

NEH Application Cover Sheet (AKA-270192)

Humanities Connections Planning Grants

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INSTITUTION

Misericordia University
Dallas, PA 18612-9499

APPLICATION INFORMATION

Title: *Humanities at the Heart of Mission-Centered Interdisciplinary Inquiry:
Environmental Studies at Misericordia University*

Grant period: From 2020-07-01 to 2021-06-30

Project field(s): Interdisciplinary Studies, General; Philosophy, General; History, General

Description of project: The College of Arts and Sciences at MU will create a curricular project that expands the role of the humanities by addressing crucial environmental topics from the perspectives of multiple humanities disciplines as well as those of the natural sciences in collaboration with a community partner. Specifically, we will create a curriculum that allows students to: 1) develop an appreciation for the philosophical and ethical dimensions of environmentalism, and to the various meanings of the idea of nature, 2) cultivate an understanding of the natural environment that is shaped by evolutionary history, human history and pre-history, the history of environmental advocacy, 3) demonstrate the scientific, geographical, and socio-economic literacy necessary to analyze an environmental situation, and 4) construct and apply a framework for understanding environmental challenges from a multi- and inter-disciplinary perspective.

BUDGET

Outright Request	33,964.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	33,964.00
Total NEH	33,964.00		

GRANT ADMINISTRATOR

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Humanities at the Heart of Mission-Centered Interdisciplinary Inquiry: Environmental Studies at Misericordia University

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Humanities at the Heart of Mission-Centered Interdisciplinary Inquiry: Environmental Studies at Misericordia University

Summary: Misericordia University (MU) seeks a \$33,964 NEH Humanities Connections Planning Grant for the development of a new major and minor program in the interdisciplinary field of Environmental Studies. The initiative for this new program comes from MU's College of Arts and Sciences, and it will give a concrete curricular form to collaboration already initiated within this college that has extended to the entire campus community. In the 2018-2019 academic year, in order to begin exploration of the environment in an intellectually grounded and multidisciplinary way, the College hosted a Global Climate Change speaker series. This proposed Environmental Studies curriculum is the next step of that mission-conscious interdisciplinary collaboration, developing it into a path of study that enables students to use a broad range of liberal arts perspectives to analyze and respond to environmental situations.

To this end, the College of Arts and Sciences at MU will create a curricular project that expands the role of the humanities by addressing crucial environmental topics from the perspectives of multiple humanities disciplines as well as those of the natural sciences in collaboration with a community partner. Specifically, we will create a curriculum that allows students to: 1) develop an appreciation for the philosophical and ethical dimensions of environmentalism, and to the various meanings of the idea of nature, 2) cultivate an understanding of the natural environment that is shaped by evolutionary history, human history and pre-history, and the history of environmental advocacy, 3) demonstrate the scientific, geographical, and socio-economic literacy necessary to analyze an environmental situation, and 4) construct and apply a framework for understanding environmental challenges from a multi- and inter-disciplinary perspective.

The college currently offers several courses that will advance these outcomes, and we will integrate existing courses from these disciplines into the curriculum (Appendix A). However, bringing together courses from multiple disciplines is only a small piece of the collaboration required to offer students a genuinely integrated program that will allow them to combine humanistic and scientific thinking to address the complex of problems pertaining to environment. We request a Humanities Connections Planning Grant for the considerably more involved step of developing new interdisciplinary Environmental Studies courses in which student learning is enhanced by an investment in the considerable environmental challenges of our region in collaboration with our community partner, Eastern Pennsylvania Coalition for Abandoned Mine Reclamation (EPCAMR). With the support of this grant, we will investigate successful programs, formally propose a major and minor program that will develop students' abilities to apply multiple humanities-based and scientific perspectives to environmental questions, and develop the courses that will achieve those program goals.

Humanities at the Heart of Mission-Centered Interdisciplinary Inquiry: Environmental Studies at Misericordia University

A. Rationale: In her dedication to Albert Schweitzer in *Silent Spring*, Rachel Carson attributes to him the claim: “Man has lost the capacity to foresee and to forestall. He will end by destroying the earth.” As we write this grant, fires burn in the Amazon and sea levels rise. While the natural sciences afford us extensive understanding of the probable causes and outcomes of such events, regaining the lost foresight lamented by Schweitzer would constitute a more comprehensive task to which the natural sciences can only make an essential contribution—that of a reorientation of human beings to the natural world. Such a task requires us to question the concepts that structure our relationship to the world—human and animal, nature and culture, private and public—and, through those questions, to discover alternative ways of living. These questions are the province of the humanities, and their urgency for our world becomes clearer in this age in which our best scientific research tells us that human habits toward the world are slowly destroying it. Thus, we aim to design an Environmental Studies curriculum that will prepare students to connect scientific and humanistic thinking in order to cultivate the habits of mind needed to foresee and to forestall that bleak future threatened by the environmental crises of the 21st century.

Location and institutional mission: While environmental issues concern us as citizens of the Earth, environment also refers to the space and relations in and with which we dwell in the most proximate sense. Our program demonstrates sensitivity to this dual sense of environment by

connecting a global issue to local concerns. Indeed, this collaborative Environmental Studies program will also serve a need that arises uniquely from our university's location and mission. The anthracite coal mines of northeastern Pennsylvania that once provided energy and prosperity to the region have been abandoned for decades, and the presence and retreat of the mining companies has left lasting negative environmental and economic effects. More recently, northeastern Pennsylvania has become the site of a boom in shale gas, raising numerous environmental, political, and moral issues around the practice of fracking. Environmental issues are thus directly pressing and unavoidable for our region. Given the local and global prominence of environmental issues, many faculty across the Arts and Sciences at MU already include content related to the environment in their core and upper-level courses. However, conversations spurred by the Fall 2018 Global Climate series revealed a common desire to address the lack of a formal environmental studies program. Interest in environmental issues among students is evident from a newly formed student Sustainability Committee, which promotes efforts to make the campus more sustainable and to spread an environmentally-aware ethos on campus. This interest is a result of student endorsement of the university mission, rooted in the critical concerns of our institution's founders, the Sisters of Mercy. The Sisters have consistently made Earth an area of critical concern, as they advocate for the poor, who are disproportionately affected by environmental devastation. Thus, given the weight of 21st century environmental concerns generally and our institution's

concern for them specifically, the need to provide a path to study environmental questions at MU is apparent.

As our university's orientation toward this issue already contains a significantly ethical dimension, Environmental Studies is conceived from the start not in merely technical terms, but in richly human ones that affirm the need to develop students' abilities to think philosophically, historically, and imaginatively in addition to mathematically and scientifically in order to grasp and respond to complex environmental problems. Thus we will develop an interdisciplinary Environmental Studies curriculum combining multiple humanities disciplines and sciences by providing a structured plan of study to support engagement with a topic of global significance whose priority for our institution nonetheless arises organically from our location and mission.

Humanities and Environmental Studies: Other four year schools in our immediate region (Wilkes University, King's College, and the University of Scranton) have majors in Environmental Science, but few offer majors in Environmental Studies. King's College in Wilkes Barre, PA is an exception, offering a B.A. in Environmental Studies. However, the foundational interdisciplinary courses in that program blend natural and social sciences for an emphasis on environmental policy. The University of Scranton offers a concentration in Environmental Studies, but no major or minor. Thus, there is a need for a major and minor program in Environmental Studies in which humanities disciplines are primary interlocutors with the sciences in the compulsory course

sequence. Our program will respond to this need and opportunity by providing interdisciplinary collaboration more deliberately inclusive of humanities disciplines in order to advance environmental study in our region.

The Humanities at Misericordia: Consistent with its Catholic Mercy heritage, MU's core curriculum gives priority to the humanities, which make up 30 credit hours in the core curriculum and are thus an essential part of every undergraduate's experience. However, most of our 1,900 undergraduates choose majors outside of the humanities, primarily in vocational majors in Business and the Health Sciences. Following trends around the country, enrollments in humanities programs have gradually declined at our institution, with some noticeable decreases in traditional humanities majors over the past few years. Recently, however, a new interdisciplinary program in Medical and Health Humanities has attracted a number of strong students to the humanities. Over the past three years, the program has grown from about eight majors to 37, with an additional 20 minors. This suggests that our students want to take courses in the humanities, but that they need a direction for their studies that relates more directly to an issue in the world in which they live. Consequently, we have been considering programs that will help us to offer students the value of the liberal arts in a way that connects more directly with their world. Therefore, this proposal, in addition to responding to a need arising from our location and mission, also addresses the strategic need to make the relevance of the humanities clear to students and to organize programs that make

content rich in humanistic thinking a viable option for them. This program, by integrating humanities into focused programs of study and allowing students to experience their relevance in context, consequently secures the role of humanistic inquiry at MU beyond a set of general education requirements.

Expected Outcomes: At the end of the grant period, we will have a new major and minor curriculum with seven new courses approved by the Faculty Senate. We anticipate a first-year class of about 5 students, recruited both from the incoming class and from liberal arts majors open to a second major, and using enrollments in Medical and Health Humanities as a model, we can make a conservative prediction of 20 majors by the beginning of year 4. Finally, as a long-term outcome, we anticipate that the addition of this program will increase the number of excellent students pursuing advanced study in the liberal arts. In doing so, it will bolster the work begun by Medical and Health Humanities of expanding and developing the habits of humanitarian thinking introduced in the core curriculum by embedding the humanities in curricula that address timely topics beyond the general education curriculum. Furthermore, by making humanistic inquiry a central part of environmental study, this program will promote the collaborative interdisciplinary model initiated on our campus by Medical and Health Humanities, thus preparing more students to inquire from diverse intellectual perspectives and to apply humanistic reasoning to sectors of life from which such reasoning is all too often excluded.

B. Intellectual Content: Major and minor programs in Environmental Studies will enhance the role of the humanities in the curriculum by offering a unique degree program rooted in collaboration among the departments of Philosophy, Religious Studies, English, and History and Biology, Chemistry, and Physics. In coming years, as we expand the program, we also anticipate a role for Business and Economics. This degree program thus opens a path for humanistic thinking to enhance student learning in multiple disciplines on our campus. Major and minor programs in Environmental Studies will promote the role of humanities in the curriculum in four specific ways: 1) Team-taught courses, 2) Experiential learning, 3) Community-based learning, and 4) The development of focused interdisciplinary electives.

1) Team-taught courses: As an interdisciplinary minor program, Environmental Studies will require us to develop three new courses—introductory, intermediate, and mastery level—in Environmental Studies in order to give students a cohesive experience of this collaborative and integrative discipline. Although this is subject to revision, particularly at Stage 1 of our planning process, we anticipate the development of the following sequence: Environmental Studies 100: Environment and Society; Environmental Studies 200: Issues in Sustainability; and Environmental Studies 400: Environmental Research Design. ENV 100 will be a course taught by one humanities and one science faculty member in order to allow for a collaborative and interdisciplinary introduction to the program and to serve as a model for interdisciplinary inquiry more generally.

A possible example might be a course organized around a central environmental text, such as E.O. Wilson's *The Future of Life*. A faculty member from History or English could devote part of the course to an examination of the 19th century intellectual history and literature of evolution and nature, while a faculty member from Biology could expand scientifically upon Wilson's material concerning evolution and ecology. Establishing this introductory course as a necessarily team-taught one will allow students to experience a diversity of intellectual pathways opened by the careful reading of a text and will also provide a model for developing other team-taught interdisciplinary courses as we expand the program offerings. ENV 200 might pair a physicist and a philosopher to explore the technical and ethico-political dimensions of sustainability, allowing students to learn the science of various energy sources, while asking them to take a step back to explore philosophically the human relationship to land and resources and to apply ethical reasoning to some of the dilemmas surrounding sustainable energy use.

2) *Experiential learning* and 3) *Community-based learning*: The introductory course will be four credits in order to include an introductory partnership with a community partner that will support course content through field experience. The intermediate and mastery level courses will be scaffolded to build upon the foundations established in the introductory course. As part of the intermediate course, students will develop a proposal for an independent research project that reflects the interdisciplinary nature of the program and presents a multi-disciplinary analysis of an

environmental issue. Students will work with a faculty advisor to include an experiential and community-based learning component in their proposal. The findings of their project will be analyzed as part of the mastery level course, and students will present the findings of their research to an audience of their peers.

Currently, 700 students per year participate in service learning at Misericordia through about 50 courses. The project with a community partner in the required Environmental Studies sequence will allow us to expand on an already vibrant culture of service learning at Misericordia and to continue to develop that culture in a more richly academic direction, where students apply in the field what they have learned about in class, while also contributing to the solutions for the problems they have studied in the classroom. Specifically, we have initiated conversations with a local non-profit organization, Eastern Pennsylvania Coalition for Abandoned Mine Reclamation (EPCAMR), and we believe that a partnership would produce a good deal of mutual benefit, particularly given our program's commitment to humanistic inquiry. The abandoned mine is by its very nature an interdisciplinary site, drawing together the rich cultural history of our region with ethical, political, and scientific concerns of the present, and EPCAMR has tackled the problem of abandoned mines with creativity and sensitivity to cultural history. For example, this organization has recovered the iron oxide polluting local water for use as a pigment by local artists. Students will be able to collaborate on the organization's educational initiatives or assist on more technical

projects such as water testing, and in doing so, they will apply the interdisciplinary perspectives on environment in their coursework to a concrete environmental issue of significance for the community.

4) The development of focused interdisciplinary electives. The curricular development process will include the development of at least four new upper level major electives in Environmental Studies. A possible list of topics includes: Ecology and Environment; Food and Agriculture; Water; and Climate; but we will finalize a list based on a determination in the Investigative stage (see below) of which offerings will best serve our goals for student learning and support the interdisciplinary nature of the program. Each of these broad topics will require analysis from scientific, historical, ethical, and policy perspectives, thus promoting the importance of the humanities for understanding and addressing complex problems.

C. Planning Committee

Melanie Shepherd, PhD is Professor and Chair of the Philosophy department, and she has been teaching at Misericordia since 2008. In that time, she has served on the Core Curriculum Committee, the Faculty Senate, and the Faculty Professional Development Committee. She specializes in 19th century European philosophy, specifically Nietzsche, and she teaches courses in the history of philosophy, existentialism, and aesthetics. As department chair, she has experience in curriculum development, and as a teacher, she has experience using service learning in her

courses. Melanie's primary contribution to the project will be ensuring the development of a curriculum with rich philosophical and ethical dimensions.

Cosima Wiese, PhD is a Professor of Biology and has been teaching and conducting research at Misericordia University since 2001. Among other courses, she has taught both Introduction to Environmental Science for non-majors and an upper-level Environmental Biology course for Biology majors. Her current research focuses on the impacts of heavy metal pollution on biochemical processes in aquatic plants. Since 2016, Dr. Wiese has been collaborating with the Lehman Sanctuary, a local nature sanctuary, to develop STEM outreach programs for local elementary, middle and high school students. The project focuses on watershed education and using technology to measure water quality. This collaboration between Misericordia University and the Lehman Sanctuary was recently honored with a 2019 Environmental Partnership Award from Northeastern Pennsylvania Environmental Partners and the Pennsylvania Environmental Council. Through her recent training to become a Pennsylvania State University Master Watershed Steward, she has established many connections to local groups and state agencies focused on diverse environmental issues, including the PA Department of Conservation and Natural Resources, Penn State Extension, Luzerne and Lackawanna Conservation Districts, Friends of Nescopeck, and the Lackawanna River Conservation Association.

Allan W. Austin, PhD, is professor of history at Misericordia. He has written three books: *All New, All Different: A History of Race and the American Superhero* (University of Texas Press, 2019, with Patrick L. Hamilton); *Quaker Brotherhood: Interracial Activism and the American Friends Service Committee, 1917-1950* (University of Illinois Press, 2012); and *From Concentration Camp to Campus: Japanese American Students and World War II* (University of Illinois Press, 2004). He has also co-edited *Asian American History and Culture: An Encyclopedia* (M.E. Sharpe, 2010) and *Space and Time: Essays on Visions of History in Science Fiction and Fantasy Television* (McFarland, 2010). In addition to examinations of Superman, Star Trek, and multiculturalism in the United States, he has written about masculinity and the frontier in Westworld. His teaching of American history draws substantially upon issues in environmental history, including the ways in which the environment shaped early American settlement and experiences as well as the manner in which environmental factors shaped all that followed, including the coming of the Civil War, westward expansion and race relations, urbanization, conservation, and foreign policy. Based upon this experience, he looks forward to preparing and teaching the Introduction to U.S. Environmental History course.

Joseph Curran, PhD is Professor of Religious Studies with an expertise in Theological Ethics. His dissertation, *Modes of Moral Discourse in the Preferential Option for Poor*, examined theological basis for the Christian commitment to eliminating poverty. Dr. Curran's interest in

environmental studies is rooted in his research interest in economic inequality. He has incorporated a unit on environmental justice in his core course "Mercy and Justice," including a close reading of Pope Francis' seminal encyclical on the environment *Laudato Si (On Care for Our Common Home)*. In the course, Dr. Curran uses the Catholic Social Tradition to argue that care for the environment is a requirement of the basic Christian commitment to justice, particularly as this is manifest in the preferential option for the poor and the requirements of inter-generational justice. In addition to contributing ethical expertise to the project, his role as Faculty Senate chair will ensure excellent communication between the committee and various stakeholders throughout the institution.

Heidi Manning, PhD is Dean of the College of Arts and Sciences and Professor of Physics. Her area of research is in planetary atmospheres and has extensive experience studying the dynamics and evolution of the Earth's atmosphere as well as the atmospheres of other planets. As a faculty member, she taught an introductory course in an Environmental Studies program. Heidi's primary contribution to the project will be overseeing the administrative processes and ensuring the long-term, institutional commitment to the new course of study.

D. Planning Process: Our year-long planning process will develop in the following stages (See detailed Work Plan in Attachment 6:

1) *Investigation*. In this stage, in July 2020, we will determine appropriate programs with which

to consult more directly, and we will plan two meetings with successful Environmental Studies programs. In addition to King's College, a similar university in our local area, we are interested in gathering information from similar institutions in the region such as LeMoyne College, which offers both B.A. and B.S. degrees in Environmental Studies, and will thus allow us to think broadly about whether we want to eventually offer multiple tracks in our program. We will prepare our rough curricular plans for our meetings and seek feedback on our direction from faculty teaching in Environmental Studies. The meetings will also allow us to complete a SWOT analysis on current programming and budgeting. At this stage, we will also identify faculty eager to teach in the ENV program, and we will provide grant-supported course release for faculty developing courses.

2) *Curricular development.* From September through November 2020, we will develop a plan for expected student learning outcomes in our programs and create a curriculum that will address those outcomes, informed by our consultations with faculty from other institutions. We will work with EPCAMR in order to design an experiential component that will best achieve student learning outcomes while also serving the community's needs.

3) *Review.* At this stage, we will present a proposal to the Faculty throughout the university, for feedback both from collaborating departments and from departments who might attract double majors or minors. Additionally, we will share the proposal draft with EPCAMR, university administrators, and the university Registrar in order to iron out any anticipated feasibility issues.

Based on this feedback, we will prepare a final proposal for the governance structure by December 2020.

4) *Finalization and recruitment.* At this stage, six faculty will be tasked with the development of syllabi for interdisciplinary courses, including plans for the details of team-teaching. As the curriculum makes its way through the governance structure, we will meet with representatives from Admissions and develop a strategy for recruiting students to the programs. We will plan a recruitment event on campus for high school students from across the mid-Atlantic and northeast regions who have an interest in Environmental Studies.

E. Institutional context and resources: We will market this program to all incoming students, particularly those interested or majoring in humanities, social science, and science disciplines, since the content will give a more defined shape to a major in these disciplines. Students can minor or double-major. Currently, Misericordia graduates approximately 20 biology and chemistry students per year, and given that biology and chemistry courses will be requirements for an Environmental Studies major or minor, we anticipate drawing a number of majors and minors from this population. Many English, philosophy, and history majors will also find a double major in Environmental Studies to be helpful in adding a more concrete set of questions to their major areas. We will also collaborate with colleagues in the College of Business to market the program to Business and Communication majors and to develop courses in those

fields, eventually contributing to the Environmental Studies curriculum. Institutional resources include the Mary Kintz Bevevino Library and the Student Success Center (SSC). The SSC enhances learning through our collaborative, compassionate, and personalized approach. We empower students through the development of academic and social skills and the encouragement of self-efficacy. The SCC houses a variety of programs designed to support students as they persist through college including the Writing and Tutoring Centers, the First Year Experience (FYE) course, and a variety of academic support programs designed to increase retention.

Summary Assessment: Because our project consists entirely of the development of a new curriculum, our formal university governance structure will provide a key measure of success. Due to the multi-disciplinary nature of this initiative, the first step in assessing planning progress will be a presentation of a draft proposal to the faculty, chief academic officer, our community partner, and the University Registrar. We will revise according to feedback from these. Review by the Undergraduate Curriculum Committee provides an official avenue for reflection on curricular cohesiveness, appropriateness of student learning outcomes, adequacy of the assessment plan for those outcomes, and program feasibility. Following those dialogues and revisions, adoption of the new programs by the Faculty Senate will provide the definitive measure of successful planning.



Budget Form

OMB No 3136-0134
Expires 6/30/2021

Applicant Institution: *Misericordia University*

Project Director: *Melanie Shepherd and Cosima Wiese*

Project Grant Period: *07/01/2020-06/30/2021*

[click for Budget Instructions](#)

	Computational Details/Notes	(notes)	Year 1	(notes)	Year 2	(notes)	Year 3	Project Total
			7/01/2020 - 6/30/2021		01/01/20__ - 12/31/20__		01/01/20__ - 12/31/20__	
1. Salaries & Wages								
Faculty Member	3 credit release for curricular planning x 865 per credit	%	\$2,595	%		%		\$2,595
Faculty Member	3 credit release for curricular planning x 865 per credit		\$2,595					\$2,595
Faculty Member	3 credit release for curricular planning x 865 per credit	%	\$2,595	%		%		\$2,595
Faculty Member	3 credit release for curricular planning x 865 per credit	%	\$2,595	%		%		\$2,595
Faculty Member	3 credit release for curricular planning x 865 per credit	%	\$2,595	%		%		\$2,595
Faculty Member	3 credit release for curricular planning x 865 per credit	%	\$2,595	%		%		\$2,595
Faculty Member	3 credit release for curricular planning x 865 per credit	%	\$2,595	%		%		\$2,595
Faculty Member	3 credit release for curricular planning x 865 per credit	%	\$2,595	%		%		\$2,595
Faculty Member	3 credit release for curricular planning x 865 per credit		\$2,595					\$2,595

2. Fringe Benefits								
								\$0
								\$0
3. Consultant Fees								
			\$2,000					\$2,000
4. Travel								
Travel to universities in region			\$1,500					\$1,500
								\$0
5. Supplies & Materials								
								\$0
6. Subawards								
								\$0
7. Other Costs								
								\$0
8. Total Direct Costs	Per Year		\$24,260		\$0		\$0	\$24,260
9. Total Indirect Costs			9704					9704
a. Rate:	40%							
b. Federal Agency:								
Department of Health and Human Services	Per Year		\$0		\$0		\$0	\$0
08-15-17-06-30-2021								
10. Total Project Costs	(Direct and Indirect costs for entire project)							\$33,964
11. Project Funding	a. Requested from NEH							Outright: \$33,964

	Federal Matching Funds:	\$0
	TOTAL REQUESTED FROM NEH:	\$33,964
b. Cost Sharing	Applicant's Contributions:	\$0
	Third-Party Cash Contributions:	
	Third-Party In-Kind Contributions:	\$0
	Project Income:	\$0
	Other Federal Agencies:	\$0
	TOTAL COST SHARING:	\$0
12. Total Project Funding		\$33,964

Total Project Costs must be equal to Total Project Funding ---->	(\$33,964	=	\$33,964	?)
Third-Party Contributions must be greater than or equal to Requested Federal Matching Funds ---->	(\$0	≥	\$0	?)

Budget Justification

In order to plan for a successful interdisciplinary program, we need significant time from faculty from a variety of departments to collaborate on refined student learning outcomes and plan course work in support of them. Thus, the bulk of our budget has gone to faculty course releases for course development and the development of a curriculum proposal. Our university's pay per credit rate is \$865, making a 3 credit course release \$2595. Our budget grants course releases to two faculty members responsible for the curriculum proposal, and to an additional six for the development of team-taught courses.

We have also requested \$2000 to consult with regional colleagues, and \$1500 to facilitate travel to institutions with whom we are consulting.

Our university has a 40% indirect cost rate, which is also included.

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Attachment 6: Plan of work and Related Resources

Investigation.

July 2020: We will determine appropriate programs with which to consult more directly, based upon similarity to our institution and the appropriateness of the program vis a vis our anticipated student learning outcomes and finalize the group of faculty who will receive a course release for course development.

August 2020: We will consult faculty from regional programs in order to identify: 1) how interdisciplinary collaboration functions within their institutions, 2) what experiential learning experiences work best and why, 3) what program content has been most successful in allowing students to develop multidisciplinary approaches to thinking about environmental problems, and 4) what they think would make their programs better. We have budgeted for regional travel at this stage, as well as for modest consulting fees in order to compensate colleagues willing to share their expertise with us.

2) Curricular development.

September 2020: We will finalize a set of expected Student Learning Outcomes for both major and minor programs and finalize course titles.

September-November 2020: The Planning Committee will determine which courses will address those outcomes, informed by our consultations with faculty from other institutions. Two faculty will receive a course release in order to write a complete curriculum proposal. At this stage, we will work with our community partner in order to determine which courses will best achieve student learning outcomes while also serving the community's needs. Faculty on course release for curricular development will prepare a curriculum proposal for the governance Undergraduate Curriculum Committee.

3) Review.

November-December 2020: Present a proposal to the Faculty throughout the university for feedback both from collaborating departments and from departments who might attract double majors or minors. Additionally, we will share the proposal draft with our community partner, university administrators, and the university Registrar in order to iron out any anticipated feasibility issues. Based on this feedback, we will prepare a final proposal for the governance structure by December 2020.

4) Finalization and recruitment.

January-April 2021: Six faculty will receive course releases in order to fully develop student learning outcomes for individual courses and plans for team-teaching the courses described in the curriculum proposal. Faculty working with a community partner will also consult the community partner during this period.

February 2021:

As the curriculum makes its way through the governance structure, we will meet with representatives from Admissions and develop a strategy for recruiting students to the programs.

We will also meet with departments across campus to help them to promote double majoring or minoring in Environmental Studies.

March 2021: Submit our approved proposal for adoption in the University Catalog and we will schedule the introductory seminar for the upcoming fall semester, and the second course in the sequence for spring.

April 2021: Recruitment event on campus for high school students from across the mid-Atlantic and northeast regions who have an interest in Environmental Studies.

August 2021: Offer our first ENV 100 course.

Existing Course Offerings

Biology:

BIO 106: Introduction to Environmental Science

Environmental science will introduce students to the complexity of human interactions with the global environment. By conducting in-depth research on particular case studies, students will learn to analyze relevant scientific data pertaining to a particular case and examine the issues associated with that case from different perspectives, including scientific, social, political, and economic considerations.

BIO 201 Organismal Structure and Function

This course deals with the structure and function of systems found in animals and plants. It will emphasize major homeostatic mechanisms and their evolutionary significance; as well as, demonstrate organismal adaptations to common problems of transportation, control, and reproduction. The course will be taught in two parts with one section emphasizing animal adaptations, and the other part emphasizing plant adaptations. The lab will focus on demonstrating actual anatomical and physiological mechanisms on organisms.

BIO 310 Environmental Biology

This course is designed to investigate the complexity of human interactions with the global environment. By conducting in-depth research of particular cases, students will learn to view and understand the issues from different perspectives to include both scientific data and social, political and economic considerations.

BIO 425 Ecology

A study of the inter-relationships between plants, animals, and other components of the total environment.

Chemistry:

CHM 101: Chemistry in Context I

Offered for non-science major to satisfy the natural science core requirement. The course introduces the science of chemistry in the context of real-world problems. Sufficient chemistry background is introduced to enable the student to develop an understanding of problems like

global warming, air pollution, water quality, and acid rain and possible alternatives for dealing with them.

CHM 102 Chemistry in Context II

Offered for non-science majors to satisfy the natural science core requirement. The course continues to introduce the science of chemistry in the context of real-world problems such as alternate energy sources, nuclear energy, plastics and polymers, pharmaceuticals, food and genetic engineering.

English:

ENG 219 Modern World Literature

This course focuses on the literatures of modern cultures other than those of Western Europe or North America. Works and authors are discussed in relation to their native cultures and in relation to the ways in which the literature reveals cultural and historical assumptions different from our own.

ENG 339: Technical Writing

Technique and practice in writing basic technical reports. Guidelines for scientific reporting, memoranda, progress reports, and formal documents.

Fine Arts:

FA 362: Music, Ecology, and the Environment

The theory of evolution as adaptation can't explain why nature is so beautiful. It took the concept of sexual selection for Darwin to explain that a process has more to do with aesthetics than with the practical. Through an interdisciplinary lens, we will examine the "survival of the beautiful" as the interplay of beauty, art, and culture in evolution. Taking inspiration from Darwin's observation that animals have a natural aesthetic sense, this course will investigate why animals (humans included) have innate appreciation for beauty-and why nature is, indeed, beautiful. Moreover, we will study the ecology of humans, their response to the environment, and the way in which art mediates our experiences in society.

History:

HIS 235: Introduction to U.S. Environmental History

This course studies America's relationship with nature and environmental preservation from the colonial era to the present. Emphasis is placed on political, economic, social, and intellectual themes that have influenced American's views of the natural world.

Mathematics:

MTH 115 Basic Statistics

An introduction to the use of statistical methods with emphasis on practical applications. Descriptive statistics, introduction to probability, estimation of parameters, introduction to hypothesis testing, correlation, and linear regression.

MTH 116 Basic Statistics II

Hypothesis testing, analysis of variance, correlation and regression analysis, nonparametric statistics.

Medical and Health Humanities:

MHH 314 Environmental Health

Focusing on both domestic and global environmental health, students will examine biological, socio-economic, and cultural issues in the intersection between environmental factors and human health. Through analyses of case studies and literary depictions of environmental factors in cultural products, disease causation, and public health, students will evaluate how different individuals and communities engage with the challenges of environmental health concerns ranging from microbial and chemical contamination of water and air to industrialization and unplanned urbanization.

MHH 332 Medical Geography

This course will introduce students to methodological and theoretical concerns of geography and how they can be applied to the study of health and health care. Students will examine how our natural and built environments impact our health and access to health care and the spatial dimension of national and global health disparities. Students will evaluate how Geographic Information Systems are used to address the concerns of health professionals.

Political Science:

POL 230: Introduction to Public Policy and Public Administration

This course introduces an understanding of U.S. public policy making and public administration including identifiable steps in the policy process such as political policy openings, policy stream convergence, policy implementation and the administration of policy ideas. Students will learn how to identify a policy problem, map the political opportunity, incorporate evidence-based social science research to address the problem, and assess the positives and negatives associated with a particular policy adoption.

POL 407: Public Management and Leadership

This course is designed to strengthen a student's theoretical and practical understanding of public management and leadership so that they might be better positioned to create public value for their community. Designed to introduce the student to public management from a political science and public administration perspective, they will learn leadership principles via a public manager's interaction with various institutions, the public manager's ability to course various constituencies, and the public manager's entrepreneurial inclinations to solve problems.

Philosophy:

PHL 200: Ethical Theory

This course investigates the basic issues and problems encountered in the field of ethical theory. These issues include the prescriptive/descriptive distinction, the motivation for morality, virtue vs. rule-based ethics, deontological vs. consequentialist theories, moral psychology, and meta-ethical analysis. As a philosophical reflection upon our moral experience, special emphasis is placed upon rational justification for the stances we take in these issues.

PHL 202: Environmental Philosophy

This course is a survey of the fundamental principles and traditions underlying what we call today “environmental philosophy.” Students will explore the roots of our contemporary ideas about nature and ecology, animal rights, whether or not nature has intrinsic or merely instrumental value, ecofeminism, “deep” ecology, non-western perspectives on the environment, population, hunger, global warming and the Gaia theory that the planet is a living organism.

PHL 235: Buddhist Philosophies

This course will examine select philosophic issues that arise in the wide range of Buddhist ideas and practices found in the Theravada, Mahayana, Vajrayana and Chan/Zen traditions. Topics of consideration may include Buddhist theories of causality, personal identity, substantiality, happiness, optimal human relationality and the effects of meditation practices on philosophic inquiry. Students will be encouraged to reexamine Western philosophic problems and solutions through the medium of Buddhist thought and practice.

PHL 237 Philosophies of Science

This course examines the relation between philosophy and science with an emphasis on the historical interplay between the two disciplines in western culture. Topics of consideration may include the gradual emergence of the sciences from the general field of philosophy, specific issues and episodes in the development of the philosophy of science, what constitutes a scientific as opposed to a philosophic explanation, the concept of scientific progress, and the nature and method of scientific confirmation.

Physics:

PHY 121: Energy in Our World

A study of the various forms of energy with relationship to other physical concepts. Includes a study of energy production, transformation and usage in our world, and effects on human lifestyles and the environment.

PHY 142: Earth Science

A study of Earth’s physical environment. Weather and climate, oceans, rocks, minerals, and landforms are explored individually and in relation to one another.

Religious Studies:

RLS 118: Catholic Social Teaching and Mercy Spirituality for the 21st Century

This course will examine the history and elements of Catholic social teaching. These principles will be put into practice through the student’s experience of service learning in the community working directly with the Sisters of Mercy and their ministries. This course will explore a brief historical background on Catherine McAuley, the foundress of the Sisters of Mercy, while incorporating the nature and mission of the Sisters of Mercy and how the mission is relevant today.

RLS 119: Mercy and Justice

Mercy and justice are fundamental virtues of Christian ethics. These virtues guide our reaction to many ethical problems today, including wealth inequality, climate change, and poverty. This course will explore virtue ethics using justice and mercy as a primary focus, and analyzing the way in which these virtues direct and shape the Christian response to issues in social ethics. We

will also compare the Christian understanding of justice and mercy with other conceptions of these virtues outside the Christian theological tradition.

Relevant Resources for the Development of an Environmental Studies Curriculum

Arnold, Andrew B. *Fueling the Gilded Age: Railroads, Miners, and Disorder in Pennsylvania Coal Country*.

Augsburg, Tanya. *Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies*, 3rd edition. Dubuque, IA: Kendall Hunt Publishing, 2015.

Baer, Hans and Merrill Singer. *Global Warming and the Political Ecology of Health: Emerging Crises and Systemic Solutions*. New York: Routledge, 2008.

Berry, Wendell. *The Unsettling of America: Culture and Agriculture*. San Francisco: Sierra Club Books, 1977.

The Gift of Good Land. Berkeley, CA: Counterpoint Books, 1981.

Standing on Earth. Ashuelot, NH: Golgonooza Press, 1991.

Callicott, J. Baird. *In Defense of the Land Ethic: Essays in Environmental Philosophy*. Albany: SUNY Press, 1989.

Carolan, Michael. *Society and the Environment: Pragmatic Solutions to Ecological Issues*. Boulder, CO: Westview Press, 2013.

Carson, Rachel. *Silent Spring*. New York: Houghton Mifflin Company, 1962

The Sea Around Us. Oxford: Oxford University Press, 2018.

Conologue, Bill. *Here and There: Reading Pennsylvania's Working Landscapes*.

Diamond, Jared. *Guns, Germs, and Steel*. New York: W.W. Norton and Co., 1997.

Collapse: How Societies Choose to Fail or Succeed. New York: Viking, 2004.

Emmett, Robert S. and David E. Nye. *The Environmental Humanities: A Critical Introduction*. Cambridge: MIT Press, 2017.

Fiege, Mark. *The Republic of Nature: An Environmental History of the United States*. Seattle: University of Washington Press, 2012.

Francis, Pope. *The Encyclical Letter Laudato Si: On Care for Our Common Home*. Vatican City: The Word Among Us Press, 2015.

Gander, Forrest and John Kinsella. *Redstart: An Ecological Poetics*. Iowa City: University of Iowa Press, 2012.

Gotelli, Nicholas J. *A Primer of Ecology*. Sunderland, MA: Sinauer Associates, 2001.

Haenn, Nora, Richard R. Wilk, and Allison Harnish. *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*. New York: NYU Press, 2016.

Hardin, Garrett. "The Tragedy of the Commons." *Science* 162(3859): 13 December 1968, 1243-1248.

Hawken, Paul. *The Ecology of Commerce: A Declaration of Sustainability*. New York: HarperCollins, 2013.

Jafry, Tahseen. *Routledge Handbook of Climate Justice*. New York: Routledge, 2019.

Jørgensen, Dolly, Finn Arne Jørgensen, and Sara B. Pritchard. *New Natures: Joining Environmental History with Science and Technology Studies*. Pittsburgh: University of Pittsburgh Press, 2013.

Katz, Eric and Andrew Light, eds. *Environmental Pragmatism*. New York: Routledge, 1996.

Kellert, Stephen R. *Birthright: People and Nature in the Modern World*. New Haven: Yale University Press, 2012.

Kolbert, Elizabeth. *The Sixth Extinction*. New York: Henry Holt and Company, 2014.

Leopold, Aldo. *A Sand County Almanac*. Oxford: Oxford University Press, 1949.

Lynch, Amanda H. and Siri Veland. *Urgency in the Anthropocene*. Cambridge: MIT Press, 2018.

MacKay, David J.C. *Sustainable Energy—Without the Hot Air*. Cambridge: UIT Cambridge Ltd., 2009.

McKibben, Bill. *Falter: Has the Human Game Begun to Play Itself Out?* New York: Henry Holt and Co, 2019.

McNeill, J.R. *Something New Under the Sun: An Environmental History of the Twentieth-Century World*. New York: W.W. Norton and Co, 2000.

Midgley, Mary. *Animals and Why They Matter*. Athens: University of Georgia Press, 1983.

Montrie, Chad. *To Save the Land and People: A History of Opposition to Surface Coal-Mining in Appalachia*. Chapel Hill: University of North Carolina Press, 2003.

O'Neill, John, Alan Holland, and Andrew Light. *Environmental Values*. New York: Routledge, 2008.

Ouderkirk, Wayne and Jim Hill. eds. *Land, Value, Community: Callicott and Environmental Philosophy*. Albany: SUNY Press, 2002.

Pollan, Michael. *The Omnivore's Dilemma*. New York: Penguin, 2006.

Robinson, Mary. *Climate Justice: Hope, Resilience, and the Fight for a Sustainable Future*. New York: Bloomsbury, 2018.

Scranton, Roy. *Learning to Die in the Anthropocene: Reflections on the End of a Civilization*. San Francisco: City Lights Publishers, 2015.

Taylor, Paul W. *Respect for nature*. Princeton: Princeton University Press, 1986.

Thoreau, Henry David. *Walden*. New York: Houghton, Mifflin, Harcourt, 1995.

Tuckey, Melissa, ed. *Ghost Fishing: An Eco-Justice Poetry Anthology*. Athens: University of Georgia Press, 2018.

Warren, Louis S. *American Environmental History*. Malden, MA: Blackwell, 2003.

Weingart, Peter and Nico Stehr, eds. *Practising Interdisciplinarity*. Toronto: University of Toronto Press, 2000.

Weisman, Alan. *The World Without Us*. New York: Thomas Dunne Books, 2007.

Wilson, E.O. *The Future of Life*. New York: Vintage, 2002.

Half-Earth: Our Planet's Fight for Life. New York: W.W. Norton and Co, 2016.

Biophilia. Cambridge, MA: Harvard University Press, 1984.

MELANIE SHEPHERD

(b) (6)

(b) (6)

Email: mshepherd@misericordia.edu

EMPLOYMENT:

Misericordia University, Dallas, PA

- Associate Professor of Philosophy, August 2015-present
- Assistant Professor of Philosophy, August 2008-July 2015

EDUCATION:

The Pennsylvania State University

- Ph.D., Philosophy, December 2007.

Hanover College, Hanover, IN.

- B.A., Philosophy, *magna cum laude*, 2002.
Major: Philosophy, Minor: Spanish

Goethe Institute, Freiburg, Germany

- Passed B.1.1 language course, June 2010

JOURNAL ARTICLES:

- "Let us return to Herr Nietzsche: On Health and Revaluation," *The Journal of Nietzsche Studies* 50(1), Spring 2019, 125-148.
- "Myth, Perspective, and Affirmation in Nietzsche's *Birth of Tragedy*," *History of European Ideas* 44(5), 2018, 575-589.
- "On the Difficult Case of Loving Life: Plato's *Symposium* and Nietzsche's Eternal Recurrence," *British Journal for the History of Philosophy* 26(3), 2018, 519-539.
- "Nietzsche's Tragic Performance: The Still Living Mother and the Dionysian in *Ecce Homo*," *Philosophy and Literature* 37(1), April 2013, 20-35.
- "Affirmation and Mortal Life: Nietzsche's Eternal Return and the Death of Zarathustra" *Philosophy Today* 55(1), Spring 2011, 22-36.

BOOK CHAPTERS:

- "Genealogy and Perspectivism: Nietzsche's Transformation of Kantian Critique," *Nietzsche as Critic and Thinker of Transformation*, Gruyter-Verlag, Germany, 2016, 81-89.

PUBLISHED CONFERENCE PROCEEDINGS:

- "From Abbreviation to Affirmation: Nietzsche's Styles and the Transformation of Origin" in *Semiotics 2008: Specialization, Semiosis, Semiotics (Proceedings of the 33rd Annual Meeting of the Semiotic Society of America)*, ed. John Deely and Leonard Sbrocchi. Ottawa: Legas Publishing, 2009.

BOOK REVIEWS:

Resume: Melanie Sheperd, Ph.D.

- Review of Erman Kaplama, *Cosmological Aesthetics Through the Kantian Sublime and Nietzschean Dionysian*. Lanham, MD, University Press of America, 2014. *Journal of Nietzsche Studies* 47(2), July 2016.
- Review of *Race After Sartre: Antiracism, Africana Existentialism, Postcolonialism*, ed. Jonathan Judaken. Albany: SUNY Press, 2008. *Journal of American Ethnic History* 30(3), Spring 2011, 76-77.

TEACHING EXPERIENCE:

Assistant Professor of Philosophy, Misericordia University:

- Introduction to Philosophy
- Social and Political Philosophy
- Philosophy and Literature
- Introduction to Ethics
- Philosophy of Person
- 19th Century Philosophy
- 20th Century Philosophy
- The German Genius: Philosophy, Music, and Culture
- Law, Justice, and Society

Instructor of Philosophy, Penn State University:

- Introduction to Bioethics: Fall 2007 and Spring 2008
- Philosophy, Race, and Diversity: Spring 2008
- Social and Political Philosophy: Fall 2007
- Existentialism and European Philosophy: Fall 2005
- Basic Problems of Philosophy: Fall 2004 and Spring 2005

Teaching assistant, Penn State University:

- Philosophy, Art, and Film: Fall 2006
- Symbolic Logic: Spring 2006
- Basic Problems of Philosophy: Spring 2004
- Social and Political Philosophy: Fall 2003

PROFESSIONAL SERVICE:

- Referee, *Southern Journal of Philosophy* (2015)

PROFESSIONAL AFFILIATIONS:

- American Philosophical Association
 - American Association of University Professors
 - North American Nietzsche Society
-

Resume: Cosima Birgit Wiese, Ph.D.

(a) Professional Preparation

The Pennsylvania State University	State College, PA	Ph.D. Plant Pathology
The Pennsylvania State University	State College, PA	M.Sc. Plant Pathology
Bucknell University	Lewisburg, PA	B.A. Biology and German

(b) Appointments

Misericordia University, Dallas, PA, Professor of Biology, 2001 – Present

(c) Publications

Trapero-Mozos A, Ducreux LJM, Bitá CE, Morris W, **Wiese C**, Morris JA, Paterson C, Hedley PE, Hancock RD and Taylor M. 2018. A reversible light-and genotype-dependent acquired thermotolerance response protects the potato plant from damage due to excessive temperature. *Planta* 247: 1377. <https://doi.org/10.1007/s00425-018-2874-1>.

U.S. EPA. Integrated Science Assessment of Ozone and Related Photochemical Oxidants (Final Report). U.S. Environmental Protection Agency, Washington, DC, EPA/600/R-10/076F, 2013.

Wiese CB & Pell EJ. 2003. Oxidative modification of the cell wall in tomato plants exposed to ozone. *Plant Physiology and Biochemistry* 41: 375-382.

Schraudner M, Moeder W, **Wiese C**, Van Camp W, Inze D, Langebartels C, Sandermann H Jr. 1998. Ozone-induced oxidative burst in the ozone biomonitor plant, tobacco Bel W3. *The Plant Journal* 16(2): 235-245.

(c) Synergistic Activities

i. Visiting Scientist, Cell and Molecular Sciences Group, James Hutton Institute, Invergowrie, Scotland. 2/2016-6/2016

Used GC-MS techniques to perform metabolomics analysis to investigate thermotolerance in potato plants in the laboratory of Dr. Rob Hancock

ii. ORISE Fellow, National Center for Environmental Assessment, U.S. EPA 9/2009-11/2011

Wrote section 9.3 “Mechanisms governing vegetation response to ozone“ of Chapter 9 (“Environmental Effects: Ozone Effects on Vegetation and Ecosystems”) of O₃ ISA under direction of Dr. Jeffrey Herrick (NCEA, U.S. EPA).

iii. Visiting Scientist, Air Quality Research Unit, U.S. Department of Agriculture Summer 2006 - 2008

Collaborative research project with Dr. Kent Burkey to determine the identity and role of apoplastic compounds with potential antioxidant properties that play a role in the differential sensitivity of snap bean and soybean cultivars to the air pollutant ozone (O₃)

Resume: Cosima Birgit Wiese, Ph.D.

iv. Visiting Scientist, Environmental Quality Lab, U.S. Department of Agriculture Summer 2002-2003

Initiated collaborative research project with Dr. Robinson aimed at correlating changes in cell wall phenolic compounds after plant exposure to O₃ with differential sensitivity of several soybean cultivars to this pollutant

SYNERGISTIC ACTIVITIES

1. Co-creator of “The Language of Water”, a STEM outreach program developed in collaboration with a local nature sanctuary. Elementary, middle and high school students and teachers are invited to visit and explore the nature sanctuary. Additionally, they can then access and use data from their classrooms that is remotely collected from a water quality monitoring station that we installed with grant funding at the nature sanctuary.
2. Developing watershed and water quality curriculum in collaboration with teachers from local schools. This STEM curriculum focuses on educating students about the importance of clean water and healthy watersheds, and how scientists measure water quality and watershed characteristics. The curriculum includes opportunities for students to participate in hands-on activities in the field and lab, and to learn how to analyze the data they collect. This program will be enhanced through the recent grant-funded acquisition of a mobile water quality monitoring instrument.
3. Participated in training to become a Master Watershed Steward through the Pennsylvania State University Extension service; training will be completed at the end of August 2019. The Penn State MWS program was designed to educate and engage volunteers in local conservation efforts and initiatives.

Resume: Heidi L.K. Manning, Ph.D.

(a) Professional Preparation

Gustavus Adolphus College	St. Peter, MN	B.S. Chemistry, 2003
University of Minnesota	Minneapolis, MN	Ph.D. Chemistry, 2007

(b) Appointments

Misericordia University, Dallas, PA Dean of the College of Arts and Sciences 2017-present
Misericordia University, Dallas, PA Professor of Physics 2017-present
Concordia College, Moorhead, MN, Chair, Department of Physics, 2015-2017
Concordia College, Moorhead, MN, Chair, Division of Sciences and Mathematics, 2008-2012
Concordia College, Moorhead, MN, Director, Credo Honors program 2006-2009
Concordia College, Moorhead, MN, Professor, Department of Physics, 2011-2017
Concordia College, Moorhead, MN, Associate Professor, Department of Physics, 2004-2011
Concordia College, Moorhead, MN, Assistant Professor, Department of Physics 1997-2004
University of Maryland Baltimore County, Greenbelt, MD, Visiting Associate Research Scientist,
NASA's Goddard Space Flight Center, 2006
University of Maryland Baltimore County, Greenbelt, MD, Visiting Fellow, NASA's Goddard
Space Flight Center, 1995-1997

(c) Publications

ii. Other Significant Publications

Non-project related (Undergraduate co-authors underlined)

Manning, Heidi L. K., "Yes We Will Find Them, The Drake Equation Tells Me So," *Astrotheology: Science and Theology Meet Extraterrestrial Life* edited by Ted Peters et.al., Cascade Imprint (2018)

Conrad, Pamela, et al., In situ measurement of atmospheric krypton and xenon on Mars with Mars Science Laboratory, *Earth and Planetary Science Letters*, 454: 1-9 Nov. 2016.

Mahaffy, P. R. et al., Abundance and Isotopic Composition of Gases in the Martian Atmosphere from the Curiosity Rover, *Science* 19 July 2013, 341(6143), pp.263-266

Manning, H. L. K., ten Kate, I. L., Battel, S., Mahaffy, P., Electric Discharge in the Martian Atmosphere, Pachen Curves and Implication for Future Missions. *Journal of Advances in Space Research*, DOI information: 10.1016/j.asr.2010.07.006, 2010.

Manning, H. L. K., and Gregorie, John, An Upgraded High-Velocity Dust Particle Accelerator at Concordia College in Moorhead, Minnesota. *International Journal of Impact Engineering*, Vol. 33, pp 402-409, 2006.

Resume: Heidi L.K. Manning, Ph.D.

(c) Synergistic Activities

- i. PI for S-STEM award at Concordia College which provided scholarships to two cohorts of STEM students during all four years of their studies. Students were part of a learning community established in their first year in their science-oriented Critical Thinking and Written Communication Seminars and maintained in the subsequent three years through special focused programming.
- ii. PI for the STEP award at Concordia College which focused on enhancing the education of first-year science majors through improved pedagogy and summer research opportunities.
- iii. Development of a Physical Science Curriculum for Pre-Service Elementary School Teachers. Manning, H. L. K., Churukian, A. D., Astronomical Approach to Physical Science Curriculum, Division of Planetary Sciences Annual meeting #36, #13.02 (2004).
- iv. Established articulation agreements with Luzerne County Community College for majors in Mathematics and Statistics at Misericordia University.
- v. Taught introductory physics to Tibetan monks and nuns at Drepung Loseling Monastery in India for the Emory-Tibet Science Initiative.
- vi. Invited speaker at a session on Education with the Mars Rover at the Geological Society of America annual conference in 2014.

Joseph J. Curran

(b) (6)

jcurran@misericordia.edu

Academic Credentials

Education

Ph. D. in Theological Ethics, May 2005, Boston College, Chestnut Hill, MA

- Minor in Church history
- Passed comprehensive exams with distinction, 1996
- Dissertation: "Modes of Moral Discourse and the Preferential Option for the Poor." Dissertation director: Professor Stephen J. Pope

B.A. in English and Philosophy, May 1991, University of Scranton, Scranton, PA

- Magna Cum Laude, Special Jesuit Liberal Arts Program, Alpha Sigma Nu (National Jesuit Honor Society)

Teaching

Experience

Professor of Religious Studies

2016-present, Misericordia University, Dallas, PA

Associate Professor of Religious Studies

2011-2016, Misericordia University, Dallas, PA

Assistant Professor of Religious Studies

2005- 2011, Misericordia University, Dallas, PA

Selection of Courses Taught

Misericordia University:

World Religions (Honors, Writing Intensive)
Theology and Human Experience (Honors, Writing Intensive)
Women and Spirituality (Honors, Writing Intensive)
Marriage, Sex and Family
Justice and Mercy
Health Care Ethics
Death and Dying (spring 2018)

University of Scranton:

Introduction to Philosophy
The Jesuit Magis

Boston College

Person and Social Responsibility (12-credit, two-semester introduction to philosophy and theology with a service-learning requirement)

Recent Scholarship

Publications:

"The Teaching and Governance of Pope Francis and Catholic Higher Education." *Journal of Catholic Higher Education* vol. 35.2 (Summer 2015): 135-150.

"*New Voices in Catholic Theology*. Joseph Curran and Anna Bonta Moreland, editors. New York: Crossroad/Herder & Herder, 2012.

"Beyond Education for Justice: Christian Humanism in Higher Education," in *New Voices in Catholic Theology*. Joseph Curran and Anna Bonta Moreland, editors, New York: Crossroad/Herder & Herder, 2012.

Scholarly Presentations

"The Teaching and Governance of Pope Francis and Ignatian Spirituality," presented at the Annual Meeting of the College Theology Society, May 2015, Portland, Oregon.

"Pope Francis and the Idea of a Catholic College," presented at "The Idea of a Catholic College," Kings College, September 2014, Wilkes-Barre, PA.

Invited Lectures and Presentations

"Virtue and Relationships in Health Care Ethics." Afternoon keynote address, "Relationship Centered Care Conference," sponsored by the Geisinger Health System Committee for Continuing and Professional Development, October 16, 2015, Luzerne County Community College.

"Physician Assisted Suicide and Health Care Ethics" Panel Discussion, December 2014.

Administrative Experience

Religious Studies Department Chair, Misericordia University, January 2006-present.

Executive Director, Ethics Institute of Northeastern Pennsylvania at Misericordia University, September 2012-September 2016.

Interim Dean, College of Arts and Sciences, Misericordia University, August 2008- August 2010.

Updated October 2017

Resume: Allan Austin, Ph.D.

Allan W. Austin, Professor of History
Department of History and Government
Misericordia University
Dallas, PA 18612

EDUCATION

Ph.D., University of Cincinnati, 2001
 *Major Field: United States History
 *Minor Fields: Film and History, Modern Japanese History
M.A., Bowling Green State University, 1993
B.A., Bowling Green State University, 1991 (*Magna Cum Laude*)

EXPERIENCE

Professor of History, Misericordia University, 2011-present
Associate Professor of History, Misericordia University, 2007-2011
Assistant Professor of History, College Misericordia, 2001-2007
History Instructor, University of Cincinnati, 1997, 1998, 2000
Teaching Assistantship, University of Cincinnati, 1996-1999, 2000-2001
History Instructor, El Paso Community College, 1994-1996
Teaching Assistantship, Bowling Green State University, 1991-1993

PUBLICATIONS

Books

All New, All Different?: A History of Race and the American Superhero, Austin, Texas: University of Texas Press, 2019 (co-written with Patrick L. Hamilton).

Quaker Brotherhood: Interracial Activism and the American Friends Service Committee, 1917-1950, Urbana, Illinois: University of Illinois Press, 2012.

From Concentration Camp to Campus: Japanese American Students and World War II, Urbana, Illinois: University of Illinois Press, 2004.

Articles, Chapters, and Essays

"Fleischer Studio's Superman and a Darker Side of the 'Good War,'" *Popular Culture Studies Journal*, in press.

"An Age of (Super)Heroes?: Hollywood and the 'Global War on Terror,'" *Vault of Culture*, 2019.

"The Alpha and the Omega: Myths and Paradoxes of Masculinity on the Frontier," in Travis Langley and Wind Goodfriend, editors, *Westworld Psychology: Violent Delights*, New York: Sterling Publishing (co-written with Patrick L. Hamilton and Alicia Nordstrom), 2018.

"'Intelligent Leadership in the Cause of Racial Brotherhood': Quakers, Social Science, and the American Friends Service Committee's Interwar Racial Activism," in Thomas J. Davis, editor,

Resume: Allan Austin, Ph.D.

Religion and Philanthropic Organizations: Family, Friend, or Foe?, Indiana University Press, 2013: 122-143.

"Superman Goes to War: Teaching Japanese American Exile and Incarceration with Film," *Journal of American Ethnic History* 30:4 (2011): 51-56.

"The Limits of *Star Trek*'s Final Frontier: 'The Omega Glory' and 1960s American Liberalism," in David C. Wright Jr. and Allan W. Austin, editors, *Space and Time: Essays on Visions of History in Science Fiction and Fantasy Television*, Jefferson, North Carolina: McFarland, 2010.

PROFESSIONAL ACTIVITIES

Board of Advisors, MAPACA, 2019-

Co-Chair, Cartoons, Comics, and Video Games Area, Mid-Atlantic Popular/American Culture Association (MAPACA), 2017-

Adviser for the children's and educational media department at THIRTEEN/WNET (flagship PBS station in New York) for an educational game in the *Mission US* series dealing with the incarceration of Japanese Americans during WWII, 2015-

TEACHING

Faith & Activism (Public History Practicum), team-taught course with Dr. Jen Black

Race and Graphic Narrative in the Postwar United States, interdisciplinary course team-taught with Dr. Patrick Hamilton

American Cultures Class, interdisciplinary course team-taught with Dr. Patrick Hamilton, spring 2010

American Cultures Class, interdisciplinary course team-taught with Dr. Cathy Turner, 2005-6

Courses Taught

U.S. History to 1865

U.S. History since 1865

Modern American History through Popular Culture

University Writing Seminar: American History through Literature and Film

American Cultures (interdisciplinary class)

Film and History

Immigration and American Ethnic History

Race and Graphic Narrative in the Postwar United States (team-taught, interdisciplinary class)

History Seminar (on U.S. Historiography)

Research Seminar

U.S History Since 1945

U.S. National Security History

World Wars, Cold War, and Beyond

Culture & National Security



MISERICORDIA
UNIVERSITY

September 19, 2019

Rebecca Boggs
Humanities Connections
Division of Education Programs
National Endowment for the Humanities
400 Seventh Street, SW
Washington, DC 20506

Dear Ms. Boggs,

Misericordia University is grateful for the opportunity to submit a grant request for \$33,964 to the National Endowment for the Humanities through its Humanities Connections Program. As president of Misericordia University, I pledge our commitment to ensure long-term viability of this program and its associated activities.

As a Catholic liberal arts institution, the University is committed to advancing the necessary dialog between the humanities and the sciences. Our undergraduate core curriculum has endeavored for years to integrate the humanities with the practices of STEM professions. This program will provide additional weight and advance the goal of integrative studies and the valuation of humanistic approaches to the environment. In addition, the curriculum contributes to the intellectual life of the University by encouraging cross-disciplinary collaboration that is beneficial to all departments.

I am proud of the creative vision and strategic planning invested by Dr.'s Sheperd and very pleased to witness and support the continued work of implementing the Environmental studies program. The impact of this program will be profound for Northeast Pennsylvania and beyond.

Thank you for the opportunity to apply for funding through the Humanities Connections Program. Please feel free to contact me if you have any questions.

Regards,

Thomas J. Botzman, Ph.D.
President

EPCAMR



Robert E. Hughes
EPCAMR Executive Director
101 S. Main Street
Ashley, PA 18706

570-371-3523

rhughes@epcamr.org
www.epcamr.org
www.treatminewater.com

September 19, 2019

Melanie Shepherd, Ph.D.
Misericordia University
301 Lake Street
Dallas, PA 18612

Dear Dr. Shepard,

I am pleased to write this letter of commitment for your NEH Humanities Connection Planning grant application entitled "Humanities at the Heart of Mission-Centered Interdisciplinary Inquiry: Environmental Studies at Misericordia University".

If the grant is funded, I, on behalf of the Eastern Pennsylvania Coalition of Abandoned Mine Reclamation (EPCAMR), will support the experiential learning component in the course by working with faculty to develop and support site visits to local streams and abandoned mines throughout Northeastern Pennsylvania, as outlined in the Content and Design section of the grant proposal.

I look forward to the opportunity to partnering with you and continuing this support by working with your students and fellow faculty

Sincerely,

Robert E. Hughes

Robert Hughes
Director, EPCAMR

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 24-0795406

DATE: 08/15/2017

ORGANIZATION:

Misericordia University
(Formerly, College Misericordia)
301 Lake Street
Dallas, PA 18612-

FILING REF.: The preceding
agreement was dated
04/22/2013

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2017	06/30/2021	40.00	On-Site	All Programs
PRED.	07/01/2017	06/30/2021	26.00	Off-Site	All Programs
PROV.	07/01/2021	06/30/2023			Use same rates and conditions as those cited for fiscal year ending June 30, 2021.

*BASE

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

ORGANIZATION: Misericordia University (Formerly, College Misericordia)

AGREEMENT DATE: 8/15/2017

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Fringe Benefits include: FICA, Retirement, Medical Insurance, Life Insurance, Workers' Compensation, TIAA Disability and Unemployment.

Equipment means an article of nonexpendable tangible personal equipment having a useful life of more than one year, and an acquisition cost of \$500 or more per unit.

The four year extension of the indirect cost rates was granted in accordance with 2 CFR §200.414 (g).

A proposal for fiscal year ending 06/30/2020 is due in our office by 12/31/2020.

ORGANIZATION: Misericordia University (Formerly, College Misericordia)

AGREEMENT DATE: 8/15/2017

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Misericordia University (Formerly, College Misericordia)

(INSTITUTION)



(SIGNATURE)

Mark Van Etten

(NAME)

Vice President of Finance and Administration

(TITLE)

August 25, 2017

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Darryl W. Mayes - S

Digitally signed by Darryl W. Mayes - S
DN: cn=Darryl W. Mayes - S, o=HHS, ou=OSC,
c=US, email=Darryl.W.Mayes@hhs.gov, serial=131462,
date=2017.08.15 09:09:07 -0700

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

8/15/2017

(DATE) 4529

HHS REPRESENTATIVE:

Lucy Siow

Telephone:

(301) 492-4855