations. *Frontiers in Ecology and the Environment* 12(1) 48-58.
2. **McCluney, K. E.** and J. L. Sabo. 2012. River drying lowers the diversity and alters the composition of an assemblage of desert riparian arthropods. *Freshwater Biology* 57(1): 91-103.
3. **McCluney, K. E.** and J. L. Sabo. 2014. Sensitivity and tolerance of riparian arthropod communities to altered water resources along a drying river. *PLoS ONE* 9(10): e109276.
4. Gonzalez-Suarez, M., **K. McCluney**, D. Auriolles, and L. R. Gerber. 2006. Incorporating uncertainty in spatial structure for viability predictions: a case study of California sea lions. *Animal Conservation* 9: 219-227.
5. Stromberg, J.C., **K.E. McCluney**, M.D. Dixon, T. Meixner. 2013. Dryland riparian ecosystems in the American Southwest: sensitivity and resilience to climatic extremes. *Ecosystems* 16(3): 411-415.

(ii) Other Significant Publications

1. **McCluney, K. E.** and J. L. Sabo. 2009. Water availability directly determines per capita consumption at two trophic levels. *Ecology* (Report) 90(6): 1463-1469. (Highlighted as a Science Editor's Choice, *Science* VOL 324, JUNE 19, 2009 p. 1493.)
2. **McCluney, K. E.** and J. L. Sabo. 2016. Animal water balance drives top-down effects in a riparian forest—implications for terrestrial trophic cascades. *Proceedings of the Royal Society B* 20160881.
3. **McCluney, K. E.**, J. Belnap, S. L. Collins, A. L. Gonzalez, E. M. Hagen, J. N. Holland, B. P. Kotler, F. T. Maestre, S. D. Smith, and B. O. Wolf. 2012. Shifting species interactions in terrestrial dryland ecosystems under altered water availability and climate change. *Biological Reviews* 87, 563-82.

4. Auerbach, D., D. B. Deisenroth, R. R. McShane, **K. E. McCluney**, and N. L. R. Poff. 2014. Beyond the concrete: Accounting for ecosystem services from free-flowing rivers. *Ecosystem Services* 10: 1-5.
5. Lagucki E., J. Burdine, and **K. E. McCluney**. 2017. Urbanization reduces abundance of pollinator taxa in a medium-sized city. *PeerJ* 5: e3620.

(d) Synergistic Activities

- 2005-Present Mentored over 60 students, including those from diverse and underrepresented demographics, from 5th grade through the graduate level both independently and as part of outreach programs. These students have co-authored manuscripts, presented posters, entered and completed graduate programs in ecology and other disciplines, and won awards at regional and international science fairs. Presently the primary research advisor for 2 PhD students, 4 MS students, and 2 undergraduate students at BGSU.
- 2009-Present Reviewer for 16 publications (e.g. *TREE*, *Ecology*, *Science*, *Freshwater Biology*, *Ecological Applications*, *Global Change Biology*, *Bioscience*)
- 2011-Present Participated in interviews for local newspapers and wrote popular articles for the Audubon Society newsletter and Scientific American Guest Blog website.
- 2012-Present Moderator, Water Sustainability Science, Google+ online community
- 2014-Present Developed innovative courses in introductory biology, invertebrate biology, and ecology using evidence-based learning strategies (based on AAAS: Vision and Change 2011)

<p style="text-align: center;">Shannon K. Orr, Ph.D. Department of Political Science Bowling Green State University skorr@bgsu.edu</p>	
Academic Degrees	
2005	Ph.D. in Political Science – Wayne State University
1998	M.A. in Political Studies/International Development University of Guelph, Guelph, Ontario
1996	B.A. (Hons.) in Political Studies Queen’s University, Kingston, Ontario
Academic Positions	
2017 - present	Professor of Political Science – Bowling Green State University: Bowling Green, OH
2011-2017	Associate Professor of Political Science – Bowling Green State University: Bowling Green, OH
2005-2011	Assistant Professor of Political Science - Bowling Green State University: Bowling Green, OH
2004-2005	Instructor of Political Science - Bowling Green State University: Bowling Green, OH
Funded Research Grants	
2014	Travel Award to “Greening of Everyday Life” Workshop from the Carson Center, Munich, Germany
2011	American Political Science Association (\$2140)
2009	Faculty Mentoring Award (\$6000 equivalent) BGSU t
2009	Canadian Embassy Faculty Enrichment Grant (\$6000 CDN\$)
2007	Canadian Embassy Faculty Research Grant Program (\$12,500)
Publications	
1. B. Scholarly Books	
2017	Staci Zavattaro and Shannon K. Orr (eds.) <i>Reflections on Academic Lives: Identities, Struggles, and Triumphs in Graduate School and Beyond</i> . Palgrave Macmillan. ISBN-10: 113760008X
2014	Shannon K. Orr <i>Environmental Policymaking and Stakeholder Collaboration: Theory and Practice</i> CRC Group - Taylor and Francis Press – American Society of Public Administration Book Series in Public Administration and Public Policy. ISBN-10: 1482206382
Scholarly Book Chapters	
2016	Orr, Shannon K. 2016. “Reimagining the Backyard: Implications and Opportunities for Sustainability.” Eds. John M. Meyer and Jens Kersten <i>The Greening of Everyday Life</i> (Oxford: Oxford University Press)
2007	Orr, Shannon. 2007. “The Evolution of Climate Policy - Business and Environmental Organizations: Between Alliance Building and Entrenchment.” Ed. Karsten Ronit, <i>Global Policy Arrangements: Business and the Countervailing Powers of Civil Society</i> (Routledge)
2003	Orr, Shannon. 2003. “An International Regime Analysis of Outer Space Policy.” <i>Debating Environmental Regimes</i> . Eds., T. Lansford, B. Hilliard, B. Hayden (Nova Science Publishers)
2. Refereed Journal Articles	
2016	Orr, Shannon K. 2016. “Institutional Control and Climate Change Activism at COP 21 in Paris.” <i>Global Environmental Politics</i> . 16(3): pp. 23-20.
2015	Barnes, Meredith, Shannon K. Orr , Tara Schuler Tao Tang, Sarah Tekle and Christopher Van Newhouse. 2015. “Fundraising Challenges for Land Trust Organizations: A National Survey.” <i>New Visions for Public Affairs</i> . Vol. 7 (April 2015), pp. 62-72.
2014	Orr, Shannon K. 2014. “So this bear walks into a bar . . . Business and Environmental Policy in Banff National Park.” <i>Journal of Contemporary Management</i> .Vol. 3(3): pp 12-26.

2013	Fifer, Nichole and Shannon K. Orr . 2013 “The Influence of Problem Definitions on Environmental Policy Change: A Comparative Study of the Yellowstone Wildfires.” <i>Policy Studies Journal</i> . 41(4), pp. 636-653.
2012	Orr, Shannon K. and Rebecca L. Weis. 2012. “Mission Rivalry: Use and Preservation Conflicts in National Parks Policy.” <i>Public Organization Review</i> . 12(1): 85-98.
2011	Orr, Shannon K. 2011. “The Private Sector on Public Land: Policy implications of a SWOT Analysis of Banff National Park.” <i>Journal of Natural Resources Policy Research</i> . 3(4):
2010	Orr, Shannon K. 2010. “Facilitating Stakeholder Collaboration in Evaluation.” <i>American Journal of Evaluation</i> . 31(4): pp. 557-569.
2008	Archer, Candace and Shannon Orr . 2008. “Protecting Paradise: A Cross-National Analysis of Biome-Protection Policies.” <i>Sustainability: Science, Practice, & Policy</i> . 4(1): pp. 25-37.
2008	Miller, Melissa and Shannon K. Orr . 2008. “Experimenting with a ‘Third Way’ in Political Knowledge Estimation.” <i>Public Opinion Quarterly</i> . 72(4): pp. 768-780.
2006	Orr, Shannon K. 2006. “Policy Subsystems and Regimes: Organized Interests and Climate Change Policy.” <i>Policy Studies Journal</i> . 34(2): pp. 147-169.
2005	Orr, Shannon K. 2005, “New Technologies and Research Methodology: An Analysis of Internet Surveys in Political Science.” <i>PS: Political Science and Politics</i> 38(2) pp. 263-267.
2003	Caress, Stanley M., Charles Elder, Richard Elling, Jean-Philippe Faletta, Shannon K. Orr , Eric Rader, Marjorie Sarbaugh-Thompson, John Strate and Lyke Thompson. 2003. “Effect of Term Limits on the Election of Minority State Legislators.” <i>State and Local Government Review</i> . 35(3): pp. 183-95.
2002	Orr, Shannon K. 2002. “An International Regime Analysis of Outer Space Policy,” <i>The International Journal of Politics and Ethics</i> , 1(4).
2001	Orr, Shannon K. , Eric Rader, Jean-Philippe Faletta, Marjorie Sarbaugh-Thompson and Charles Elder. 2001. “A Naturally Occurring Quasi-Experiment in the States: A Study of Term Limits in Michigan.” <i>State Politics and Policy Quarterly</i> . 1(4): 443-446.
2001	Faletta, Jean-Philippe, Charles D. Elder, Marjorie Sarbaugh-Thompson, Mary Herring, Eric W. Rader, and Shannon K. Orr , with Stanley M. Caress. 2001. “Term Limits Effects on the Electoral Environment and Composition of the California State Assembly and Michigan State House of Representatives.” <i>American Review of Politics</i> . 22(4): pp. 183-195.
1998	Orr, Shannon K. 1998. “Peaceful Uses of Outer Space.” <i>Peace Research: Canadian Journal of Peace Studies</i> . 30(1)
Honors and Awards	
2017	2 nd Annual Public Health Symposium “Climate Changes Your Health: How a Warmer Earth affects the Air, Land, and Water” Ned E. Baker Keynote Speaker
2016	Awarded: BGSU Faculty Excellence Award for Community-Based Teaching
2009	BGSU Institute for the Study of Culture and Society Scholar in Residence (Fall semester)
2002	Sarasohn Dissertation Fellowship – Wayne State University (\$18,000)
2002	Wayne State University Doctoral Summer Fellowship (\$5000)
2001	Social Science and Humanities Research Council Doctoral Fellowship (\$17,000)
1998	Thomas C. Rumble Doctoral Fellowship - Wayne State University (\$18,000)

AMY ROBINSON
Associate Professor
Dept. of World Languages and Cultures, BGSU

ACADEMIC DEGREES

Ph.D. in Hispanic and Luso-Brazilian Literature and Linguistics, **University of Minnesota**: 2003
M.A. in Spanish, **University of Iowa**: 1997
B.A. with Major in Spanish, **Grinnell College**: 1992

ACADEMIC POSITIONS

Associate Professor of Spanish, Bowling Green State University, 2010-present
Assistant Professor of Spanish, Bowling Green State University, 2003-2010
Graduate Teaching Assistant, University of Minnesota, 1998-2002
Graduate Teaching Assistant, University of Iowa, 1996-1997

SELECTED PUBLICATIONS

- (with co-editor Sofía Ruiz-Alfaro) "Introduction: Historical Rebels in the Mexican Imaginary." *Hispanic Journal* 38:2 (2017): 11-17.
- "The Social Bandit as Post-Revolutionary Icon in the Age of Cárdenas." *Hispanic Journal* 38:2 (2017): 89-106.
- "From Private Healer to Public Threat: Teresa Urrea's Writings in *The Hummingbird's Daughter* and *Queen of America*." *A Contracorriente: A Journal on Social History and Literature in Latin America* 13:2 (2016): 240-263.
- "Chucho el Roto in Mexico's Post-1968 Cinema: Banditry, State Sponsored Violence, and the Alternative National Family." *Mexican Studies/Estudios Mexicanos* 30.2 (2014): 446-478.
- "The Powerful, the Poor and the Politics of Representation in Luis Estrada's *Un mundo maravilloso* (2006)." *Studies in Latin American Popular Culture* 32 (2014): 31-50.
- "La Malinche Speaks Back: Colonialism and Resistance in Ireneo Paz's *Doña Marina* (1883)." *Bulletin of Spanish Studies*. 89.5 (2012): 769-791.
- "Heraclio Bernal: Bandit Citizen." *Decimonónica: Journal of Nineteenth Century Hispanic Cultural Production*. 6.2 (2009): 46-63.
- "Mexican Banditry and Discourses of Class: The Case of Chucho el Roto." *Latin American Research Review* 44.1 (2009): 5-31.
- "Manuel Lozada and the Politics of Mexican Barbarity." *Colorado Review of Hispanic Studies*. 4 (2006): 27-44.

SELECTED PAPERS READ AT PROFESSIONAL CONFERENCES

- "Hunger in Literature and History: An Ecocritical Reading of *Pedro Páramo* XXIII Annual Juan Bruce-Novoa Mexican Studies Conference (University of California, Irvine), April 2017.
- "Reinventing Mexico's Chucho el Roto." Mid America Conference on Hispanic Literatures (MACHL), University of Kansas, November 2016.
- Organizer/presenter, 4-member session: "Rebeldes históricos en el imaginario mexicano: más allá de la leyenda." With individual paper: "El bandido social como ícono posrevolucionario: Chucho el Roto, 1930s-1960s". LASA New York, May 2016
- Chucho el Roto "a lo mero macho": How Comics Gendered Mexico's Social Bandit Myth, 1939-40. XXI Annual Juan Bruce-Novoa Mexican Studies Conference (University of California, Irvine) May 14 – 16, 2015.

- “Entre el bandidaje malvado y heroico en *El Zarco*” Instituto Internacional de Literatura Iberoamericana (ILLI), Mexico City (Colegio de México), June 2014.
- “Publishing Teresita Urrea, La Santa de Cabora: From Private Healer to Public Threat.” Latin American Studies Association (LASA), Chicago, May 2014.
- “Gender Bending Banditry: When Chucho el Roto was a Girl.” Rocky Mountain Conference for Latin American Studies (RMCLAS), New Mexico, April 2013.
- “‘Lo prometido es deuda’: Unfulfilled Promises and the Burden of Debt in *El Infierno* (2010).” Midwest Modern Language Association, Cincinnati, November 2012.
- “Social Banditry and the Alternative National Family in Post-1968 Mexico.” Kentucky Foreign Language Conference, April 2012.

TEACHING EXPERIENCES

Undergraduate Spanish Courses Taught at BGSU

SPAN 2120: Spanish Cultural Reading
 SPAN 2700 + 2700H: Introduction to Latin American Cultural Studies
 SPAN 3510: Advanced Spanish Composition and Conversation
 SPAN 3520: Advanced Spanish Composition and Conversation I
 SPAN 3680: Introduction to Spanish American Literature
 SPAN 3770: Civilizations of Mexico [Central America] and the Caribbean
 SPAN 3820: Nineteenth Century Latin American Literature
 SPAN 3820: Topics in Contemporary Latin American Literature
 SPAN 3950: The Impact of Globalization in Mexico and Service-Learning Trip to Mazatlán, Mexico
 SPAN 3950: Mexico Today on Global Perspective & Service Learning trip to Xalapa, Veracruz
 SPAN 4010: Rebels in Mexican History/Literature
 SPAN 4310: Spanish American Fiction
 SPAN 4880: Contemporary Mexican Literature
 SPAN 4890: The Boom Novel and Short Story
 SPAN 4890: 20th Century Mexico: Revolution and Representation (Fall 2003, 9 students)
 SPAN 4890: Hispanic Theater (cross listed with SPAN 5800)

Graduate Spanish Courses Taught at BGSU

SPAN 5800: Hispanic Theater (cross listed with SPAN 4980)
 SPAN 6000: Spanish for Graduate Students
 SPAN 6230: Identity and History in Latin American Literature and Film
 SPAN 6260: Issues in Contemporary Mexican Literature and Culture
 SPAN 6800: Mexican Cinema
 SPAN 6800 (on line): Postcolonial Latin America
 SPAN 6800 (on line): Crime and Justice in Latin American Literature
 SPAN 6800 (on line): Latin America: Culture & Representation
 SPAN 6860: Independent Study Topic: The border/immigration
 SPAN 6860: Independent Study Topic: Women in Mexican Literature
 SPAN 6860: Independent Study Topic: Teaching Literature
 SPAN 6860: Independent Study Topic: Jorge Ibarguengoitia & Humor
 SPAN 6860: Independent Study Topic: Cult/Lit Analysis of Mexican Cooking

Kim Turner Young Bio

Kim Turner Young has been a full-time Instructor in Digital Arts for the School of Art at Bowling Green State University, since earning her MFA from there in 2012. Teaching specializations include digital photo manipulation, digital painting, web-based art, story and concept development for games and animation, professional practices, and digital arts practicum. Her artwork, which intersects the digital and natural worlds, has been exhibited in regional, national and international venues. She is also currently working on an MA in Art Education, focusing on adults who do not consider themselves to be “artists.”

V. Letters of Commitment

Nathan Stewart Hensley

From: Amy Robinson
Sent: Monday, October 16, 2017 2:13 PM
To: Amilcar E Challu
Cc: Nathan Stewart Hensley; Ian Alexander Young
Subject: Re: Invitation to humanities and sustainability curriculum project (reply needed by Monday)

Dear Colleagues.

Thank you for the invitation to participate in this initiative. Yes, I would be interested, and I look forward to seeing how my on-going work on eco-critical approaches to Latin American literature can contribute to the project.

Please let me know if there's anything else you need from me to confirm my participation. Best, Amy

Amy Robinson, Ph.D.
Associate Professor & Graduate Coordinator
Department of World Languages & Cultures
Bowling Green State University
Bowling Green OH 43403-0215
(419)372-2168

From: Amilcar E Challu
Sent: Thursday, October 12, 2017 10:25 AM
To: Amy Robinson
Cc: Nathan Stewart Hensley; Ian Alexander Young
Subject: Invitation to humanities and sustainability curriculum project (reply needed by Monday)

Dear Amy Robinson,

We wanted to invite you to join us in a grant proposal that we are writing for the National Endowments for the Humanities (NEH) with the goal of building curricular pathways linking sustainability, environmental studies and the humanities. We are extending this invitation because of your interest in eco-critical views of Latin American literature. We think this is a good opportunity to interact with other specialists in the matter that will result in great opportunities for pedagogical and curriculum development.

The proposal entails the creation of a two-day field experience intended to build among the faculty a sense of place and an understanding of the unique ecological features of the local bioregion. The focus of the workshop will be on faculty immersion and observation in the environment with a view to implementation of this experience in their regular courses. They will learn from each other, the project coordinators, and invited community experts. This work will be continued in a regular series of meetings over the academic year in which the faculty members will transfer the knowledge acquired in the Workshop to develop curricular innovations. Ian and Nathan will organize meetings with the goal of enabling faculty to incorporate experiential education and active-learning techniques into all of their courses. The faculty learning community meetings will gradually evolve into the development of curricular pathways for undergraduate students of different backgrounds to participate in humanities-based environmental courses. An outcome of the workshop and the learning community will be four

revised courses that incorporate sustainability within the humanities, offered as part of the BGSU Multidisciplinary Component (MDC) course cluster.

We are inquiring if you are interested in being an active participant of the workshop and learning community. The commitment involves active participation in the workshop and regular meetings, the creation, adaptation and/or peer review of courses for the Multidiscipline Component Cluster.

We are requesting funds to compensate the active participation in the Black Swamp Project. We are requesting \$800 per participant, probably \$400 in stipend and \$400 in professional development funds.

We are attaching a proposal draft for your consideration. The draft will need an additional section on assessment and will have an appendix. We are happy to answer your questions and to receive your comments on the drafts.

If you are interested in participating, we kindly ask you to send us a brief email no later than Monday morning simply stating that you are accepting the invitation and committing to participate (contingent on the NEH funding the proposal, of course). We will also need a one- or two-page resume or brief bio.

Thank you very much in advance for considering this invitation,

Amílcar Challú (History), Nathan Hensley (SEES), and Ian Young (Philosophy)

--

Amílcar E. Challú
Chair and Associate Professor
Department of History
Email: achallu@bgsu.edu
Phone: 419-372-2769
Departmental secretary: 419-372-2030
Williams Hall 132

Nathan Stewart Hensley

From: Andrew Robert Kear
Sent: Monday, October 16, 2017 3:03 PM
To: Nathan Stewart Hensley
Cc: Amilcar E Challu; Ian Alexander Young
Subject: Re: Invitation to humanities and sustainability curriculum project (reply needed by Monday)
Attachments: Andrew Kear BGSU Bio.docx; A Kear_CV_Abbreviated.docx

Nathan, Amilcar, and Ian,
I am interested in joining this workshop and learning community and am willing commit my time to this exciting interdisciplinary study. I look forward to working with you and developing this environmental, sustainable, and humanities based curriculum.

I have attached a brief bio and also an abbreviated CV.
Thanks,
Andy

Andrew Kear, Ph.D.
Assistant Professor
Department of Political Science
Department of the Environment and Sustainability Bowling Green State University
(b) (6) or 2-8194

From: Nathan Stewart Hensley
Sent: Friday, October 13, 2017 8:34:27 AM
To: Andrew Robert Kear
Cc: Amilcar E Challu; Ian Alexander Young
Subject: Invitation to humanities and sustainability curriculum project (reply needed by Monday)

Dear Andy,

Good morning. We wanted to invite you to join us in a grant proposal that we are writing for the National Endowments for the Humanities (NEH) with the goal of building curricular pathways linking sustainability, environmental studies and the humanities. We thought that you might be interested in the project because of your participation in the Sustainability Across the Curriculum Faculty Learning Community during the 2015-2016 academic year and we thought it might fit with your interest in sustainability.

The attached proposal entails the creation of a two-day field experience intended to build among the faculty a sense of place and an understanding of the unique ecological features of the local bioregion. The focus of the workshop will be on faculty immersion and observation in the environment with a view to implementation of this experience in their regular courses. They will learn from each other, the project coordinators, and invited community experts. This work will be continued in a regular series of meetings over the academic year in which the faculty members will transfer the knowledge acquired in the Workshop to develop curricular innovations. Ian and I will organize meetings with the goal of enabling faculty to incorporate experiential education and active-learning techniques into all of their courses. The faculty learning community meetings will gradually evolve into the development of curricular pathways for undergraduate students of different backgrounds to participate in humanities-based environmental courses. An

outcome of the workshop and the learning community will be four revised courses that incorporate sustainability within the humanities, offered as part of the BGSU Multidisciplinary Component (MDC) course cluster.

We are inquiring if you are interested in being an active participant of the workshop and learning community. The commitment involves active participation in the workshop and regular meetings, the creation, adaptation and/or peer review of courses for the Multidiscipline Component Cluster.

We are requesting funds to compensate the active participation in the Black Swamp Project. We are requesting \$800 per participant, probably \$400 in stipend and \$400 in professional development funds.

We are attaching a proposal draft (that needs further work) for your consideration. The draft will need an additional section on assessment and will have an appendix. We are happy to answer your questions and to receive your comments on the drafts.

If you are interested in participating, we kindly ask you to send us a brief email no later than Monday morning simply stating that you are accepting the invitation and committing to participate (contingent on the NEH funding the proposal, of course). We will also need a one- or two-page resume or brief bio.

Thank you very much in advance for considering this invitation,

Nathan Hensley (SEES), Amilcar Challu (History), and Ian Young (Philosophy)

Dr. Nathan Hensley

Assistant Professor of Sustainability Education School of Earth, Environment and Society Bowling Green State University

Office: 419-372-8203

nhensle@bgsu.edu

MEMORANDUM

To: NEH Connections Planning Grant Representative
From: Amílcar E. Challú, Chair and Associate Professor, Department of History
Date: October 15, 2017
Re: Letter of commitment for The Black Swamp Project:
A cross curricular effort to link the humanities with sustainability at BGSU

To whom it may concern,

I'm writing this letter to confirm my intent to serve in the National Endowment for the Humanities (NEH) Connections Planning Grant project entitled *The Black Swamp Project: A cross curricular effort to link the humanities with sustainability at BGSU* as described in the enclosed proposal for the grant period from June 2018-May 2019.

Sincerely,



Amílcar E. Challú
Chair and Associate Professor
Department of History
Bowling Green State University
achallu@bgsu.edu

Nathan Stewart Hensley

From: Nathan Stewart Hensley
Sent: Monday, October 16, 2017 12:21 PM
To: Nathan Stewart Hensley
Subject: FW: Invitation to humanities and sustainability curriculum project (reply needed by Monday)
Attachments: Brief Relevant Bio.docx

From: Cheryl Lachowski <clachow@bgsu.edu>
Date: Thursday, October 12, 2017 at 3:16 PM
To: Amilcar E Challu <achallu@bgsu.edu>
Subject: Re: Invitation to humanities and sustainability curriculum project (reply needed by Monday)

Amilcar,

The proposal looks exciting. I will be honored to participate in the workshop and learning community if the grant comes through. Attached is a brief relevant bio. Let me know if you need anything else.

Nathan Stewart Hensley

From: Enrique Gomezdelcampo
Sent: Thursday, October 12, 2017 5:04 PM
To: Nathan Stewart Hensley
Cc: Amilcar E Challu; Ian Alexander Young
Subject: Re: Invitation to humanities and sustainability curriculum project (reply needed by Monday)
Attachments: Gomezdelcampo_biosketch_NSF4.doc

Hi all,

This sounds very interesting. Thanks for inviting me. I will gladly join you. I will read the proposal in more detail and let you know if I have any questions. Attached is my biosketch.

Enrique

--

thinkBeforePrinting.org

If it is urgent, call rather than e-mail

Enrique Gomezdelcampo, Ph.D.
Bowling Green State University / voice: (419)372-9368
Department of the Environment and Sustainability / fax: (419)372-7243
201-K Memorial Hall / e-mail: egomezd@bgsu.edu
Bowling Green, OH 43403-0219 / url:

On Thu, 2017-10-12 at 10:40 -0400, Nathan Stewart Hensley wrote:

Dear Enrique,

We wanted to invite you to join us in a grant proposal that we are writing for the National Endowments for the Humanities (NEH) with the goal of building curricular pathways linking sustainability, environmental studies and the humanities. We thought that you might be interested in the project because of your participation in the Sustainability Across the Curriculum Faculty Learning Community during the 2015-2016 academic year and we thought it might fit with your interest in sustainability studies/science.

The attached proposal entails the creation of a two-day field experience intended to build among the faculty a sense of place and an understanding of the unique ecological features of the local bioregion. The focus of the workshop will be on faculty immersion and observation in the environment with a view to implementation of this experience in their regular courses. They will learn from each other, the project coordinators, and invited community experts. This work will be continued in a regular series of meetings over the academic year in which the faculty members will transfer the knowledge acquired in the Workshop to develop curricular innovations. Ian and I will organize meetings with the goal of enabling faculty to incorporate experiential education and active-learning techniques into all of their courses. The faculty learning community meetings will gradually evolve into the development of curricular pathways for undergraduate students of different backgrounds to participate in humanities-based environmental courses. An outcome of the workshop and the learning community will be four revised courses that incorporate sustainability within the humanities, offered as part of the BGSU Multidisciplinary Component (MDC) course cluster.

We are inquiring if you are interested in being an active participant of the workshop and learning community. The commitment involves active participation in the workshop and regular meetings, the creation, adaptation and/or peer review of courses for the Multidiscipline Component Cluster.

We are requesting funds to compensate the active participation in the Black Swamp Project. We are requesting \$800 per participant, probably \$400 in stipend and \$400 in professional development funds.

We are attaching a proposal draft (that needs further work) for your consideration. The draft will need an additional section on assessment and will have an appendix. We are happy to answer your questions and to receive your comments on the drafts.

If you are interested in participating, we kindly ask you to send us a brief email no later than Monday morning simply stating that you are accepting the invitation and committing to participate (contingent on the NEH funding the proposal, of course). We will also need a one- or two-page resume or brief bio.

Thank you very much in advance for considering this invitation,

Nathan Hensley

MEMORANDUM

To: National Endowment for the Humanities (NEH) Connections Planning Grant Representative

From: Dr. Nathan Hensley, School of the Earth Environment and Society

Date: October 15, 2017

Re: Letter of commitment for The Black Swamp Project: A cross curricular effort to link the humanities with sustainability at BGSU

To whom it may concern,

I'm writing this letter to confirm my intent to serve as the Project Coordinator in the National Endowment for the Humanities (NEH) Connections Planning Grant project entitled *The Black Swamp Project: A cross curricular effort to link the humanities with sustainability at BGSU* as described in the enclosed proposal for the grant period from June 2018-May 2019.

Sincerely,



Nathan Hensley
Assistant Professor of Sustainability Education
School of Earth, Environment and Society
Bowling Green State University
Office: 419-372-8203
nhensle@bgsu.edu



Bowling Green State University

Department of Philosophy
Bowling Green, Ohio 43403-0216

MEMORANDUM

To: National Endowment for the Humanities (NEH) Connections Planning Grant Representative
From: Dr. Ian Young, Department of Philosophy
Date: October 15, 2017
Re: Letter of commitment for The Black Swamp Project: A cross curricular effort to link the humanities with sustainability at BGSU

To whom it may concern,
I'm writing this letter to confirm my intent to serve as the Project Coordinator in the National Endowment for the Humanities (NEH) Connections Planning Grant project entitled *The Black Swamp Project: A cross curricular effort to link the humanities with sustainability at BGSU* as described in the enclosed proposal for the grant period from June 2018-May 2019.

Sincerely,

A handwritten signature in blue ink that reads "Ian Young". To the right of the signature is a circular blue ink stamp or seal.

Ian Young
Senior Lecturer
Department of Philosophy
Bowling Green State University
Phone: 419-372-9365
iyoung@bgsu.edu

Nathan Stewart Hensley

From: Karen V Root
Sent: Friday, October 13, 2017 3:20 PM
To: Nathan Stewart Hensley
Cc: Amilcar E Challu; Ian Alexander Young
Subject: RE: Invitation to humanities and sustainability curriculum project (reply needed by Monday)
Attachments: Karen's 2 page CV Oct 2017.pdf

Dear Drs. Hensley, Challu, and Young,

I am happy to accept your invitation and would like to participate in the proposed project: "The Black Swamp Project: A cross curricular effort to link the humanities with sustainability at BGSU". I have attached a 2 page resume that I hope will be suitable. Let me know if you need anything else from me to affirm my commitment.

Sincerely,

Dr. Karen V. Root
kvroot@bgsu.edu; karenroot.net
Associate Professor
Department of Biological Sciences
Bowling Green State University
Bowling Green, OH 43403-0208
President-Elect of Society for Conservation Biology North America

Save the Date! NACCB2018, the fourth North American Congress for Conservation Biology, will take place July 21-26, 2018 in Toronto, Ontario.
More info at scbnorthamerica.org/naccb2018/

From: Nathan Stewart Hensley
Sent: Friday, October 13, 2017 8:30 AM
To: Karen V Root
Cc: Amilcar E Challu; Ian Alexander Young
Subject: Invitation to humanities and sustainability curriculum project (reply needed by Monday)

Dear Karen,

Good morning. We wanted to invite you to join us in a grant proposal that we are writing for the National Endowments for the Humanities (NEH) with the goal of building curricular pathways linking sustainability, environmental studies and the humanities. We thought that you might be interested in the project because of your participation in the Sustainability Across the Curriculum Faculty Learning Community during the 2015-2016 academic year and we thought it might fit with your interest in sustainability.

The attached proposal entails the creation of a two-day field experience intended to build among the faculty a sense of place and an understanding of the unique ecological features of the local bioregion. The focus of the workshop will be on faculty immersion and observation in the environment with a view to implementation of this experience in their regular courses. They will learn from each other, the project coordinators, and invited community experts. This work will be

continued in a regular series of meetings over the academic year in which the faculty members will transfer the knowledge acquired in the Workshop to develop curricular innovations. Ian and I will organize meetings with the goal of enabling faculty to incorporate experiential education and active-learning techniques into all of their courses. The faculty learning community meetings will gradually evolve into the development of curricular pathways for undergraduate students of different backgrounds to participate in humanities-based environmental courses. An outcome of the workshop and the learning community will be four revised courses that incorporate sustainability within the humanities, offered as part of the BGSU Multidisciplinary Component (MDC) course cluster.

We are inquiring if you are interested in being an active participant of the workshop and learning community. The commitment involves active participation in the workshop and regular meetings, the creation, adaptation and/or peer review of courses for the Multidiscipline Component Cluster.

We are requesting funds to compensate the active participation in the Black Swamp Project. We are requesting \$800 per participant, probably \$400 in stipend and \$400 in professional development funds.

We are attaching a proposal draft (that needs further work) for your consideration. The draft will need an additional section on assessment and will have an appendix. We are happy to answer your questions and to receive your comments on the drafts.

If you are interested in participating, we kindly ask you to send us a brief email no later than Monday morning simply stating that you are accepting the invitation and committing to participate (contingent on the NEH funding the proposal, of course). We will also need a one- or two-page resume or brief bio.

Thank you very much in advance for considering this invitation,

Nathan Hensley (SEES), Amilcar Challu (History), and Ian Young (Philosophy)

Dr. Nathan Hensley
Assistant Professor of Sustainability Education
School of Earth, Environment and Society
Bowling Green State University
Office: 419-372-8203
nhensle@bgsu.edu

Nathan Stewart Hensley

From: (b) (6) on behalf of Kevin McCluney <kmclun@bgsu.edu>
Sent: Monday, October 16, 2017 1:11 PM
To: Nathan Stewart Hensley
Subject: Join the initiative
Attachments: McCluneyBiosketch_Macrosystems_2017.doc

Hi Nathan,

I would would like to join the The Black Swamp Project: A cross curricular effort to link the humanities with sustainability at BGSU initiative during the 2018-2019 academic year.

Thanks!

KEVIN E. MCCLUNEY, PHD • *Assistant Professor • Department of Biological Sciences • Bowling Green State University • Bowling Green, OH • Office: 451D • <http://blogs.bgsu.edu/mccluneylab/>*

Nathan Stewart Hensley

From: Lawrence William Coates
Sent: Sunday, October 15, 2017 8:20 PM
To: Amílcar E Challu
Cc: Nathan Stewart Hensley; Ian Alexander Young
Subject: Re: Invitation to humanities and sustainability curriculum project (reply needed by Monday)
Attachments: BRIEFCV_Coates.doc

Hi, Amílcar:

Thanks very much for this information. Yes, I would be very interested in participating. I'm attaching a brief resume, and I'll look forward to hearing more about the project. By chance, I'm discussing Place in my Techniques of Fiction class this year, and I've just been rereading some of Barry Lopez's essays on Landscape and Narrative.

Thanks for thinking of me.

Best,

Lawrence

From: Amílcar E Challu <achallu@bgsu.edu>
Date: Thursday, October 12, 2017 at 10:31 AM
To: Lawrence William Coates <coatesl@bgsu.edu>
Cc: Nathan Stewart Hensley <n hensle@bgsu.edu>, Ian Alexander Young <iyoung@bgsu.edu>
Subject: Invitation to humanities and sustainability curriculum project (reply needed by Monday)

Dear Lawrence,

We wanted to invite you to join us in a grant proposal that we are writing for the National Endowments for the Humanities (NEH) with the goal of building curricular pathways linking sustainability, environmental studies and the humanities. Ian Young thought that you might be interested in the project because of your interest in narrative and place; developing sense of place from science, humanities inquiry and creative arts is a major component of the project and we thought that this fits nicely with your interests.

The proposal entails the creation of a two-day field experience intended to build among the faculty a sense of place and an understanding of the unique ecological features of the local bioregion. The focus of the workshop will be on faculty immersion and observation in the environment with a view to implementation of this experience in their regular courses. They will learn from each other, the project coordinators, and invited community experts. This work will be continued in a regular series of meetings over the academic year in which the faculty members will transfer the knowledge acquired in the Workshop to develop curricular innovations. Ian and Nathan will organize meetings with the goal of enabling faculty to incorporate experiential education and active-learning techniques into all of their courses. The faculty learning community meetings will gradually evolve into the development of curricular pathways for undergraduate students of different backgrounds to participate in humanities-based environmental courses. An outcome of the workshop and the learning community will be four revised courses that incorporate sustainability within the humanities, offered as part of the BGSU Multidisciplinary Component (MDC) course cluster.

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We are requesting funds to compensate the active participation in the Black Swamp Project. We are requesting \$800 per participant, probably \$400 in stipend and \$400 in professional development funds.

We are attaching a proposal draft (that needs further work) for your consideration. The draft will need an additional section on assessment and will have an appendix. We are happy to answer your questions and to receive your comments on the drafts.

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Thank you very much in advance for considering this invitation,

Amílcar Challú (History), Nathan Hensley (SEES), and Ian Young (Philosophy)

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Amílcar E. Challú
Chair and Associate Professor
Department of History
Email: achallu@bgsu.edu
Phone: 419-372-2769
Departmental secretary: 419-372-2030
Williams Hall 132

Nathan Stewart Hensley

From: Shannon Kathryn Orr
Sent: Monday, October 16, 2017 12:45 PM
To: Nathan Stewart Hensley
Subject: Humanities and sustainability
Attachments: Orr 2 page CV.docx

Thank you very much for inviting me to participate in the Humanities and Sustainability research project. I look forward to this collaboration. I have attached my 2 page CV to this email.

Sincerely,

Shannon

Shannon K. Orr, Ph.D.
Professor/Graduate Coordinator
118 Williams Hall - Political Science
Bowling Green State University
skorr@bgsu.edu

Nathan Stewart Hensley

From: Amílcar E Challu
Sent: Tuesday, October 17, 2017 12:34 AM
To: Nathan Stewart Hensley
Subject: FW: Grant proposal
Attachments: bio.docx; ATT00001.htm

Amílcar E. Challú, Chair and Associate Professor
Department of History, Bowling Green State University

Office: Williams Hall 132
Phone: 419-372-2769
Email: achallu@bgsu.edu

From: Ian Alexander Young <iyoung@bgsu.edu>
Date: Monday, October 16, 2017 at 4:03 PM
To: Amílcar E Challu <achallu@bgsu.edu>
Subject: Fwd: Grant proposal

Sent from my iPhone

Begin forwarded message:

From: Kim Turner Young <ktyoung@bgsu.edu>
Date: October 16, 2017 at 3:50:43 PM EDT
To: Ian Alexander Young <iyoung@bgsu.edu>
Subject: Re: Grant proposal

Hello Ian, Amílcar, and Nathan,

I am happy to accept this invitation, and look forward to participating. I've attached a short bio, but please let me know if it's too short!

Kim Turner Young
Instructor of Digital Arts
Media Center Manager
School of Art
Bowling Green State University


kimturneryoung.com

From: Ian Alexander Young <iyoung@bgsu.edu>
Date: Monday, October 16, 2017 at 1:35 PM

MEMORANDUM

October 17, 2017

TO: Amílcar Challú, Department of History
Nathan Hensley, School of Earth, Environment, and Society
Ian Young, Department of Philosophy

FROM: Theodore F. Rippey, Associate Dean, Arts and Sciences 

RE: NEH Humanities Connections Proposal: The Black Swamp Project

The College is happy to endorse your efforts to secure NEH funding for this project, which promises to contribute in decisive ways to a new kind of interdisciplinary, experiential learning in the College and at BGSU. If the proposal is successful, the college will plan to have an associate dean who is engaged in curriculum development participate in the workshop and the learning community on a consulting basis.

I am happy to talk more as needed. Best of luck with this application.