

NEH Application Cover Sheet (AK-255383)

Humanities Connections

PROJECT DIRECTOR

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INSTITUTION

Rochester Institute of Technology
Rochester, NY 14623-5603

APPLICATION INFORMATION

Title: *Community, Memory, and A Sense of Place*

Grant period: From 2017-08-01 to 2019-01-31

Project field(s): Public History; Literature, Other; Social Sciences, Other

Description of project: This Humanities Connections grant will create a new three-course sequence in RIT's general education curriculum. By studying community from a host of disciplinary perspectives – historical, geographical, literary, environmental and socioeconomic – undergraduate students will gain a better understanding of how distinct communities have formed, changed and often retained a distinct sense of place amid shifting economic, political and technological forces. We will build on the University's long-standing faculty engagement with area communities, to engage with Marketview Heights, a vibrant neighborhood born of Rochester's rich industrial heritage that is now struggling amid the vicissitudes of deindustrialization and new economic times. Students will learn about the various ways that people have understood community in times of both seeming stasis and rapid change, and will be challenged with a more critical understanding of community, memory and place in the 21st

BUDGET

Outright Request	91,018.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	91,018.00
Total NEH	91,018.00		

GRANT ADMINISTRATOR

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Humanities Connections: Community, Memory and a Sense of Place

Project Summary

This Humanities Connections Grant proposes a new three-course immersion in RIT's general education curriculum. By studying community in and beyond Rochester from a host of disciplinary perspectives – historical, geographical, literary, environmental and socioeconomic – undergraduates will gain a better understanding of how communities have formed, changed and often retained a distinct sense of place amid shifting economic, political and technological forces. The immersion allows students to take three different classes while at RIT, each emphasizing a different disciplinary perspective on community, memory and place. This course sequence also emphasizes the importance of experiential learning by allowing students to work on engaged research projects focusing on a single community in Rochester. Through field trips, archival research, and interactions with local figures (from business figures to community leaders), students will contribute to an on-going digital archive that documents community, memory and place in a different Rochester region each year. In this way, students will learn about the various ways that people have understood their neighborhood, school districts, community institutions and more during times of both seeming stasis and rapid change. The project team includes interdisciplinary faculty who have significant NEH grant experience as well as those dedicated to innovative curricular programs at RIT. The project team firmly believes that a combination of rigorous academic coursework and experiential learning will provide RIT students with a dynamic new program of study that enhances their appreciation of humanities inquiry on and off campus.

Humanities Connections: Community, Memory and a Sense of Place

Intellectual Rationale:

According to urban theorist Richard Florida, our very understanding of community has shifted in recent years. Where stable communities built through decades of industrial ascension once prospered, now deindustrialization, globalization, and accelerating technological change have eroded American institutional life and with it a series of powerful understandings of community, memory and sense of place. In cities ranging from Rochester to Portland, new aggregations of creative groups – including engineers, doctors, artists and writers -- have promised to revitalize the urban core while simultaneously redefining the meaning of both community and sense of place. While Florida's understanding of urban change remains much contested, it nevertheless poses a central question framing this grant proposal: how should we as citizens, students and scholars seek to understand community, memory and sense of place when a dizzying array of economic, political and technological changes constantly challenge traditional understandings of the world around us? Indeed, a host of recent scholars in both the humanities and social sciences have paid increasing attention to this question. As sociologist Robert Putnam has put it trenchantly, while during the “first two-thirds of the twentieth century a powerful tide bore Americans into ever deeper engagement in the life of their communities,” more recently “that tide reversed and... we have been pulled apart from one another and from our communities.” Neighborhood groups and local politicians have noted something similar, pointing out that we must find new ways to appreciate American community life. As one Rochester politician recently put it, “if you don't understand local communities, you won't understand global ones.”

This Humanities Connections grant will create a new three-course immersion in RIT's general education curriculum that allows students to study community, memory and sense of place from two complementary perspectives: coursework and experiential learning. Immersions – defined as a three-course sequence on particular theme -- are required as part of an RIT bachelor's degree. This immersion introduces students to the scholarly study of community by offering three linked and concurrently-run courses on the subject. Students may take any one of three classes examining community from various historical, literary, economic and social perspectives. They will then have the opportunity and incentive to complete the immersion by taking the remaining classes in the sequence during subsequent years. Beyond rigorous classroom study, students in all courses will also work on engaged research projects focusing on Rochester neighborhoods – beginning with historic Marketview Heights – that illuminate the lived meaning of community, memory and diversity amid new economic and social conditions. By interacting with business leaders, reformers and residents, we hope to show our students that understanding community and sense of place requires not only intellectual investigation but immersions in communities themselves.

Recognizing that RIT students need a firm grounding in humanities inquiry, each of the three courses focuses on a distinct theme and will survey literature in various field study. In “Industry, Environment, and Community,” students will examine Rochester through the lens of industrialization, immigration, technological innovation, and environmental change between the 1890s and 1990s – an era that saw Rochester's rise as a regional business center and then decline as “Rust Belt” town beset by unemployment and environmental pollution from the industrial age. In “Literary Geographies,” students will survey the diverse ways that writers have cultivated a distinct sense of place in and beyond Rochester through fiction, memoirs, maps and other

nonfiction genres that make a place social and culturally visible. In “Reforming Rochester,” students will examine the city’s dynamic history of social reform during the 19th and early 20th centuries, as successive waves of abolitionist, women’s rights, and religious reformers attempted to turn Rochester itself into a model American City.

All classes revolve around the common idea that community and place are capacious, ramifying and necessary concepts for 21st century students to grasp as they enter an increasingly diverse workplace and world. Using historian and urban planner Timothy Creswell’s text *Place: A Short Introduction* as a starting point, all three courses meditate on the way that place (both in and beyond Rochester) is understood not merely as a geographical marker but “a way of understanding the world.” Creswell asks us – as we will ask our students – to look at American and global society as a “world of places” that teaches us “to see things differently” when we immerse ourselves in a particular community’s history, memory and understanding of itself. According to philosopher Edward Casey’s *The Fate of Place*, the very concept of modern identity stems from the power of place: our need to create narratives about how communities, folkways, and societies developed and must be remembered. The corollary principle, as social historian Walter Licht has argued, is that knowledge of “the world of places” must not be erased during a new era of technical innovation and global development; rather, understanding distinct places (such as Rochester’s Marketview Heights, Philadelphia’s Textile Corridor, or Silicon Valley’s early chip manufacturing zone) is critical to thinking about a range of contemporary civic matters, from the efficacy of community redevelopment plans to the need for environmental remediation in the urban core. Ultimately, we hope to show students that understanding community, memory and sense of place remains a complex but worthwhile endeavor. As philosopher Dimitri Nikulin

notes, we become more engaged citizens when thinking about the connections among place, the past and the present.

Although we will remind students of Benedict Anderson's notion that all communities are in some sense imagined through both media and memory, our project builds on the notion that community is a tangible entity that exists in various forms, from memoirs to maps. Indeed, borrowing from Walter Licht, who has worked with civic and political groups in Philadelphia, we want students to see that cities themselves are comprised of "networks and niches" woven through time. Here, we will introduce students to cutting-edge work on community, memory and place, including digital humanities projects that map community formation, environmental change, and economic shifts through time. For instance, students in "Literary Geographies" will use the award-winning website "Digital Harlem" (<http://digitalharlem.org/>) to examine the way that this famed neighborhood evolved from a relatively small community enclave, where African Americans sought refuge from race prejudice North as well as South, to an international mecca for black artists, musicians and writers in the 1920s. "Digital Harlem" maps neighborhood change during five-year increments, showing streets, schools, churches and community centers in a continuous process of development to meet community needs. More broadly, all classes consider the importance of the "spatial turn" in the humanities, which, as David Bodenhamer argues, sees geography as a key explanatory tool for how things came to be; as he puts it, we must understand mapping "not for the trivial and self-evident reason that everything occurs in space, but because where events unfold is integral to how they take shape." As the classes "Reforming Rochester" and "Industry, Environment, and Community" detail, Rochester's geography and built environment – particularly the city's siting on the Genesee River and its connection to the Erie Canal – played a key role in its development as an entrepot of business, immigration, innovation,

education and reform. Even today, Rochester prides itself on being a trade and high-tech hub that retains a sense of its reform past (local airport terminals are named after famed reformers Frederick Douglass and Susan B. Anthony).

To ensure that our courses offer not only scholarly rigor but an experiential foundation, each class will feature a student engagement project focusing on a single Rochester community. Initially, we will focus on Marketview Heights. Like many so-called Rust Belt communities that prospered during the heyday of industrialization – thus allowing residents to build durable, still recognizable places – this section of Northeast Rochester has struggled in recent years. Though it played a key role in Rochester’s industrial and urban growth – particularly in the garment trades - Marketview Heights is now a diverse neighborhood often at the edge of a revitalizing local economy trying to navigate a range of complex issues, including new immigration patterns, political representation in city and metropolitan political debates, the fate of community redevelopment projects, and the meaning of area history and memory in a new global era emphasizing constant change.

More than just “City as Text” activities, we hope that this part of the class will immerse students in the way that community members define place from the ground up. This neighborhood has been the focus of a decade-long program between RIT’s University/Community Partnerships and Marketview Heights residents. With the help of RIT professors, area residents are now creating an oral history archive documenting the memories and experiences of multiple generations of families. Through field trips, guest lectures and research activities, students will learn about how neighborhood residents have navigated economic, political and social change.

In this way, we hope to model humanities inquiry at the experiential level. As many studies have shown, experiential learning allows students to apply theoretical knowledge to real world

contexts, reinforcing important habits of mind and analytical tools that remain relevant beyond the university environment: the significance of understanding historical context, the ability to sort through diverse opinions on complex subjects, reading sources (texts, reports, oral histories and maps) fully and critically. According to the Faculty Innovation Center at the University of Texas, our contemporary “educational environment needs to intentionally create rich connections between the formal and experiential curriculums. This is critically important at RIT, where students taking internships to fulfill their degree requirements travel more than average undergraduates. By better preparing them to appreciate community and sense of place, we hope to revivify the signal importance of the humanities well beyond campus.

Content, Design and Implementation:

The three-courses in community, memory and sense of place will be offered concurrently beginning in the spring semester of 2018 and will run each academic year thereafter as a set of linked classes focusing on a different local community. In the summer and fall of 2017, the project team will engage in a series of preparatory meetings and planning sessions. In the first week of August, team members will gather for a “Boot Camp” designed around class readings, teaching resources, and discussions on experiential learning. Each day will be dedicated to key humanities questions and resources. On Monday, co-director Richard Newman will convene a seminar on the general concept of community and sense of place. Using Timothy Creswell’s reader on “Place,” Robert Putnam’s *Bowling Alone*, and oral historian Michael Frisch’s *Portraits in Steel* (featuring the photographs of Milt Rogovin), which documents the memories of former steel workers in the nearby city of Lackawanna, New York (roughly 70 miles from Rochester), we will share ideas about teaching community, memory and place. We will ask if there are broad lines of agreement

among literary scholars, philosophers, social scientists and historians about community and sense of place? How and why do humanities scholars study memory? How do social scientists understand community? What are the best ways to engage students taking our disparate courses?

Over the next three days, our boot camp will examine scholarly literature designated for each course. On Tuesday, co-director Richard Newman will share readings on Rochester reformers in the 19th and early 20th centuries, including Milton Sernett's *North Star Country*, which examines the development of Rochester's vibrant antebellum social reform community. We will also consider primary source readings by celebrated Rochester abolitionist Frederick Douglass on racial equality after the Civil War and Susan B. Anthony on women's rights struggles in the late 1800s. Why did a new generation of reformers gather in Rochester during the 19th century and what influence did they have locally and nationally? On Wednesday, Kristoffer Whitney will examine scholarship on Rochester's industrial expansion, built environment and community growth, including Carol Breyer's biography of Kodak founder and industrialist George Eastman, whose shadow still looms large in the local business and philanthropic communities. Whitney will ask us to think about the way that industrial environments shaped area neighborhoods and communities as well as the way that national and international economic trends impacted Rochester's growth. On Thursday, co-director Lisa Hermsen will discuss readings on both narrative theory of place and the spatial humanities, especially David Bodenhamer et al's reader, *The Spatial Humanities*, which includes work by humanities scholars on the importance of geomapping. Hermsen will also focus on Marilynne Robinson's award-winning novel *Gilead*, which conjures a distinct sense of place in the 19th century Midwest. In what ways does literature allow communities to maintain their distinctiveness? How has recent inter-disciplinary work on spatial humanities reframed our understanding of community? On Friday, our boot camp will consider best practices in experiential

learning and community engagement through a seminar led by team member Ann Howard, who has been instrumental in forming partnerships with several Rochester neighborhoods. She will focus on the ways that experiential learning bolsters humanities study.

In Fall 2017, co-directors Hermesen and Newman will work with a student assistant and RIT librarian and team member Marcia Trauernicht on a resource guide for student projects. Focusing on the three major libraries -- the RIT Wallace Center, the Rochester Public Library, and the University of Rochester Rush Rees Library -- we will collect information on local history and neighborhoods, including family archives, photographs, newspapers and books. This resource guide will be digitized and circulated to project team members, who will use it to prepare students for their class projects. In addition, in November 2017 the team will gather for a one-day seminar on using Rochester history in the classroom led by project team member and city librarian Christine Ridarsky.

With this foundation established, our courses will debut in Spring 2018. Classes will be offered through the General Education curriculum and be designated as writing and reading intensive, which caps enrollment at 19 students. Running courses concurrently will maximize initial interest in the new immersion and allow the project team to synchronize key group activities (including lectures by community leaders and site visits to various neighborhood landmarks). In addition, concurrent classes will create a common forum among students -- facilitated by the creation of online discussions -- encouraging robust dialogue across course topics and disciplines. With a different neighborhood serving as the focus of the three-course concentration in ensuing academic years, students will be encouraged to take each of the courses in the immersion (though there are no prerequisites for any class). The project team will assess the strengths and weakness of running courses concurrently so that future versions may run more smoothly and efficiently.

All classes will have a dual focus: course readings and experiential learning projects. In the first half of the semester (seven weeks), students will be introduced to key readings, concepts and questions in each course. In “Industry, Environment, and Community,” students will examine the ways that social scientists have studied community through time and space. Surveying the “new labor history” (including Walter Licht and Thomas Dublin’s *Face of Decline*), environmental studies on community growth (including William Cronon’s study of Chicago’s expansion, *Nature’s Metropolis*) and recent work on deindustrialization (such as Allen Dietrich Ward’s look at Pittsburgh, *Beyond Rust*), Professor Whitney will bring economic history into conversation with community history, cultural geography and environmental history. Looking more closely at Rochester shifting economic and demographic trends, students will also read Blake McKelvey’s *Rochester on the Genesee: the Growth of a City* and Carol Breyer’s critical biography of Rochester business titan George Eastman. Bringing the local immigration story up to date, students will examine a report by the “Utica Center for Small Cities and Rural Studies” showing that Rochester has attracted an increasing number of Asian, African and Hispanic immigrants since 2000 – a trend that is revivifying many area neighborhoods. Professor Whitney will ask students several broad questions: what are the historical connections between economic livelihood and community identity? How have immigration and deindustrial trends shaped and then reshaped definitions of community and identity in and beyond Rochester? What was the environmental legacy of industrialization in the Rust Belt and how are places like Rochester (or Pittsburgh) dealing with it? After taking this class, students will have a better understanding of Rochester’s relationship to national economic, environmental, and immigration trends, particularly the way they impact definitions of community and sense of place.

The “Literary Geographies” course draws upon narrative theory and geomapping to help students understand how communities have defined both their cultural and social environments and thus themselves. Using an interdisciplinary approach, Professor Hermesen will survey the ways that literature, nonfiction, and geomapping projects illuminate distinct regional identities that have endured through time. In addition to “Digital Harlem,” students will read selections from Colson Whitehead’s *Colossus of New York* on race and place in Gotham, Marilynne Robinson’s *Gilead*, and James Howard Kunstler’s *The Geography of Nowhere: The Rise and Decline of America’s Man-Made Landscape*, which offers a nonfiction understanding of literary geography. On the spatial turn in the humanities, students will read from David J. Bodenhamer, John Corrigan, and Trevor M. Harris’s *GIS and the Future of Humanities Scholarship*. Students will also read local family histories, including that of Frank and Caroline Werner Gannett, a Rochester founding family best known for the news media empire they created. Students will also practice writing nonfictional stories of their own neighborhoods, using memories of actual events and geomapping software (ArcGIS) to detail a place or scene. Throughout, Professor Hermesen will ask students to consider how the study of stories, oral histories and maps reveal (or conceal) realities about certain communities, places and memories? What are the strengths and weaknesses of various genres in preserving memory and sense of place? How is technology changing things in the 21st century? By the end of the class, students will have a more critical understanding of the way that literary scholars and digital humanists create and explore texts that illuminate the deeper meaning of community, memory and sense of place.

In “Reforming Rochester,” students will focus on the meaning of deep historical context by studying social activism in Western New York during the 19th and early 20th centuries. As Professor Newman will show, from the advent of the Erie Canal onward, generations of Rochester

reformers sought to improve social and political conditions in a city that grew by leaps and bounds. By reading about early temperance advocates in Paul Johnson's classic study, *A Shopkeeper's Millennium*, as well as Milton Sernett's *North Star Country*, students will see that reform struggles in Rochester responded to a variety of economic and social concerns. Autobiographical accounts by Frederick Douglass and Susan B. Anthony will sharpen student focus on racial and gender reform in the 19th century – movements that made Rochester famous as a community grappling with egalitarian reform. (For instance, Douglass sought to desegregate his daughter's school in the 1850s while Anthony was arrested in Rochester for trying to vote in 1872). Lori Ginzberg's biography of Elizabeth Cady Stanton (Anthony's famed colleague who lived in nearby Seneca Falls) carries the women's rights struggle through the 20th century, illuminating the continued importance of Rochester as a reform community. Students will also read work by two under-appreciated Rochester religious reformers, Walter Rauschenbusch and Howard Thurmond, both of whom advocated versions of the social gospel movement challenging reformers to immerse themselves in local communities and thereby improve material and spiritual conditions throughout the world. Both figures taught at area divinity schools, influenced national reformers (including Rev. Martin Luther King Jr.), and participated in a series of non-violent reform movements in the early 20th century, leaving a legacy of civic-minded reform that remains today. After studying this range of reform figures, and examining essays on race, gender and community reform in Rochester during the 20th century via selected volumes of *Rochester History* (published by the Rochester Historical Society and now available online), Professor Newman will focus on several key questions: What legacy did these reformers leave to subsequent generations of Rochesterians? How has their memory been preserved in monuments, memorials and other public ways and with what purpose? Did Douglass and Anthony always agree about reform strategies? Did

Rauschenbusch and Thurmond see social reform as part and parcel of a modern religious sensibility, or were they reacting to grave social and cultural problems few others were addressing? Students should leave this class understanding that history remains an important part of both community identity and civic memory, particularly in Rochester, which still struggles to solve contemporary social ills on various fronts.

In the second half the semester (seven weeks), students in all classes will begin engaged research projects on Marketview Heights. During Week 7, we will start with a common reading: Jerre Mangione's *Mount Allegro*. A well-known 20th century author whose family hailed from Marketview Heights (his nephew is the still-living jazz great Chuck Mangione), Mangione headed the WPA writer's project in the 1930s and later became a professor of literature at the University of Pennsylvania. *Mount Allegro* is Mangione's memoir of growing up in a Sicilian immigrant family in Rochester (Mangione's publisher originally advertised the book as fiction, though it was autobiographical). The book tours Mangione's old neighborhood, detailing his family life, area social institutions, and the general sense of community pervading Marketview Heights. Team member Ann Howard will lead a combined class seminar on *Mount Allegro* -- featuring break out discussions -- on how the neighborhood has changed since Mangione's time, including the way that Asian, African American and Hispanic groups have re-shaped neighborhood identity and community life. Students will also take a common field trip to the Rochester Public Market, founded in 1905 and the neighborhood's signature institution. The group will also gather at the nearby public library for brief talks by, and discussion with, community members. How has their neighborhood changed and remained the same? What political, economic, and social concerns do they have? How and why do residents hope to keep a distinct sense of place going? We will discuss

these and other questions with students, always mindful of the way community-centered narratives fit into our broader studies.

Students will then work on research projects, which will be focused on discrete topics they can finish by semester's end. Projects may include, but are not limited to, finding and annotating maps of Rochester and Marketview Heights; crafting and editing brief histories of the neighborhood; creating overviews of political, economic and settlement patterns in the broader Rochester area; and annotating and summarizing oral histories of residents. The team's pedagogical approach will be that of experiential learning – asking students to use their archival research and work with community members to frame their understanding of key questions: How does history and memory impact the community's definition of itself? How has both immigration and economic change challenged longstanding notions of work, family life, and social cohesion? Based on their studies, what should a digital community archive include?

The project team will offer guided research opportunities during the rest of the semester. In Week 8, librarians Christine Ridarsky and Marcia Trauernicht will hold a common seminar on research materials in area libraries. In Weeks 9 through 13, team members will be stationed at various research repositories while students work individually and in groups on their projects. Team members will also plan weekly update meetings, including “problem solving” sessions with students.

In the final week, all three courses will meet for a conference featuring project presentations by individuals and groups. This will become the basis for the digital humanities project on community life in Rochester. Based at RIT, it will be housed on the Digital Humanities Project website and shared with the Rochester Public Library. As more community projects are planned in future immersions, they will be added to the digital archive. Using several community-

based digital projects as a guide -- including “Digital Harlem,” “Montréal L’Avenir Du Passe” (on fin de siècle Montreal’s geography and built environment), and “Philadelphia: Workshop of the World,” we will also discuss what a Rochester community website might include. We will also consider what students and faculty learned during the semester. How did both the project and class immersion reshape their understanding of humanities inquiry?

At the end of the semester, project co-directors Hermsen and Newman will hire a New Media student from RIT with expertise in web design (Hermsen worked with New Media students on a successful online project in 2013). The student will work with the entire team in the summer and fall to curate the community archive. We will unveil the project at a public ceremony in RIT’s Wallace Center library in November 2018. It will also be featured on the Rochester Public Library’s website, under the label *Rochester Voices*.

Collaborative Team:

The project team is comprised of an interdisciplinary group of scholarly experts and librarians committed to both humanities inquiry and engaged research work with area communities. Co-director Dr. Lisa Hermsen is the Caroline Werner Gannett Chair in the Digital Humanities and the past chair of RIT’s English Department. She specializes in several fields, including the rhetoric of science and the history of psychiatry. She is the author of *Manic Minds*, a history of bipolar disorder that focused on several communities, including asylum patients. She will help oversee all of the project team’s activities, especially the digital project. Student and the creation of the community archive. She will also teach the class on “Literary Geographies.”

Co-Director Dr. Richard Newman is Professor of History at RIT and formerly Edwin Wolf 2nd Director of the Library Company of Philadelphia. The director or co-director of six NEH

seminars and workshops, including a 2011 Landmarks Workshop on the Rochester Reform Trail, he is also the author of several books on American reformers, including *Love Canal: A Toxic History*, which focuses on the community of activists that mobilized against toxic waste hazards in Niagara Falls. He will help oversee all of the project team's activities, including the boot camp and the collection of resources on Rochester archives. He will also teach the class "Reforming Rochester."

M. Ann Howard, JD, Professor of Science, Technology, and Society, and Director of RIT University/Community Partnerships, teaches environmental policy and environmental studies courses. Professor Howard specializes in engaged research and has worked on oral history projects with residents in several Rochester communities, including Marketview Heights. She will facilitate the project team's work on experiential learning and plan and facilitate all meetings with Marketview Heights residents.

Dr. Kristoffer Whitney is an Assistant Professor in the Department of Science, Technology and Society. He holds a PhD in the History and Sociology of Science from the University of Pennsylvania and is an expert on environmental policy, the built environment, and environmental reform. His article "Domesticating Nature" won the distinguished 2016 David Edge Prize for the best essay on the Sociology of Science. He will teach the course on "Industry, Environment, and Community" and help students work on engaged research for use in the final digital project.

Christine Ridarsky is the City Historian at the Rochester Public Library. An expert in public history, genealogy, and archives management, she has taught classes at several area universities. Since her appointment in 2008, she has expanded the use of Rochester history in high school and college curricula. She will help students use primary sources and help curate the community digital project.

Marcia Trauernicht is the Interim Director of RIT Libraries and a specialist in digitization. Since 2002, she has helped improve student use of both primary and secondary sources. She will aid student research on campus and help digitize documents and images for the final community project.

Institutional Context:

RIT is one of the nation's largest private universities, with nearly 19,000 full-time students and nearly 2000 faculty, and the humanities plays an integral role in students' educational life. The College of Liberal Arts remains the largest academic unit on campus, with over 150 faculty members. Comprised of 15 departments, it offers the majority of RIT's general education courses and introduces students to 13 degree programs in both the humanities and social sciences. Against national trends, courses in history, philosophy, environmental studies, and international relations are experiencing increasing enrollments (with roughly 80% of available seats filled). New interdisciplinary majors prominently feature the humanities, from Museum Studies to Digital Humanities and Social Sciences (DHSS), while programs in history, philosophy and literature – including the annual Frederick Douglass Lecture in African American History – bring nationally-renowned scholars to campus to interact with undergraduates as well as faculty. Recently elevated to a Carnegie I status, RIT remains committed to providing students with a rigorous humanities education.

Impact and Dissemination:

This new three-course immersion will allow RIT students and faculty to engage in a powerful new form of interdisciplinary study. Not only will students have the opportunity to

examine community, memory and sense of place from both scholarly and experiential perspectives but, by taking linked courses running concurrently, students will be able to share common experiences (public lectures, fields trips, project research) in the general education curriculum. Creating such impactful programs has been an increasing priority at RIT, which emphasizes the importance of collaborative study for both students and professors. This immersion will also serve as a model for a minor -- five linked courses -- in Community Studies, and perhaps a major. Several faculty have expressed interest in teaching classes linked to community, memory and sense of place; this project will stimulate discussion about expanding RIT offerings on these topics. Indeed, co-directors Hermsen and Newman will plan a seminar on what we learned in the Faculty Colloquium Series at RIT (Fall 2018). Finally, by curating a community archive that is made available on the Rochester Public Library's website, we hope to illuminate the importance of humanities study well beyond campus. As we teach new iterations of the immersion, we plan to collaborate with other communities in the greater Rochester area. At the end of the project, the co-directors will propose a paper on the immersion for the Annual National Conference for Imagining America, a professional organization dedicated to community engagement (<http://imaginingamerica.org/>).

Evaluation:

We will evaluate the project in several ways, including monthly assessment, student surveys and the production of white paper on "Lessons Learned." During the grant period, the co-directors will meet monthly to assess progress on the project. At the end of Spring 2018, instructors in each class will ask students to complete surveys focusing on three key questions: How interesting was this course as part of the general education curriculum? What did you learn about

humanities inquiry through both coursework and experiential projects? And how likely are you to take classes in the sequence again? After examining these qualitative surveys, as well as student enrollment data, we will meet with members of the project team to discuss lessons learned. How did this immersion impact our teaching in and beyond the various fields of expertise? We will invite members of RIT's Innovative Learning Institute to further discuss ways to improve future courses in light of student commentary. And we will meet with the Dean of the College of Liberal Arts to discuss administrative support for the immersion in subsequent years. Among other things, we will consider the benefits of running classes concurrently (versus offering courses throughout the academic year) and refining the student projects on Rochester communities (perhaps by offering an expanded list of research topics).

Results from these inquiries will allow the co-directors to prepare a white paper by December 2018. Building on insights from our quantitative and qualitative evaluations, co-directors Hermesen and Newman will present their preliminary findings at a faculty symposium in October. The final white paper will feature commentary by each member of the project team and will focus on several key themes: the importance of teaching community through inter-disciplinary inquiry; the impact of experiential learning on faculty pedagogy as well as student educational experiences; and the impact of the three-course immersion on RIT's general education curriculum, including the possibility of expanding the curriculum on community and sense of place. With this review completed and submitted to NEH, we will plan for the next iteration of the immersion in 2019.



Budget Form

Applicant Institution: *Rochester Institute of Technology*

Project Director: *Lisa Hermsen*

Project Grant Period: *08/01/2017 - 01/31/2019*

[click for Budget Instructions](#)

	Computational Details/Notes	(notes)	Year 1	(notes)	Year 2	(notes)	Year 3	Project Total
			08/01/17 - 07/31/18		08/01/18 - 07/31/19		08/01/19 - 01/31/19	
1. Salaries & Wages								
Co-Director Hermsen	10% total Academic Yrs 1&2	5%	\$ (b) (6)	5%	\$ (b) (6)	%		\$ (b) (6)
Co-Director Newman	10% total Academic Yrs 1&2	5%	\$ (b) (6)	5%	\$ (b) (6)	%		\$ (b) (6)
Faculty Team Member Howard	5% Academic Yr 1	5%	\$ (b) (6)	%		%		\$ (b) (6)
Faculty Team Member Whitney	10% Academic Yr 1	10%	\$ (b) (6)	%		%		\$ (b) (6)
Team Stipends	\$1000 x 4 faculty Yr 1 sum	1%	\$4,000	%		%		\$4,000
Student Assistants		%	\$7,500	%	\$2,500	%		\$10,000
2. Fringe Benefits								
28.7% Academic Year; 7.9% summer/overload			\$5,019		\$840			\$5,859
								\$0
3. Consultant Fees								
Visiting Scholar	\$750/day; 2 days		\$1,500					\$1,500
								\$0
4. Travel								

Co-Directors	ROC-DC for directors meeting (2 nights); \$300 RT AF; 2 nights hotel 400;				\$1,660		\$1,660
							\$0
5. Supplies & Materials							
Materials			\$1,000				\$1,000
6. Services							
							\$0
7. Other Costs							
Field trip costs			\$1,000				\$1,000
Digitization Costs			\$1,000				
Computer Usage Fees			\$206				
8. Total Direct Costs	Per Year		\$45,090		\$15,629	\$0	\$60,719
9. Total Indirect Costs							
Facilities and administrative	Per Year	49.9%	\$22,500	49.90%	\$7,799	\$0	\$30,299
10. Total Project Costs	(Direct and Indirect costs for entire project)						\$91,018
11. Project Funding	a. Requested from NEH						Outright: \$91,018 Federal Matching Funds: \$0 TOTAL REQUESTED FROM NEH: \$91,018
	b. Cost Sharing						Applicant's Contributions: \$0 Third-Party Contributions: \$0 Project Income: \$0 Other Federal Agencies: \$0 TOTAL COST SHARING: \$0
12. Total Project Funding							\$91,018

Total Project Costs must be equal to Total Project Funding ---->	(\$91,018	=	\$91,018	?)
Third-Party Contributions must be					
greater than or equal to Requested Federal Matching Funds ---->	(\$0	≥	\$0	?)

Rochester Institute of Technology (RIT)
Budget Justification

Salaries and Wages:

Salary amounts are based on actual salaries and include 3% anticipated annual merit increases for faculty and staff. RIT utilizes a 9.5-month contract for the Academic Year.

Lisa Hermesen, Professor, Project Co-Director: 5% academic year effort (in years 1 and 2) for work above and beyond her normal duties. Professor Hermesen will help oversee all of the project team's activities, especially the digital project. She will also teach the class on "Literary Geographies."

Richard Newman, Professor, Project Co-Director: 5% academic year effort (in years 1 and 2) for work above and beyond his normal duties. Professor Newman will help oversee all of the project team's activities, including the boot camp and the creation of the resources on Rochester archives. He will also teach the class on "Reforming Rochester."

M. Ann Howard, Professor, Project Team Member: 5% academic year effort (in year 1). Professor Howard will facilitate the project team's work on experiential learning and plan all meetings with Marketview Heights residents.

Kristoffer Whitney, Assistant Professor, Project Team Member: 10% academic year effort (in year 1). Professor Whitney will teach the course on "Industry, Environment, and Community" and help students work on engaged research the final digital project.

In addition, each faculty member will request \$1,000 of summer salary in year 1 (approximately 1-2% effort for each) for the following purpose: Bootcamp

Student Assistants: \$7,500 in year 1, and \$2,500 in year 2 is requested for two student assistants, who will assist with archival research and new media, at the rate of \$15/hr.

Fringe Benefits:

Benefit rates for faculty and staff during the academic or calendar year are calculated at the provisional federal rate of 28.7% (FY 2017 and forward). Benefits for faculty summer effort are calculated at the provisional federal rate of 7.9% (FY 2017 and forward). Benefits are not assessed on student stipends or wages. Actual rates will be used once known.

Consultant Fees:

\$1,500 in year 1 (at \$750 each day for two days) for a visiting scholar. Members from the Marketview Heights community will visit classes to describe an ongoing oral history project.

Travel: All estimates based on representative costs found on internet travel sites such as Orbitz and/or Travelocity, hotel websites, cab company websites, university websites, conference sites and/or historical averages.

Domestic: Support is requested for the two project co-directors to travel to Washington DC for a two day meeting at NEH offices. Costs include airfare (\$300), hotel (\$400), and meals (\$130) for two people.

Trip Summary

Destination	Number of Travelers	Number of Days	Budget year	Est. Cost
Project Directors to Washington DC for PI meeting	2	2	2	\$1,660

Supplies and Materials:

\$1,000 is requested in year 1 for the following materials/supplies: books and other shared resources.

Other Costs:

\$1,000 in year 1 for field trip costs, including bus trips to the Public Market and community churches.

\$206 in year 1 for Information Technology Services/Computer usage fees, which are assessed by the University at a rate of \$144.60 per FTE (month). This does not apply to faculty summer effort or to students.

\$1,000 in year 1 for digitization costs. Wallace Center Library will digitize archival material, including photographs, maps, and other documents.

F&A/Indirect Costs: RIT has a federally negotiated F&A instruction rate of 49.9% applied to all modified total direct costs. Modified total direct costs are total direct costs less capital equipment (value of >\$1,500 and a useful life of >1 year), participant support costs, tuition remission and the amount in excess of the first \$25,000 of each subaward.

RIT's cognizant federal agency is the Department of Health and Human Services, representative Council Moore (212-264-2069). A copy of the most recent agreement can be found at: http://www.rit.edu/research/srs/proposalprep/other_costs_to_include.html

RIT Humanities Connections Grant: Community, Memory and Sense of Place

Appendix I: Plan of Work and Schedule of Activities

August 2017: Project Team Boot Camp: Key Readings, Framing Ideas, Pedagogical Approaches.

Project team members will assemble for a preparatory “Boot Camp” at the Wallace Center Library on the RIT campus.

All meetings offer seminary style discussion 9am to Noon; Lunch 12-1:30.

Monday Aug 7: Defining A Sense of Place: Group Discussion Facilitated by Co-Directors Newman and Hermesen

Texts, Creswell, *Place: A Reader*; Putnam, *Bowling Alone*, Frisch and Rogovin, *Portraits in Steel*

Framing Questions: How have literary scholars, philosophers, social scientists and historians understood community? Is there common ground to their various disciplinary approaches?

Tuesday Aug 8: Reforming Rochester: Key Readings and Concepts: Discussion Facilitated by Co-Director Newman:

Texts: Milton Sernett, *North Star Country*; Douglass, *Life and Times*, Anthony, Selected Writings, Rauschenbusch, *A Theology for the Social Gospel*.

Framing Questions: How and why did abolitionists, women’s rights activists and religious reformers come to identify Rochester as a “reform” city during the 19th and early 20th centuries? What are the legacies of these reform movements today in the greater Rochester area?

Wed. Aug 9: Building Rochester: Industry, Environment, Community: Discussion facilitated by team member Kristoffer Whitney.

Texts: Carol Breyer’s *George Eastman*, Carol Sheriff, *The Artificial River*; Blake McKelvey, *City on the Genesee*.

Framing Questions: What defined Rochester’s industrial build up? How did immigration impact city growth and identity? What defined the built environment?

Thursday Aug. 10: Literary Geography in and Beyond Rochester: Discussion facilitated by co-director Hermesen

Texts: David Bodenhamer et al, *The Spatial Humanities*, Marilyn Robinson *Gilead*, “Digital Harlem.”

Framing Questions: How has geography informed understanding of community and sense of place? How does the “Spatial Turn” reconceptualize Studies of community? How does literature convey community meaning?

Friday, Aug. 11: Experiential Learning: Marketview Heights and Beyond. Discussion facilitated by team member Ann Howard.

Texts: Mangione, *Mount Allegro*; Marketview Heights Oral History Project samples.

Framing Questions: What have we learned by working with residents in the community and how can this inform both pedagogy and student projects in our courses?

September – November 2017: Getting Sources Ready: Archive Survey of Rochester Libraries.

Co-Directors Newman and Hermesen will create a plan of work with the student assistant for gathering and collating information on Rochester community history in area libraries. The project codirectors and student assistant will also work with team members Ridarsky and Trauernicht to ensure quality control of archival and online resources.

September 5: Meeting with co-directors, team librarians and student assistant at RIT’s Wallace Center Library.

Goal: Create protocols for student research on holdings on Rochester community history in area libraries.

October 10: preliminary report by student assistant to project co-directors.

November 3: Final report due on Rochester sources. Guide is circulated to Project team.

November 10: Seminar session: “Studying Rochester History.”

12-1pm: lunch

1-2:30pm: Lecture and facilitated discussion by Rochester city historian Christine Ridarsky on sources available for student research

2;30-3pm: Break

3-4:30: Lecture and facilitated discussion by Ann Howard on using archival and other resources to understand Marketview Heights

Inter-session: December-January: Class syllabi circulated and posted online.

Spring 2018: Classes Meet Concurrently on Tuesday, Thursday schedule (90 min classes).

Common Classes and field trips: Week 1 (introduction); Week 7-8 (Marketview Heights); Week 14 (final conference on student projects).

May 2018: Preliminary evaluations of classes and projects produced by team.

Summer 2018: Project team works with RIT New Media student on design of community project website.

September 17, 2018: National Citizenship Day: Preliminary presentation of project website.

October 2018: Co-directors Hermesen and Newman present colloquium to RIT faculty on new immersion on community, memory and sense of place.

November 2018: Final Community Project Launched at RIT Wallace Center Library.

December 2018: Final NEH grant report completed by project co-directors.

Appendix II: Bibliography

General

David J. Bodenhamer, John Corrigan, and Trevor M. Harris's *GIS and the Future of Humanities Scholarship* (Indiana University Press, 2010)
Edward Casey, *The Fate of Place* (University of California Press, 2013)
Tim Cresswell, *Place: An Introduction*, (Wiley-Blackwell, 2014)
Richard Florida, *The Rise of the Creative Class* (International edition, 2002)
Dmitri Nikulin, *Memory, A History* (Oxford University Press)
Robert Putnam, *Bowling Alone* (New York, 2001)

Whitney: Industry, Environment, and Community

Lindy Biggs, *The Rationale Factory: Architecture, Technology, and Work in America's Age of Mass Production* (Baltimore: Johns Hopkins University Press, 1996)
William Cronon, *Nature's Metropolis* (New York, 1991)
Frank Couvares, *The Remaking of Pittsburgh: Class and Culture in an Industrializing City, 1877-1919* (SUNY Press, 1984)
Brian Greenberg, *Worker and Community: Response to Industrialization in a Nineteenth-Century American City, Albany, New York, 1850-1884* (SUNY Press, 1980)
Herbert Gutman, *Work, Culture, and Society in Industrializing America: Essays in American Working-Class History* (New York: Knopf, 1976).
David Hounshell, *From the American System to Mass Production, 1800-1932: Development of Manufacturing Technology in the United States* (Johns Hopkins University Press, 1985).
Alice Kessler-Harris, *In Pursuit of Equity: Women, Men, and the Quest for Economic Citizenship in 20th-Century America* (Oxford University Press, 2001).
Walter Licht, *Industrializing America: The Nineteenth Century* (Johns Hopkins University Press, 1995).
Nelson Lichtenstein, *State of the union: A century of American labor* (Princeton University Press, 2013).
David Noble, *America by Design: Science, Technology, and The Rise Corporate Capitalism* (New York: Knopf, 1977).
Charles Perrow, *Organizing America: Wealth, Power, and the Origins of Corporate Capitalism* (Princeton: Princeton University Press, 2002).
David Roediger, *Working Toward Whiteness: How America's Immigrants Became White* (New York: Basic Books, 2005).
Polly Smith et al, "Ethnicity, Immigration and Demographic Change in Upstate Cities and Metropolitan Centers," Utica Center for Small City and Rural Studies, available at: <https://www.utica.edu/academic/institutes/ucsc/doc/Immigration%20Upstate%20Cities%2020130412.pdf>
Gerald Zahavi, *Workers, Managers, and Welfare Capitalism: The Shoeworkers and Tanners of Endicott Johnson, 1890-1950* (Urbana, Illinois: University of Illinois Press, 1988).

Newman, Reforming Rochester.

- Lou Buttino, *The remaking of a city: Rochester, New York, 1964-1984* (Dubuque: Kendall/Hunt, 1984).
- Frederick Douglass, *The Life and Times of Frederick Douglass* (Dover Publications, 2003).
- Federal Writers' Project, Works Progress Administration, State of New York, *Rochester and Monroe County: A History and Guide*, (Scrantom's, 1937).
- Fluker, Walter E., *They Looked for a City: A Comparative Analysis of the Ideal of Community in the Thought of Howard Thurman and Martin Luther King, Jr.* (1989)
- Paul Johnson, *A Shopkeeper's Millennium* (reprint, New York).
- Olaf Kaltmeier, Editor, *Selling EthniCity: Urban Cultural Politics in the Americas* (Routledge, 2011).
- Walter Rauschenbusch, *A Theology for the Social Gospel* (Westminster John Knox Press, 1997).
- Carol Sheriff, *The Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862* (New York: Hill and Wang, 1996).
- Lynn Sherr, *Failure Is Impossible: Susan B. Anthony in Her Own Words* (Times Books 1996).
- David Stradling, *The Nature of New York: An Environmental History of the Empire State* (Ithaca: Cornell University Press, 2010).
- Ronald Takaki, *A Larger Memory: A History of our Diversity, With Voices* (Back Bay Books, 1998).
- Daniel Walkowitz, *Worker City, Company Town: Iron and Cotton-Worker Protest in Troy and Cohoes, New York, 1855-84* (Urbana, Illinois: University of Illinois Press, 1978).

Literary Geographies

- Neal Alexander, "On Literary Geography" *Literary Geographies* Vol 1, No 1 (2015).
- Peter Brown and Michael Irwin, *Literature and Place 1800-2000*, (Peter Lang, 2006).
- Emilie Cameron, "New Geographies of Story and Storytelling," *Progress in Human Geography*, Vol 36, 5 (2012).
- Sheila Hones, "Literary Geographies, Past and Future," *Literary Geographies* Vol 1, No 2 (2015).
- James Howard Kunstler, *The Geography of Nowhere: The Rise and Decline of America's Man-Made Landscape*, (Free Press, 1994).
- Fabio Lando, "Fact and Fiction: Geography and Literature." *GeoJournal* 38.1 (1996).
- William E. Mallory, Paul Simpson-Housley, eds. *Geography and Literature: A Meeting of the Disciplines*, (Syracuse University Press, 1987).
- Wilfred M. McClay, Ted V. McAllister (Editors), *Why Place Matters: Geography, Identity, and Civic Life in Modern America*, (New Atlantis Books, 2014).
- Francis Moretti, *Graphs, Maps, Trees*, (Verso, 2005).
- Allen G. Noble & Ramesh Dhussa, "Image and Substance: A Review of Literary Geography," *Journal of Cultural Geography* Vol 10, No. 2 (1990).
- Marilynn Robinson, *Gilead: A Novel*, (Picador, 2006).
- Shaun Tan, *The Arrival*, (Arthur A. Levine Books, 2007).
- Yi-Fu Tuan, *Space and Place: The Perspective of Experience*, (University of Minnesota Press, 2001).

Colson Whitehead, *The Colossus of New York*, (Anchor, 2004).

Experiential Learning through Community Engagement

Hiram E. Fitzgerald, Cathy Burack, Sarena D. Seifer (Editors), *Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions: Volume 2: Community-Campus Partnerships* (Michigan State University Press, 2010).

Lorilee R Sandmann, Courtney H. Thornton, Audrey J. Jaeger (Editors), *Institutionalizing Community Engagement in Higher Education: The First Wave of Carnegie Classified Institutions*, New Directions for Higher Education, Number 147, (Jossey-Bass, 2009).

University of Texas, “Experiential Learning Defined,” available at <https://facultyinnovate.utexas.edu/teaching/engagement/experiential-learning/defined>

Websites:

*Digital Harlem: <http://digitalharlem.org/>

*Rochester Voices: <http://rochestervoices.org/>

*Montreal, L’Avenir du Passe: http://www.mun.ca/mapm/fra/accueil_cadre.html

*Philadelphia: Workshop of the World: <http://www.workshopoftheworld.com/>

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ACADEMIC POSITIONS

Caroline Werner Gannett Endowed Professor, College of Liberal Arts
Rochester Institute of Technology (present)

Chair, Department of English
Department of English, Rochester Institute of Technology (June 2011-May 2015)

Associate Professor
Department of English, Rochester Institute of Technology (September 2008)

Assistant Professor
Department of English, Rochester Institute of Technology (September 2002)

BOOK

Manic Minds: Mania's Mad Past and Its Neuro-Future. New Brunswick: Rutgers University Press, November 2011.
"Highly Recommended" by *Choice* 2013.

DIGITAL HUMANITIES SCHOLARSHIP

Primary author and Lead program proposer, Digital Humanities and Social Sciences Undergraduate Degree Program. Inaugural year 2016/17.

"Experiencing the Buffalo Insane Asylum: A 3D Reconstruction and Game Narrative," New Media Consortium (summer 2016). With Trent Hergenrader and Shaun Foster.

Hermesen, Lisa. "Manic Mind." *Remedia: The History of Medicine in Dialogue with Its Present* by Remedianetwork. Editors: Kate Womersley & Lisa Haushofer. Web. August 21, 2014.

Asylum Interactive 3D Preservation.. Co-Designer: Shaun Foster. Design Team: Deanna Giovinazzo, Nicolaus Burkhart, Michael Borba, Richard Borba, Jayson Fitch.

The Library Company of Philadelphia Friendship Album Interactive Digital Preservation. RIT Project Lead. [Erika Piola, LCP Project Lead].

Pox in the City. Interactive Game for College of Physicians. Research Consultant. Project Leader, Lisa Rosner. (Delivered February 2013). Game Reviewed August 2013.

"Hysteria" *Meaningful Play Conference Proceedings* (October 2012). Lisa M. Hermesen and Elizabeth Goins.

OTHER PEER REVIEWED PUBLICATIONS

Scott V. Franklin and Lisa M. Hermsen, "Real-time capture of student reasoning while writing." *Phys. Rev. ST Phys. Educ.* Accepted August 2014. Forthcoming.

"Knights of the Seal, Or Mad Doctors and Maniacs: A.J.H. Duganne's Romance of Reform" *Illness and Disability in the Gothic* Ed. Ruth A. Anolik. McFarland & Company Press, 2010.

"Realizing a New Research Agenda for Writing-to-Learn: Embedding Process in Context" *Cognitive Underpinnings of Learning*. Ed. Marc Marshark and Peter C. Hauser. Oxford University Press, 2008. Lisa M. Hermsen and Scott V. Franklin.

"Take a WAC at Writing in Your Course." *ACM Special Interest Group for Information Technology Education Conference Proceedings*, 2008. Steven Zilora and Lisa M. Hermsen.

"Writing Narrative in an Introductory Physics Lab: Correlating English Quality with Physics Content" *Transactions of the Physics Education Research Conference* (2006). Dedra Demaree, Cat Gubernatist, Jessica Hanzlik, Scott Franklin, Lisa Hermsen, and Gordon Aubrecht.

"Rhetoric of the Image: Issues of Disciplinary Integrity" *Journal of the Humanities* 1 (2003): 612-620.

SELECT PRESENTATIONS

"*Asylum Restored*." Sustainable Urban Development: International Perspectives on The University as Partner in the Transformation of The Post-Industrial City with Shaun Foster. RIT 2013.

"*Hysteria*" Meaningful Play with Elizabeth Goins, Michigan State University, 2012.

"A. J. Duganne's *Knights of the Seal*: The Maniac as Figure of Reform Horrors" Northeast Modern Language Association, 2011.

"*Madness Restrained: Asylum Reports and the Making of Mania*." Rhetoric Society of America Conference, 2008.

"*Health Codes*." Society for Literature, Science, and the Arts, November, 2007.

AWARDED SCHOLARSHIP

Paul and Francena Miller Research Fellowship (2009).

Fellowship, Program in Early American Medicine, Science, and Society (2005).
The Library Company of Philadelphia

Richard S. Newman

**Rochester Institute of Technology
Department of History
Rochester, New York 14623
rsngsm@rit.edu**

Curriculum Vitae

Education: SUNY-Buffalo, Ph.D., American History 1998
Advisor: William W. Freehling

Brown University, M.A., American History, 1990
Advisor: Gordon S. Wood

SUNY-Buffalo, B.A., American History, 1989
Magna Cum Laude, Phi Beta Kappa

Professional Experience: Rochester Institute of Technology

Professor of History, Summer 2016- present

Library Company of Philadelphia

Edwin Wolf 2nd Director, 2014-2016

Rochester Institute of Technology

Professor of History, March 2008 – 2014

Associate Professor, 2004-2008

Assistant Professor, 1998-2004

Scholarly Fields: US History; African American History; Environmental History.

Selected Publications: **Books:**

The Abolitionist Movement: A Very Short Introduction (Oxford University Press, Forthcoming 2017).

American Emancipations: The Making and Unmaking of Black Freedom in the United States (Forthcoming Cambridge University Press, 2018):

Love Canal: A Toxic History From Colonial Times to the Present (Oxford University Press, 2016)

Co-editor, with James Mueller, *Antislavery and Abolition in Philadelphia* (LSU Press, 2011).

Freedom's Prophet: Bishop Richard Allen, The AME Church and the Black Founding Fathers (New York University Press, March 2008).

Two Hardcover Printings; Paperback edition 2009.

*On Booklist's 2009 Top Non-Fiction Books in African American History.

*Winner of the *Foreword Magazine* Gold Medal for Biography in 2009.

*Reviewed in *The New Republic* and *The New York Review of Books*.

Co-editor: With Daniel Payne, *The Palgrave Environmental Reader* (Palgrave, -MacMillan-St-Martin's Press, 2005).

The Transformation of American Abolitionism: Fighting Slavery In the Early Republic (University of North Carolina Press, 2002).

*Finalist for the Avery O. Craven Award, Organization of American Historians.

Co-editor: With Patrick Rael and Phil Lapsansky, *Pamphlets of Protest: An Anthology of Early African American Protest Writing, 1790-1860* (Routledge, 2000).

Grants:

Director, "The Abolitionist Movement," National Endowment for the Humanities Summer Seminar, The Library Company of Philadelphia, July-August 2006, 2008, 2010, 2012, 2013

Co-Director: NEH Landmarks Workshop for School Teachers, "Abolitionism, Women's Rights and Revivalism on The Rochester Reform Trail," Rochester Institute of Technology, July 2011.

Co-Director (with Tamara Thornton and Stacey Robertson), The SHEAR-Mellon Seminar for Undergraduate Scholars, The McNeil Center, University of Pennsylvania, 2008, 2009, 2011.

NEH Summer Stipend, 2005, for Richard Allen: Black Founder.

National Advisory Boards/Consulting

Advisory Board, The Gilder-Lehrman Center for the Study of Slavery, Resistance and Abolition, Yale Center for International Studies, Yale University.

Advisory Board, Black Antislavery Writings Project (General Editor, Roy Finkenbine, University of North Carolina Press)

Advisory Board, The Pennsylvania Abolition Society Education Project Historical Society of Pennsylvania.

Historical Consultant, Organization of American Historians-National Park Service, "Independence Mall," Philadelphia, October 2004.

M. Ann Howard, JD

Professor of Science, Technology and Society, College of Liberal Arts
Director – RIT University/Community Partnerships
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A. Professional Preparation

Cornell University
Rutgers University School of Law

Human Ecology BS
JD

B. Appointments

Rochester Institute of Technology (RIT):

Senior Associate Dean College of Liberal Arts (2009- 2016)

Director – RIT University/Community Partnerships (2000- present)

Department of Science, Technology, and Society, RIT

Professor (2008 –present), Associate Professor (2000-2008); Assistant Professor (1994-2000); Adjunct Professor (1992-1993)

Professional Experience:

Member New York Bar (admitted 1992)

Executive Director, Center for Environmental Initiatives, Rochester, NY. (1992-1993).

Technical Consultant, NeighborWorks America, Washington, DC. (1991-1993).

Director of Planning, Monroe County, NY (1989-1991)

Special Assistant to the County Executive, Monroe County, NY (1988-1989)

Director of Policy and Planning; Chief of Staff to the Mayor, Camden, NJ (1986-1988);

Commissioner of Housing and Community Development, Camden, NJ (1985-1986);

Assistant City Attorney, Camden, NJ (1980-1985)

Municipal prosecutor, Camden, NJ (1980-1985)

C. Publications

C.1 Five Most Related

1. M. Johansson, & M. A. Howard. "Community-based learning in Sweden and the United States: what works in different contexts." *Living Knowledge Conference*, Copenhagen, Denmark. April 2014.
2. M. A. Howard, "The engaged university." *International Symposium on Sustainable Urban Development: International Perspectives on University as Partner in the Transformation of the Post-Industrial City*. RIT, Rochester, NY. October 2013.
3. M.A. Howard. "Community based participatory research." *International Symposium on Sustainable Urban Development: International Perspectives on University as Partner in the Transformation of the Post-Industrial City*. RIT, Rochester, NY, October 2013.
4. M.A. Howard "Sustainable urban development – the imperative of building community capital through active citizen involvement." *Open Seminar Series, Community Involvement in Sustainable Urban Development: Hope, Limitations, and Challenges*. Malmö University, Malmö Sweden. September 2012
5. M.A. Howard. "Connecting asset-based community development and sustainability." *Urban Studies Research Symposium*. Malmö University, Malmö Sweden. March 2012.

C.2 Five Other

1. M.A. Howard. "Youth-adult partnerships – asserting the civil rights of youth." *Campus Community Partnerships for Health*. Houston, Texas, April 2012.
2. M. A. Howard. "Urbanization." In *Encyclopedia of Science, Technology, and Ethics*. New York, NY: Macmillan Reference USA. 2nd edition 2014
3. M. A. Howard. "Comprehensive neighborhood development – an opportunity for a unique university/community Partnership," *University/Community Annual Conference*. Virginia Polytechnic Institute, Blacksburg, Va. July 2007.
4. M.A. Howard. "Critical success factors: university/community partnerships." *Annual Meeting, Office of University/Community Partnerships, U.S. Department of Housing and Urban Development*. Baltimore, MD. April 2006.
5. M.A. Howard. "The role of the university in technology transfer to urban communities." *Annual Meeting International Association of Science, Technology, and Society*. Baltimore, MD. March 2005.

D. Synergistic Activities

1. New York Council for the Humanities, research grant, "The Family Farm – engaging in dialogue and connecting through shared stories." \$10,000. 2013
2. Students in Service Educational Grants: Campus Compact – 10 educational grants for students completing 300 hours of community-based research and projects \$13,325. 2011; 25 educational grants for students completing 300 hours of community-based research and projects \$28,325. 2010.
3. Provost's Learning Innovations Grant, Rochester Institute of Technology – (with Professor Deborah Blizzard) Introducing Community-Based Participatory Research & Learning to Environmental Studies Students: Identifying the Socio-cultural Context of Sustainability \$5,000. 2009.
4. Community Outreach Partnership Center Grant, U.S. Department of Housing and Urban Development - \$399,900. 2004; Learn and Serve America Higher Education Grant, Corporation for National and Community Service \$420,000. 2000.
5. Community outreach consultant: Lonza, Rochester, NY. 1993-present; FMC Corporation, Middleport, NY. 2000- 2013.

E. Collaborators & Other Affiliations

Collaborators and Co-Editors within the past 48 months

Deborah Blizzard (RIT), Tamar Carroll (RIT), Roberley Bell (RIT), Magnus Johansson (Malmö University, Malmö Sweden), Fredrik Bjork (Malmö University, Malmö Sweden), Veronica Wiman (Malmö University, Malmö Sweden), Elisabet Nilsson (Malmö University, Malmö Sweden), Naveen Sharma (RIT), Wade Norwood (Finger Lakes Health Systems Agency), Dr. Bridgette Weifling (Anthony Jordan Community Health Center)

Thesis Advisees: (including): Master's thesis advisor/committee 16 graduate students - current affiliation noted if known. Mary Alexis Bondrage (Science curriculum director – Long Island public schools), Blair Brown, Erin Hanss (New York State Assembly), Benjamin Stabley, Peter Mulroy (Teach for America), Stephanie Zettel (O'Brien and Gear Engineering), Laura Libanesa Tejada (Dominican Republic – Department of Education), Katie Kimmel (US EPA), Erin Green (self-employed, environmental consultant), Stephanie Simpson, Sarah Gerace (Gerace Law firm, Utica, NY), Lyndsey Fisher McGrath (RIT), Daniel Bourgeois (US Airforce), Nicole Howley (City of Lexington, KY), Emily Royce (Rochester Regional Design Center), Amazona Camilla

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POSITIONS AND EDUCATION

2015-present	Assistant Professor; Science, Technology & Society, College of Liberal Arts, Rochester Institute of Technology
2013-present	Associate (now Associate-at-Large); Center for Culture, History, & Environment; Nelson Institute, University of Wisconsin-Madison
2012-2015	Fellow; Robert F. & Jean E. Holtz Center for Science and Technology Studies, University of Wisconsin-Madison
2005-2012	PhD., University of Pennsylvania, History and Sociology of Science <i>A Knot in Common: Science, Values, and Conservation in the Atlantic Flyway</i>
2003-2004	Graduate Coursework, History, Rutgers University
1993-1998	BS, Highest Honors, Environmental Management and Technology, Rochester Institute of Technology

SELECTED PUBLICATIONS

2016	Kristoffer Whitney and Melanie Kiechle, guest editors and contributors, “Counting on the Future” special topics forum, <i>Science as Culture</i> . (forthcoming)
2014	“Domesticating Nature?: Surveillance and Conservation of Migratory Shorebirds in the 'Atlantic Flyway',” <i>Studies in History and Philosophy of Biological and Biomedical Sciences</i> , Vol. 45, No. 1, 78-87. Winner of the 2016 David Edge Prize for the best article in the area of science and technology studies by the Society for Social Studies of Science (4S)
2013	“A Century of Shorebirds: Public Participation and Conservation Science,” <i>Wader Study Group Bulletin</i> , Vol. 120, No. 2, 138-140. “Tangled up in Knots: an emotional ecology of field science,” <i>Emotion, Space and Society</i> , Vol. 6 (Feb.), Special Issue on Ecology and Emotion, 100-107.
2010	“Living Lawns, Dying Waters: the suburban boom, nitrogenous fertilizers, and the nonpoint source pollution dilemma,” <i>Technology & Culture</i> , Vol. 51, No. 3(July), 652-674.

RECENT HONORS AND FELLOWSHIPS

2016	David Edge Prize, “awarded annually for an outstanding article in the area of science and technology studies” by the Society for Social Studies of Science
2012-2014	Postdoctoral Fellowship, Holtz Center, UW-Madison

2011-2012 Mellon/ACLS Dissertation Completion Fellowship

SELECTED PUBLIC SCHOLARSHIP

- 2015 “Killing Birds,” *Edge Effects*, online magazine of the Center for Culture, History, and Environment (CHE) of the University of Wisconsin-Madison’s Nelson Institute for Environmental Studies. Online at: <http://edgeeffects.net/killing-birds/>
- 2014 “Tag and Release: Tiny Tech Traces a Rare Bird's Path,” *The Atlantic*, online at: <http://www.theatlantic.com/technology/archive/2014/07/tag-and-release-tiny-tech-traces-a-rare-birds-path/373615/>
- “Collections for Conservation,” guest on the *Perpetual Notion Machine*; WORT, 89.9 FM; *Madison, WI, August 21. Webcast* available at: https://soundcloud.com/wort-fm/pnm-8-21-14_collectionsforconservation
- 2011 “Environment, Equity, and American History: Sharing the Delaware Bay,” panelist for public program sponsored by the New Jersey Council for the Humanities; *Port Norris, New Jersey, September 10*. NJCH video (min. 8:30) at: <http://www.youtube.com/watch?v=ipQ6Z9v5TVk&feature=email>
- “The Abundant Oyster?,” humanities scholar and exhibit planning team member for the Bayshore Center at Bivalve Delaware Bay Museum; *Port Norris, New Jersey*. Interpretive panels at: <http://bayshorecenter.org/delaware-bay-museum/exhibits/the-abundant-oyster/>

RECENT PAPERS PRESENTED

- 2016 Panel Moderator and co-author, "Costs of Abstraction," *Natura Graduate Conference, Rutgers-New Brunswick; March*.
- 2015 “Endangered Lives and Livelihoods: The Ramifying Logic of Endangerment in US Public Policy,” *American Society for Environmental History Annual Meeting, Washington, DC; March*.
- 2014 Invited speaker, “Sensational Science: Bird-Banding as Experience in Biology and Conservation,” *Center for Culture, History, and Environment Colloquium, University of Wisconsin-Madison; February*.

RECENT SERVICE

- 2016 Advisory Panel, *Science as Culture*
- 2015 Referee for *Geoforum* and *Engaging Science, Technology, and Society, the open access journal of the Society for Social Studies of Science*.
- 2014 Referee for *Environmental Humanities*

Resumé

Name: Marcia S. Trauernicht
Rank/Title: Interim Director of RIT Libraries
Address: 1490 The Wallace Center, Rochester Institute of Technology,
90 Lomb Memorial Drive, Rochester, NY 14623-5604
Telephone: (585) 475-7292
Fax: (585) 475-7966
E-mail: mstwml@rit.edu

Educational Data/Degrees:

2/10 Lean Six Sigma Yellow Belt Certificate
John D. Hromi Center for Quality & Applied Statistics
Rochester Institute of Technology
Rochester, NY 14623

6/84-8/85 M.S. Library and Information Science,
University of Illinois at Urbana-Champaign
Urbana, IL 61801

9/83-12/83 2 credits, Spoon River Community College
(Computer Databases; Bookkeeping)
Canton, IL 61820

9/79-8/81 M.A. Piano Pedagogy,
Western Illinois
Macomb, IL 61455

9/74-8/78 B.M. Music Education, cum laude
MacMurray College,
Jacksonville, IL 62618

Positions Held:

7/16-present The Wallace Center, Rochester Institute of Technology,
90 Lomb Memorial Drive, Rochester, NY 14623
Title: **Interim Director of RIT Libraries**
Provide leadership and strategic direction for RIT Libraries consisting of the
Wallace Library, Cary Graphic Arts Library and the RIT Archives. Oversee the
delivery of core library collections and services to the RIT community. Represent
RIT Libraries within the RIT community and on regional and national Library
boards, committees and consortia. Serve as a member of the Executive Team of
the Wallace Center, setting strategic leadership and direction for the Center and
its services. Assist in identifying and cultivating external relations and fundraising
opportunities in support of the Wallace Center.

- 5/15-6/16 The Wallace Center, Rochester Institute of Technology,
90 Lomb Memorial Drive, Rochester, NY 14623
Title: **Manager of Digital Initiatives and Metadata Services (DIMS)**
Responsible for digital initiatives for the Wallace Center and digitization projects, and RIT's Open Access Publishing. Collaborate with academic departments on digitization projects. Responsible for: researching and assisting with the development of and outreach for the RIT Digital Media Library and RIT Scholar Works (institute open access repositories.) Leads the TWC Digital Initiatives and Digital Preservation Team. Responsible for coordinating work with satellite libraries on the RIT campus and assisting with cataloging support of RIT's global campuses' libraries. Responsible for: establishing and implementing cataloging/metadata policies and procedures in accordance with the Center's mission/goals and appropriate national and international standards, supervising professional, paraprofessional, and student assistant staff, coordinating the use of the automated systems and products within the Cataloging Dept., acting as Cataloging Dept. liaison to other library departments, and overseeing departmental, processing and OCLC cataloging budgets.
- 11/09-4/15 The Wallace Center, Rochester Institute of Technology,
90 Lomb Memorial Drive, Rochester, NY 14623
Title: **Manager of Metadata Creation and Analysis (MCA)**
Responsible for: establishing and implementing cataloging/metadata policies and procedures in accordance with the Center's mission/goals and appropriate national and international standards, supervising professional, paraprofessional, and student assistant staff, coordinating the use of the automated systems and products within the Cataloging Dept., acting as Cataloging Dept. liaison to other library departments, and overseeing departmental, processing and OCLC cataloging budgets. In addition, responsible for: researching and assisting with the development of and outreach for the RIT Digital Media Library and working with satellite libraries on the RIT campus. Responsible for digital initiatives for the Wallace Center and digitization projects and RIT's Open Access Publishing.
- 7/09-10/09 The Wallace Center, Rochester Institute of Technology,
90 Lomb Memorial Drive, Rochester, NY 14623
Title: **Head of Cataloging**
Responsible for: establishing and implementing cataloging/metadata policies and procedures in accordance with the Center's mission/goals and appropriate national and international standards, supervising professional, paraprofessional, and student assistant staff, coordinating the use of the automated systems and products within the Cataloging Dept., acting as Cataloging Dept. liaison to other library departments, and overseeing departmental, processing and OCLC cataloging budgets. In addition, responsible for: researching and assisting with the development of and outreach for the RIT Digital Media Library and working with satellite libraries on the RIT campus.

CHRISTINE L. RIDARSKY

(b) (6)



EDUCATION

A.B.D.	University of Rochester, American History with minor fields in rural history, women's history, and popular culture.
M.A.	State University of New York, College at Brockport, American History with minor field in public history, December 2003.
B.A.	Kent State University, Journalism/Mass Communication and Political Science, degrees conferred with honors (cum laude), May 1993.

PROFESSIONAL TRAINING

Certificate	Leadership Skills for Supervisors, City of Rochester, NY/Bryant & Stratton College, December 2013.
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EXPERIENCE

September 2013-present	Director, High Falls Center & Interpretive Museum, City of Rochester/Rochester Public Library, Rochester, New York.
January 2012-present	Historical Services Consultant (Manager), Local History & Genealogy Division, Rochester Public Library, Rochester, New York.
October 2008-present	Historian, City of Rochester, New York.
July 2007-June 2010	Archival Consultant, Documentation of Land Use and Population on the Hector Backbone (Phase I – Planning; Phase II – Survey; Phase III – Collections Development Planning), Interlaken Historical Society/Schuyler County Historical Society.
July 2001-July 2009	Project Historian, Finger Lakes National Forest Farmstead Archaeology Project, State University of New York, College at Brockport.
July-December 2007	Adjunct Instructor, State University of New York, College at Brockport, Department of History. Courses: HST 211 – Modern America; HST 330 – History of Recreation and Leisure; HST 401/501 – Field Methods in Local History Research.

Nov. 2005-Aug. 2006	Archival Consultant, Rochester Ukrainian Collection, Library of the Ukrainian Federal Credit Union.
September 2004-May 2006	Instructor, University of Rochester, College Writing Program. Course: CAS 105 – Writing and Reasoning in the College: Selling the American Dream: Advertising and U.S. Culture.
Summer 2005	Instructor, University of Rochester, Department of History. Course: HIS 147 – Industrial America.
March 2002-August 2004	Regional Archivist, New York State Archives Documentary Heritage Program, Rochester Regional Library Council.
January 2002-January 2003	Archivist/Oral History Coordinator, Baker-Cederberg Museum and Archives (now known as the Rochester Medical Museum and Archives), Rochester General Hospital.
July-August 2001 and 2002	Archaeological Field Assistant, Finger Lakes National Forest Farmstead Archaeology Project, State University of New York, College at Brockport.
August 1993-January 2001	Newspaper Reporter, Gannett Co. newspapers in Chillicothe, Ohio, and Binghamton and Rochester, New York.

PUBLICATIONS

“The Second Time as Farce: Archaeological Reflections on the New New Deal,” in *International Journal of Historical Archaeology* 18, no. 2 (June 2014), 224-241, co-authored with LouAnn Wurst.

Susan B. Anthony and the Struggle for Equal Rights, edited by Christine L. Ridarsky and Mary M. Huth, University of Rochester Press, December 2012.

“‘We Called Her Anna’: Nathaniel Rochester and Slavery in the Genesee Country,” *Rochester History* 71, no. 1 (Spring 2009), co-authored with Marilyn Nolte and Victoria Sandwick Schmitt.

HONORS, AWARDS AND COMMITTEES

Member, Museum Studies Advisory Board, Rochester Institute of Technology, April 2016-present.

Member, Government Historians Committee, National Council on Public History, March 2015-present.

Member, Advisory Board, Joseph Avenue Arts and Cultural Association, January 2015-present.

Member, Collection Committee, Rochester Museum & Science Center, October 2014-present.

National Endowment for the Humanities
Division of Education Programs
Humanities Connections
Washington, DC

September 21, 2016

To Whom It May Concern:

Purpose

As Dean of the College of Liberal Arts, I offer my strongest possible support to this NEH Humanities Connection Grant proposal entitled *Community, Memory, and Sense of Place*. The project offers RIT students and faculty an exciting opportunity to examine a key topic: the meaning of community and place in a rapidly globalizing world.

Importance of the Project and Relevance to RIT

This proposal highlights the power and importance of the humanities on campus. As our university grows (we recently moved to Carnegie I status), the humanities (and social sciences) must continue to play a key role in the college curriculum. Looking at community and sense of place through literary, philosophical, historical, geographical and economic lenses illuminates the ongoing significance of humanities and social science disciplines in preparing students to be thoughtful, engaged participants in the world. To my eyes, each of the courses is interesting and engaging and will attract considerable support from students.

The project is particularly important at RIT, where we have not only an increasing number of international students who may be interested in the subject, but also a tradition of internships and co-ops that makes this topic highly relevant. In virtually all majors – from Engineering to Museum Studies – RIT requires students to work on internships and co-ops beyond campus. Students travel to communities across the nation and around the globe, where they must work in unfamiliar environments and live in diverse community settings. A course sequence focusing on the diverse ways of understanding community and place will represent an important and transformative addition to our general education curriculum.

The course sequence also provides meaningful experiential learning opportunities to both students and faculty. Though RIT has always emphasized community service and experiential learning, few courses actually integrate these components into the class structure itself. Each of the three courses proposed here requires students to immerse themselves in the life and history of a particular Rochester community during the semester and to work on projects that enhance their understanding of humanities methodologies. After taking one or several of these courses, I am confident that undergraduates will be better prepared to think more deeply and critically about complex issues like civic engagement, economic development, and the meaning of community memory in a digital world.

Personnel

I also want to highlight my confidence in the personnel leading this project. The project team is first rate and has the full support of the Academic administration at RIT. The project co-directors – Drs. Newman and Hermesen – are well-known advocates of the humanities on campus and have worked together on a series important initiatives to raise the visibility of the College of Liberal Arts locally and nationally. Professor Hermesen was the lead author of one of the nation's first undergraduate degrees in the digital humanities, which allows RIT students to combine their well-known interest in computers and digital technology with their interests in history, philosophy, and the arts. Professor Newman has won several NEH grants, including a 2011 Landmarks Workshop that brought K-12 teachers from around the country to Rochester and RIT to study the region's 19th century reform history. Professor Ann Howard served as the Associate Dean of the College of Liberal Arts and remains a leading authority on community relations and experiential learning. And Professor Kristoffer Whitney is one of the bright young stars on our Science, Technology and Society faculty, having recently won the distinguished Edge Prize.

College Support

Together, the project team has produced a proposal that has my full support as Dean. All new classes will be approved as planned and all team members will receive college support for course preparation, project logistics, and project visibility via campus media. In doing this, we hope to facilitate the working of the grant and ensure a positive experience for students as well as faculty.

Conclusion

This is an exciting time to study the humanities at RIT. If funded, I am sure that this course sequence would further add to our profile in the College of Liberal Arts. The grant proposal has my enthusiastic support. If you have any questions, please don't hesitate to contact me at jjwgpt@rit.edu or (585) 475-2447.

Sincerely yours,



James J. Winebrake, PhD
Dean, College of Liberal Arts
Rochester Institute of Technology

Charles Bush

Subject: FW: NEH Humanities Connections Proposal - new email

From: M Ann Howard

Sent: Monday, October 3, 2016 2:26 PM

To: Lisa Hermsen

Subject: FW: NEH Humanities Connections Proposal - new email

Dear Professors Hermsen and Newman,

I would be delighted to participate in your Humanities Connections Grant on Community, Memory, and Sense of Place. In my role as a team member, I would be excited to facilitate student engagement with the community of Marketview Heights in Rochester, NY. As a specialist in issues of sustainability as well as best practices in community engaged scholarship, and having built a program and research relationship with the Marketview Heights Collective Action Project, this project fits well with my experience and is supported by the Leadership team of the Collective Action Project. I am excited about the opportunity to introduce this experiential learning project in a new curriculum for undergraduate students. I have included a resume for the application. Please let me know if you need anything else.

Sincerely,
Ann

*M. Ann Howard, JD
Professor - Science, Technology, Society/Public Policy
Director- University/Community Partnerships
College of Liberal Arts
Rochester Institute of Technology
92 Lomb Memorial Drive
Rochester, NY 14623
(585) 475-5104*

Charles Bush

Subject: NEH e-mail of support

From: Kristoffer Whitney

Sent: Monday, September 26, 2016 4:22 PM

To: Lisa Hermesen

Subject: e-mail of support

Dear Professors Hermesen and Newman,

I would be delighted to participate in your Humanities Connections Grant on Community, Memory, and Sense of Place. In my role as team member, I would be thrilled to offer a class on Industrialization and the Built Environment in and beyond Rochester, NY. As a specialist in Environmental Studies and the History of Technology, this project fits well with my academic interests. In addition, it will help me expand my teaching portfolio at RIT. I am excited about offering a course that will add substantially to the general education curriculum and to the understanding of importance of community among a new generation of undergraduate students. I have included a resume for the application. Please let me know if you need anything else.

Sincerely,
Kristoffer

Kristoffer Whitney
Assistant Professor
Science, Technology & Society

Rochester Institute of Technology
92 Lomb Memorial Drive
Eastman Hall Room 1-2138
Rochester, NY 14623
(585) 475-4474
kjwgla@rit.edu



1490 The Wallace Center
90 Lomb Memorial Drive
Rochester, New York 14623-5604
(585) 475-7292
(585) 475-7966 fax

September 27, 2016

Lisa Hermsen,
Professor / Caroline Werner Gannett Endowed Chair
Richard Newman,
Professor
College of Liberal Arts
Rochester Institute of Technology
92 Lomb Memorial Drive
Rochester, NY 14623-5604

Dear Professors Hermsen and Newman:

On behalf of RIT Libraries at The Wallace Center, I would be delighted to offer its and my support for your Humanities Connections Grant on Community, Memory and Sense of Place. My staff and I would be pleased to support the resulting digital scholarship of this exciting undergraduate project through digitization of documents and images, and to provide any additional assistance as needed in other areas using our existing resources.

In addition, we would be happy to collaborate in exhibiting the final project at the Rochester Public Library, Rochester, New York. I have included my resume to accompany your proposal.

Please let me know if I can provide you with any additional information for your proposal. I look forward to working with you both!

Sincerely,

Marcia S. Trauernicht
Interim Director of RIT Libraries
Email: mstwml@rit.edu



September 26, 2016

M. Ann Howard, JD
College of Liberal Arts
Rochester Institute of Technology
92 Lomb Memorial Drive
Rochester, NY 14623
(585) 475-5104

Dear Prof. Howard:

Thank you for your invitation to participate in your Humanities Connections Grant on Community, Memory, and Sense of Place. I am committed to collaborating with you on this exciting initiative. As a team member, I will support student research into the history of the city of Rochester, NY, and particularly the Marketview Heights community, by providing access to primary and secondary source materials and helping students to interpret them. In addition, I would be happy to collaborate to exhibit the final, culminating project within the Central Library of Rochester & Monroe County and/or Rochester Public Library branches and to facilitate public access to oral histories and other documentation created during the project by including them in the library's digital collections and/or the *Rochester Voices* website (www.rochestervoices.org), should you so desire.

I am including a resume. Please let me know if you need anything else.

Sincerely,

Christine L. Ridarsky
City Historian &
Historical Services Consultant, Rochester Public Library

NEH Application Cover Sheet (AK-255276)

Humanities Connections

PROJECT DIRECTOR

Dr. Rishi Goyal
Assistant Professor
622 West 168th Street VC2-Suite #260
New York, NY 10032-3702
USA

E-mail: rkg6@cumc.columbia.edu
Phone: 646-319-3754
Fax:

Field of expertise: Interdisciplinary Studies, Other

INSTITUTION

The Trustees of Columbia University in the City of New York
New York, NY 10032-3702

APPLICATION INFORMATION

Title: *Humanities Connections Curriculum for Medicine, Literature and Society*

Grant period: From 2017-05-01 to 2020-05-01

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

Description of project: We propose to develop three linked undergraduate courses that draw on the intersection of health, culture and representation. We want to extend the traditional biomedical framework to study how health is determined not just by biological factors, but by social, economic, political and aesthetic ones. The Humanities Connections grant will enable us to bring together diverse faculty from the Humanities, the Social Sciences, the Medical School, and the School of Public Health and will help us build on work we have recently begun in creating a unique undergraduate major, Medicine, Literature and Society (MLS). Our proposed classes would become the core curriculum for the major.

BUDGET

Outright Request	100,000.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	100,000.00
Total NEH	100,000.00		

GRANT ADMINISTRATOR

Dr. Rudina Odeh-Ramadan
630 West 168th Street, Box 49
New York, NY 10032-3702
USA

E-mail: grants-office@columbia.edu
Phone: 212-305-4191
Fax: 212-305-3697

Humanities Connections Curriculum for Medicine, Literature and Society

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Summary

The habits of mind and critical reasoning that characterize the humanities are central features of an engaged citizenship, and should be cultivated by humanists and non-humanists alike. There has been a growing recognition in fields as diverse as biomechanics, neuroscience and engineering that the profound and incisive questions concerning the meaning of human life in our world now and in the future cannot be properly posed without the thinking tools and framing devices that traditionally characterize humanities-based education. Towards that end, we propose to develop three linked undergraduate courses that draw on the intersection of health, culture and representation. We want to extend the traditional biomedical framework to study how health is determined not just by biological factors, but by social, economic, political and aesthetic ones. At the core of our new proposed curriculum is a commitment to deep language learning (of both European and non-European languages), a multilateral sense of methodology, and a broad theoretical engagement across the disciplines, especially those oriented toward social theory, historical research, political philosophy, ethics, or media and technology issues. All of the classes will emphasize and incorporate new approaches to practice and site-based learning, as we want to keep students alert as to how these real worldwide concerns are related to their educational experience. And we will encourage cross-disciplinary thought in the classroom through a commitment to team-teaching.

The Humanities Connections grant will enable us to bring together diverse faculty from the Humanities, the Social Sciences, the Medical School, and the School of Public Health and will help us build on work we have recently begun in creating a unique undergraduate major, Medicine, Literature and Society (MLS). Our proposed classes would become the core curriculum for the major. The classes will be open to all students but required of our majors, most of whom have a strong interest in both the humanities and the sciences.

Our goal is to build bridges between the language-literature departments, the social science departments, the natural sciences, and the allied health departments, and this grant will enable us to accelerate that process. Increasingly, many of our humanities undergraduates bring an explicit interest in science and technology to their studies. Motivated in part by this reorientation, we want to invite students and faculty working at the fault lines to augment and reconfigure pedagogical collaboration between the humanities, the social sciences, media and technology studies, and the philosophical elements of the life sciences. We think that this sequence of classes will make our major an intellectual home and community where undergraduates develop the patterns of thought and critical resources associated with a humanities-based education, in the context of practical engagement like health activism and international relief work. The unique focus on the cultural and societal dimensions of health and illness promotes an awareness that crosses disciplinary divides and envisions a future that is more equitable, open and compassionate.

Narrative

A. Intellectual Rationale

The past several years have witnessed a growing, nationwide interest in developing curricula emphasizing the humanities aspect of the “human sciences.” Medical schools, graduate programs in public health, social work and clinical psychology, as well as other health service professionals, NGOs, and non-profit service agencies have all suggested that graduates entering their fields should be educated more fully in the humanities and its disciplinary skills (its ways of thinking and knowing) than is currently the case. At the same time, students have been actively seeking more course offerings where the self-reflective elements of the humanities, social sciences, and life sciences intersect and have been looking for greater opportunities for interdisciplinary study. With support from the NEH Humanities Connections grant, we propose to develop three interconnected classes that draw on the interdependence of medicine, the humanities and the social sciences. These classes will become the backbone of our recently developed unique undergraduate major, Medicine, Literature and Society (MLS).

The Medicine, Literature and Society major was conceived through Columbia’s Institute for Comparative Literature and Society (ICLS) with the idea that students could engage with interdisciplinary methodology, deep foreign language learning and a global commitment to frame questions that link the biological to the social and the cultural. Currently MLS students take classes in other departments across the arts and sciences that reflect their interests, but the NEH grant would empower us to develop and teach our own specific classes that directly establish and extend these connections. In our proposed curriculum and classes, students will be introduced to scholarship that considers among other things how biomedical technologies reframe the shifting relationship between life and death; how public policy has exacerbated

ethnic health disparities; and how literary texts and illness memoirs develop a relationship between disease, stigma and suffering.

As we develop our curriculum, our specific classes and our major, we want to conceptualize new ways of articulating the human sciences. Indeed, our point is to rethink the humanities more broadly to include not merely modes of learning that characterize the social sciences (historical methodologies, sociological and geopolitical conceptualizations, or anthropological figurations of culture), but increasing tendencies in the life sciences that contemplate and problematize the permutations and boundaries of the human. There is an enormous range of scholarship that includes meta-empirical discussions in neuroscience and cognitive science; the complex intersection of biotechnology, biopolitics, and bioethics; the geopolitical dimensions of epidemiology, public health, and human rights; the media and imaging technologies of human bodies; the emergent fields of ecology, ecocriticism, and animal studies, and a great deal more.

Medicine and the humanities might seem like strange bedfellows, but if current work is any indication, the conjunction has been transformative. Literary scholars like Kathleen Woodward, Catherine Belling and Lennard Davis have given us sophisticated theoretical work on the nature of risk, anxiety and disability. Trauma Studies and Post-Memory studies as well as work on dementia and aging have gained from the dual insights of clinicians and humanists. Work on neurological forms of identity helps us make sense of contemporary novels while also potentially offering insight into patients with neurological illness. Students in the humanities know that their work matters urgently and they need ways to express that knowledge. The intersection of medicine and literature provides a meaningful opportunity to engage humanities

students with the problems of the world, while introducing science majors to the habits of mind and structures of feeling in the humanities.

The teaching of medical humanities has been taking place mostly at medical and other allied health professional schools, but it is our belief that a greater impact can be made at the undergraduate level. Medical and allied health graduate programs often treat the humanities instrumentally and, at times, even reductively, by focusing on the acquisition of discrete skills through modules: professionalism, bioethics, doctor-patient relationship, communication and cultural competency are some examples. But our sequence of undergraduate classes would give students the time and depth to engage substantively with the major trends and controversies in the medical or health humanities with the hope that this will enable them to participate in a biomedical culture that is more expansive, inclusive and humane. This is an approach that takes very seriously the historicizing stance and critical reasoning of the humanities while emphasizing the role of ideologies and cultural assumptions in the production of medical knowledge. Students will be challenged to “de-naturalize” the biomedical sciences without ever giving up the physical world and all its concomitant pain and suffering (not to mention, pleasure and joy). They will learn that the power to produce knowledge about health and illness—What is it? Who has it? How do we value it? —can be unevenly and unequally distributed, but that the study of regional health communities, histories, and local languages, is critical for the restoration of balance. They will be encouraged to think about what counts as “evidence,” and how to synthesize and evaluate information from sources as diverse as fMRI’s, Randomized Controlled Trials, and situated, contingent narratives of illness.

Throughout our course sequence, we will emphasize how imaginative narratives can organize and give meaning to the world. We believe that there is a significant role for the

imagination and thus the humanities in the sphere of moral action. Empathy, embodiment and representation are critical aspects of our ability to act for and with others. On the first page of *The Theory of Moral Sentiments*, Adam Smith writes, “Though our brother is upon the rack, as long as we ourselves are at our ease, our senses will never inform us of what he suffers...By the imagination we place ourselves in his situation, we conceive ourselves enduring all the same torments, we enter as it were into his body, and become in some measure the same person with him” (11). And for George Eliot,

The greatest benefit we owe to the artist, whether painter, poet, or novelist, is the extension of our sympathies. Appeals founded upon generalizations and statistics require a sympathy ready-made, a moral sentiment already in activity; but a picture of human life such as a great artist can give, surprises even the trivial and the selfish into that attention to what is apart from themselves, which may be called the nearest thing to life; it is a mode of amplifying experience and extending our contact with our fellow-men beyond the bounds of our personal lot. (270-1)

Imaginative identification is the starting point for sympathy and moral action. Narrative and story transform our understanding of faceless statistics. Take, for example, the profiles on “Faces of Healthcare.” Created by Jeremy Petch and Andrea Laupacis, the site (<http://healthydebate.ca/faces-health-care>) documents the intimate relationship between identity and self-narration. These accounts of vulnerability, of being trans, of caring for and being cared for, allow us to encounter the struggle to maintain a human identity in the institutional context of being sick.

How one writes about, embodies and represents illness, disease, medical treatment, biotechnology, and caregiving influence and organize our experiences of being sick. A narrative study of illness allows us to make some sense of the otherwise radically baffling experience of illness, especially severe or mortal illness. Stories can be a call to moral action, as witnessing and receiving these stories demand both redress and sympathy. The study of medicine and literature

or the health humanities enable us to appreciate that illness is contextual and contingent and can be situated within continuously changing life goals, aspirations and dreams. It allows us to imagine better and more hopeful worlds; but it also encourages us to challenge authority, dogma and injustice by recognizing forms of institutional racism and sexism. Sophisticated critiques of public health, biopower and medicalization that are sensitive to deep history and narrative are required to understand and ameliorate problems associated with mass incarceration, urban blight and food deserts.

The NEH Humanities Connection grant would greatly accelerate the development of our undergraduate major while also offering non-majors opportunities for inter-disciplinary work in the humanities. The major was established with the collaborative input of more than two dozen faculty members from the Arts and Sciences (English, History, Sociology, Anthropology, etc.) at Columbia University and Barnard College, the College of Physicians and Surgeons, the Mailman School of Public Health, and Columbia's own groundbreaking and robust MS in Narrative Medicine. It appeals to humanities students with an interest in language and literature who often are also pre-medical students or are interested in the sciences. Many of the students apply to medical school, but many others apply to graduate school in the humanities, social sciences and public health; while still others pursue careers in journalism, publishing, government and policy. We are in a robust position to benefit from and make use of this grant as we already have a supportive intellectual framework, relevant academic partnerships, and significant student interest. Once developed, the teaching of the courses will be funded by ICLS.

In breathing new life into the discourse of the human sciences through the collaborative development of classes and curricula, we hope to counter the impoverished discussion that sets the humanities against the sciences in a dead-end configuration of unquestioned

incommensurable terms. In this, our proposal converges with arguments by medical professionals, theoretical scientists, and public health activists, who insist that the profound and incisive questions concerning the meaning of human life in our world now and in the future cannot be properly posed without the thinking tools and framing devices that traditionally characterize humanities-based education.

B. Content and Design

We are proposing three linked classes that are envisioned as a sequence and will be the foundation for our new major, Medicine, Literature and Society. Currently there is no core curriculum or required classes for the major and most of the students take classes in other departments to fulfill requirements depending on their individual course of study. These new classes would be required of all majors, but open to non-majors. All three classes will have a practice-based component. The first class will be a seminar that explores the intersection of medicine and the humanities with an emphasis on literature and representation; the second will focus on the intersection of medicine and the social sciences with an emphasis on medicalization, critical histories of public health, structural determinants of health and illness, and race and gender health inequalities; finally, the third class will lean heavily on site-based learning and study the meaning and delivery of care through theoretical readings and volunteer work. All classes will be team-taught by faculty from the Arts and Sciences and from the Health Sciences Campus and will involve other guest lecturers.

Illness, Disability, and Representation

Contemporary and classical medical thought is at once both an empirical description of the biological world and a reservoir for metaphorical understandings of individuals and societies.

Bodies and diseases are socially contested discursive formations, but they are also determined by the constraints of biological reality. These tensions between the natural and non-natural, between the material and the discursive, between the empirical and constructed will serve as the foundation for this class on the meaning of illness and representation. Students will be introduced to the construction of illness through fiction, memoirs, theory and scientific work. They will engage with both scientific and representational meanings of concepts like contagion, vaccination, genetic transmission and transplantation. They will be introduced to contemporary work in Disability Studies, Queer Theory, Trauma Studies, Science Fiction, Neuroscience, and Narrative Medicine.

Contemporary biomedical technologies have delivered an unprecedented ability to refashion our bodies and by extension the social institutions in which bodies circulate and become meaningful. Assisted reproductive technology, sex reassignment surgeries, plastic surgery, performance enhancing drugs, bioprosthesis and cryogenics have lengthened, flipped, twisted and generally altered our bodies in ways previously unfathomed. But these technologies have also wrought unexpected changes in social and cultural institutions like the family and the novel. Assisted reproductive technologies for example have put pressure on 'natural' family structures as new kinds of people and new kinds of families emerge through technology. Technology has broadened medicine's involvement in everyday life and new literary genres like the neuro-novel and the illness memoir have risen in response. By reading technological change in terms of health and illness, family structures and literary innovation, students will engage with the medical, cultural and representational meanings developed by many of these new technologies.

Students will study illness memoirs and narrative medicine, which is defined as medicine practiced with the competence to recognize, absorb, attend to, and be moved by stories of illness. A “hermeneutics of suspicion” has dominated critical practice, but writers like Eve Sedgwick, Rita Felski and Rita Charon are showing us how to read for affect and attachment. Students will distinguish between the experiences of illness and bodily difference. They will study illness narratives like Sarah Manguso’s *Two Kinds of Decay* or Jean Dominique-Bauby’s *The Diving Bell and the Butterfly* to learn how illness can be emplotted and how genre can self-reflexively structure the experience of sickness. Students will be introduced to graphic medicine, one of the newest entrants in the cultural domain. Works like Harvey Pekar and Joyce Brabner’s *Our Cancer Year* and David Small’s *Stitches* challenge traditional medical authority, provide an antidote to a world of objective testing and enlarge our experience of illness, while Ian Williams’s *Bad Doctor* (himself a physician) exposes the vulnerability and cruelty of healthcare workers. Guests will include scientists and physicians working on relevant technology as well as patients and writers. Students will also have the opportunity to observe a clinical encounter.

Other readings may include novels by Kazuo Ishiguro, Tom McCarthy, Don DeLillo, Albert Camus, Octavia Butler, Henry James, Mary Shelley, Virginia Woolf; illness memoirs by Lucy Grealy, Maggie Nelson, Susanne Antonetta, and Nancy Mairs; and scholarly and theoretical works by Michael Foucault, Georges Canguilhem, Priscilla Wald, Catherine Belling, and Judith Butler. Wherever possible, students will be encouraged to read novels and other materials in their original language (For a more complete list of texts see attached list of readings and resources in Appendices attachment).

Critical Histories of Public Health

This class will be an introduction to the methodologies, central texts, and key arguments at the intersection of medicine and the social sciences (sociology, anthropology, and history).

This class will build on ICLS's deep commitment to a multilateral sense of methodology, and a broad theoretical engagement across the disciplines, especially those oriented toward social theory, historical research, political philosophy, ethics, or media and technology. Students will initially be introduced to the concept of medicalization, which first entered the sociological literature in the 1970's, most prominently in the works of Irving Zola, Peter Conrad and Ivan Illich, who in different ways saw it as a form of social control predicated on an ever-increasing medical and scientific authority. Medicalization transforms human personality, behaviors and problems into medical conditions. Child birth and death, for example, have increasingly become medical "problems" and newly defined conditions like ADHD have been developed to describe behavioral difference.

Public health research, like medical research, has been dominated by quantitative methods. Traditional health disparities research, though crucial in describing the problem of racially determined health outcomes, is reaching a point where its effects have become muted by being merely descriptive and overly reliant on quantitative methods. The work of historians like George Rosen and more recently Merlin Chowkwanyun shows us that only by paying attention to the specific historical actors, the local decisions that were made, and the critical turning points can we understand why health disparities exist and how they can be reversed. Urban health disparity can then be seen as not inevitable but a product of proactive policy decisions that worsened segregated housing and established poor health environments, targeted public health initiatives that criminalized illness, and a racialization that stigmatized certain kinds of bodies.

Central questions in American public health history will be embedded in a larger global narrative that looks at other regional health histories (Sub-Saharan Africa, East Asia, and Latin America) and considers the relationship between indigenous and biomedical categories of disease, the effects of colonialism on health and health perception, medical pluralism, and therapy management.

Students will be required to participate in an experience that engages with issues of health justice. Examples might include City Life Is Moving Bodies (CLIMB), a local health conference roundtable with politicians, or a NYC Department of Health public briefing. The instructor will provide and support opportunities. Students will share their experience through a one-to-two-page essay that connects their experience to larger themes in the class. This will be posted on the course website. The class will include guest lecturers whose work focuses on health issues of relevant global regions.

Readings will include, but not be limited to, works by Donna Haraway, Nicholas Rose, Barbara Maria Stafford, Michel Foucault, Elizabeth Grosz, Rosi Braidotti, Alondra Nelson, Mindy Fullilove, Gerald Markowitz, David Rosner, Samuel Roberts, Merlin Chowkwanyun, Michael Brown, Julie Sze, Melinda Cooper, Marta Hanson, Ruth Rugaski, Judith Farquhar, Shigehisa Kuriyama, John Janzen, Steven Feierman, and Stacey Langwick.

This class will fulfill the new American Association of Medical Colleges (AAMC) requirement that pre-medical students take a sociology class in preparation for applying to medical school. Currently there is no class at Columbia that directly addresses this need.

Assemblages of Care

The third class will require at least one of the two prior classes as a prerequisite and will build on theory and skills introduced in the earlier classes. This class will be devoted to the idea of care in its practical, sociological, political and affective dimensions. The obligation to care for those in need—the ill, the disabled, the poor—is seen as essential for the functioning of a just society, but with changes in family structure, biomedicine and an aging population, care is now often out-sourced to professional organizations and individuals. Most of the professional caregivers in our society are immigrants, people of color, and/or women and their work is often undervalued and invisible. This class will be devoted to an understanding of this quasi-institutional form of care and the complex relationships that are developed between patients, often elderly, and their home care aides, government appointed or private professional “carers”. The class will explore questions of labor, immigration, aging and care.

Students will continue their work in literary study through classical authors like Seneca and Hyginus to more contemporary fiction by JM Coetzee and Lucia Berlin. They will read work on nursing and care by Walt Whitman and Florence Nightingale. They will also engage with the ethics of care and feminist scholarship through the work of Carol Gilligan, and with neurocognitive theories of empathy like Theory of Mind and its embodiment in mirror neurons. In addition to the regular readings and class time, students will volunteer weekly with one home health aide and his or her patient. This will be arranged through Columbia’s Visiting Nurse Service. Students will reflect on their experiences through regular writing assignments and share these both with the home health aide and their patient. This class will also be co-taught by an arts and sciences faculty in the humanities and by a healthcare professional.

The MLS major was designed with a service learning requirement and this class would fulfill that requirement. The requirement addresses our conviction that the study of embodied beings and communities of bodies requires knowledge that only such practical experience offers.

At the conclusion of the grant we anticipate developing and implementing other classes as well. We hope to partner with the School of Journalism to teach a medical journalism class that would pair local prominent medical journalists with humanities professors or health care practitioners. We also will develop a comparative class on ancient medical systems that will include Ayurveda, Traditional Chinese Medicine and Galenic Medicine.

C. Collaborative Design Team and Process

Throughout Columbia University's many schools (Arts and Sciences, Public Health, Medical school, Law school, etc), we have numerous talented scholars working at the intersection of medicine and the humanities. The collaborators on this grant have all been chosen for their scholarship, pedagogy and commitment to a more creative notion of biomedical culture that is both productive and disruptive.

Throughout the entirety of the grant, the design team will meet regularly as a group as well as once during the Summers. The initial meetings will be devoted to reading and discussing important papers in the medical humanities, reviewing existing course syllabi, finalizing the courses to be developed, and considering new collaborative approaches to teaching. Beginning in the second semester of the grant, two faculty members will be funded to work with the Project Director to develop a course syllabus, rationale, and description. Each sub-committee will meet monthly to develop one of the three classes and will solicit input both from the design group and outside it. At the end of each semester, one syllabus and course description will be pre-circulated

to the design team for comment and critique. The entire group will meet to finalize the documents.

The Project Director will make all documents and works in progress available on a website dedicated to the project. The Project Director will also develop needed arrangements for outreach experiences. As each syllabus is developed, the Project Coordinator will work to ensure that the classes are submitted to the Committee on Instruction, gain approval and are incorporated into the registry of classes.

The classes will begin being offered in the Spring of 2019 and will be funded by ICLS. The classes will be offered in the order they were developed, starting with “Illness, Disability and Representation”.

Project Director

Rishi Goyal, Assistant Professor of Medicine at the Columbia University Medical Center and Director of the Medicine, Literature and Society Major at ICLS, Columbia University

Project Coordinators

Sarah Monks, Assistant Director at ICLS, Columbia University

Michael de Guzman, Division Administrator of Emergency Medicine, Columbia University Medical Center

Core Collaborators

Rachel Adams, Professor of English and Comparative Literature, Columbia University

Rita Charon, Professor of Medicine at the Columbia University Medical Center

Madeleine Dobie, Professor of French and Romance Philology and Director of Undergraduate Study at ICLS, Columbia University

Lydia H. Liu, Wun Tsun Tam Professor in the Humanities and Director of ICLS, Columbia University

Samuel Roberts, Associate Professor of History and Sociomedical Sciences, Columbia University

Kavita Sivaramakrishnan, Assistant Professor of Sociomedical Sciences, Mailman School of Public Health, Columbia University

Rhiannon Stephens, Associate Professor of History, Columbia University

Kathryn C.M. Tabb, Assistant Professor of Philosophy, Columbia University

Design Team Highlights

Dr. Goyal is an Emergency Medicine physician and a literary scholar who writes and teaches extensively on illness narratives, medical technology and the novel. Professor Adams is the Director of “The Future of Disability Studies” project and specializes on theories of race, gender, and sexuality, medical humanities and disability studies. Dr. Charon is a physician-scholar and the founder of Narrative Medicine. Professor Dobie is Director of Undergraduate Studies at ICLS and focuses on postcolonial and Francophone Literature. Professor Liu is the Director of ICLS and her research centers on modern China, global transformation and media technology. Professor Roberts is the Director of Columbia University’s Institute for Research in African American Studies and he writes, teaches, and lectures widely on the intersection of African-American, medical and public health history. Professor Stephens specializes in the history of precolonial East Africa and her first monograph traced the ideology and history of motherhood and care in Uganda. Dr. Sivaramakrishnan is a public health historian whose current research explores the cultural politics of aging in South Asia. Professor Tabb received her PhD in History and Philosophy of Science and her current writing and teaching focuses on bioethics and the philosophy and history of psychiatry.

D. Institutional Context

Columbia University has a long track-record of commitment to the Humanities, especially at the undergraduate level. The Columbia Core Curriculum, the cornerstone of a Columbia College education in its tenth decade of existence, gives all students simultaneous access to the ideas and achievements of human civilization, emphasizing the fields of literature,

history, and philosophy. As our students communally explore the major ideas of human existence by means of this requirement, they simultaneously individualize their study by choosing from over sixty majors offered in the humanities and the social sciences and classes taught by our prize-winning and preeminent faculty members. Outside the classroom, the Heyman Center for the Humanities provides a central and dedicated site for the humanities at the university, encouraging scholarly dialogue through conferences, seminars, exhibitions and events and granting students access to prominent scholars from around the world. The Heyman Center's recently launched Public Humanities program seeks to expand the reach of humanities dialogue by fostering community engagement with Columbia's scholarly projects.

In response to the changing conditions of the information revolution and the increasingly complex, interconnected challenges faced by our society, Columbia University and The Institute of Comparative Literature and Society (ICLS) have been at the forefront of rethinking and reinventing the humanities for the twenty-first century. ICLS emerged from and advanced the long-standing tradition of comparative literary study at Columbia University into the contemporary demands for interdisciplinarity and response to globalization. Fundamental to this undertaking remains a commitment to deep language learning (of both European and non-European languages), a multilateral sense of methodology, and a broad theoretical engagement across the disciplines, especially those oriented toward social theory, historical research, political philosophy, ethics, or media and technology issues. ICLS, which would house the proposed project, goes beyond the definition of a traditional comparative literature department in its affiliation not only with language and literature departments across the Arts & Sciences (A&S), but also with other humanities and social sciences departments, as well as the professional schools of Architecture, Law, and Medicine. Its 106 affiliated faculty members were chosen for

their comparative and cross-disciplinary scholarship. Its faculty members are multi-lingual, collaborate on research projects at the institute, and teach courses that fulfill requirements in the ICLS undergraduate and graduate programs. ICLS has a long faculty track-record of successful and cross-disciplinary research projects and scholarly initiatives. For example, its multi-year “Rethinking the Human Sciences” initiative seeks to revivify the discourse of the human sciences by converging the philosophical arguments and inquiries made by medical or legal professionals, theoretical scientists, or public health activists, with the thinking tools and framing devices that characterize humanities-based education. In its capacity to embrace and bridge the totality of languages and traditions studied at Columbia, ICLS provides the only site for comparative scholarship across languages of more than one language group, including extensive engagement with non-European languages.

Thus, ICLS already has the framework and track-record of collaboration to support the proposed project. ICLS Director Lydia H. Liu, Associate Director Anupama Rao, and the grant proposal committee are assisted by Assistant Director Sarah Monks who has 20 years of experience in administration and management. The NEH-funded project will be supported by our affiliated faculty members, such as the Project Director Dr. Rishi Goyal, who will teach and work with other faculty to develop the courses and provide a network of local, site-specific opportunities for enrolled students.

E. Impact and Dissemination

Our curricular proposal is situated within ICLS’s Medicine, Literature, and Society major, an undergraduate course of study launched in 2012. The proposed courses will explicitly examine the social and cultural dimensions of illness and health, engage an array of perspectives offered by the social sciences and the humanities, reinvent interdisciplinary contact between the

humanities and the social sciences and, enable undergraduate students to take courses with faculty from the Columbia Medical School, and the Mailman School of Public Health. The courses developed with the NEH grant will become core courses of study for the major. By germinating three new, recurrent courses for the major, the grant will establish the core structure of the program, which will live on after the grant ends, thus ensuring that future generations of students are prepared to participate in the humanities from a health perspective, as well as in health policy, innovation, and care, informed by the critical disciplinary skills of the humanities.

Our curricular development is meant to reinvent humanities and social science scholarship, as well as the foundations being brought in by students into the health industry; thus it is not intended to exist in a local vacuum. Rather, we want our curricular innovations to be accessible to an audience well beyond our institution. As part of increasing community and scholarly reach outside of this university, ICLS will make related events and programs available to the public, as well as showcase audio and video recordings on its website. Faculty members will also be encouraged to present our curricular model in conferences and workshops. Over the course of the grant, we will share our work with other institutions that are hoping to develop similar programs and we will present in at least one of the many new conferences on the health humanities: The American Society for Bioethics and Humanities (ASBH), Health Humanities Consortium, Society for Literature, Science and the Arts (SLSA) and the Association for Medical Humanities.

F. Evaluation

The evaluation of the project will be both quantitative and qualitative and will occur annually during the grant years and after the grant period. The ICLS and the MLS education committee, headed by Dr. Rishi Goyal, will assess the quality of the created courses using course

evaluations, student performance, and student feedback collected during academic planning meetings with the Director of Undergraduate Studies and focus groups. During the course of the grant we will develop a survey that assesses students' familiarity with the central debates and concepts at the intersection of medicine, the humanities and the social sciences. This survey will include both long and short answer questions and will be analyzed via mixed quantitative and qualitative approaches like grounded theory. As it is our belief that the service learning class will teach more than content, we will include sections to assess empathy and self-reflection as well as intersubjective and group dynamics.

Furthermore, annual data collection will take place for the MLS major as a whole as it continues to expand, including data related to enrollment, student outcomes, graduation and placement, publications and research, and standardized surveys of faculty and students for activities, such as conferences and workshops.

After the official project timeframe, the affiliated-faculty will conduct a review of the program's development, assessing the curricular model, enrollment data, the aforementioned collected data metrics and student engagement, needs and outcomes. This committee will compile a white paper detailing the successes and challenges of the project for the NEH website.

OMB No 3136-0134
Exp res 6/30/2018

Project Director: *Rishi Goyal*

Project Grant Period: 05/01/2017-04/30/2020

[click for Budget Instructions](#)

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Total Project Costs must be equal to Total Project Funding ---->	(\$100,000	=	\$100,000	?)
Third-Party Contributions must be					
greater than or equal to Requested Federal Matching Funds ---->	(\$0	≥	\$0	?)

Appendices

PLAN OF WORK

Date	Activity	Suggested Reading	Attendance
Summer 2017	Introductions Expansion of bibliography Collection of existing syllabi Discussion of proposed classes	Viney, William, et al. “Critical Medical Humanities: Embracing Entanglement, Taking Risks.”	Entire group
September 2017	Discussion of existing medical humanities curricula	Wachtler, Caroline. “Humanities for medical students? A Qualitative study of a medical humanities curriculum in a medical school program.”	Entire group
October 2017	Continued discussion of proposed classes Discussion of possible high impact student engagement activities and how to incorporate them into classes	Metzl, Jonathan and Helena Hansen. “Structural competency: theorizing a new medical engagement with stigma and inequality.”	Entire group
November 2017	Final selections of classes to develop Selection of three sub-committees for each of the classes	Savransky, Martin and Marsha Rosengarten. “What is nature capable of? Evidence, ontology and speculative medical humanities.”	Entire group
January 2018	Sub-committee meeting to develop first class (Illness, disability and representation)		Project Director and two faculty (RC/RA)*
February 2018	Sub-committee meeting to develop first class (Illness, disability and representation)		Project Director and two faculty (RC/RA)
March 2018	Sub-committee meeting to develop first class (Illness, disability and representation)		Project Director and two faculty (RC/RA)
April 2018	The entire group will meet to finalize the class (The subcommittee will	Davis, Lennard and David B. Morris. “Biocultures Manifesto.”	Entire group

	provide the syllabus and course description in advance of the meeting)		
Summer 2018	Discussion of ongoing course development Development of survey tool	Norman, Geoff. "Fifty years of medical education research: waves of migration."	Entire group
September 2018	Sub-committee meeting to develop second class (Critical histories of public health)		Project Director and two faculty (SR/RS)
October 2018	Sub-committee meeting to develop second class (Critical histories of public health)		Project Director and two faculty (SR/RS)
November 2018	Sub-committee meeting to develop second class (Critical histories of public health)		Project Director and two faculty (SR/RS)
December 2018	The entire group will meet to finalize the class (Critical histories of public health)	Sze, Julie. "Gender, Asthma Politics, and Urban Environmental Justice Activism."	Entire group
January 2019	Sub-committee meeting to develop third class (Assemblages of care)		Project Director and two faculty (KR/KT)
February 2019	Sub-committee meeting to develop third class (Assemblages of care)		Project Director and two faculty (KR/KT)
March 2019	Sub-committee meeting to develop third class (Assemblages of care)		Project Director and two faculty (KR/KT)
April 2019	The entire group will meet to finalize the class (Assemblages of care)	Taylor, Janelle. "On Recognition, Caring and Dementia."	Entire group
Summer 2019	Discussion of the successes and difficulties involved in the first class	Dror, Otniel E. "De-medicalizing the medical humanities."	Entire group
September 2019	Workshop to consider publication as well as consideration of guest editing		Entire group

	a journal issue on medical humanities curriculum development		
October 2019	Begin assigning sections and planning for the writing of the summary paper		Entire group
November 2019	Discussion of the successes and difficulties involved in the second class		Entire group
February 2020	Workshop to develop other electives and courses not addressed initially		Entire group
March 2020	Discussion of the successes and difficulties involved in the third class		Entire group
April 2020	Final discussion about the overall course development and grant utilization Discuss next steps		Entire group

*Specific Faculty will be indicated by their initials. These faculty members will be supported by Additional Compensations Funds.

SCHEDULE OF ACTIVITIES

Date	Activity
February 2018	An open meeting addressed to the entire Columbia Campus to discuss the major, grant, and the course development
April 2018	Will obtain registrar approval for Illness, Disability, and Representation
August 2018	Columbia University Academic Resources Fair to promote new course offerings
October 2018	A meeting for students from the major and other undergraduates to discuss the ongoing course development and the Medicine, Literature and Society major
December 2018	Will obtain registrar approval for Critical Histories of Public Health
Spring 2019	Course # 1 Illness, Disability, and Representation will be taught
April 2019	Will obtain registrar approval for Assemblages of Care
August 2019	Columbia University Academic Resources Fair to promote new course offerings
Fall 2019	Course # 2 Critical Histories of Public health will be taught
October 2019	A workshop or symposium aimed at faculty to discuss the major and the new courses and to plan for future collaborations between the sciences, social sciences, and humanities (Will involve the Digital Storytelling Lab)
Spring 2020	Course # 3 Assemblages of Care will be taught

List of readings for Narrative Medicine/Medical Humanities/Health Humanities

Faculty Reading List

- Davis, Lennard and David B. Morris. "Biocultures Manifesto." *New Literary History*, vol. 38, no. 3, Summer 2007, pp. 411-18.
- Dror, Otniel E. "De-medicalizing the medical humanities." *The European Legacy*, vol. 16, no. 3, 2011, pp. 317-326.
- Metzl, Jonathan M and Helena Hansen. "Structural competency: theorizing a new medical engagement with stigma and inequality." *Social Science and Medicine*, vol. 103, February 2014, pp. 126-133.
- Norman, Geoff. "Fifty years of medical education research: waves of migration." *Medical Education*, vol. 45, no. 8, August 2011, pp. 785-91.
- Savransky, Martin and Marsha Rosengarten. "What is nature capable of? Evidence, ontology and speculative medical humanities." *Medical Humanities*, vol. 42, 2016, pp. 166-72.
- Sze, Julie. "Gender, Asthma Politics, and Urban Environmental Justice Activism." *New Perspectives on Environmental Justice: Gender, Sexuality, and Activism*. Ed. Rachel Stein. Rutgers University Press, 2004, pp. 177-90.
- Taylor, Janelle. "On Recognition, Caring and Dementia." *Medical Anthropology Quarterly*. vol. 22, no. 4, 2008, pp. 313-35.
- Viney, William et al. "Critical Medical Humanities: Embracing Entanglement, Taking Risks." *Medical Humanities*, vol. 41, no. 1, 2015, pp. 2-7.
- Wachtler, Caroline et al. "Humanities for medical students? A Qualitative study of a medical humanities curriculum in a medical school program." *BMC Medical Education*, vol. 6, no. 16, March 2006

Critical Works

- Abel, Emily. *Tuberculosis and the Politics of Exclusion: A History of Public Health and Migration to Los Angeles*. Rutgers University Press, 2007.
- Adams, Rachel. "Casting Light on Disability." *American Quarterly*, vol. 64, no. 4, December 2012, pp. 852-60.

- Adams, Rachel, et al., editors. *Keywords for Disability Studies*. New York University Press, 2015.
- Agar, Michael and Reisinger, Heather Schact. "A heroin epidemic at the intersection of histories: The 1960s epidemic among African Americans in Baltimore." *Medical Anthropology* vol. 21, no. 2, 2002, pp. 115-56.
- Amundsen, Darrel W. *Medicine, Society, and Faith in the Ancient and Medieval Worlds*. Johns Hopkins University Press, 1996.
- Belling, Catherine. *A Condition of Doubt: The Meanings of Hypochondria*. Oxford University Press, 2012.
- Briggs, Laura. *Reproducing Empire: Race, Sex and U.S. Imperialism in Puerto Rico*. University of California Press, 2003.
- Brown, Michael. "2008 Urban Geography Plenary Lecture—Public Health as Urban Politics, Urban Geography: Venereal Biopower in Seattle, 1943-1983." *Urban Geography* vol. 3, no. 1, 2009, pp. 1-29.
- Brown, Tim and Craig Duncan. "Placing geographies of public health." *Area*, vol. 34, 2002, pp. 361-9.
- Butler, Judith. *Giving an Account of Oneself*. Fordham University Press, 2005.
- Canguilhem, Georges. *The Normal and the Pathological*. Translated by Carolyn R. Fawcett and Robert S. Cohen. Zone Books, 1989.
- Cartwright, Lisa. *Screening the Body: Tracing Medicine's Visual Culture*. University of Minnesota Press, 1995.
- Chambers, Ross. *Untimely Interventions: AIDS Writing, Testimonial, and the Rhetoric of Haunting*. University of Michigan Press, 2004.
- Charon, Rita. "At the Membranes of Care: Stories in Narrative Medicine." *Academic Medicine*, vol. 87, no. 3, March 2012, pp. 342-47.
- . *Narrative Medicine: Honoring the Stories of Illness*. Oxford University Press, 2006.
- Charon, Rita and Martha M. Montello, ed. *Stories Matter: The Role of Narrative in Medical Ethics*. Routledge, 2002.
- Chowkwanyun, Merlin. "The Strange Disappearance of History from Racial Health Disparities Research." *Du Bois Review*, vol. 8, no. 1, Spring 2011, pp. 253-270.

- Cohen, Lawrence. *No Aging in India: Alzheimer's, the Bad Family, and Other Modern Things*. University of California Press, 1998.
- Conway, Kathlyn. *Illness and the Limits of Expression*. University of Michigan, 2007.
- Cooper, Melinda. *Life as Surplus: Biotechnology & Capitalism in the Neoliberal Era*. University of Washington Press, 2008.
- Crimp, Douglas, editor. *AIDS: Cultural Analysis, Cultural Activism*. MIT Press, 1988.
- Davis, Lennard. *Enforcing Normalcy: Disability, Deafness and the Body*. Verso, 1995.
- Davis, Mike. *The Monster at Our Door: The Global Threat of Avian Flu*. New Press, 2005.
- Dilthey, Wilhelm. *Introduction to the Human Sciences*. Translated by Michael Neville. Princeton University Press, 1989.
- Douglas, Mary. *Purity and Danger: An Analysis of the Concepts of Pollution and Taboo*. Routledge, 1994.
- Ehrenreich, Barbara. "Welcome to Cancerland." *The Best American Essays 2002*. Edited by Stephen Jay Gould. Houghton Mifflin, 2002.
- Eliot, George. "The Natural History of German Life." *Essays of George Eliot*. Edited by Thomas Pinney. Columbia University Press, 1963.
- Epstein, Randi H. *Get Me Out: A History of Childbirth from the Garden of Eden to the Sperm Bank*. W.W. Norton & Company, 2010.
- Fanon, Frantz. *Black Skins, White Masks*. Translated by Richard Philcox. Grove Press, 2008.
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- French, Roger K. *Medicine Before Science: The Rational and Learned Doctor from the Middle Ages to the Enlightenment*. Cambridge University Press, 2003.
- Fullilove, Mindy Thompson. *Root Shock: How tearing up city neighborhoods hurts America, and what we can do about it*. One World/Ballantine Books, 2004.
- Garcia Ballester, Luis. *Medicine in a Multicultural Society: Christian, Jewish, and Muslim Practitioners in the Spanish Kingdoms, 1220-1610*. Ashgate, 2001.
- Gilligan, Carol. *In a Different Voice: Psychological theory and Women's Development*. Harvard University Press, 1982.
- Gilman, Sander. *Disease and Representation: Images of Illness from Madness to AIDS*. Cornell University Press, 1988.
- Goffman, Erving. *Stigma: Notes on the Management of Spoiled Identity*. J. Aronson, 1974.
- Gomel, Elana. "Science (Fiction) and Posthuman Ethics: Redefining the Human." *The European Legacy*, vol. 16, no. 3, 2011, pp. 339-354.
- Goyal, Rishi. "Narration in Medicine." *The Handbook of Narratology*. De Gruyter, 2014, pp. 407-18.
- Hanson, Marta. *Speaking of Epidemics in Chinese Medicine: Disease and the Geographic Imagination in Late Imperial China*. Routledge Press, 2011.
- Hawkins, Anne Hunsaker. *Reconstructing Illness: Studies in Pathography*. Purdue University, 1993.
- Hayles, Katherine. *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature and Informatics*. University of Chicago Press, 1999.
- Holmes, Martha Stoddard. *Fictions of Affliction: Physical Disability in Victorian Culture*. University of Michigan Press, 2004.
- Hunter, Kathryn Montgomery. *Doctors' Stories: The Narrative Structure of Medical Knowledge*. Princeton University Press, 1991.
- Illich, Ivan. *Medical Nemesis: The Expropriation of Health*. Pantheon Books, 1976.
- Israelowich, Ido. *Patients and Healers in the High Roman Empire*. Johns Hopkins University Press, 2015.

- Janzen, John. *The Quest for Therapy: Medical Pluralism in Lower Zaire*. University of California Press, 1982.
- Jurecic, Ann. *Illness as Narrative*. University of Pittsburgh Press, 2012.
- Kapsalis, Terry. *Public Privates: Performing Gynecology from Both Ends of the Speculum*. Duke University Press, 1997.
- Keen, Suzanne. *Empathy and the Novel*. Oxford University Press, 2007.
- Kleinman, Arthur. *The Illness Narratives: Suffering, Healing, and the Human Condition*. Basic Books, 1988.
- Kunitz, Stephen. "Sex, race and social role—history and the social determinants of health." *International Journal of Epidemiology*, vol. 36, no. 1, 2007, pp. 3-10.
- Kuriyama, Shigehisa. *The Expressiveness of the Body and the Divergence of Greek and Chinese Medicine*. Zone Books, 2002.
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- Markowitz, Gerald E. and David Rosner. *Lead Wars: The Politics of Science and the Fate of America's Children*. University of California Press, 2003.
- Metzl, Jonathan and Anna Kirkland, editors. *Against Health: How Health Became the New Morality*. New York University Press, 2010.
- Metzl, Jonathan. *Protest Psychosis: How Schizophrenia Became a Black Disease*. Beacon Press, 2009.
- Mitchell, Piers D. *Medicine in the Crusades: Warfare, Wounds, and the Medieval Surgeon*. Cambridge University Press, 2004.

- Molina, Natalia. *Fit to be Citizens?: Public Health and Race in Los Angeles, 1879-1939*. University of California Press, 2006.
- Morris, David B. *The Culture of Pain*. Berkeley: University of California Press, 1991.
- Nelson Jennifer. *Women of Color and the Reproductive Rights Movement*. New York University Press, 2003.
- Nelson, Alondra. *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination*. University of Minnesota Press, 2011.
- Nightingale, Florence. *Notes on Nursing: What It Is, and What It Is Not*. Dover Publications, 1969.
- Parsons, Talcott. *The Social System*. Free Press, 1951.
- Poirier, Suzanne. "Medical Education and the Embodied Physician." *Literature and Medicine* vol. 25, no. 2, Fall 2006, pp. 522-52.
- Radley, Alan. "The Aesthetics of Illness: Narrative, Horror, and the Sublime." *Sociology of Health and Illness* vol. 21, no. 6, November 1998, pp. 778-796.
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- Rose, Nikolas. *The Politics of Life Itself. Biomedicine, Power, and Subjectivity in the Twenty First Century*. Princeton University Press, 2007.
- Rosen, George. "Health, History and the Social Sciences." *From Medical Police to Social Medicine: Essays on the History of Health Care*. Science History Publications, 1973.
- Rothman, David J. and Stanton Wheeler. "Introduction." *Social History and Social Policy*. Academic Press, 1981, pp. 1-16.
- Rugaski, Ruth. *Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China*. University of California Press, 2004.
- Sacks, Oliver. *The Man Who Mistook his Wife for a Hat and Other Clinical Tales*. Harper & Row, 1987.
- Sberle, David F. "What Kind of Science is Anthropology?" *American Anthropologist*, vol. 89, 1987, pp. 551-66.
- Scheper-Hughes, Nancy. "Commodity Fetishism in Organ Trafficking." *Body and Society*, vol. 7, nos. 2-3, 2001, pp. 31-62.

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- Sharp, Lesley. *Strange Harvest: Organ Transplants, Denatured Bodies and the Transformed Self*. University of California Press, 2006.
- Shatzmiller, Joseph. *Jews, Medicine, and Medieval Society*. University of California Press, 1994.
- Sivaramakrishnan, Kavita. *Old Potions, New Bottles: Recasting Indigenous Medicine in Colonial Punjab (1850-1945)*. Orient Longman, 2006.
- Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. Crown Publishers, 2010.
- Smith, Adam. *The Theory of Moral Sentiments*. Cambridge University Press, 2002.
- Sontag, Susan. *Illness as Metaphor*. Farrar, Straus and Giroux, 1978.
- Squier, Susan Merrill. *Liminal Lives: Imagining the Human at the Frontiers of Biomedicine*. Duke University Press, 2004.
- Summers, Martin. "Suitable Care of the African When Afflicted with Insanity: Race, Madness, and Social Order in Comparative Perspective." *Bulletin of the History of Medicine*, vol. 84, no. 1, Spring 2010, pp. 58-91.
- Tabb, Kathryn. "Psychiatric Progress and the Assumption of Diagnostic Discrimination." *Philosophy of Science* vol. 82, no. 5, December 2015, pp. 1047-1058.
- . "'Struck, As It Were, with Madness': Phenomenology and Animal Spirits in the Neuropathology of Thomas Willis." *Brain, Mind, and Consciousness in the History of Neuroscience*. Springer, 2014, pp. 43-57.
- Wald, Priscilla. *Contagious: Cultures, Carriers, and the Outbreak Narrative*. Duke University Press, 2008.
- Woliver, Laura. "Reproductive Technologies, Surrogacy Arrangements and the Politics of Motherhood." *Women, Science, and Technology: A Reader in Feminist Science Studies*. Edited by Mary Wyer et al. Routledge, 2009, pp. 361-74.

Novels and Short Stories

- Atwood, Margaret. *The Handmaid's Tale*. Fawcett Crest, 1987.
- Berlin, Lucia. *A Manual for Cleaning Women: Selected Stories*. Farrar, Strauss and Giroux, 2015.

- Butler, Octavia. *The Parable of the Sower*. Warner Books, 1993.
- Camus, Albert. *The Plague*. Translated by Stuart Gilbert. Vintage, 1991.
- Coetzee, JM. *Disgrace*. Penguin, 1999.
- Defoe, Daniel. *A Journal of the Plague Year*. Penguin Books, 2003.
- DeLillo, Don. *White Noise*. Penguin, 1986.
- Houellebecq, Michel. *Submission*. Translated by Lorin Stein. Farrar, Strauss and Giroux, 2015.
- Hyginus, Gaius J. *Fabularum Liber*. Garland, 1976.
- Huysmans, Joris-Karl. *Against Nature*. Oxford University Press, 1998.
- Ishiguro, Kazuo. *Never Let Me Go*. Vintage International, 2005.
- James, Henry. *The Wings of the Dove*. The Modern Library, 2003.
- McCarthy, Tom. *Remainder*. Vintage Books, 2007.
- Powers, Richard. *Gain*. Farrar, Strauss and Giroux, 1998.
- Shelley, Mary. *Frankenstein: The 1818 Text*. Edited by J. Paul Hunter. W.W. Norton, 1986.
- Woolf, Virginia. *Mrs. Dalloway*. Harcourt Brace and Company, 1981.

Illness Memoirs and Autobiography

- Antonetta, Susanne. *Body Toxic: An Environmental Memoir*. Counterpoint, 2002.
- Bauby, Jean-Dominique. *The Diving Bell and the Butterfly*. Knopf, 1997.
- Broyard, Anatole. *Intoxicated by My Illness and Other Writings on Life and Death*. Random House, 1993.
- De Beauvoir, Simone. *A Very Easy Death*. Translated by Patrick O'Brian. Pantheon, 1965.
- Grealy, Lucy. *Autobiography of a Face*. Harper Perennial, 1995.
- Lorde, Audre. *The Cancer Journals*. Aunt Lute Books, 1980.
- Mairs, Nancy. *On Being a Cripple*. University of Arizona Press, 1986.
- Manguso, Sarah. *Two Kinds of Decay*. Picado/Farrar, Strauss and Giroux, 2009.
- Pekar, Harvey, and Joyce Brabner. *Our Cancer Year*. Four Walls Eight Windows, 1994.
- Small, David. *Stitches: A Memoir*. W. W. Norton, 2009.
- Whitman, Walt. *Specimen Days & Collect*. Dover Publications, 1995.

Williams, Ian. *The Bad Doctor: The Troubled Life and Times of Dr Iwan James*. Myriad Editions, 2014.



Atefeh Akbari Shahmirzadi <aa3293@columbia.edu>

Humanities Connections

Goyal, Rishi <rkg6@cumc.columbia.edu>

Tue, Sep 20, 2016 at 11:53 AM

To: "Shahmirzadi, Atefeh Akbari" <aa3293@columbia.edu>

Cc: "Monks, Sarah Evelyn" <sm3373@columbia.edu>

This letter is to confirm my agreement to serve as Project Director for the NEH Humanities Connections project on Medicine and the Humanities. I am fully committed to the development of these courses and have met with or have been in contact with all the team members about the grant and have their enthusiastic support. I have also received commitments from both our undergraduate Arts and Sciences campus as well as the Medical Center.

Rishi Goyal, MD PhD
Director, Major in Medicine, Literature and Society
Asst Professor, Emergency Medicine
Columbia University

Rishi K. Goyal

(b) (6)

rkg6@cumc.columbia.edu

(b) (6)

CURRENT POSITION

Assistant Professor of Medicine, Emergency Medicine, Columbia University Medical Center
Director, Medicine, Literature and Society

EDUCATION

Ph.D. English and Comparative Literature, Columbia University, 2010
M. Phil English and Comparative Literature, Columbia University, 2004
M.D. Columbia University College of Physicians and Surgeons, 2001
B.A. English, magna cum laude, Dartmouth College, 1997

RESIDENCY TRAINING

Chief Resident, Emergency Medicine, New York Presbyterian, 2009-2010
Resident, Emergency Medicine, New York Presbyterian, 2007-2009
Resident, Internal Medicine, New York University Hospital, 2004-2006

TEACHING POSITIONS

Director of Medical Humanism, College of Medicine, University of Arizona, 2010-2012
Director of Intersessions, College of Medicine, University of Arizona, 2010-2012
Assistant Professor, Department of English, University of Arizona, 2010-2012
Teaching Faculty, Foundations of Clinical Medicine, Columbia University College of Physicians and Surgeons Fall 2013-Fall 2014

SELECTED PUBLICATIONS

“The Mind Lives on the Heart’: A Death Deferred.” *Los Angeles Review of Books*. March 30, 2016.

“Risk and Responsibility in the Neoliberal State: A Study of Contemporary Illness Narrative.” *Aktuel Forskning*. Litteratur, Kultur og medier. 2014.

“Medicine and Narratology.” In: Hühn, Peter et al. (eds.): *The living handbook of Narratology*. Berlin, Germany: De Gruyter, 2014. 406-18.

Goyal RK, O’Neil M, Agostinelli N, Wyer P. “The Uses and Misuses of Evidence Based Medicine for Life: Critical Illness and the Emergency Room.” *User-Driven Healthcare and Narrative Medicine: Utilizing Collaborative Social Networks and Technologies*. R Biswas and C. Martin, eds. Medical Information Science Reference, 2010.

Goyal RK and Charon R. “Virginia Woolf as Gerontologist.” *Storying Later Life: Issues, Investigations and Interventions in Narrative Gerontology*. G. Kenyon, E. Bohlmeijer and WL Randall, eds. Oxford: Oxford University Press, 2010. 66-83.

Goyal RK, Charon R, Lekas HM, Fullilove MT, Devlin MJ, Falzon L, Wyer PC. “‘A Local Habitation and a Name’: How Narrative Evidence-based Medicine Transforms the Translational Research Paradigm.” *J Eval Clin Pract.* October 2008; Vol 14 (5): 732-41.

VISITING APPOINTMENTS

Visiting Professor, University of Southern Denmark, Odense, Denmark, October 2016

INVITED PRESENTATIONS

“Illness Narratives and Personal Responsibility.” Keynote Address for Humanistic Perspectives on Health systems and Patients, Odense, Denmark, September 2014.

“Orphan Diseases and Orphan Narrators: Narration in the Public Imagination.” Italian National Center for Rare Diseases workshop on Clinical Guideline Development, February 24, 2012.

“A Narratologist Visits the Emergency Department.” The University of Arizona English Department First Fridays Series, December 2011.

“Old Age and the English Novel: 1884-1939.” Distinguished Lecture, Institute of Medicine and Literature at King’s College, London, November 2006.

“Representations of Pain in Literature.” The Hastings Center, Hastings, New York, Fall 2001.

CONFERENCE PAPERS AND PRESENTATIONS

“The Risk Society Revisited.” American Comparative Literature Association Annual Meeting, ACLA, March 2014.

“Teaching Residents to Recognize the Mental States of Others: Narrative Medicine and Theory of Mind.” (with J. Hill et al), Council of Emergency Medicine Residency Directors Annual Conference, September 2014.

“Thinking Through the Emotions.” A Narrative Future for Healthcare, King’s College, London, June 2013.

“The Widening Gyre: Translation and Transcription in the Medical Sciences.” Modern Language Association Annual Conference, December 2009.

“Henry James’ *The Ambassadors* and the double vision of the Elderly.” Modernist Studies Association Annual Conference, November 2005.

OTHER TEACHING

Tutor, Evidence Based Clinical Practice at the New York Academy of Medicine, Summer 2013.

AWARDS AND FELLOWSHIPS

Fellow, Young Leaders Forum, National Committee on US-China Relations, 2014-2016.
Clinical Teacher of the Year, University of Arizona, 2011.

Sarah Monks

From: Rachel E. Adams <rea15@columbia.edu>
Sent: Tuesday, August 23, 2016 12:11 PM
To: Institute for Comparative Literature and Society
Cc: Sarah Monks
Subject: Re: NEH Grant - Letter of Commitment

This letter is to confirm my agreement to serve as part of the design team for the collaborative NEH project on Medicine and the Humanities, to be directed by Dr. Rishi Goyal.

Sincerely,
 Rachel Adams
 Professor of English
 Director, Center for the Study of Social Difference
 Columbia University

On Tue, Aug 23, 2016 at 10:34 AM, Institute for Comparative Literature and Society <icls@columbia.edu> wrote:

Dear Professor Adams,

I am an Academic Admin Fellow at ICLS, helping Dr. Rishi Goyal put together the NEH Grant application for curricular development at the intersection of Medicine and the Humanities. The application requires the inclusion of letters of commitment from intended collaborators on the project.

Dr. Goyal has indicated that you've previously expressed interest in collaborating on this grant. Can you please send us an email with language to express your intent to collaborate on the project?

Thank you,
 Inna Kapilevich

--

Rachel Adams
 Director, Center for the Study of Social Difference
 Professor, Department of English
 602 Philosophy Hall
 Columbia University
 1150 Amsterdam Avenue
 New York, NY 10027

rea15@columbia.edu

<http://www.racheladams.net>

follow me on twitter @RachelAdams212

RACHEL ELIZABETH ADAMS

rea15@columbia.edu

EMPLOYMENT

- Columbia University, Professor of English, July 2010-present.
- Director, Center for the Study of Social Difference, Columbia University, 2015
- Director, Future of Disability Studies Project, Center for the Critical Analysis of Social Difference, Columbia University, 2011-2014.
- Associate Director, American Studies Program, Columbia University, July 2005-July 2009
- Columbia University, Associate Professor, English and American Studies, July 2003-2010.
- UCLA Global Fellow, September 2004-June 2005
- Columbia University, Assistant Professor, English, 1997-2003

PUBLICATIONS

- *Raising Henry: A Memoir of Motherhood, Disability, and Discovery*. Yale University Press, 2013. Winner Delta Gamma Kappa Educators Award.
- *Keywords in Disability Studies*, coedited with Benjamin Reiss and David Serlin. New York University Press, 2015.
- *Continental Divides: Remapping the Cultures of North America*. University of Chicago Press, 2009.
- *Sideshow U.S.A.: Freaks and the American Cultural Imagination*. University of Chicago Press, 2001
- *The Masculinity Studies Reader*, co-edited with David Savran. Blackwell Publishers, 2002
- *The Awakening and Selected Stories*. Fine Publications, 2002.

SELECTED ARTICLES

- “Disability, Life Writing, and the Problem of Dependency in *The Autobiography of Gaby Brimmer*.” Forthcoming in *Journal of Medical Humanities* special issue on Caregiving, Kinship, and the Making of Stories.
- “Privacy, Dependency, Discegenation: Toward a Sexual Culture for People with Intellectual Disabilities.” *Disability Studies Quarterly* 35.1 (2015).
- “Gender and Disability.” *Gender: Key Concepts*, ed. Mary Evans and Caroline Williams. New York and London: Routledge, 2012.
- “Widening Circles.” *The Global and the Intimate*, ed. Victoria Rosner and Geraldine Pratt. New York: Columbia University Press, 2012. 105-115
- “Disability and the Circus.” *The History of the Circus in America*, ed. Kenneth Ames. Yale University Press, 2012. 2-20.

- "My Adventures in Sugar." *Gastronomica* 11.1: 71-76.
- "The Northern Borderlands and Latino Canadian Diaspora." *Hemispheric American Studies*, ed. Caroline F. Levander and Robert Levine, Rutgers University Press, 2007. 313-327.
- "Detecting the Continent: Crime Fiction from the U.S and Mexico," *Shades of the Planet: American Literature as World Literature*, ed. Laurence Buell and Wai-Chee Dimock, Princeton University Press, 2007.
- "Blackness Goes South: Race and *mestizaje* in Our America." *Our Americas: Toward a Transnational Frame*, ed. Sandhya Shukla and Heidi Tinsman, Duke University Press, 2007. 214-248.
- "The Ends of America, The Ends of Postmodernism." *After Postmodernism*, ed. Andrew Hoberek, special issue of *Twentieth Century Literature* 53.3 (Fall 2007): 248-272.
- "Going to Canada: The Politics and Poetics of Northern Exodus," *Yale Journal of Criticism* 18.2 (Fall 2005): 409-434.
- "Hipsters and *jipitecas*: Literary Countercultures on Both Sides of the Border," *American Literary History* 16.1 (Spring 2004): 56-84.
- "Caught Looking: Spectators and the Exhibition of Human Curiosities." *Common-Place* 4.2 (January 2004) <<http://www.common-place.org>>.
- "Ishi's Two Bodies: Anthropology and Popular Culture," *Ishi in Three Centuries*, ed. Clifton B. Kroeber and Karl Kroeber. Lincoln: U of Nebraska P, 2003. 18-33.
- "Carnival, Community, and 'the spectacle of whitefolks,' in Toni Morrison's *Beloved*," *Skin Deep, Spirit Strong: The Black Female Body in American Culture*, ed. Kimberly Wallace Saunders. Ann Arbor: University of Michigan Press, 2002. 153-181.
- "'A Mixture of Delicious and Freak': The Queer Fiction of Carson McCullers," *American Literature* 71.3 (September 1999): 551-583.
- "Fat Man Walking: Masculinity and Racial Geographies in James Mangold's *Copland*," *Camera Obscura: Feminism, Culture, and Media Studies* 42: 5-29.
- "An American Tail: Freaks, Gender, and the Incorporation of History in Katherine Dunn's *Geek Love*," *Freakery: Cultural Spectacles of the Extraordinary Body*, ed., Rosemarie Thomson. New York: NYU Press, 1996. 277-290.

REVIEWS

- Review of Steven Shapiro, *Neurotribes: The Legacy of Autism and the Future of Neurodiversity*. *San Francisco Chronicle* 27 August 2015.
- "American History through the Eyes of the Obscure." Review of Jill Lepore, *Book of Ages: The Life and Opinions of Jane Franklin*. *American Literary History* (forthcoming).
- "Disney, Autism, and Whatever Works." Review of Ron Suskind, *Life, Animated: A Story of Sidekicks, Heroes, and Autism*, *LA Review of Books* June 16, 2014.



ICLS Columbia <icls.columbia@gmail.com>

NEH Grant - Letter of Commitment

Charon, Rita A M. <rac5@cumc.columbia.edu>

Mon, Aug 29, 2016 at 7:36 AM

To: Institute for Comparative Literature and Society <icls@columbia.edu>

Dear Inna Kapilevich, I write in response to your query about my participation in the Humanities Connections grant application that Dr. Rishi Goyal is submitting to the National Endowment for the Humanities in October 2016. Dr. Goyal and I have discussed this project at length. I am committed to the project and eager to be included among the collaborators. Thank you for your help in preparing and submitting this application. Very truly yours, Rita Charon

Rita Charon, MD, hD
Professor of Medicine
Executive Director, Program in Narrative Medicine
Columbia University
New York, NY
[212.305.4942](tel:212.305.4942)
www.narrativemedicine.org

From: icls.columbia@gmail.com [icls.columbia@gmail.com] on behalf of Institute for Comparative Literature and Society [icls@columbia.edu]

Sent: Tuesday, August 23, 2016 10:38 AM

To: Charon, Rita A M.

Cc: Monks, Sarah Evelyn

Subject: NEH Grant - Letter of Commitment

[Quoted text hidden]

Program Director; Principal Investigator: Charon, Rita

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed on Form Page 2.

Photocopy this page or follow this format for each person.

NAME	POSITION TITLE
Rita Charon, M.D., Ph.D.	Professor of Medicine at Columbia University Medical Center

EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.*)

INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Bensalem College, Fordham University	B.A.	1966	Biology & Education
Harvard Medical School	M.D.	1978	Medicine
Columbia University	M.A.	1990	English
Columbia University	Ph.D.	1999	English

Training

1978-81	Residency Program in Social Medicine, Internal Medicine Track, Montefiore Hospital, NY
1981-82	Fellowship in General Internal Medicine, Presbyterian Hospital, NY
1982	National Endowment for the Humanities Summer Seminar in Literature and Medicine, Pennsylvania State University School of Medicine
1983-84	Mina Shaughnessy Scholars Program, United States Department of Education
1988-89	May Rudin Fellowship in Social Medicine, Columbia University
1989-92	Henry J. Kaiser Family Foundation Faculty Scholar Award in General Internal Medicine
1990-99	Doctoral Program, Graduate School of the Arts and Sciences, Department of English, Columbia

Honors

1987	First Virginia Kneeland Frantz Award for Outstanding Woman Doctor of the Year, College of Physicians and Surgeons of Columbia
1997	Medical Education Innovation Award, Society of General Internal Medicine
1997	Society of Health and Human Values Career Recognition Award
1999	Distinguished Service Award, Association of American Medical Colleges
2001	Residence at Bellagio Study and Conference Center, Rockefeller Foundation
2002	John Simon Guggenheim Fellowship
2007	NIH Great Teacher designation
2007	Charles Bohmfalk Teaching Award, College of Physicians and Surgeons of Columbia University
2009	American Medical Student Association Women Leaders in Medicine Award
2011	Alma Dea Morani Renaissance Woman in Medicine Award, History of Women in Medicine
2011	John Stearns Medal for Distinguished Contributions in Medicine, NYAcad Medicine
2014	Gene D. Cohen Award for Research on Creativity in Aging, National Center for Creative Aging,
2015	National Endowment for the Humanities, 50 th Anniversary Celebration Award to honor grantees of the 50 most influential grants conferred in NEH lifetime for projects that changed the landscape of the humanities.
2016	Presidential Award for Outstanding Teaching, Columbia University

Positions

1982-92	Assistant Professor of Clinical Medicine, Columbia University
1993-2001	Associate Professor of Clinical Medicine, Columbia University

Program Director; Principal Investigator: Charon, Rita

1993-2007 Founding Core Faculty, Certificate Program in Bioethics and Humanities, Albert Einstein College of Medicine, Bronx NY
 2001- Profesor of Medicine at Columbia University Medical Center
 1995-2010 Director, Program in Narrative Medicine, Columbia University
 2009- Director, Scholarly Projects in Narrative & Social Medicine
 2011- Executive Director, Program in Narrative Medicine

Committees and National Leadership Positions

1990- Committee on Research Integrity, Association of American Medical Colleges
 1990-91 President, Society for Health and Human Values
 National Endowment for the Humanities, Medical Humanities Program Reviewer
 1994- Editorial Board Member, Literature and Medicine, Academic Medicine, Journal of General Internal Medicine, Journal of Evaluation in Clinical Practice, The Permanente Journal
 1996 Chair, Council of Academic Societies,
 AAMC 2001-07 Editor-in-Chief, Literature & Medicine
 2008 Fetzer Institute Mentoring Project, core member
 2008 AAMC Chair of Social/Behavioral Sciences Foundations for the Physician
 Committee 2015 Member, Executive Council of International Society for the Study of Narrative

Grants (selected)

Andrus Foundation/AARP: Ageism in the Medical Encounter: An Exploratory Study of the Physician-Elderly Patient Relationship. Co-PI, 1983-84 and 1986-87.
 Henry J. Kaiser Family Foundation Faculty Scholars Programs in General Internal Medicine: The Narrative Structure of Sequential Medical Encounters. PI, 1989-92.
 The Fan Fox and Leslie R. Samuels Foundation. The Parallel Chart: A Method for Teaching Narrative Medicine, PI, 2001-2003.
 National Endowment for the Humanities Exemplary Education Project. Narrative Medicine: Teaching Humanities to Health Professionals. PI, 2003-2005.
 NIH NHLB K07. Human Behavior and Experience in Health and Illness. PI, 3/06-4/11. \$1,317,535.
 NIH/NHLBI Supplement. Reflective Writing in Medical Education. PI, 9/09-4/11. \$75,000.
 The Josiah Macy, Jr. Foundation. Training for Health Care Team Effectiveness. PI, 1/1/10-12/31/10, \$195,000

Current Awards/Support

NIH/NHLBI R25 HL08014. Enacting the Behavioral and Social Sciences in the Clinical Setting: Institution-Wide Teaching of Effective Team-Based Patient Care. PI. \$675,000
 The Josiah Macy, Jr. Foundation. Reframing the Academic Medical Center through Interprofessional Effectiveness: Toward Justice, Safety, and Kindness. PI, 7/1/11-6/30/16, \$1,041,190.
 Wilma B. Siegel and Jesse Siegel Bequest in Narrative Medicine. PI, 11/11-12-16, \$250,000.

Publications (Selected)

1. Charon R. Narrative Medicine: Honoring the Stories of Illness. New York: Oxford Univ Press, 2006.
2. Rudnytsky P, Charon R, eds. Psychoanalysis and Narrative Medicine. Albany: SUNY Press, 2008.
3. Goyal R, Charon R, Lekas H, Fullilove MT, Devlin MJ, Falzon L, Wyer PC. "A local habitation and a name": how narrative evidence based medicine transforms the translational research paradigm. Journal of Evaluation in Clinical Practice 2008;29:275-86.
4. Spiegel M, Charon R. Editing and interdisciplinarity. Professions of the MLA, 2009;132-137.
5. Charon R. Calculating the Contributions of Humanities to Medical Practice—Motives, Methods, and Metrics. Academic Medicine. 2010;85:935-937
6. Charon R. Afterword. On Being Ill by Virginia Woolf with Notes from Sick Rooms by Julia Stephen, mother of Virginia Woolf. Ashfield, MA: Paris Press, 2012:109-116.

Sarah Monks

From: Madeleine Dobie <mld2027@columbia.edu>
Sent: Wednesday, August 24, 2016 4:20 PM
To: Institute for Comparative Literature and Society
Cc: Sarah Monks
Subject: Re: NEH Grant - Letter of Commitment

To Professor Rishi Goyal
 Ms. Sarah Monks

Dear colleagues,
 I am happy to confirm my interest in collaborating with you on an application for an NEH grant to support curricular development in the Medicine, Literature and Society program at Columbia. I am the Director of undergraduate studies for the Institute for Comparative Literature and Society, which oversees the MLS major. As such I look forward to working closely with you on new course, faculty and student development.

All best, Madeleine

Madeleine Dobie
Professor of French & Comparative Literature
510 Philosophy Hall
Columbia University
Mail Code 4902
New York, NY 10027

On Tue, Aug 23, 2016 at 10:43 AM, Institute for Comparative Literature and Society <icls@columbia.edu> wrote:

Dear Professor Dobie,

I am an Academic Admin Fellow at ICLS, helping Dr. Rishi Goyal put together the NEH Grant application for curricular development at the intersection of Medicine and the Humanities.

The application requires the inclusion of letters of commitment from intended collaborators on the project. Dr. Goyal has indicated that you've previously expressed interest in collaborating with him on this grant. Can you please send us an email expressing your intent to collaborate on the project?

Thank you,
 Inna Kapilevich

CURRICULUM VITAE **Madeleine Dobie**

ADDRESS

Department of French, 515 Philosophy Hall, Columbia University, New York, NY 10027
(212) 749 1154/mld2027@columbia.edu

EDUCATION

1995 Yale University, Ph.D., French
1991 92 École normale supérieure, Paris, France
1991 Yale University, New Haven, CT, M.A., French literature
1989 Wadham College, Oxford University, Oxford, England
B.A. first class, Philosophy & Modern Languages

PROFESSIONAL EXPERIENCE

2011 (Spring) Visiting professor, Columbia Global Center Europe (teaching in exchanges with Sciences Po and EHESS)
2009 (Spring) Visiting professor, Department of French & Italian, Princeton University
2002 Columbia University, New York, NY, Associate Professor of French
2000 2002 Tulane University, Associate Professor of French
1994 2000 Tulane University, New Orleans, LA, Assistant Professor of French

PUBLICATIONS

Books

Trading Places. Colonization & Slavery in Eighteenth Century French Culture
(Cornell University Press, 2010)

Foreign Bodies. Gender, Language & Culture in French Orientalism
(Stanford University Press, 2001. Paper, 2003)

Book in Progress

After Violence: Memory and Cultural Renewal in Contemporary Algeria

Editions

Relire Mayotte Capécia : une femme des Antilles dans l'espace colonial français, 1916 1955. With Myriam Cottias (Paris: Armand Colin, 2012). Edition of two novels with 60 page historical and critical introduction and photographic insert.

Critical Bibliography

"Literature, Slavery and Colonization," (Oxford University Press Online Bibliographies in Atlantic History. Spring 2015). Annotated critical bibliography (50 pages).

Translated Book

Smothered Words
(Northwestern University Press, 1998)
Translation, with preface & notes: Sarah Kofman, Paroles suffoquées (Galilée, 1987)

Edited Volumes/Special Issues

Remembering Assia Djebar Cluster, Romanic Review
Forthcoming, Fall 2016

Thinking the Postcolonial in French cluster, Romanic Review 104: 3 4,

Fall 2013. With Emmanuelle Saada

Africans in France/France in Africa, special issue, Comparative Studies in South Asia, Africa & the Middle East 26:2, 2006. Co editor with Rebecca Saunders

Selected Recent Book Chapters & Articles

"The Battle of Algiers at 50," *Los Angeles Review of Books*, forthcoming September 2016

"Our Camus Moment," *National Book Review*, May 2016

"Exemplary Victims and Opaque Agents: Remembering Algeria's Black Decade," *Discursive Framings of Human Rights: Negotiating Between Victimhood and Agency*, Birkbeck Law Press (June 2016)

"Assia Djebar: Writing between Land and Language," *PMLA* 131:1 (2016)

"A Thousand Retellings: Hanan Al Shaykh's One Thousand and One Nights, a Retelling," Public Books, July 2014

"For and Against the Mediterranean: Francophone Perspectives," Comparative Studies in South Asia, Africa and the Middle East, 34:2, 2014

"Joséphine Baker et Mayotte Capécia : race et genre dans deux biographies transcoloniales," Le postcolonial comparé, eds. Émilienne Baneth Nouilhetas & Caire Joubert (Paris: Presses universitaires de Vincennes, 2014). With Myriam Cottias

"Andrew Curran's The Anatomy of Blackness," H FRANCE Forum 7:4:3, fall 2012, 8-43

"Postcolonialism," Romanic Review 100th anniversary issue, 101: 3, fall 2011

"The Enlightenment at War," *PMLA* 124: 5, 1851-54, October 2009

"Translation in the Contact Zone. Antoine Galland's Thousand and one Nights: Arab Tales." The Arabian Nights in Historical Context. Between East and West, eds. Felicity Nussbaum & Saree Makdisi (Oxford University Press, 2008)

RECENT GRANTS & AWARDS

2015 Columbia University Public Voices Fellow

2013 President's Global Innovation Fund Award to launch Middle East/North Africa Studies Program in Amman and Paris. With Taoufiq Ben Amor and Emmanuelle Saada. Grant amount, \$75,000. Program launched June 2014.

2005 National Humanities Center Fellowship, 2005-2006

RESEARCH & TEACHING INTERESTS

Maghreb literature & culture

Migration, diaspora & transnationalism in the Francophone context

French colonial literature & history

History and Literature of slavery

Orientalism

Literary and Cultural Theory

UNIVERSITY SERVICE, ADMINISTRATIVE POSITIONS

2014 Co director, Middle East/North Africa Studies Summer Program

2013 Director of Undergraduate Studies, ICLS

2010 Executive Committee, Institute for Comparative Literature & Society

2002-2010 Director of Undergraduate Studies, French Department

2002-2015 Chair, Center for French & Francophone Studies

Sarah Monks

From: Lydia Liu <ll2410@columbia.edu>
Sent: Tuesday, August 23, 2016 3:10 PM
To: Goyal, Rishi
Cc: Sarah Monks; Comparative ICLS
Subject: Lydia Liu's endorsement of Dr. Goyal's application for NEH grant.

This letter is to confirm my agreement to serve as part of the design team for the collaborative NEH project on Medicine and the Humanities, to be directed by Dr. Rishi Goyal. As Director of the Institute for Comparative Literature and Society, I will make sure that the Institute be fully committed to the support of the development of this curriculum in our Medicine, Literature, and Society program and continue to foster development and implementation of the new courses following the completion of this grant.

Sincerely,

Lydia Liu
Director, Institute for Comparative Literature and Society Columbia University

CURRICULUM VITAE

LYDIA H. LIU

407 Kent Hall, Mail Code 3907
1140 Amsterdam Avenue
New York, NY 10027
Telephone: 212.854.5631
ll2410@columbia.edu

CURRENT POSITION: Wun Tsun Tam Professor in the Humanities, Department of East Asian Languages and Cultures, Columbia University
Director, the Institute for Comparative Literature and Society at Columbia University

EDUCATION

Ph.D. Comparative Literature, Harvard University, June 1990
M.A. Comparative Literature, Harvard University, June 1987
M.A. English and American Literature, Shandong University (China), August 1983.
B.A. English, Northwestern Normal University (China), June 1979.

TEACHING

2006-present	Wun Tsun Tam Professor in the Humanities and Professor of Chinese and Comparative Literature at Columbia University
2002-2006	Helmut F. Stern Professor in Chinese Studies Professor of Comparative Literature and Asian Languages and Cultures at the University of Michigan
Fall 2001	Catherine and William L. Magistretti Distinguished Professor of East Asian Languages and Cultures, UC Berkeley
1996- 2001	Associate Professor, Departments of Comparative Literature and East Asian Languages and Cultures, UC Berkeley
1990-1996	Assistant Professor, Departments of Comparative Literature and East Asian Languages, UC Berkeley

BOOKS

The Freudian Robot: Digital Media and the Future of the Unconscious. University of Chicago Press, 2010. 302 pages.

The Clash of Empires: The Invention of China in Modern World Making. Harvard University Press, 2004. 318 pages.

Translingual Practice: Literature, National Culture, and Translated Modernity—China 1900—1937. Stanford: Stanford University Press, 1995. 474 pages.

Cross-Writing: Critical Perspectives on Narratives of Modern Intellectual History (in Chinese). Hong Kong: Tiandi Publishing House, 1997. Reprint by Shanghai Salian, 2000.

EDITED VOLUMES, TRANSLATIONS, AND ANNOTATIONS

Origins of the Global Order: From Meridian Lines to the Standard of Civilization. Edited volume in Chinese. Beijing Sanlian Publisher, 2016. 521 pages.

Natural Justice & Equity, the First Annotated Edition of the Complete *Tianyi bao* and *Hengbao* in Chinese, 2 volumes. Co-edited with Wan Shiguo. Renmin University Press, December 2015. 879 pages.

The Birth of Chinese Feminism. Co-edited with Rebecca Karl and Dorothy Ko with annotated translations. New York: Columbia University Press, 2013. 328 pages.

Writing and Materiality in China. Co-edited with Judith Zeilin. Cambridge: Harvard University Asia Center, 2003. 639 pages.

Tokens of Exchange: The Problem of Translation in Global Circulations. Edited volume. Duke University Press, 1999. 456 pages.

Chinese Poetry: Predicaments and Challenges (in Chinese), guest editor of a special Issue of *Jintian*, Hong Kong: Oxford University Press, no.80, spring 2008. 241 pages.

Bearers of the Lamp (in Chinese). Edited volume. Hong Kong: Oxford University Press, 2001. 437 pages.

CREATIVE WRITING

The Nesbit Code (in Chinese) 六個字母的解法. Oxford University Press, Hong Kong, 2013. 218 pages. Winner of the 2014 Hong Kong Book Award.

ACADEMIC HONORS AND SELECT AWARDS

Summer 2015	Tan Lark Sye Professorship, Nanyang Technological University, Singapore
Spring 2013	The Class of 1932 Fellow in the Humanities Council, Princeton University
2004-2005	Wissenschaftskolleg zu Berlin Fellow, Germany
Summer 2004	Weilun Professor of the Humanities and Social Sciences, Tsinghua University, Beijing, China
April 2002	The Renato Poggioli Memorial Lecture, Department of Comparative Literature, Harvard University.
1997-1998	Guggenheim Fellow and the National Humanities Center Fellow ACLS/SSRC International Postdoctoral Fellow (declined)
1991-1992	The Townsend Fellowship for the Humanities, UC, Berkeley
1985-1988	Harvard-Yenching Doctoral Fellowship

Sarah Monks

From: SK Roberts [skroberts@columbia.edu]
 Sent: Thursday, September 08, 2016 2:15 PM
 To: Goyal, Rishi
 Subject: RE: Medicine, Literature and Society

Hello Rishi,

Circling back with you on this. I'm interested. Please do add me to the list. I've attached my cv. Longer than 2 pages, but feel free to cut out what you don't need.

Best,

Samuel

Samuel Kelton Roberts, Jr., PhD
 Director, Columbia University Institute for Research in African-American Studies (IRAAS)
 Associate Professor of History (Columbia Univ. Sch. of Arts & Sciences)
 Associate Professor of Sociomedical Sciences (Columbia Univ. Mailman School of Public Health)
 Co-editor, Columbia University Press book series in Race, Inequality, and Health (RIH) - now accepting proposals

<http://samuelkroberts.com/>; twitter: @SamuelKRoberts

758 Schermerhorn Extension; MC 5512
 1200 Amsterdam Avenue
 New York, NY 10027
[212.854.7024](tel:212.854.7024) (o)
skroberts@columbia.edu

From: Goyal, Rishi [mailto:rkg6@cumc.columbia.edu]
 To: Roberts, Samuel K. <skroberts@columbia.edu>

Hi Sam,

I hope your summer was interesting and productive. I'm applying for an NEH grant (Human Connections--attached here) to develop courses for the MLS major and I was hoping you'd be part of the design team. Shouldn't be too much work and there will be some funding opportunities. I'd particularly love your input regarding class ideas, team processes and other books for the bibliography. Hope you're well,
 Thanks for considering, Rishi

Samuel Kelton Roberts, Jr., Ph.D.

www.samuelkroberts.com

twitter: [@SamuelKRoberts](https://twitter.com/SamuelKRoberts)

skroberts@columbia.edu

Director, Columbia University Institute for Research in African-American Studies (IRAAS)

Associate Professor of History, Columbia University School of Arts & Sciences

Associate Professor of Sociomedical Sciences, Columbia University Mailman School of Public Health

Education

Ph.D. History, Princeton University, 2002.

M.A. (History) Princeton University, May 1997

A.B. University of Virginia, 1995. Double major in History and African-American Studies. Echols Scholar and University Achievement Award recipient (full tuition).

Employment History

2014-present	Director, Columbia University Institute for Research in African-American Studies
2010-present	Associate Professor of History (Columbia University) and Associate Professor Sociomedical Sciences (Mailman School of Public Health)
2002-2009	Assistant Professor of History (Columbia University) and Assistant Professor Sociomedical Sciences

Awards & Grants

2008-2009	Seed Grant, Institute for Research in Social and Economic Policy (ISERP, Columbia University). “Methadone and New York City’s Addiction Services Agency, 1966-1977” (\$10,000)
2005-2006	Fellowship, Dorothy and Lewis Cullman Center for Writers and Scholars, New York Public Library. Fellowship, Woodrow Wilson National Fellowship Foundation Ford Foundation Diversity Fellowship, National Research Council of the National Academies (\$35,000; declined in favor of the above two fellowships)
2005	Humanities and Social Sciences Junior Faculty Summer Research Support Program (Columbia University): Initial Research for Historical Project on Labor and Public Health in the Panama Canal Zone (PCZ), 1879-1960 (\$3,000.00)
2004	Humanities and Social Sciences Junior Faculty Summer Research Support Program (Columbia University): Initial Research for Historical Project on Labor and Public Health in the Panama Canal Zone (PCZ), 1879-1960 (\$3,000.00)
2003-2005	Supplement grant to National Cancer Institute (National Institutes of Health) Grant #3R01 CA088887-02S1 (“Surveillance: The Ethics of Public Health Reporting”) -- \$150,052.00
2001-2002	Scholar in Residence, Schomburg Center for Research in Black Culture, New York City (postdoctoral fellowship, accepted). Post-doctoral fellowship, Center for the Study of Diversity in Science, Technology, and Medicine at the Massachusetts Institute of Technology (declined in favor of the Schomburg Center fellowship) Du Bois-Mandela-Rodney Postdoctoral Fellowship at the University of Michigan’s Center for Afroamerican and African Studies (declined in favor of the Schomburg Center fellowship)
2001	Dissertation Writer’s Award, Woodrow Wilson Fellowship Program (summer stipend)
2000-2001	Thurgood Marshall Dissertation Fellow and Cutter-Shabazz Center Residential Fellow, Dartmouth College, New Hampshire (both held concurrently).

Other professional activities

1 July 2014-present Director, Institute for Research in African-American Studies (www.iraas.columbia.edu)

April 2013-July 2014	<p>Policy Director, Columbia University Justice Initiative (http://ji.columbia.edu/). Duties:</p> <ul style="list-style-type: none"> • Leadership of the Policy Working Group, a 12+ member group representing Columbia University and five NYC service and advocacy organizations • Coordination, with two supervised staff, of a policy symposium, “Reducing Incarceration: Endless Punishment, Long-Term Sentences, and Aging in Prison — or Release and Reentry.” (video available at http://ji.columbia.edu/2014/04/11/reducing-incarceration-symposium-video/). • Editor and contributor, “White Paper Report on Aging, Long-Term Sentences, and Re-Entry in New York State.”
Nov. 2012-present	Consulting Researcher, Correctional Association of New York (www.correctionalassociation.org).
2010-present	Associate Professor of History (Columbia University) and Associate Professor Sociomedical Sciences (Mailman School of Public Health)
2006-2008	Coordinator, Working Group in African-American History and the Health and Social Sciences (funded by Robert Wood Johnson Health & Society Scholars, Columbia University)
2005-2006	Fellow, Dorothy and Lewis Cullman Center for Writers and Scholars, New York Public Library
	Fellow, Woodrow Wilson National Fellowship Foundation
	Recipient, Ford Foundation Fellowship (declined in favor of the above two fellowship awards)
2003-05	Director, Mellon Mays Undergraduate Fellowship Program (MMUF), Columbia University chapter (2003 to 2005)

Publications

Scholarly Publications & Policy Reports

Infectious Fear: Politics and the Health Effects of Segregation in the Urban South, University of North Carolina Press (Studies in Social Medicine series, Allan M. Brandt, editor), 2009.

Editor, *Aging in Prison Reducing Elder Incarceration and Promoting Public Safety*. New York, NY: Columbia University Center for Justice. November 2015. <http://centerforjustice.columbia.edu/policy/aging-in-prison/>.

“‘Rehabilitation’ as Boundary Object: (Bio)Medicalization, Local Activism, and Narcotics Addiction Policy in New York City, 1951-1962” in *Social History of Alcohol and Drugs* 26:2 (2012)

(with Helena Hansen) “Two Tiers of Biomedicalization: Buprenorphine, Methadone and the Biopolitics of Addiction Stigma and Race.” in *Critical Perspectives on Addiction*, edited by Julie Netherland. Bingley, UK: Emerald, 2012.

General essay, “Nursing in the United States,” *Encyclopedia of African-American Culture and History: The Black Experience in the Americas* (Second Edition of the *Encyclopedia of African-American Culture and History*), Colin Palmer, Lisa Gail Collins, Marcyliena Morgan, Faith Smith, James Sweet, Robert Reid-Pharr, eds., Farmington Hills, MI: Macmillan Reference, 2006

“‘Where Our Melanotic Citizens Predominate’: Locating African Americans and Finding the ‘Lung Block’ in Tuberculosis Research in Baltimore, Maryland, 1880-1920,” in Paola Boi and Sabine Broeck, eds., *CrossRoutes: The Meanings of “Race” for the Twenty-First Century*, New Brunswick, NJ: Transaction Publishers, 2003, 89-112.

“Introduction” to Carter G. Woodson, *A Century of Negro Migration*, Mineola, NY: Dover Publications, 2002, vii-xix

Popular Publications

“The Clinton, NY, Prison Experiment.” *Huffington Post*, 5 October 2015.

http://www.huffingtonpost.com/samuel-k-roberts-phd/the-clinton-ny-prison-exp_b_8143316.html

“Challenging Punishment: What the California Prisoners’ Hunger Strike Tells Us About Mass Incarceration.” *Huffington Post*, 17 July 2013. Concerning the mental health effects of extreme isolation (solitary confinement) in prisons and jails. http://www.huffingtonpost.com/samuel-k-roberts-phd/challenging-punishment-wh_1_b_3612854.html.

“Drug Wars Abroad, Prescription Pain Killers at Home.” *Huffington Post*, 12 July 2012. Concerning the rise in prescription opioid addiction and the dissonance of the ongoing U.S. Drug War. http://www.huffingtonpost.com/samuel-k-roberts-phd/drug-abuse_b_1669331.html.



ICLS Columbia <icls.columbia@gmail.com>

Re: Letter of Commitment for NEH Project

Sivaramakrishnan, Kavita <ks2890@cumc.columbia.edu>

Wed, Aug 24, 2016 at 6:51 PM

To: "icls@columbia.edu" <icls@columbia.edu>

Cc: "Goyal, Rishi" <rk66@cumc.columbia.edu>

Dear Dr. Goyal,

I am delighted to collaborate with you in developing the Humanities Connections grant. We have been meeting over the past months to discuss our common interests in developing and deepening collaborations between the humanities schools at Columbia and the medical and public health school faculty and student community. I see this proposal as a critical and timely means to begin this dialogue regarding teaching, and course work that would bring larger humanities questions and analytical skills to professional schools. I have been closely involved in teaching in the Mailman School Core that we introduced about four years back, and also in offering classes that are attended both by public health school and Columbia College students, and see important opportunities and student and faculty interest in this area.

I hope that my joint affiliations between the Mailman School of Public Health, the Columbia Aging Center, the History Department and South Asia Studies and the Society of Fellows at Columbia will be helpful in advancing our plans, and very much look forward to working together in this NEH supported project starting May, 2017.

Best,
Kavita

Kavita Sivaramakrishnan, Ph.D.

Assistant Professor

Department of Sociomedical Sciences, Columbia University

Mailman School of Public Health

722 West 168th Street

New York, NY 10032 Tel: +1 212 305 1857

Fax: +1 212 342 1986; Email: ks2890@columbia.edu

BIOGRAPHICAL SKETCH

NAME Kavita Sivaramakrishnan	POSITION TITLE Assistant Professor, Sociomedical Sciences, Mailman School, Columbia University		
eRA COMMONS USER NAME (credential , e.g., agency or n)			
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education such as nursing include postdoctoral training and residency training if applicable)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	MM/YY	FIELD OF STUDY
St. Stephen's College, Delhi	B.A (Hons.)	1990	History
Trinity College, Cambridge University	B.A. (Hons.), M.A.	1992	History
Jawaharlal Nehru University, New Delhi	M.Phil.	1994	History
Jawaharlal Nehru University, New Delhi	Ph.D.	2004	Modern Indian History
David E. Bell Fellowship, Harvard University	Post-Doc	2010	Public Health/Development

Positions

1995-1998	Nehru Memorial Doctoral Research Fellowship
2002-2004	Senior Research Fellow, Center for Chronic Disease Control (a Global Partnership Program including the Global Forum for Health Research and the World Health Organization)
2006-2008	Senior Public Health Specialist & Society and Health Research Fellow, Academic Programs, Public Health Foundation of India (a Public-Private Partnership of the Bill & Melinda Gates Foundation and the Government of India)
2008-2010	David E. Bell Research Fellow, Center for Population & Development Studies, Harvard School of Public Health (HSPH), Harvard University
2008	Research Fellow, UCL Balzan International Fellowship Program for Social Determinants of Health, Department of Epidemiology, University College, London University
2010- Present	Assistant Professor, Sociomedical Sciences, Mailman School, Columbia University, and Affiliated Faculty, History Department, Columbia University
2012- present	Book Reviews Editor, <i>Global Public Health</i>
2012-present	Faculty Fellow Columbia Aging Center
2013-present	Chair, Arthur J. Viselstear Prize, History of Public Health, American Public Health Association
2014	Board of Editors, <i>Global Histories of Health and Disease</i> , Cambridge University Press
2015	Faculty Fellow, Global History of Science, Center for Science and Society, Columbia Univ.
2016-19	Editorial Board, <i>Bulletin of the History of Medicine</i>

Publications (Selected)

Book: Sivaramakrishnan, K. *Old Potions, New Bottles: Recasting Indigenous medicine in Colonial Punjab*, Orient Longman, 2006.

Sivaramakrishnan, K. "Constructing Boundaries, Contesting Identities: Politics of Ayurved in Punjab" in *Studies in History*, **22(2)**, August 2006, pp. 253-83.

Sivaramakrishnan, K. "The Languages of Science, the Vocabulary of Politics: Challenges to Medical Revival in Punjab" *Journal for Social History of Medicine*, Oxford, 21(3), Dec 2008, pp. 521-39.

Subramanian, S. V.; Ackerson, L. K.; Subramanyam, M. A; Sivaramakrishnan, K. "Health Inequalities in India: The Axes of Stratification" *Brown Journal of International Affairs*, 14.2, Spring-Summer 2008, pp.127-38.

Sivaramakrishnan, K. "The Return of Epidemics and the Politics of Global-Local Health", *The American Journal of Public Health*, June 2011, volume 101, 1032-41.

Sivaramakrishnan, K. "Recasting Disease and Its Environment: Indigenous Medical Practitioners, the Plague, and Politics in Colonial India, 1898–1910", *Cultivating the Colonies: Colonial States and their Environmental Legacies*, Ax, Brimnes, Jensen and Oslund eds., Ohio University Press, **2011**.

Sivaramakrishnan, K. and R. Parker "The UN Non-Communicable Diseases Summit: A Missed Opportunity?" Policy Perspective, *American Journal of Public Health*, November **2012** (102) 11.

Sivaramakrishnan, K. "Aging and Dependency in a Independent Indian Nation: Migrant Families, Workers and Social Experts (1945-1950s)" *Journal of Social History*, **March 2014**, 1-26.

Sivaramakrishnan, Kavita, "Global Histories of Health, Disease and Medicine from a 'zigzag' Perspective", Invited commentary, *Bulletin for the History of Medicine*, Winter 2016

In Press:

Book: Sivaramakrishnan, K. "Coming of Age: The Global Science and Politics of Aging," Harvard University Press, currently under review and revision process.

Under Review:

Sivaramakrishnan, K. "In the Waiting Room of History: Science, Cancer and Aging in India and South Africa (1940-50s)," (submitted for review April, 2016).

Research Support and Fellowships

1990	Oxford and Cambridge Society of India Fellowship
1990-1992	Cambridge Nehru Fellowship, Cambridge Commonwealth Trust, Cambridge University
1992	Crawford Research Travel Prize, Fellows of Trinity College, Cambridge University
1997-1998	Chevening Award, British Council , UK
1995-1998	Nehru Memorial Post Graduate Research Fellowship
2002-2004	Senior Research Fellow, Center for Chronic Disease Control, New Delhi, India (WHO, Global Fund for Health Research funded Research Project).
2008	Lead Grant Applicant, National Research Prioritization Project on mainstreaming Social Determinants of Health in India supported International Development Research Center (IDRC), Canada
2009	Lead Researcher, Weatherhead Center for International Affairs, Harvard University, grant to conduct India pre testing for Longitudinal Aging Study in India (LASI), PI, Prof David Bloom, Prof Ajay Mahal, Harvard School of Public Health
2011	PI, Global Health History Conference Grant from ISERP, Columbia University (\$5,000), along with Prof Richard Parker, Sociomedical Sciences, Mailman School and Department of Anthropology, Columbia University.
2012	National Science Foundation (Scholars Award 1230534: The Coming of Age: The Formation of the Global Science and Policy of Aging, August 2012-July 2013, \$173,604)
2012	PI, Pfizer Grant in Healthy Aging Leadership, for developing comparative case studies and policy directives on healthy aging and chronic disease policies in South Asia by the Mailman School (September, 2012-July 2013, \$150,000).
2014	Co-Project Director, Collaborative Grant, <i>Relocating Heart Disease in the Tropics: Race, Risk, and Modernization in Post-Independence India</i> . Co-PI, Professor David Jones, (26 months starting October 2014, \$286,712).
2015	Dorothy Borg Collaborative Grant Program Award, <i>Comparing Aging, Families and Chronic Disease in India and China</i> (Seed Grant, \$6,710, 2015-16) for hosting conference and joint article.
2015	Co-PI Presidential Scholars in Neuroscience and Society Award, Project title: <i>Aging in the Brain and the Brain in Aging Societies</i> , with Professor Jennifer Manly, Department of Neuropsychology. Seed Grant for travel, and data collection for articles. (2015-17, two years, \$30,000)

From: Rhiannon Stephens [rs3169@columbia.edu]

Sent: Monday, August 29, 2016 10:20 AM

To: Goyal, Rishi

Subject: Re: Medicine, Literature and Society

Dear Rishi,

In that case, I'd be happy to be involved. Here are a couple of references for now, but I can give you more when I'm back in New York later this week:

John Janzen, *The Quest for Therapy: Medical Pluralism in Lower Zaire* (1982) - rather old, but introduces important concepts such as medical pluralism and therapy management.

Steven Feierman, "Struggles for Control: The Social Roots of Health and Healing in Africa," *African Studies Review* 28, 2/3 (1985) - also rather old, but a seminal piece in the study of healing in Africa, especially in its emphasis on the social costs of production.

Stacey Langwick, *Bodies, Politics, and African Healing: The Matter of Maladies in Tanzania* (2011) - an interesting exploration of the incommensurability of indigenous and biomedical categories of disease and of the creation of traditional medicine during and since colonial rule, although it's better at deconstruction than at offering new frameworks.

There's a lot of material on health and healing in Africa, but I'm trying to think of texts that offer theoretical contributions to approaches to healing that should be of value beyond the area they focus on.

warm regards,
Rhiannon

Rhiannon Stephens
Associate Professor (African History)
Department of History
Columbia University
602 Fayerweather Hall
1180 Amsterdam Avenue
New York, NY 10027
(212) 854-4160

Author of: [A History of African Motherhood: The Case of Uganda, 700-1900](#) (2013)

Co-editor of: [Doing Conceptual History in Africa](#) (2016)

Rhiannon Stephens – Résumé

Current and Past Positions

2016-	Associate Professor, Department of History, Columbia University
2011-16	Assistant Professor, Department of History, Columbia University
2009-11	Senior Teaching Fellow, Department of History, School of Oriental and African Studies (SOAS), University of London
2009	Associate Tutor, Department of History, University of Sussex
2008-09	<i>Past and Present Society</i> Post-doctoral Fellow, Institute of Historical Research, London
2008	Senior Teaching Fellow, Department of the Languages and Cultures of Africa, SOAS
2007	Associate Tutor, Department of History, University of Sussex

Education

2007	Ph.D. History, Northwestern University Dissertation: “A History of Motherhood, Food Procurement and Politics in East-Central Uganda to the Nineteenth Century” Committee: David L. Schoenbrun (advisor); Jonathon Glassman, Caroline Bledsoe Minor Field: Linguistics
2003	Graduate Diploma in African Studies, Northwestern University
2002	M.A. History, Northwestern University
2000	B.A. Swahili and History, First Class Honors, School of Oriental and African Studies, University of London

Awards and Honors

2016-17	Heyman Center Fellowship, The Society of Fellows in the Humanities, Columbia University
2014	Honorable Mention, African Studies Association Bethwell A. Ogot Prize for the best book on East African Studies, for <i>A History of African Motherhood: The Case of Uganda, 700-1900</i>
2013	MacDonald Summer Fellow, Columbia University
2008-09	<i>Past and Present</i> Postdoctoral Fellowship, Institute of Historical Studies, London
2005-07	Presidential Society of Fellows, Northwestern University
2004-05	Research Fellowship, Northwestern University
2000	Graduate Attachment, British Institute in Eastern Africa

Publications

Peer Reviewed

2016	co-edited with Axel Fleisch, <i>Doing Conceptual History in Africa</i> (Oxford & New York: Berghahn Books, forthcoming May 2016)
2016	co-authored with Axel Fleisch, “Introduction: Theory and Methods of African Conceptual History,” <i>Doing Conceptual History in Africa</i> , co-author (50/50 split)
2016	“Wealth, Poverty and the Question of Conceptual History in Oral Contexts: Uganda from c.1000 CE,” Chapter 1 in <i>Doing Conceptual History in Africa</i>
2016	“‘Whether They Promised Each Other Some Thing Is Difficult to Work Out’: The Complicated History of Marriage in Uganda,” <i>African Studies Review</i> forum on Women and Gender in Africa, 59, no. 1 (2016): 127-153
2013	<i>A History of African Motherhood: The Case of Uganda, 700-1900</i> (New York: Cambridge University Press) -- Honorable Mention for the African Studies Association Ogot Book Award for the Best Book in East African Studies, 2014; paperback 2015
2013	“The Great Lakes States of Eastern Africa,” in <i>Oxford Bibliographies in African Studies</i> , ed. Thomas Spear (New York: Oxford University Press)

- 2012 “Birthing Wealth? Motherhood and Poverty in East-Central Uganda, c. 700-1900,” *Past and Present* 215: 235-268
- 2009 “Lineage and Society in Precolonial Uganda,” *Journal of African History* 50,no.2: 203-21

Published Work – Other

- 2012 “Introduction: New Themes in Ugandan History,” *Journal of Eastern African Studies* 6, no. 3: 487-489
- 2012 Book Review: “Stacey A. Langwick, *Bodies, Politics, and African Healing: The Matter of Maladies in Tanzania*,” *BSOAS* 75, no. 2: 433-434
- 2008 “East Africa, 1500-1900,” in *Encyclopedia of Women in World History*, ed. Bonnie G. Smith (New York: Oxford University Press), 122-126 [Editorial review]
- 2000 “A Study of Swahili-English Code-Switching in England,” *SOAS Working Papers in Linguistics* 10: 333-354 [Editorial review]

Relevant Professional Activities and Accomplishments

Select Conference Presentations and Invited Talks

- 2016 “Diachronic Semantics and the Concept ‘Poverty’ in Eastern Uganda,” 6th International Conference on Bantu Languages, Helsinki
- 2015 “‘Wealth,’ ‘Poverty’ and the Question of Conceptual History in Uganda from c.1000CE,” University Seminar on Contemporary Africa, Columbia University
- 2015 “Motherhood Beyond Mothering: A Political and Social History of Uganda, c.700-1900,” Baraza, Center for African Studies, University of Florida
- 2014 “A History of African Motherhood,” International Studies Colloquium, Williams College
- 2013 “Motherhood, Mobility and Marriage in Uganda: Continuities and Ruptures since the 8th century,” Family Life and Histories of Mobility I: Life Stages and the Life Cycle panel, African Studies Association Annual Meeting, Baltimore
- 2012 “Thinking about Poverty: Conceptions of the Poor in Eastern Uganda before 1900,” New Directions in African Economic History panel, African Studies Association Annual Meeting, Philadelphia

Conferences and workshops organized (all at Columbia University)

- 2016-2018 “Undocumented Stories,” ISERP funded workshop series, with Caterina Pizzigoni, Zoë Crossland and Severin Fowles
- May 2016 “Historical Linguistics and African History,” workshop
- Mar 2014 “The History of Poverty in Africa: A Central Question?” conference,
- 2012-13 Workshop co-organizer (with Caterina Pizzigoni), “Undocumented Stories”

Reviewer

- 2016 European Research Council Consolidator Grant
- 2015-16 Next Generation Social Sciences in Africa, SSRC
- 2014-16 Mellon International Dissertation Research Fellowship program, SSRC
- 2014 Medical Humanities Fellowship at The Wellcome Trust

Manuscripts reviewed for: *African Archaeological Review*, *African Economic Review*, *African Studies Review*, *American Historical Review*, *Conservation and Society*, *Gender and History*, *International Journal of African Historical Studies*, *Journal of African History*, *Journal of Women’s History*, *Nordic Journal of African Studies*, *Oxford Bibliographies in African Studies*

Relevant Languages

Fluent: Kiswahili, French;

Proficient reading comprehension: Luganda, Lusoga, Lugwere

Sarah Monks

From: Kathryn Tabb <kct2121@columbia.edu>
Sent: Tuesday, August 23, 2016 7:19 PM
To: Institute for Comparative Literature and Society
Cc: Sarah Monks
Subject: Re: NEH Grant - Letter of Commitment

Dear Inna, dear Richi,

I am happy to be listed on this application as a collaborator, and to contribute to the grant should it be successful. Please let me know how I can help.

Best,

Kathryn Tabb
Assistant Professor of Philosophy

Columbia University
 708 Philosophy Hall
 MC: 4971
 1150 Amsterdam Avenue
 New York, New York 10027
 212-854-3196
www.kathryntabb.com

On Aug 23, 2016, at 10:35 AM, Institute for Comparative Literature and Society
 <icls@columbia.edu> wrote:

Dear Professor Tabb,

I am an Academic Admin Fellow at ICLS, helping Dr. Rishi Goyal put together the NEH Grant application for curricular development at the intersection of Medicine and the Humanities. The application requires the inclusion of letters of commitment from intended collaborators on the project.

Dr. Goyal has indicated that you've previously expressed interest in participating in the grant as a collaborator. Can you please send us an email expressing your intent to collaborate on the project?

Thank you,
 Inna Kapilevich

KATHRYN TABB

Department of Philosophy
 Columbia University
 708 Philosophy Hall
 MC: 4971
 1150 Amsterdam Avenue
 New York, NY 10027
 (646) 321-1465

kct2121@columbia.edu
 www.kathryntabb.com

AREAS OF SPECIALTY: Early modern philosophy, philosophy of medicine, philosophy of science

AREAS OF COMPETENCY: Biomedical ethics, history and philosophy of biology

EMPLOYMENT**COLUMBIA UNIVERSITY**

2015- Assistant Professor, Department of Philosophy

EDUCATION**UNIVERSITY OF PITTSBURGH**

2008-2015 Ph.D. in History and Philosophy of Science
 Dissertation: "Mad Errors: Associated Ideas, Enthusiasm, and Personal Identity in Locke"
 Committee: Peter K. Machamer (co-director), Mark Wilson (co-director),
 Kenneth F. Schaffner, and Kenneth Winkler

2012- M.A. in Bioethics and Health Law (expected August 2016)
 Thesis: "The Ethics of Mind-Brain Dualism in Psychiatric Diagnostics"
 Director: Kenneth F. Schaffner

UNIVERSITY OF CAMBRIDGE

2007-08 M.Phil. in History and Philosophy of Science (*distinction*)
 Directors: John Forrester and James Secord

UNIVERSITY OF CHICAGO

2001-06 B.A. in History, Philosophy, and Social Studies of Science (*honors*)
 Directors: Robert J. Richards and William C. Wimsatt

PUBLICATIONS**JOURNAL ARTICLES**

"Darwin at Orchis Bank: Selection after the *Origin*." Forthcoming in *Studies in History and Philosophy of Science Part C: Studies in History and Philosophy of Biological and Biomedical Sciences*.

"Psychiatric Progress and the Assumption of Diagnostic Discrimination." *Philosophy of Science* 82(5) 2015: TBD.

“The Fate of Nebuchadnezzar: Curiosity and Hobbes’s Concept of Human Nature.” *Hobbes Studies* 27 (2014): 13-34.

BOOK CHAPTERS

“Philosophical Approaches to Scientific, Social, and Combined Influences on Progress in Psychiatry.” With Kenneth F. Schaffner. In *Perspectives in Philosophy and Psychiatry*. Ed. Kenneth Kendler and Josef Parnas. Oxford: Oxford University Press, 2014. 85-106.

“Response to Josef Parnas.” With Kenneth F. Schaffner. In *Perspectives in Philosophy and Psychiatry*. Ed. Kenneth Kendler and Josef Parnas. Oxford: Oxford University Press, 2014. 213-220.

“Struck, As It Were, With Madness’: Phenomenology and Animal Spirits in the Neuropathology of Thomas Willis.” In *Brain and Mind: Essays in the History of Neuroscience*. Ed. C. U. M. Smith and Harry Whitaker. New York: Springer, 2014.

BOOK REVIEWS

“James Tabery, *Beyond Versus: The Struggle to Understand the Interaction of Nature and Nurture*.” *American Journal of Bioethics*, forthcoming.

“*The Oxford Handbook of Philosophy and Psychiatry*, edited by W. M. Fulford et al.” *Psychological Medicine* 44(9) (2014): 2013-2014.

“Julia Voss, *Darwin’s Pictures: Views of Evolutionary Theory 1834-1874*.” *Evolutionary Education and Outreach* 5 (2012): 168-170.

“Jonathan Hodge and Gregory Radick, eds., *The Cambridge Companion to Darwin*.” *HOPPOS: The Journal of the International Society for the History of Science* 1(2) (2009): 355-359.

POPULAR ARTICLES

“The Debate Over Intelligent Design.” *Forbes Online*, February 5th, 2009 (invited).

ACADEMIC AWARDS AND HONORS

2015	Junior Research Fellowship, King’s College Cambridge (declined)
2009-14	National Science Foundation (NSF) Graduate Research Fellowship (3 years)
2009-13	Salmon Fund Recipient (four awards for travel and archival research)
2012	Finalist, Elizabeth Baranger Award for Excellence in Teaching
2010	Department of History and Philosophy of Science Teaching Excellence Award
2008	Templeton Essay Prize, Darwin Correspondence Project
2007-08	Gates Cambridge Scholarship

PRESENTATIONS

INVITED TALKS

2015	“On the Ethics of Description in Psychiatric Nosology.” Working Papers in Ethics and Moral Psychology, Icahn School of Medicine at Mount Sinai.
2015	“Random Walks and Tortuous Paths: Moving from the Descriptive to the Etiological in Psychiatry.” With Kenneth F. Schaffner. Philosophical Issues in Psychiatry IV: Psychiatric Nosology, Copenhagen.
2015	“Locke’s Medical Associationism and the Treatment of Persons.” The University of Chicago.

Project Coordinators

Name: Sarah E. Monks

Department and Title: Assistant Director, Institute for Comparative Literature and Society, Columbia University

Education: BA in Psychology and Sociology, University of Arizona (with honors).

Administrative Management Experience: Assistant Director Sarah Monks has 20 years of experience in academic administration and management and has been an administrative organizer on over 50 international conferences and seminar series. She currently oversees the curriculum for two undergraduate programs and two graduate certificate programs at the Institute.

Name: Michael A. DeGuzman

Department and Title: Divisional Administrator, Department of Emergency Medicine

With 15+ years of progressive experience in three large academic hospital systems, Mr. DeGuzman is able to draw upon observed best practices to develop strong business and management solutions in healthcare. Currently as the Divisional Administrator for Emergency Medicine at Columbia University Medical Center, Michael DeGuzman has overall responsibility for the operational and financial oversight of the Emergency Medicine Division in the Department of Medicine at Columbia University's College of Physicians & Surgeons. Patient care is delivered at The Morgan Stanley Emergency Department (NYP/Columbia), Emergency Department (NYP/The Allen Hospital), and UrgiCare Center.

Lee Goldman, MD

Harold and Margaret Hatch Professor

Executive Vice President and

*Dean of the Faculties of Health Sciences
and Medicine*



Chief Executive

Columbia University Medical Center

College of Physicians & Surgeons

Mailman School of Public Health

College of Dental Medicine

School of Nursing

September 12, 2016

To the NEH Human Connections Grant Officers:

I am writing this letter in support of the grant proposal offered by Dr. Rishi Goyal and colleagues. As Dean of Columbia University's College of Physicians and Surgeons, I am committed to supporting this exciting and innovative undergraduate curriculum. This grant will continue our dedication to inter-disciplinary coursework which enables our faculty to teach undergraduates at the Arts and Sciences campus. In turn, we will also foster opportunities for Columbia undergraduate students to engage in substantial ways with the medical center campus.

Doctor Goyal is uniquely positioned to steer this grant successfully, as a board-certified Emergency Medicine physician with a Doctorate in English Literature. The Columbia University College of Physicians and Surgeons has a long tradition of meaningful encounters with the humanities, and we are hopeful that the curriculum for the Medicine, Literature and Society major will become a blueprint for other medical programs.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Lee Goldman', with a stylized flourish at the end.

Lee Goldman, MD

COLUMBIA UNIVERSITY

IN THE CITY OF NEW YORK

OFFICE OF THE EXECUTIVE VICE PRESIDENT FOR ARTS AND SCIENCES
SHARON MARCUS, DEAN OF HUMANITIES

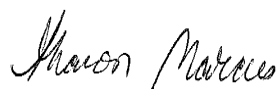
September 13, 2016

To the NEH Human Connections Grants Officers:

I am writing this letter in my capacity of Dean of Humanities at Columbia University's Faculty of Arts and Sciences, in support of the grant proposal offered by Dr. Rishi Goyal and colleagues. The proposed undergraduate curriculum presents a unique and groundbreaking opportunity for our students in the humanities to engage with our renowned medical center in meaningful, proactive and productive ways. Furthermore, it allows us to continue to foster connections and collaborations between faculty in the Arts and Sciences and our colleagues on the medical campus. Although Columbia is the home to a renowned faculty member in the field of narrative medicine, the fact that our undergraduate and medical campuses are separated by several miles has always unduly limited contact between the two faculties and sets of students. This extraordinary program promises to help overcome those limits and create a curriculum that will produce better informed citizens who integrate the insights and methods of both medicine and the humanities.

As an Assistant Professor of Medicine, a board-certified Emergency Medicine physician, and the Director of our Medicine, Literature and Society Program, with a Doctorate in English and Comparative Literature, Dr. Goyal has unparalleled qualifications to spearhead this program. His remarkable interdisciplinary work along with that of our colleagues will set great examples for our future students, and, we hope, humanities and medical students in other institutions of higher education. We are confident that, once implemented, the curriculum for the Medicine, Literature and Society major will pave the way for widespread, and much needed, encounters between the humanities and medicine on a global scale.

Sincerely,



Sharon Marcus
Dean of Humanities, Division of Arts and Sciences
Orlando Harriman Professor, Department of English and Comparative Literature
Editor in Chief, [Public Books](#)

NEH Application Cover Sheet (AK-255269)

Humanities Connections

PROJECT DIRECTOR

Stephen M Sonnenberg
Adjunct Professor
310 Inner Campus Drive, B7500
Austin, TX 78712-1009
USA

E-mail: ssonnenberg@utexas.edu
Phone: 512-762-4783
Fax:

Field of expertise: Interdisciplinary Studies, Other

INSTITUTION

The University of Texas at Austin
Austin, TX 78712-1532

APPLICATION INFORMATION

Title: *Patients, Practitioners, and Cultures of Care*

Grant period: From 2017-05-31 to 2019-05-01

Project field(s): Interdisciplinary Studies, Other

Description of project: We seek NEH support to develop Patients, Practitioners, and Cultures of Care as a concentration in the Bridging Disciplines Program under the auspices of the University of Texas at Austin's School of Undergraduate Studies. Aimed primarily at the sizable number of undergraduates at UT Austin who plan to go on to post-graduate education and careers in health professions, Patients, Practitioners, and Cultures of Care will weave together academic study, experiential learning, and student research in a set of linked courses. The proposed concentration is designed to illuminate for students the central role the humanities can and should play as they prepare themselves to address the multiple challenges facing healthcare providers today, and healthcare itself as a shared local, national, and global project.

BUDGET

Outright Request	97,491.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	97,491.00
Total NEH	97,491.00		

GRANT ADMINISTRATOR

Leora S Visotzky
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USA

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PATIENTS, PRACTITIONERS, AND CULTURES OF CARE:

A HUMANITIES CONNECTIONS PROPOSAL TO
THE NATIONAL ENDOWMENT FOR THE HUMANITIES

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Patients, Practitioners, and Cultures of Care SUMMARY

We seek NEH support to develop Patients, Practitioners, and Cultures of Care as a concentration in the Bridging Disciplines Program (BDP) under the auspices of The University of Texas at Austin's School of Undergraduate Studies (UGS). Aimed primarily at the sizable number of undergraduates at UT-Austin who plan to go on to post-graduate education and careers in the health professions, Patients, Practitioners, and Cultures of Care (PPCC) will weave together academic study, experiential learning, and student research in a set of linked courses. The proposed concentration is designed to illuminate for students the central role the humanities can and should play as they prepare themselves to address the multiple challenges facing health care providers today, and health care itself as a shared local, national, and global project.

The medical humanities is a vibrant, diverse field that incorporates writers, artists, patients, clinicians, medical researchers, and humanities and social-science scholars. There now exist several scholarly journals devoted exclusively to the medical humanities and an ever-expanding library of relevant texts in every genre, dating from antiquity to the twenty-first century. PPCC students will experience the humanities in action in settings that include classrooms, clinics, and civic spaces. They will cultivate skills and orientations central to any humanistic practice of health care, including, for instance, empathy, ethical sensitivity, self-reflection, historical perspective, cultural awareness, and more effective communication strategies.

The thirteen team members from five separate schools and colleges at UT-Austin who have committed to the project represent a remarkable breadth and depth of expertise. Existing institutional infrastructure and resources at the University, as well as campus-wide excitement sparked by the opening of the nation's first new university-associated medical school in fifty years, provide an ideal context in which to develop the program. UGS's BDP, created by the Provost's office in 2002, offers both a long-term institutional home for PPCC and a model for interdisciplinary study that fits smoothly into students' degree plans. We will also take advantage of UT's Undergraduate Research advisors and its multiple community connections for experiential learning. UGS has committed to sustaining the program once the NEH grant period has expired. The contagious interest in the medical humanities among faculty is demonstrated by both the UT Humanities Institute and the Texas Institute for Textual and Literary Studies (sponsored by the English department and Office of the President) choosing medical humanities themes as their organizing rubrics for 2016 and 2017. The director of the Humanities Institute (Pauline Strong) and the director of TILTS (Phillip Barrish) are co-PIs on the proposed grant. Principal Investigator, Dr. Stephen Sonnenberg, teaches courses on the medical humanities and has been an active medical educator and practitioner for over fifty years. All of the team members involved in our proposal see it as a unique opportunity to turn growing faculty interest in medical humanities into a sustainable educational initiative that bridges clinical and humanities perspectives and will impact UT's pre-health professions students, and its broader intellectual and pedagogical missions, indefinitely.

PATIENTS, PRACTITIONERS, AND CULTURES OF CARE: NARRATIVE

INTELLECTUAL RATIONALE

Patients, Practitioners, and Cultures of Care (PPCC) is a proposed Medical Humanities program that joins clinical healthcare with academic humanities approaches in a set of linked courses designed to build on the age-old traditions of the doctor-patient relationship—in which the caregiver blended knowledge of science and the humanities at the bedside—and to promote new ideas generated by medical humanities scholarship and narrative medicine. In recent decades, educators and clinicians in the health professions have begun to develop curricula, practices, and ethical protocols based in the arts and humanities to help recapture the human dimensions of illness and its treatment, including death and dying as experienced by patients and caregivers. At the same time, scholars in the academic humanities and humanistic social sciences investigate health, illness, healing, disability, and related topics with a particular emphasis on questions of representation, social and cultural history, and cultural difference. In medical circles and the academic humanities, the discipline of medical humanities also carries a strong activist component that seeks to address, for instance, disparities in health outcomes and care access; health- and abilities-related discrimination; and uneven dynamics of power, as well as failures of communication, in health-related interactions.

Patients, Practitioners, and Cultures of Care is structured to expose students to medical-humanities based practices in clinical and health-education settings and, at the same time, to introduce them to medical humanities scholarship that draws on a wide range of academic disciplines including, for instance, literary studies, anthropology, communications, and architecture. In the program's experiential learning dimensions,

students discover how the ideas and practices they have encountered in the classroom can be translated into action in the world outside. It is this combination of elements, we believe, that will at once recover the best parts of a historical model of medical care that emphasized the primacy of humanistic interactions between patients and providers and prepare students to adapt that model to today's rapidly changing health care landscape.

American healthcare is in a transition as radical and broad as any it has undergone since at least the early twentieth century, when a raft of scientific, social, and educational developments upended medical practice as it then existed. Advanced technology, a reliance on “big data” methodologies, an increased stress on controlling costs and reducing outcome disparities, team-based approaches to patient care, complex new regulations and priorities associated with the Affordable Care Act—each of these developments has the potential to change health care for the better. Taken together, however, they have proven dizzying, even disorienting, for many of the traditional players in the U.S. healthcare system, including providers, administrators, and educators. Today's pre-professionals will be entering a health-care world in flux, one that is unfamiliar not only to them but, in many respects, to their teachers and role models. Both the challenges and the opportunities they face will demand modes of thought and knowledge, as well as emotional capacities, that go far beyond prevailing models of premed education. Premedical education today has tended to minimize (or, in some cases, implicitly encourage students to minimize) the humanities as such. By contrast, our proposal is built around a core conviction that those preparing for advanced education and an eventual career in the health professions need the humanities more than ever. Students whose undergraduate educations are informed by the humanities—the

humanities both in their more traditional forms and in the new applications and possibilities that medical humanities scholars are helping to create—will be prepared not only to face an ever-shifting healthcare landscape but to help shape it.

The medical establishment itself is becoming increasingly cognizant of the importance of humanities and liberal arts for premedical students. In a document entitled “Functions and Structure of a Medical School-Standards for Accreditation of Medical Education Programs,” the Liaison Committee on Medical Education (LCME) has stated that “a broad-based undergraduate education is increasingly important for the development of physician competencies outside of the scientific knowledge domain.”¹ The new Medical College Admission Test (MCAT), first offered in April 2015, reflects this new emphasis. Since the mid-1980s a growing number of U.S. medical schools have made a place for the medical humanities within their curricula. The rise of undergraduate-level programs focused on the medical or health humanities is a newer and less well-developed phenomenon, but research already exists suggesting the positive effects that undergraduate humanities education has on preparing students for success in medical school: increasing their interest in currently understaffed areas of medical practice, and cultivating skills and orientations central to any humanistic practice of health care.² As detailed in later sections of this proposal, we believe that institutional structures already in place at UT-Austin, the interdisciplinary team of accomplished faculty members who have signed commitment letters to the PPCC project, and the well-placed administrators who have also indicated their support present a unique opportunity to create a sustainable educational initiative that bridges clinical and humanities perspectives and that will

impact UT's pre-health professions students, as well as the University's broader intellectual and pedagogical missions, for years to come.

CONTENT AND DESIGN

PPCC is proposed to function as a Bridging Disciplines Program at UT Austin, an institutional infrastructure already in place, which requires enrolled students to take a Forum Seminar and one or more additional Foundation Courses. In addition, students are also required to take two to three Strand Courses from across the spectrum of the University's offerings that relate to their BDP focus. The BDP program further requires students to take experiential learning credits, called "Connecting Experiences." Finally, students write "Integration Essays" reflecting on what was learned through the BDP experience, focusing on connections among BDP-related coursework, the Connecting Experience, and the student's major. A BDP certificate reflects a total of nineteen credit hours. PPCC will add a requirement that each student presents a summary of her/his work at an annual Student Research Workshop. Three unique opportunities for Experiential Learning have been identified. One is at the Hogg Foundation for Mental Health, a part of UT's Division of Diversity and Community Engagement, which focuses on healthcare disparities and restructuring the healthcare system through philanthropy supporting innovation. PPCC students will have an opportunity to intern at Hogg and engage in activities that involve evaluation of innovative proposals. A second form of Experiential Learning is at Austin's Community Care Collaborative, dedicated to the provision of care for the uninsured and underinsured. Here PPCC student interns will work in clinical settings. A third form of Experiential Learning, already in place at UT, is the placement

of students as research assistants, across the wide range of faculty research activities related to the medical humanities.

Proposed Core Courses

Forum Seminar: Patients, Practitioners, and Cultures of Care (Sonnenberg)

This introductory seminar offers students an overview of interdisciplinary perspectives on health, healing, and the humanities. Through readings, class discussions, and visits from other PPCC faculty, students will begin to consider the fundamental connections the medical humanities has illuminated among health, culture, language, narrative, and the built environment, along with other fundamental aspects of human experience. The Forum Seminar will present students with an opportunity to begin their investigations of the rich resources that humanities disciplines offer both for better understanding and for positively affecting how health, illness, death, and healing are experienced by patients, health practitioners, family members, and the broader public.

Course readings will draw from the following works, among others: C.P. Snow, *The Two Cultures and the Scientific Revolution* (1959); Elisabeth Kubler-Ross, *On Death and Dying* (1969); Rita Charon, *Narrative Medicine: Honoring the Stories of Illness* (2006); and an array of literary fiction, non-fiction, and poetry produced by physicians including, for example, Anton Chekhov, William Carlos Williams, Rafael Campo, Atul Gawande, Abraham Verghese, and Siddhartha Mukherjee. At the end of the forum seminar students will write a concluding essay, focusing on what to each was a central lesson learned. The seminar will leave students prepared to make informed choices about future coursework within the BDP and about the wide range of community-based Connecting Clinical Experiences and University-based Research Experiences available.

Culture and Health (Ali, Strong)

This course aims to make students aware and critical of dominant bio-medical assumptions of health and illness by exposing the historical, social, political, economic and cultural foundations of Western Medicine. The readings will critically discuss the historical construction of the modern medicalized body by looking at nineteenth-century debates on anatomy, physiology, psychiatry, and anthropology. The issues of race and gender inherent in these debates will be explored by linking them to the expansion of the colonial enterprise and the rise of capitalism. Material will be introduced to help students evaluate the contemporary Western emphasis on the biomedical model of health and illness in relation to the plurality of health systems in the different parts of the world. The course seeks to further evaluate the linkage between modern medicine and the construction of modern subjectivity and personhood, and to analyze local and global health disparities based on social, political, and economic inequalities.

Readings will be drawn from a wide array of historians, cultural studies scholars, anthropologists and critical theorists, including, for example, Michel Foucault, Judith Walzer Leavitt, Paul Farmer, Thomas Laqueur, and Michael Taussig. The class will also view Todd Hayne's 1995 film *Safe*. Assessments will include one class presentation, two papers on the readings, and a final group experiential learning project in an area covered by the course (e.g., cultural or media constructions of the body; contemporary debates on illnesses, epidemics, obesity, etc; health disparities; reproductive health; non-Western healing practices).

Patient and Provider Healing: Death and Resilience (Jones, Harrison)

Practitioners face death and dying, palliative care, and end-of-life decisions, but are often ill-equipped to deal with the intensity of the feelings and conversations surrounding them. The goal of this course is to help students reframe these difficult interactions as opportunities to form meaningful connections with patients and their families and also to understand the significance of caregiver self-care, self-compassion, and the cultivation of resilience in the face of difficult situations. Patient and Provider Healing will be broken into three units: (1) cultural, historical, and theoretical components of death, dying, and resilience in healthcare; (2) communicative, psychological, and sociological approaches to terminally-ill patient communication and care; and (3) methods of achieving wellness and resilience in the face of adversity. Readings will be scientific, social-scientific, and humanistic. Texts include Atul Gawande, *Being Mortal: Medicine and What Matters in the End* (2014); Kastenbaum's *Death, Society, and Human Experience* (2009); and Figley, Huggard, and Rees' *First Do No Self-Harm: Understanding and Promoting Physician Stress Resilience* (2013), as well John Donne's "Death Be Not Proud" and "A Valediction: Forbidden Mourning" and the TV film *Alex: The Life of a Child*.

Assessment will include a written personal reflection on death that allows students to consider how their values, assumptions, beliefs, and experiences affect their perceptions of grief and loss; a mid-term examination; and a capstone experiential team assignment to create and present a thirty-minute workshop on how to communicate about death, dying, and resilience in a healthcare setting. Student teams will also develop a brief report and infographic that will be shared with the Program of Assertive Community Treatment (PACT), an interdisciplinary community healthcare team that provides support for colleagues who have experienced stressful and traumatic events.

Thus students can provide direct benefits to the broader Austin healthcare community.

Communicating with Patients: Constructing Narratives (Love, Phillips)

Effective communication between patients and healthcare providers is a cornerstone to enhancing patient outcomes. According to the American College of Physicians' High Value Care initiative (2014), communication about goals of care improves patient outcomes, enhances quality of life, decreases non-beneficial medical care, provides care consistent with patient goals and wishes, and is cost effective. Clear communication with patients, families, and staff has also been shown to increase healthcare worker and patient and family satisfaction, including in end-of-life and palliative care situations. The course will cover: active listening skills; using language that conveys respect, integrity, and self-worth; and using minimally threatening and developmentally appropriate language to describe diagnoses, treatments, and procedures. In-class role-playing exercises, as well as readings by narrative medicine theorists, will illustrate the importance of narrative in facilitating collaboration between the patient and the practitioner. The essential elements of inter-professional communications will be studied using articles from standard healthcare journals, integrated with a humanities perspective via writing by theorist Rita Charon, playwright Henrik Ibsen, novelist Somerset Maugham, and poets William Carlos Williams and Rafael Campo.

Assessment will include student reaction papers to online blogs dealing with patients and families coping with serious illness and student responses to a case study using the assessment instrument that is being developed. Finally, the course's Experiential Learning component will require student teams to design and implement a semester-long project and share outcomes of their work at the annual course symposium.

The project should address a communication healthcare issue in Austin; employ an inter-professional team approach; utilize the expertise of team and community members; achieve descriptive or measurable outcomes in time for presentation at a symposium; and engage members of the healthcare community in developing the project.

Buildings, Sidewalks, Trees, Parks: Structural Determinants of Health (Jiao, Danze [Sonnenberg])

This course investigates the relationship between health and the built environment.

Topics explored will include: the influence of the built environment on chronic disease patterns, as well as on nutrition, exercise, and obesity prevalence; the impact of design choices on people with disabilities, on health-related behaviors in the home, and on the promotion of healing in hospitals; and the relation between health and parks, monuments, and memorials. At the conclusion of the course, students will be prepared to define, and advocate for, a built environment that positively contributes to health.

Course readings will draw from, among other possible texts, Lewis Mumford, *The City in History* (1961); Gaston Bachelard, *The Poetics of Space* (1958); Freud, “A Disturbance of Memory on the Acropolis”; Robert Caro *The Power Broker* (1974); and Juhani Pallasmaa, *The Eyes of the Skin* (1996) and *The Embodied Image* (2011).

Assignments will include three essays emphasizing critical thinking about specific course topics (for example, discussion of the health pros and cons of major urban development projects); role playing activities that debate specific built environment proposals (such as community gardens and parks versus highway construction), and the use of the assessment instrument (see **Appendix A** for sample assessment rubric). The Experiential Learning component will involve planning and organizing a community workshop to envision a safe, accessible outdoor community gathering space. Students with a particular

interest in research related to this course will have the opportunity to participate in research projects facilitated by the University's Undergraduate Research Initiative, and the advising program within the BDP itself.

COLLABORATIVE TEAM AND PROCESS

Thirteen UT faculty members will develop five courses and refine the structure of the BDP. Nine of these will be directly involved in developing courses they are committed to teaching, two more will be actively involved in this process as Level One Advisors, and two more will serve as Level Two Advisors. An additional Level Two Advisor will also be available for remote consultations from Columbia University. **Appendix A** describes a schedule of activities that outlines meeting and planning schedules, course offerings, and research workshops. The **Institutional Context** section describes resources regarding administrative project support and advising and counseling for Experiential Learning opportunities.

Project Team

Stephen Sonnenberg, MD, School of Architecture, Humanities Institute

Role: Project Director: overall management of course development and experiential learning and research program; coordination with UT Undergraduate Research Initiative personnel and UGS Advisory personnel; management of activities of PPCC participants, develop and teach Forum Seminar; **Qualifications:** psychiatric practitioner with over fifty years' experience; teaching and research focus on medical humanities, teaching through medical humanities lens in the School of Architecture and the Plan II Liberal Arts Honors Program; Fellow of the Humanities Institute.

Pauline Strong, PhD, Humanities Institute, Anthropology and Gender Studies

Role: Co-PI: facilitate participant interaction and course development, develop and teach Culture and Health course, lead participant meetings as PPCC develops; **Qualifications:** Director of the Humanities Institute and specialist in anthropology and gender studies.

Phillip Barrish, PhD, Department of English

Role: Co-PI and Level One Advisor: establish common themes among courses and their connections with medical humanities, co-lead participant meetings as PPCC develops; **Qualifications:** English professor and medical humanities specialist; co-director of the Texas Institute of Literary and Textual Studies's symposium on Health, Medicine, and the Humanities; 2017 Fellow of the Humanities Institute.

Kamran Ali, PhD, Department of Anthropology

Role: Course Developer and Teacher: develop and teach Culture and Health, participate in PPCC development; **Qualifications:** Medical doctor, medical anthropologist, and author of *Planning the Family in Egypt*.

Barbara Jones, PhD, School of Social Work

Role: Course Developer and Teacher: develop and teach Patient and Provider Healing: Death and Resilience; facilitate development of Communicating with Patients: Constructing Narratives; participate in PPCC development; **Qualifications:** Associate Dean of the School of Social Work for Health Affairs.

Brad Love, PhD, Moody College of Communications

Role: Course Developer and Teacher: develop and teach Communicating with Patients: Constructing Narratives, facilitate development of Patient and Provider Healing: Death and Resilience, participate in PPCC development; **Qualifications:** Co-Director of Moody College of Communication Center for Health Communication

Millie Harrison, MA, PhD (expected 2019), Moody College of Communications

Role: Course Developer and Teacher: develop and teach Patient and Provider Healing: Death and Resilience, and facilitate development of Communicating with Patients: Constructing Narratives, participate in PPCC development; **Qualifications:** Research focus on organizational and health communication

Farya Phillips, PhD, School of Social Work

Role: Course Developer and Teacher: develop and teach Communicating with the Patient: Constructing a Narrative; facilitate development of Patient and Provider Healing: Death and Resilience, participate in PPCC development; **Qualifications:** Expertise in palliative care and family communication

Elizabeth Danze, FAIA, School of Architecture

Role: Course Developer and Teacher: develop and teach Buildings, Sidewalks, Trees, Parks: Structural Determinants of Health, participate in PPCC development;

Qualifications: Interim Dean of School of Architecture, licensed, practicing architect with a psychology-based research focus

Jungfeng Jiao, PhD, School of Architecture

Role: Course Developer and Teacher, develop and teach Buildings, Sidewalks, Trees, Parks: Structural Determinants of Health, participate in PPCC development;

Qualifications: research focus on structural determinants of health and food deserts

Joy Penticuff, BSN, PhD, School of Nursing

Role: Level One Advisor: establish common themes among courses and their connections with medical humanities and clinical practice, participate in meetings as PPCC develops; **Qualifications:** PhD in clinical psychology, professor emerita of nursing.

Octavio Martinez, MD, School of Social Work, Hogg Foundation for Mental Health

Role: Level Two Advisor: meet monthly with Dr. Sonnenberg to assess PPCC and provide feedback, plan and participate in Annual Workshop; **Qualifications:** Medical Doctor, Director of Hogg Foundation for Mental Health

Clay Johnston, MD, PhD, Dell Medical School

Role: Level Two Advisor: meet monthly with Dr. Sonnenberg to assess PPCC and provide feedback, participate in Annual Workshop; **Qualifications:** founding dean of UT's Dell Medical School, medical doctor with expertise in neurology

Rita Charon, MD, PhD, Columbia University College of Physicians and Surgeons

Role: Level Two Advisor: consult remotely with PIs on an as-needed basis;

Qualifications: Professor of Clinical Medicine, Founder of Narrative Medicine discipline

INSTITUTIONAL CONTEXT

UT has a strong tradition of developing and supporting interdisciplinary programs. In 2002 the Bridging Disciplines Program (BDP) was founded in the School of Undergraduate Studies (UGS). The BDP concentrations represent areas of innovative faculty research, teaching, and collaboration. Each of the existing sixteen BDPs is guided by a cross-college panel of faculty members with research and teaching experience related to its topic, which impels faculty research and teaching collaboration, and facilitates development of courses, experiential learning, and student research projects.

Several existing cornerstones offer a foundation on which PPCC will rest. In 2017 and 2018 the Humanities Institute's Faculty Seminar and theme will be "Health, Wellbeing, and Healing." During the academic year 2016-17 the Texas Institute for Textual and Literary Studies (TILTS), a program within the Department of English in the College of Liberal Arts, has as its theme "Health, Medicine, and the Humanities." In the Fall of 2016 the University's new Dell Medical School admitted its first class of medical students, and is collaborating in developing PPCC. The School of Undergraduate Studies believes that Patients, Practitioners, and Cultures of Care will offer an academic opportunity much needed and wanted by students at the University. While support for course development is sometimes available within individual programs, funding for

collaboration across fields of knowledge is rare. NEH support for this project will allow participating faculty the opportunity to share disciplinary perspectives on health, develop interdisciplinary pedagogy for teaching concepts and practices related to care, and advance a trans-disciplinary perspective on relationships between health care professionals and the patients they serve. It will establish a unique medical-humanities-based program that will foster ongoing interdisciplinary teaching and research by faculty, supervise student trans-disciplinary research and learning experiences across the traditional disciplines. UGS is committed to providing an academic home for it within its BDP structure, and to supporting its ongoing development beyond the grant period.

Over one hundred Liberal Arts majors and over 500 Natural Sciences Majors apply to medical school from UT annually, and many of the science majors take courses in the Liberal Arts as undergraduates. The College of Natural Sciences (CNS) has recently created a new degree program, the Bachelor of Science and Arts (BSA), specifically geared to students interested in combining a science experience with study in the fine arts, the liberal arts, and communications. These BSA students will be required to participate in a BDP or similar program, and faculty members in the CNS, including Dr. Brent Iverson, who is also Dean of the School of Undergraduate Studies, believes these students will flock to PPCC.

Finally, there are additional special resources contributing to PPCC. First, the BDP program provides an enduring structure that will sustain PPCC academically if this grant is offered. The SOA's Center for Sustainable Development has extensive experience in grant activity management, and will perform this function for the duration of the grant period. Second, there are staff and structural resources to place PPCC

students in Experiential Learning and Research projects with faculty across and off the UT campus. This includes the UGS BDP experienced advising staff, and staff in UT's Undergraduate Research Initiative. UT also has a Division of Diversity and Community Engagement that connects students with a range of community Experiential Learning opportunities. Additionally, the Hogg Foundation for Mental Health has committed to accepting PPCC students for Experiential Learning in the area of medical philanthropy and program evaluation. Finally, the Community Care Collaborative, a community-based and Dell Medical School-connected entity, has committed to accept and place PPCC students in Experiential Clinical Learning internships in the community.

IMPACT AND DISSEMINATION

PPCC will be a catalyst for enduring interdisciplinary activities connecting medical humanities and clinical care across the UT campus. BDPs build on faculty enthusiasm with programs such as the HI medical humanities initiative and TILTS, and create a home for ongoing collaborating faculty activities. With the Dell Medical School and the Hogg Foundation on board, PPCC's on-campus impact will be pervasive and enduring.

A primary mechanism for dissemination is the Hogg Foundation's commitment to sponsor the annual research workshop, bringing in scholars from around the country, and providing a venue for PPCC's faculty and students to interact with them, present the experiences of PPCC to them, and modify what we are doing by learning from them. This open-ended commitment for annual Workshop sponsorship is exceptional.

The program will start with twenty students, so that it can be evaluated and modified as necessary. The goal is for one hundred students to graduate with a PPCC

Certificate annually, and many more will take PPCC Foundation Courses offered as lectures, which will have an effect on thousands of patients as these students graduate and become healthcare practitioners in the field. At the end of the grant period, Drs. Sonnenberg, Barrish, and Strong plan to submit articles to the *Journal of Medical Humanities* and *Academic Medicine*. The first article will focus on the impact of the course experiences, including their experimental components, on student growth according to the developed metrics; the second article will examine the impact of the new PPCC concentration on interdisciplinary collaboration among the faculty members involved, in regards both to teaching and research.

EVALUATION

A rubric instrument to measure the effectiveness of PPCC is in development, led by UT's Project 2021 Faculty Innovation Center (FIC). The FIC is devoted to encouraging and assessing new ways to teach, and is staffed by outstanding educational psychologists. See **Appendix A** for sample rubric assessment materials. The FIC will look specifically at measuring students' cultivation of skills central to the humanistic practice of health care, including empathy, ethical sensitivity, self-reflection, historical perspective, cultural awareness, and more effective communication strategies. Students in each course will respond to the same case study at the beginning and end of the semester through their course's particular lens, and the change in response will be measured by the assessment instrument to determine the success of skill cultivation through absorption and internalization of the course materials. Additionally, Dr. Sonnenberg has experience developing instruments for assessment.³ He believes that such new measures are an

additional contribution that PPCC can make to the refinement of teaching medical humanities to undergraduates and students in professional graduate programs.

Refining rubric instruments will take place during the first year of the program. During the summer 2017 launch period the educational psychologist team will consult regularly with Sonnenberg, and will learn about how the program developers are conceptualizing the courses that will be created. During the fall 2017 semester, when courses are actively under development, instruments that reflect the content and structure of the course materials will be developed in tandem. In the spring 2018 semester, when courses are first offered, the instrument will be used and tested for validity and reliability. They will also be discussed at the First Annual Hogg Workshop, in Spring, 2018, and modified as needed. In Fall Semester, 2018, when courses will again be offered and will again be under team scrutiny, these measures will again be used and further modified. In Spring Semester, 2019, the final Semester of the grant period, Measures will be used again to assess PPCC effectiveness, and further scrutinized for validity and reliability.

¹For the full description of the LCME vision of medical education and desirable candidates for admission, see <https://www.lcme.org/publications/functions.pdf>. Also see *Core Competencies for Interprofessional Collaborative Practice*, Interprofessional Education Collaborative Expert Panel. (2011). Washington, D.C.; Interprofessional Education Collaborative, made up of the American Association of Colleges of Nursing, the American Association of Colleges of Osteopathic Medicine, the American Association of Colleges of Pharmacy, the American Dental Education Association, the Association of American Medical Colleges, and the Association of Schools of Public Health. Full report available at <http://www.aacn.nche.edu/education-resources/ipereport.pdf>. Information about the recently reconfigured Medical College Admission Test available at [http://journals.lww.com/academicmedicine/Fulltext/2013/05000/Redesigning the MCAT Exam Balancing Multiple.12.aspx](http://journals.lww.com/academicmedicine/Fulltext/2013/05000/Redesigning_the_MCAT_Exam_Balancing_Multiple.12.aspx)

² Berry, Sarah L., Erin Gentry Lamb, and Therese Jones. Health Humanities Baccalaureate Programs in the United States. Hiram, OH: Center for Literature and Medicine, Hiram College. August 2016. p. 3 (http://www.hiram.edu/images/pdfs/center-litmed/HHBP_8_11_16.pdf).

³ Sonnenberg, S.M., Stern, M.J., Liberman, R.P.: "A Profile for Rating Depressive and Schizophrenic Behavior," *Comprehensive Psychiatry* 13: 25-31, 1972 and Stern, M.J., Pillsbury, J.A., Sonnenberg, S.M.: "Postpsychotic Depression in Schizophrenia," *Comprehensive Psychiatry* 13: 591-598, 1972.



Budget Form

App ca s u o The University of Texas at Austin
o ec D ec o Stephen Sonnenberg
o ec G a e od 6/1/2016 through 8/31/2019

ck fo Budge s uc o s

	Computational Details/Notes	(notes)	Year 1 01/01/2017 12/31/2017	(notes)	Year 2 01/01/2018 12/31/2018	(notes)	Year 3 01/01/2019 12/31/2019	Project Total
1. Salaries & Wages								
Academ c yea sa a y	Academ c yea sa a y							
Co- c pa ves ga o	Co- c pa ves ga o							
Co- c pa ves ga o s (x2)	Co- c pa ves ga o s (x2)							
Co abo a o s (x6)	Co abo a o s (x6)							
CSD o ec Ma ageme	CSD o ec Ma ageme							
G adua e Resea c Ass s a	G adua e Resea c Ass s a							
2. Fringe Benefits								
acu y	acu y							
CSD o ec Ma ageme	CSD o ec Ma ageme							
Resea c Ass s a s	Resea c Ass s a s							
3. Consultant Fees								
4. Travel								
& O e Co- T ave & Accomoda o s	& O e Co- T ave & Accomoda o s							
5. Supplies & Materials								
6. Services								
acu y ova o Se v ces	acu y ova o Se v ces							
7. Other Costs								
Tu o Rem ss o fo Resea c Ass s a s	Tu o Rem ss o fo Resea c Ass s a s							
8. Total Direct Costs								
9. Total Indirect Costs								
10. Total Project Costs								
11. Project Funding								
12. Total Project Funding								

Total Project Costs must be equal to Total Project Funding ----> (\$97,49 = \$0 ?)
Third-Party Contributions must be
greater than or equal to Requested Federal Matching Funds ----> (\$0 ≥ \$0 ?)

The University of Texas at Austin responding to the 2016 National Endowment for the Humanities – Humanities Connection Program

BUDGET JUSTIFICATION

Funding in the total amount of \$97,491 is requested to support the Patients, Practitioners, and Culture of Care proposal.

PERSONNEL:

Funding in the total amount of \$42,885 is requested to defray the cost of salaries for one PI, two Co-PI's, six project collaborators, one project administrator, and one graduate research assistant throughout the two year duration of the Patients, Practitioners, and Culture of Care proposal submitted to NEH.

Funding in the amount of \$ (b) (6) is requested to defray the cost of the PI, Stephen Sonnenberg's salary for 1.5 weeks in summer 2017 and 1.5 weeks in summer 2018 (at a rate of \$ (b) (6) /month).

Funding in the amount of \$25,000 is requested to defray the cost of the Co-PIs and six project collaborators over the two year period. Each Co-PI and each collaborator will receive \$ (b) (6) for the two year project duration. This is equivalent to a range of 0.36 to 1.84 weeks of work per year, varying by collaborator as shown in the chart below. Funding will be designated as summer salary.

Collaborators	Monthly Salary (9 Month)	Weekly Salary	Weeks per year	Total Salary Defrayment (2 Year Project Period)
Pauline Strong (Co-PI)	\$ (b) (6)	\$ (b) (6)	0.53	\$ (b) (6)
Phil Barrish (Co-PI)	\$ (b) (6)	\$ (b) (6)	0.59	\$ (b) (6)
Junfeng Jiao	\$ (b) (6)	\$ (b) (6)	0.74	\$ (b) (6)
Brad Love	\$ (b) (6)	\$ (b) (6)	0.54	\$ (b) (6)
Millie Harrison	\$ (b) (6)	\$ (b) (6)	1.84	\$ (b) (6)
Farya Phillips	\$ (b) (6)	\$ (b) (6)	0.94	\$ (b) (6)
Barbara Jones	\$ (b) (6)	\$ (b) (6)	0.36	\$ (b) (6)
Kamran Ali	\$ (b) (6)	\$ (b) (6)	0.48	\$ (b) (6)

Funding in the amount of \$ (b) (6) is requested to defray the cost of Sarah Wu's salary for project management over the course of the project (1.5 weeks for year one, 1.25 weeks for year two, at a rate of \$ (b) (6) /month) for programmatic consistency and development. In that capacity, Wu will manage GRA tasks, facilitate team meetings, and ensure the various departments and organizations involved to are adhering to project aims. Funding in the amount of \$10,400 is requested for graduate student support. This funding is anticipated to support the following: One position working from January 2018 to May 2018 at a rate of \$16/hour for 10 hours/week; One position from January 2019 – May 2019 at a rate of \$16/hour for 10 hours/week. Funding in the amount of \$2,000 is requested for tuition to support one graduate research assistant over during the spring semester of 2018. Funding in the amount of \$2,000 is requested for tuition to support one graduate research assistant over the spring semester of 2019.

FRINGE:

Fringe benefits for the salaries of (personnel listed above) equal \$8,854. These were calculated at variable rates depending on the individual faculty.

Personnel	Fringe Rate
Steven Sonnenberg (PI)	10.64 %
Pauline Strong (Co-PI)	25.00%
Phil Barrish (Co-PI)	25.00%
Junfeng Jiao	24.01 %
Brad Love	25.00%
Millie Harrison	25.00%
Farya Phillips	25.00%
Barbara Jones	25.00%
Kamran Ali	25.00%
Sarah Wu (Project Manager)	25.00%
Graduate Research Assistant	15.00 %

MATERIALS AND SUPPLIES:

No funds are requested for materials and supplies

TRAVEL:

\$3,000 is requested for PI and 1 Co-PI to travel to the NEH offices in Washington, D.C. for a two-day meeting.

CONSULTANTS:

A total of \$5,000 is requested for the Faculty Innovation Center services.

FACILITIES AND ADMINISTRATIVE (F&A) COST/INDIRECT COST:

Full indirect (56.5%) has been applied to the modified total direct cost of \$59,738. This yields a total indirect cost of \$33,752. Per our federally negotiated rate, the \$4,000 of tuition remission costs are not included in total direct costs. The total ask (total indirect + total direct + total modified direct) equals \$97,491.

Project Timeline and Work Responsibilities

Developers/Teachers	Affiliation	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019
Stephen Sonnenberg, PI	SOA	Program Development Sessions, Learning Assessment Session	Course Development Sessions and Curriculum Support Meetings, Advisor Meetings, Team Meetings, Student Placement Meetings, Learning Assessment Work Session	Course Teaching and Learning Assessment, Course Visits, Learning Assessment Work Session, Workshop Preparation, Advisor Meetings, Team Meetings, Learning Assessment Tool Application, Research Workshop	Team Meeting, Learning Assessment Session, Course Developer Meetings as Needed, Experiential Learning Meetings as Needed	Course Teaching and Learning Assessment, Advisor Meetings, Team Meetings, Student Placement Meetings, Learning Assessment Development Meetings as Needed	Course Teaching and Learning Assessment, Course Visits, Learning Assessment Development, Workshop Preparation, Advisor Meetings, Team Meetings, Workshop Preparation	Final Report
Junfeng Jiao	SOA	Program Development Sessions	Course Development Sessions, Team Meetings	Course Teaching and Learning Assessment, Workshop Preparation, Team Meetings	Team Meeting, Course Developer Meetings as Needed	Course Teaching and Learning Assessment, Team Meetings	Course Teaching and Learning Assessment, Workshop Preparation, Team Meetings	Final Report
Elizabeth Danze	SOA	Program Development Sessions	Course Development Sessions, Team Meetings	Course Teaching and Learning Assessment, Workshop Preparation, Team Meetings	Team Meeting, Course Developer Meetings as Needed	Course Teaching and Learning Assessment, Team Meetings	Course Teaching and Learning Assessment, Workshop Preparation, Team Meetings	Final Report
Brad Love	Comm	Program Development Sessions	Course Development Sessions, Team Meetings	Course Teaching and Learning Assessment, Workshop Preparation, Team Meetings	Team Meeting, Course Developer Meetings as Needed	Course Teaching and Learning Assessment, Team Meetings	Course Teaching and Learning Assessment, Workshop Preparation, Team Meetings	Final Report
Millie Harrison	Comm	Program Development Sessions	Course Development Sessions, Team Meetings	Course Teaching and Learning Assessment, Workshop Preparation, Team Meetings	Team Meeting, Course Developer Meetings as Needed	Course Teaching and Learning Assessment, Team Meetings	Course Teaching and Learning Assessment, Workshop Preparation, Team Meetings	Final Report
Farya Phillips	SW	Program Development Sessions	Course Development Sessions, Team Meetings	Course Teaching and Learning Assessment, Workshop Preparation, Team Meetings	Team Meeting, Course Developer Meetings as Needed	Course Teaching and Learning Assessment, Team Meetings	Course Teaching and Learning Assessment, Workshop Preparation, Team Meetings	Final Report
Barbara Jones	SW	Program Development Sessions	Course Development Sessions, Team Meetings	Course Teaching and Learning Assessment, Workshop Preparation, Team Meetings	Team Meeting, Course Developer Meetings as Needed	Course Teaching and Learning Assessment, Team Meetings	Course Teaching and Learning Assessment, Workshop Preparation, Team Meetings	Final Report
Pauline Strong (Co-PI)	Anthro	Program Development Sessions	Course Development Sessions and Curriculum Support Meetings, Team Meetings	Course Teaching and Learning Assessment, Workshop Preparation, Team Meetings	Team Meeting, Course Developer Meetings as Needed, Experiential Learning Meetings as Needed	Course Teaching and Learning Assessment, Team Meetings	Course Teaching and Learning Assessment, Workshop Preparation, Team Meetings	Final Report
Kamran Ali	Anthro	Program Development Sessions	Course Development Sessions, Team Meetings	Course Teaching and Learning Assessment, Workshop Preparation, Team Meetings	Team Meeting, Course Developer Meetings as Needed	Course Teaching and Learning Assessment, Team Meetings	Course Teaching and Learning Assessment, Workshop Preparation, Team Meetings	Final Report
Advisors	Affiliation	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019
Octavio Martinez	Hogg		Advisor Meetings, Student Placement Meeting	Advisor Meetings, Workshop Preparation		Advisor Meetings, Student Placement Meeting	Advisor Meetings, Workshop Preparation	Final Report
Clay Johnston	Dell MS		Advisor Meetings	Advisor Meetings, Workshop Preparation		Advisor Meetings	Advisor Meetings, Workshop Preparation	Final Report
Phil Barrish (Co-PI)	English	Program Development Sessions	Course Development Sessions and Curriculum Support Meetings, Team Meetings	Workshop Preparation, Team Meetings	Team Meeting, Experiential Learning Meetings as Needed	Team Meetings	Workshop Preparation, Team Meetings	Final Report
Joy Penticuff	Nursing	Program Development Sessions	Course Development Sessions and Curriculum Support Meetings, Team Meetings	Workshop Preparation, Team Meetings	Team Meeting	Team Meeting	Workshop Preparation, Team Meetings	Final Report
Faculty Innovation Center	Project 2021	Learning Assessment Session	Learning Assessment Development	Learning Assessment Development and Application	Learning Assessment Session	Learning Assessment Development and Application	Learning Assessment Development and Application	Final Report

PPCC Courses Taught & Teaching Schedule

Developers/Teachers	Affiliation	Course Name	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019
Stephen Sonnenberg, PI	SOA	Patients, Practitioners, and Cultures of Care: A Forum Seminar			X		X	X	
Junfeng Jiao	SOA	Buildings, Sidewalks, Trees, Parks: Structural Determinants of Health			X		X	X	
Elizabeth Danze	SOA	Buildings, Sidewalks, Trees, Parks: Structural Determinants of Health			X		X	X	
Brad Love	Comm	Communicating with Patients: Constructing Narratives			X		X	X	
Millie Harrison	Comm	Patient and Provider Healing: Death and Resilience			X		X	X	
Farya Phillips	SW	Communicating with Patients: Constructing Narratives			X		X	X	
Barbara Jones	SW	Patient and Provider Healing: Death and Resilience			X		X	X	
Pauline Strong (Co-PI)	Anthro	Culture and Health			X		X	X	
Kamran Ali	Anthro	Culture and Health			X		X	X	

Salary Payments and Schedule

Developers/Teachers	Affiliation	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	TOTAL
Stephen Sonnenberg, PI	SOA	\$ (b) (6)			\$ (b) (6)				\$ (b) (6)
Junfeng Jiao	SOA	\$ (b) (6)			\$ (b) (6)				\$ (b) (6)
Elizabeth Danze	SOA	-			-				\$0.00
Brad Love	Comm	\$ (b) (6)			\$ (b) (6)				\$3,125.00
Millie Harrison	Comm	\$ (b) (6)			\$ (b) (6)				\$3,125.00
Farya Phillips	SW	\$ (b) (6)			\$ (b) (6)				\$3,125.00
Barbara Jones	SW	\$ (b) (6)			\$ (b) (6)				\$ (b) (6)
Pauline Strong (Co-PI)	Anthro	\$ (b) (6)			\$ (b) (6)				\$ (b) (6)
Kamran Ali	Anthro	\$ (b) (6)			\$ (b) (6)				\$ (b) (6)
Advisors	Affiliation	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	
Octavio Martinez	Hogg	-			-				\$0.00
Clay Johnston	Dell MS	-			-				\$0.00
Phil Barrish (Co-PI)	English	\$ (b) (6)			\$ (b) (6)				\$ (b) (6)
Joy Penticuff	Nursing	-			-				\$0.00
Faculty Innovation Center	Project 2021		\$1,250.00	\$1,250.00		\$1,250.00	\$1,250.00		\$5,000.00
Other	Affiliation	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	
Sarah Wu (Project Management)	CSD	\$ (b) (6)			\$ (b) (6)				\$ (b) (6)
Graduate Research Assistant				\$3,200.25			\$3,200.25		\$6,400.50

Appendix A

APPENDIX A

Plan of Work/Schedule of Activities

Sarah Wu, the SOA's CSD grants manager, will serve to manage the schedule outlined below for programmatic consistency and development. In that capacity, Wu will manage GRA tasks, facilitate team meetings, and ensure the various departments and organizations involved to are adhering to project aims.

Summer 2017

- **Twice Monthly: Program Development Session** - PI, Co-PIs, Level One Advisor Penticuff, and all Course Developers/Teachers meet to establish linkages across courses, solidify themes, and identify common readings for all courses. This team will also participate in a dry run of the Forum Seminar to prepare for the fall semester.
 - PI: Steven Sonnenberg
 - Co-PIs: Phil Barrish and Pauline Strong
 - Level 1 Advisor Joy Penticuff
 - Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali
- **Once per Semester: Learning Assessment Session** - PI meets with educational psychologists at the Faculty Innovation Center (Project 2021) to assess effectiveness of PPCC and to integrate metrics into the curriculum.
 - PI: Steven Sonnenberg
 - Faculty Innovation Center

Fall 2017

- **Monthly: Course Development Session and Curriculum Support Meeting**
Each of the four course/teaching teams meet individually to discuss development of each course. The PI, Co-PIs, and Level One Advisor Penticuff will rotate among these course development sessions as they occur over the semester to gain an understanding of the courses and to create continuity. The PI, Co-PIs, and Level One Advisor Penticuff will meet together after the individual course development sessions to discuss progress and identify areas that require support.
 - Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali, Pauline Strong
 - PI: Steven Sonnenberg
 - Co-PIs: Phil Barrish and Pauline Strong
 - Level 1 Advisor Joy Penticuff
- **Monthly: Advisor Meeting** - PI meets with Level Two Advisors, providing updates on the program developing in order to harness feedback and recommendations for the individual teaching teams as well as broad program implementation.
 - PI: Steven Sonnenberg
 - Level 2 Advisors: Octavio Martinez, Clay Johnston
- **Every Other Month: Team Meeting** - The entire PPCC team meets together to discuss course development, ascertain common themes and readings across courses, and consider proposals for Experiential Learning.
 - PI: Steven Sonnenberg

- Co-PIs: Phil Barrish and Pauline Strong
- Level 1 Advisor Joy Penticuff
- Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali
- **Once per Semester: Student Placements** - PI meets with BDP and Undergraduate Research Initiative Advisors to discuss Experiential Learning undergraduate student placements.
 - PI: Steven Sonnenberg
 - Bridging Disciplines Program staff
- **Once per Semester: Student Placements** - PI meets with the Hogg Foundation and Community Care Collaborative to discuss undergraduate student placements.
 - PI: Steven Sonnenberg
 - Hogg Foundation, including Level 2 Advisor Octavio Martinez
 - Community Care Collaborative
- **Once per Semester: Learning Assessment Work Session** - PI meets with evaluation advisors at the Faculty Innovation Center (part of Project 2021) to identify course learning outcomes and produce learning assessments.
 - PI: Steven Sonnenberg
 - Faculty Innovation Center

Spring 2018

- **Ongoing: Course Teaching** - First Forum Seminar and Foundation Courses are taught.
 - Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali, Pauline Strong, Steven Sonnenberg
- **Ongoing: PI Course Visits** - PI visits other classes as observers.
 - PI: Steven Sonnenberg
- **Ongoing: Learning Assessment Work Session** – The Faculty Innovation Center develops assessment instrument in conjunction with PI.
 - PI: Steven Sonnenberg
 - Faculty Innovation Center
- **Ongoing: Workshop Preparation** - Entire PPCC team engages in planning for the First Annual Hogg Foundation Research Workshop.
 - PI: Steven Sonnenberg
 - Co-PIs: Phil Barrish and Pauline Strong
 - Level 1 Advisor Joy Penticuff
 - Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali
 - Level 2 Advisors: Octavio Martinez, Clay Johnston
- **Monthly: Advisor Meeting** - PI meets with Level Two Advisors, providing updates on the program developing in order to harness feedback and recommendations for the individual teaching teams as well as broad program implementation.
 - PI: Steven Sonnenberg
 - Level 2 Advisors: Octavio Martinez, Clay Johnston
- **Every Other Month: Team Meeting** - The entire team meets to discuss course offerings and to share observations.
 - PI: Steven Sonnenberg

- Co-PIs: Phil Barrish and Pauline Strong
- Level 1 Advisor Joy Penticuff
- Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali
- **Once per Semester: Learning Assessments Used** - Assessment instruments applied in the classroom.
 - Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali, Pauline Strong, Steven Sonnenberg
- **Once per Semester: First Annual Hogg Foundation Research Workshop** - Attended by PPCC team and interested faculty and students.

Summer 2018

- **Once per Semester: Team Meeting** - PPCC team meets at start of summer to discuss First Annual Hogg Foundation Research Workshop, previous semester experience and to identify areas for further program evaluation and development.
 - PI: Steven Sonnenberg
 - Co-PIs: Phil Barrish and Pauline Strong
 - Level 1 Advisor Joy Penticuff
 - Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali
- **Once per Semester: Learning Assessment Session** - PI meets with team developing instruments to harness the results of the assessments from spring classes in further refinements.
 - PI: Steven Sonnenberg
 - Faculty Innovation Center
- **As Needed: Course Developer Meetings** - Teams of course developers meet as they feel necessary to implement findings from the spring semester.
 - Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali, Pauline Strong, Steven Sonnenberg
- **As Needed: Experiential Learning Meetings** - PI and Co-PIs and other faculty meet to discuss Experiential Learning during the first year.
 - PI: Steven Sonnenberg
 - Co-PIs: Phil Barrish and Pauline Strong
 - Bridging Disciplines Program staff

Fall 2018

- **Ongoing: Course Teaching** - Five Foundation Courses are taught for the second time.
 - Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali, Pauline Strong, Steven Sonnenberg
- **Monthly: Advisor Meeting** - The PI meets with Level Two Advisors, providing updates on the program developing in order to harness feedback and recommendations for the individual teaching teams as well as broad program implementation.
 - PI: Steven Sonnenberg

- Level 2 Advisors: Octavio Martinez, Clay Johnston
- **Every Other Month: Team Meeting** - The entire PPCC team meets together to discuss course development, ascertain common themes and readings across courses, and consider proposals for Experiential Learning.
 - PI: Steven Sonnenberg
 - Co-PIs: Phil Barrish and Pauline Strong
 - Level 1 Advisor Joy Penticuff
 - Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali
- **Once per Semester: Student Placements** - PI meets with BDP and Undergraduate Research Initiative Advisors to discuss Experiential Learning undergraduate student placements.
 - PI: Steven Sonnenberg
 - Bridging Disciplines Program staff
- **Once per Semester: Student Placements** - PI meets with the both Hogg Foundation and Community Care Collaborative to discuss undergraduate student placements.
 - PI: Steven Sonnenberg
 - Hogg Foundation, including Level 2 Advisor Octavio Martinez
 - Community Care Collaborative
- **Once per Semester: Learning Assessments** - Assessment instruments applied in the classroom.
 - Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali, Pauline Strong, Steven Sonnenberg
- **As Needed: Learning Assessment Development** – If needed, the PI will meet with those developing assessment instruments in anticipation of learning assessment application.
 - PI: Steven Sonnenberg
 - Faculty Innovation Center

Spring 2019

- **Ongoing: Course Teaching** - Second Forum Seminar and Foundation Courses are taught.
 - Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali, Pauline Strong, Steven Sonnenberg
- **Ongoing: PI Course Visits** - PI visits other classes as observer.
 - PI: Steven Sonnenberg
- **Ongoing: Learning Assessment Development** - PI meets with team developing instruments to harness the results of the assessments from previous classes in further refinements.
 - PI: Steven Sonnenberg
 - Faculty Innovation Center
- **Ongoing: Workshop Preparation** - Entire PPCC team engages in planning for the Second Annual Hogg Foundation Research Workshop, including at least one meeting with the Hogg Foundation.
 - PI: Steven Sonnenberg

- Co-PIs: Phil Barrish and Pauline Strong
- Level 1 Advisor Joy Penticuff
- Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali
- Level 2 Advisors: Octavio Martinez, Clay Johnston
- **Monthly: Advisor Meeting** - The PI meets with Level Two Advisors, providing updates on the program developing in order to harness feedback and recommendations for the individual teaching teams as well as broad program implementation.
 - PI: Steven Sonnenberg
 - Level 2 Advisors: Octavio Martinez, Clay Johnston
- **Every Other Month: Team Meeting** - The PPCC team meets together to discuss course success, Experiential Learning success, ascertain the lasting significance of common themes and readings across courses, and determine the overall effectiveness of the BDP.
 - PI: Steven Sonnenberg
 - Co-PIs: Phil Barrish and Pauline Strong
 - Level 1 Advisor Joy Penticuff
 - Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali
- **Once per Semester: Learning Assessments** - Assessment instruments applied in the classroom.
 - Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali, Pauline Strong, Steven Sonnenberg
- **Once per Semester: Second Annual Hogg Foundation Research Workshop** - Attended by PPCC team and interested faculty and students.

Summer 2019

- **Ongoing: Final Report** - Under the direction of the PI and Co-PIs, team members will prepare a detailed final report of the PPCC BDP for NEH.
 - PI: Steven Sonnenberg
 - Co-PIs: Phil Barrish and Pauline Strong
 - Level 1 Advisor Joy Penticuff
 - Course Developers/Teachers: Elizabeth Danze, Junfeng Jiao, Brad Love, Millie Harrison, Farya Phillips, Barbara Jones, Kamran Ali

Selected Readings from Each Course

Patients, Practitioners, and Cultures of Care: A Forum Seminar (Sonnenberg)

- Campo, Rafael. 1996. *What the Body Told*. Durham: Duke University Press.
- Campo, Rafael. 1997. *The Poetry of Healing: A Doctor's Education in Empathy, Identity, and Desire*. New York: W.W. Norton.
- Gawande, Atul. 2014. *Being Mortal: Medicine and What Matters in the End*. First edition. New York: Metropolitan Books.
- Kübler-Ross, Elisabeth. 1970. *On Death and Dying: What the Dying Have to Teach Doctors, Nurses, Clergy, and Their Own Families*. New York: Macmillan.

Mukherjee, Siddhartha. 2011. *The Emperor of All Maladies: A Biography of Cancer*. New York: Scribner.

Snow, C. P. 2012. *The Two Cultures*. Canto Classics. Cambridge: Cambridge University Press.

Pallasmaa, Juhani. 2011. *The Embodied Image: Imagination and Imagery in Architecture*. AD Primers. Chichester: John Wiley & Sons Inc.

Pallasmaa, Juhani. 2012. *The Eyes of the Skin: Architecture and the Senses*. 3. ed. Chichester: John Wiley & Sons Inc.

Verghese, Abraham. 2010. *Cutting for Stone: A Novel*. New York: Vintage Books.

Williams, William Carlos. 1984. *The Doctor Stories*. Edited by Robert Coles. Poets Laureate Collection (Library of Congress). New York: New Directions.

Buildings, Sidewalks, Trees, Parks: Structural Determinants of Health (Danze, Jiao)

Bachelard, Gaston. 1969. *The Poetics of Space*. Translated by Maria Jolas. Boston: Beacon Press.

Caro, Robert A. 1974. *The Power Broker: Robert Moses and the Fall of New York*. New York: Knopf.

Freud, Sigmund. 1936. "A Disturbance of Memory on the Acropolis (1936)." In *Standard Edition of the Complete Psychological Works of Sigmund Freud*, 239–48. London: Hogarth Press.

Mumford, Lewis. 1961. *The City in History: Its Origins, Its Transformations, and Its Prospects*. New York, New York: Harcourt, Brach & World, Inc.

Pallasmaa, Juhani. 2011. *The Embodied Image: Imagination and Imagery in Architecture*. AD Primers. Chichester: John Wiley & Sons Inc.

Pallasmaa, Juhani. 2012. *The Eyes of the Skin: Architecture and the Senses*. 3. ed. Chichester: John Wiley & Sons Inc.

Snow, C. P. 2012. *The Two Cultures*. Canto Classics. Cambridge: Cambridge University Press.

Communicating with Patients: Constructing Narratives (Love, Phillips)

Charon, Rita. 2006. *Narrative Medicine: Honoring the Stories of Illness*. Oxford: Oxford University Press.

Ibsen, Henrik. 1882. *An Enemy of the People: A Play in Five Acts*. Translated by Robert Farquharson Sharp. Project Gutenberg.

Selections of literary work by healers, both historically important and contemporary:

Brown, Theresa. 2016. *The Shift: One Nurse, Twelve Hours, Four Patients' Lives*. Chapel Hill: Algonquin Books.

Nightingale, Florence. 1860. *Notes on Nursing: What It Is and What It Is Not*. New York: D. Appleton Company.

Selection of literary works by doctors, both historically important and contemporary:

- W. Somerset Maugham
- William Carlos Williams
- Rafael Campo

Patient and Provider Healing: Death and Resilience (Jones, Harrison)

Donne, John. 1971. "A Valediction: Forbidden Mourning, 1612." In *The Complete English Poems*, edited by Albert James Smith, 84. London: Penguin Books.

Donne, John. 1971. "Death Be Not Proud, 1610." In *The Complete English Poems*, edited by Albert James Smith, 313. London: Penguin Books.

Figley, Charles R., Peter Huggard, and Charlotte E. Rees, eds. 2013. *First, Do No Self Harm: Understanding and Promoting Physician Stress Resilience*. Oxford: Oxford University Press.

Gawande, Atul. 2014. *Being Mortal: Medicine and What Matters in the End*. First edition. New York: Metropolitan Books : Henry Holt & Company.

Kastenbaum, Robert. 1977. *Death, Society, & Human Experience*. St. Louis: Mosby.

Markowitz, Robert. 1986. *Alex: The Life of a Child*. ABC.

Culture and Health (Ali, Strong)

Briggs, Charles L, and Clara Mantini-Briggs. 2003. *Stories in the Time of Cholera: Racial Profiling During a Medical Nightmare*. Berkeley: University of California Press.

Comaroff, Jean. 1993. "The Diseased Heart of Africa: Medicine, Colonialism and Black Body." In *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life*, edited by Shirley Lindenbaum and Margaret Lock. Berkeley: University of California Press.

Foucault, Michel. 1980. "Method." In *The History of Sexuality*, 1:92–102. New York: Vintage Books.

Holmes, Seth M. 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley: University of California Press.

Irwin, Susan, and Brigitte Jordan. 1987. "Knowledge, Practice, and Power: Court-Ordered Cesarean Sections." *Medical Anthropology Quarterly* 1 (3): 319–34.

Leavitt, Judith Walzer. 1987. "The Growth of Medical Authority: Technology and Morals in Turn-of-the-Century Obstetrics." *Medical Anthropology Quarterly* 1 (3): 230–55. doi:10.1525/maq.1987.1.3.02a00020.

Poovey, Mary. 1986. "'Scenes of an Indelicate Character': The Medical 'Treatment' of Victorian Women." *Representations*, no. 14(April): 137–68. doi:10.2307/2928438.

Melbourne, Tapper. 1995. "Interrogating Bodies: Medico Racial Knowledge, Politics and the Study of Disease." *Comparative Studies in Society and History* 1 (3): 76–93.

Tsing, Anna. 1990. "Monster Stories: Women Charged with Perinatal Endangerment." In *Uncertain Terms: Negotiating Gender in American Culture*, edited by Anna Tsing and Faye Ginsburg, 282–300. Boston: Beacon Press.

Young, Alan. 1993. "The Description of How Ideology Shapes Knowledge of Mental Disorder." In *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life*, edited by Shirley Lindenbaum and Margaret Lock. Berkeley: University of California Press.

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Core Beliefs:** Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- **Ethical Perspectives/concepts:** The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).
- **Complex, multi-layered (gray) context:** The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/problem/context/for student's identification.
- **Cross-relationships among the issues:** Obvious or subtle connections between/among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).

ETHICAL REASONING VALUE RUBRIC

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Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

BIOGRAPHICAL SKETCH

Stephen M. Sonnenberg, M.D.

TITLE: Adjunct Professor, School of Architecture and Plan II Honors Program, Fellow of Trice Professorship in Plan II Spring 2017; Faculty Fellow, Division of Diversity and Community Engagement; Fellow-in-Residence, The Humanities Institute, all at The University of Texas at Austin; Clinical Professor of Psychiatry and Behavioral Sciences, Baylor College of Medicine, Houston, Texas

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE	Completion Date	FIELD OF STUDY
Princeton University, Princeton, NJ	A.B.	06/1961	History
Albert Einstein College of Medicine, Bronx, NY	M.D.	06/1965	Medicine
Intern, Department of Medicine, University of Wisconsin Hospitals, Madison, WI		06/1966	Internal Medicine
Resident, Department of Psychiatry, Albert Einstein College of Medicine, and Chief Resident, Department of Psychiatry, Albert Einstein College of Medicine, Bronx, NY		06/1969	Psychiatry
Clinical Associate, Intramural Research Program, National Institute of Mental Health, Washington, DC		06/1971	Psychiatric Research Fellowship
Candidate in Adult Psychoanalysis, The Baltimore-District of Columbia Institute for Psychoanalysis, Washington, DC		05/1977	Psychoanalysis

A. Personal Statement

I have built my career on the conviction that psychiatry and psychoanalysis, and medicine in a larger context, are simultaneously scientific healing arts and humanities disciplines. Throughout my career I have bridged the practice of medicine and academic activities within medicine and in interdisciplinary areas of scholarship and research, including law, architecture, trauma studies, international relations, war and violence. I see all my work as grounded in the medical humanities. In recognition of my work I have served on many editorial boards, and published in the leading journals in psychiatry and psychoanalysis.

B. Positions

Albert Einstein College of Medicine, Assistant Instructor in Psychiatry, 1968-1969

Howard University College of Medicine, Clinical Assistant Professor of Psychiatry, 1972-1980

Washington College of Law, American University, Professorial Lecturer, 1980-1982

Howard University College of Medicine, Clinical Associate Professor of Psychiatry, 1980-1983

F. Edward Hebert School of Medicine, Uniformed Services University of the Health Sciences, Clinical Associate Professor of Psychiatry, 1981-1990

Carnegie Endowment for International Peace, Co-Principal Investigator, The Psychology of Deterrence Project, 1983-1985

Washington School of Psychiatry, Scholar-in-Residence, 1984-1985

National Museum of American History, Smithsonian Institution, Director of Research, Project on the Vietnam Generation, 1985-1987

Center for Psychology and Social Change, An Affiliate of Harvard Medical School at Cambridge Hospital, Research Scholar, 1988-1993
 F. Edward Hebert School of Medicine, Uniformed Services University of the Health Sciences, Clinical Professor and Adjunct Professor (after move to Texas), 1990-present
 George Washington University School of Medicine, Clinical Professor of Psychiatry, 1991-1995
 Cornell University Medical College, Adjunct Clinical Professor of Psychiatry, 1992-1995
 Baylor College of Medicine, Clinical Professor of Psychiatry and Behavioral Sciences, 1994-present
 Medical College of Wisconsin and Wisconsin Psychoanalytic Institute, Charles Brenner Visiting Professor of Psychoanalysis, 2006-2009
 The University of Texas at Austin, Faculty Fellow, Humanities Institute, College of Liberal Arts, 2009-2010
 The University of Texas at Austin, Fellow-in-Residence, Humanities Institute, College of Liberal Arts, 2010-present
 The University of Texas at Austin, Adjunct Professor, School of Architecture, 2011-present
 The University of Texas at Austin, Faculty, Human Dimensions of Organizations Program, College of Liberal Arts, 2011-present
 The University of Texas at Austin, Adjunct Professor, School of Law, Fall Semesters, 2012, 2014
 The University of Texas at Austin, Adjunct Professor, Plan II Honors Program, College of Liberal Arts, Spring Semesters, 2012, 2014, 2016; Fellow of the Trice Professorship in Plan II, Spring Semester, 2017

C. Honors

Clinical Associate, Intramural Research Program, National Institute of Mental Health, 1969-71
 Lewis B. Hill Award of the Baltimore-D.C. Society for Psychoanalysis (for best research paper by a Candidate at the Institute), 1973-1974
 Distinguished Visiting Professor of Psychiatry, Wilford Hall United States Air Force Medical Center, San Antonio, Texas 1987, 1988
 Outstanding Member of the Clinical Faculty, Department of Psychiatry and Behavioral Sciences, George Washington University School of Medicine and Health Sciences, 1993 Master
 Educator Clinical Consultant, 150th Annual Meeting, American Psychiatric Association, 1997
 Psychoanalytic Training Today Award of The International Psychoanalytical Association, 2004
 The Charles Brenner Visiting Professor of Psychoanalysis, The Wisconsin Psychoanalytic Institute and Society and The Medical College of Wisconsin, 2006
 Distinguished Service Award, The American Psychoanalytic Association, 2014

D. Editorial Appointments, Publications, and Invited Lectures

Psychiatry, Editorial Board, 1982-1984, 2003-present; *Psychoanalytic Study of Society*, Editorial Board, 1991, Associate Editor, 1992, Co-Editor-in-Chief, 1993; *Journal of Clinical Psychoanalysis*, Corresponding Editor, 1997-2004, Book Review Editor, 2004; *International Journal of Psychoanalysis*, North American Editorial Board, 2003- 2006, International Editorial Board, 2012-present; *International Journal of Applied Psychoanalytic Studies*, Editorial Board, 2004-present; *Psychoanalytic Inquiry*, Editorial Board, 2006-2016

Sixty major publications, in books, and journals such as *American Journal of Psychiatry*, *Journal of the American Psychoanalytic Association*, *International Journal of Psychoanalysis*, *Hospital and Community Psychiatry*; over one hundred invited lectures at, among other institutions, Columbia University, Cornell University, Duke University, Emory University, Hahnemann Medical College, Harvard University, Jefferson Medical College, Mount Sinai Medical School, Princeton University, The University of Chicago, The University of Texas Southwestern Medical School, The University of North Carolina School of Medicine, The University of Pittsburgh School of Medicine

PAULINE TURNER STRONG

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The University of Texas at Austin
Austin, Texas 78712-1086 U.S.A.

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pstrong@austin.utexas.edu

CURRENT ACADEMIC APPOINTMENTS

Director, Humanities Institute, The University of Texas at Austin, since 2009. Associate Director, 2006-09. Portfolio includes planning and administering interdisciplinary Faculty Fellows seminar; Distinguished Visiting Lecture Series; Cline Visiting Professorship in the Humanities; Difficult Dialogues undergraduate seminars and faculty workshops; Community Sabbatical community research grants; and other interdisciplinary humanities programs. The 2016-18 theme of the Institute is Health, Well-Being, and Healing. Professor of Anthropology and Women's & Gender Studies, The University of Texas at Austin, since 2013. Associate Professor, 1999-2013. Assistant Professor of Anthropology, 1993-99.

EDUCATION

PhD, Sociocultural Anthropology, The University of Chicago, 1992. MA, 1980.
B.A., Philosophy, THE COLORADO COLLEGE, *magna cum laude*, Phi Beta Kappa, 1975.

Postdoctoral Seminars/Workshops (Selected):

2016 CHCI Medical Humanities Institute, Kings College, London, June, 2016.
2015 CHCI Medical Humanities Institute, Dartmouth University, July, 2015.
2014-15 Mellon Sawyer Seminar on Indigenous Sovereignty, UT-Austin, September-April.

GRANTS, FELLOWSHIPS, AND AWARDS (SELECTED)

Signature Course Essential Elements Award for Excellence in Teaching Critical Thinking, School of Undergraduate Studies, UT-Austin, 2015.
Primary Investigator, "Promoting Pluralism and Academic Freedom on Campus: Expanding and Institutionalizing Difficult Dialogues," Ford Foundation, 2008-2010. Co-PI, 2006-08.
Outstanding Graduate Teaching Award, Graduate School, UT-Austin, 2006.
Academic Innovation Award, RGK Center for Philanthropy and Community Service, UT-Austin, 2004-06.
Rapoport-King Award, College of Liberal Arts, UT-Austin,. For directing award-winning undergraduate honors theses. 2001, 2002.
Dad's Association Centennial Teaching Fellowship, UT-Austin, 1999. For excellent undergraduate teaching.
Gilbert Teaching Excellence Award in Women's and Gender Studies, UT-Austin, 1998-99
Research Fellowship, D'Arcy McNickle Center, The Newberry Library Chicago, IL, 1981, 1985.
Graduate Fellowship, The Danforth Foundation, 1980-84.
Graduate Fellowship, National Science Foundation, 1977-80.

COURSES TAUGHT

Lower Division: Cultural Identities and Differences, Research and Writing about Culture, Cultural Anthropology, Honors Cultural Anthropology, Introduction to Museum Studies
Upper Division: American Indian Cultures North of Mexico, Native Peoples of the American Southwest, Indigenous Peoples of the Far North
Graduate seminars (intro): Social Anthropology, Feminist Anthropology, Folklore & Public Culture
Graduate seminars (advanced): New Reproductive Technologies and the New Kinship, Identities and Alterities, Representational Practices, History and Culture of US Youth Organizations, Indigenous Cultural Politics, Workshop in Theory and Method

BOOKS AND ARTICLES (SELECTED)

Doris Sommer and Pauline Strong, "From Practicing to Theorizing in the Humanities." Special issue on the Public Humanities, *University of Toronto Quarterly* 85, no. 4 (2016). In press.
American Indians and the American Imaginary: Cultural Representation Across the Centuries. Oxon and New York: Routledge (Taylor & Francis), 2016.
"Trademarking Racism: Pseudo-Indian Symbols and the Business of Professional Sports." *Anthropology Now* 6, no. 2 (September 2014):12-22.

- "Cultural Appropriation and the Crafting of Racialized Selves in American Youth Organizations: Towards an Autoethnography," *Cultural Studies/Critical Methodologies*. Vol. 9, no. 2 (April 2009): 197-213.
- Pauline Turner Strong and Laurie Posner, "Selves in Play: Sports, Scouts, and American Cultural Citizenship." *International Review of the Sociology of Sport* 45, no. 2 (September 2010): 390-409.
- (editor, with Sergei Kan) *New Perspectives on Native North America: Cultures, Histories, and Representations*. Lincoln and London: University of Nebraska Press, 2006. xlii + 514 pages.
- "What is an Indian Family? The Indian Child Welfare Act and the Renaissance of Tribal Sovereignty." In *Indigenous Peoples of the United States*. Special commemorative joint issue, *American Studies* 46:3/4 (Fall-Winter 2005); *Indigenous Studies Today* 1 (Fall 2005/Spring 2006): 205-231.
- "The Mascot Slot: Cultural Citizenship, Political Correctness, and Pseudo-Indian Sports Symbols." *Journal of Sport and Social Issues* 28, no. 1 (2004): 79-87.
- "To Forget Their Tongue, Their Name, and Their Whole Relation: Captivity, Extra-Tribal Adoption, and the American Indian Child Welfare Act." In *Relative Values: Reconfiguring Kinship Studies*, pp. 468-93. Ed. Sarah Franklin and Susan McKinnon. Durham, N.C. and London: Duke University Press, 2001.
- Captive Selves, Captivating Others: The Politics and Poetics of Colonial American Captivity Narratives*. Institutional Structures of Feeling. George Marcus, Sharon Traweek, Richard Handler, and Vera Zolberg, series editors. Boulder, CO: Westview Press/Perseus Books, 1999. Paperback edition, 2000. 261 pages.
- Pauline Turner Strong and Barrik Van Winkle, "'Indian Blood': Reflections on the Reckoning and Rfiguring of Native North American Identity." *Cultural Anthropology* 11, no. 4 (1996): 547-76.
- "Animated Indians: Critique and Contradiction in Commodified Children's Culture." Cover article, *Cultural Anthropology* 11, no. 3 (1996): 405-424.
- Pauline Turner Strong and Barrik Van Winkle, "Tribe and Nation: American Indians and American Nationalism," *Social Analysis: Journal of Cultural and Social Practice* no. 33 (1993): 9-26.

PRESENTATIONS (SELECTED)

- (with Libby Roderick) "Difficult Dialogues in the Classroom: Effectively and Inclusively Tackling the Tough Issues of our Times." National Association of Diversity Officers in Higher Education (NADOHE), San Francisco, 2016.
- "John Dewey, Quality Education, and the Experience of the Strange and the Familiar." 114th Annual Meeting, American Anthropological Association, Denver, 2015.
- Pauline Turner Strong and Laurie Posner, "Outdoor Sports and the Crafting of Racialized Selves in American Youth Organizations." 2008 Sports, Race, and Ethnicity Conference, Sydney, Australia, 2008.
- "Children's Rights, Cultural Rights, and Tribal Sovereignty: A Quarter Century Under the Indian Child Welfare Act," 102d Annual Meeting, American Anthropological Association, Chicago, 2003.
- "Stratified Reproduction, Reproductive Strategies: The Intersection of State Policies and Local/Global Formations in Women's Reproductive Choices" (discussant). 99th Annual Meeting, American Anthropological Association, San Francisco, 2000.
- "Rites of Passage: What Tribal Societies Can Teach Us about Sexual Education." Convocation Lecture, St. Louis College of Pharmacy, 1992.

PUBLIC AND ACADEMIC SERVICE (SELECTED)

- Member, External Advisory Board, Migrant Clinicians Network, 2014-2018.
- Professor, Free Minds Project. Interdisciplinary humanities course for adults living at a low to moderate income. A partnership between Foundation Communities, Austin Community College, and UT-Austin, since 2013.
- Member, National review panel, The Wenner-Gren Foundation for Anthropological Research, 2012-14.
- Member, National selection panel, New Faculty Fellows program, American Council of Learned Societies, 2011-13.
- President of the Board, Camp Fire Central Texas, 2005-07. Past President, 2008-09. Member, Board of Directors, 2003-08.
- Humanities consultant, *Weaving Worlds*, directed by Bennie Klain (Trickster Films, 2007). Project funded by the National Endowment for the Humanities, National Museum of the American Indian, Humanities Texas.
- Member, National selection panel, Ford Foundation Diversity Fellowships, Washington, DC, 2005, 2006.
- President, Society For Cultural Anthropology, 2003-2005.
- Board Member, Society for Cultural Anthropology, 1999-2003.
- Councilor, American Society for Ethnohistory, 1997-1999.
- Editorial Board, *Cultural Anthropology: The Journal of the Society for Cultural Anthropology*, 1996-1999.

PHILLIP BARRISH
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Curriculum Vitae

EDUCATION:

Cornell University, Ph.D. in English and American Literature, 1991
Cornell University, M.A. in English and American Literature, 1987
The University of Pennsylvania, Simultaneous M.A. in English and B.A., Magna Cum Laude,
with Honors in English, 1985

TEACHING APPOINTMENTS:

Tony Hilfer Professor of American and British Literature, University of Texas at Austin, 2014-
present
Associate Professor, Department of English, University of Texas at Austin, 2002-2014
Assistant Professor, Department of English, University of Texas at Austin, 1994-2002
Assistant Professor, Department of English, University of California at Davis, 1991-94

FELLOWSHIPS, HONORS, AND AWARDS:

President's Associates Teaching Excellence Award, 2015
Provost's Course Transformation Grant, 2012-2014 (with Evan Carton): \$300,000
James Garrison Prize for Service to the English Department (Shared with Course
Transformation Team), 2014-15.
UT ITAC Innovative Instructional Technology Grant for eFiles, Summer 2010: \$13,400
UT Special Research Grants, 2010, 2011, 2012: \$750/year (\$2,250 total)
UT Humanities Institute Fellow, Fall 2009
UT Liberal Arts Instructional Technology Grant for eFiles, 2006-2007: \$22,000
William O. Sutherland Award for Excellence in the Teaching of Sophomore Literature, 2005
Cornell University's Society for the Humanities, Full-Year Research Fellowship, 2002-2003

RESEARCH AND TEACHING INTERESTS

American Literature, 1860-1930; literary realism; literature and medicine; masculinity as a
cultural construction

SYNERGISTIC PUBLICATIONS:

Books

The Cambridge Introduction to American Literary Realism. Cambridge: Cambridge
University Press, 2011. xii + 225 pp.
White Liberal Identity, Literary Pedagogy, and Classic American Realism. Columbus:
The Ohio State University Press, 2005. ix + 161 pp.
American Literary Realism, Critical Theory, and Intellectual Prestige 1880-1995.
Cambridge: Cambridge University Press, 2001. x + 213 pp. Paperback ed. 2008.

Book-in-Progress

American Literature and the Political Economy of Health Care

Book Chapters

“Realism and Medicine.” *The Oxford Handbook of American Literary Realism* (Oxford UP). Under contract.

Articles in Peer-Reviewed Journals

“Health Policy in Dystopia.” *Literature and Medicine*, forthcoming in 2016.

“The Sticky Web of Medical Professionalism: Robert Herrick’s *The Web of Life* and the Political Economy of Health Care at the Turn of the Century.” *American Literature* 86:3 (Fall 2014): 583-610.

“Environmental Illness and the Future of Health Care: Chang-Rae Lee’s *On Such a Full Sea*.” 10,300 words. Under consideration at peer-reviewed journal.

SYNERGISTIC CONFERENCE PAPERS AND PRESENTATIONS

“Environmental Illness and Health Care Access: Chang Rae Lee’s *On Such a Full Sea*.” Panel sponsored by Medical Humanities and Health Studies Forum, Modern Language Association Annual Convention, January 2017 (forthcoming).

“Chang-Rae Lee’s *On Such a Full Sea* and the Future of American Health Care.” American Studies Association Annual Meeting. Toronto, Canada. October 2015.

“Health Care Policy and Dystopian Fiction.” 4th International Health Humanities Conference. Denver, Colorado. May 2015.

“Health Policy Dystopias in U.S. Popular Culture.” South Central MLA Annual Conference. Austin, Texas. October 2014.

“Medical Professionalization and Urban Healthcare in 1900.” MLA Annual Convention. Seattle, Washington. January 2012.

“The Medical Humanities, or Just Literature and Medicine?” English Department Annual Collation, Sept. 18, 2015.

“Outcomes Assessment in the Large Humanities Survey.” Invited speaker. National Institute for Learning Assessment Conference. Austin Texas, June 17, 2010.

Invited speaker, DIIA-Organized Workshop, “Integrating Assessment Practices in Academic Departments: Faculty Perspective.” March 23, 2010.

RECENT ADVISING (Phd. Dissertation Committees Chaired/Co-Chaired)

Chair, Robin Vella Riehl, “Before Father Comes Home: Fatherhood and Domesticity in the Nineteenth-Century American Novel.” (2015)

Chair, Ashley E. Miller, “The Department Store in American Literature, 1880-1920.” 2015.

Co-Chair (with Gretchen Murphy), Sydney Bufkin, “Reviewing the Purpose Novel: Reception, Social Reform, and the Limits of Persuasion in Turn-of-the-Century American Fiction.” 2014.

RECENT SERVICE (selected):

Department/University

Co-Leader (with Evan Carton), E316K Course Transformation Project, 2012-2014

Director, Lower-Division Literature Program, 2003-present

Member, Assessment and Accreditation Committee, 2009-present

College of Undergraduate Studies Core Curriculum Assessment Committee, 2015-16

National and International

Co-Director, Texas Institute of Literary and Textual Studies Year-Long Symposium on Health, Medicine, and the Humanities (2016-17)

Grant Reviewer for Social Science and Humanities Research Council of Canada, 2014-present

Kamran Asdar Ali.
Department of Anthropology, SAC 4.102
2201 Speedway, C3200
University of Texas, Austin, TX-78712
(512)-471-7531
asdar@austin.utexas.edu

Academic Background

1997 Ph.D. Anthropology, Johns Hopkins University.

Dissertation Title: Regulating Bodies, Organizing Selves: Planning the Family in Egypt

1991 M.A. Anthropology, Johns Hopkins University.

1987 M.B.,B.S. (Bachelor of Medicine and Surgery), Dow Medical College, University of Karachi, Pakistan.

Academic Experience

2010- Director, South Asia Institute , University of Texas, Austin

2016- Professor, Department of Anthropology, University of Texas, Austin

2005-2016 Associate Professor, Department of Anthropology, University of Texas at Austin.

2001-2005 Assistant Professor, Department of Anthropology, University of Texas at Austin.

1996-2001 Assistant Professor, Department of Anthropology, University of Rochester.

1995-1996 Visiting Assistant Professor, Department of Anthropology, University of Rochester.

1998-1999 Member, Institute for Advanced Study, School of Social Science, Princeton, NJ.

1989 Instructor and Teaching Assistant, Current Social Issues in Anthropology, Johns Hopkins University.

Academic Publications

Books and Edited Volumes

2015. *Communism in Pakistan: Politics and Class Activism 1947-1972.* I.B Tauris Publishers, London.

2015. *Surkh Salam: Communist Politics and Class Activism in Pakistan 1947-1972.* South Asia edition, *Communism in Pakistan: Politics and Class Activism 1947-1972.* Oxford University Press, Karachi (changed title).

2015 *Gender, Politics, and Performance in South Asia.* Sheema Kirmani, Asif Aslam and Kamran Asdar Ali editors. Oxford University Press.

2009 *Comparing Cities: Middle East and South Asia.* Edited Volume, Kamran Asdar Ali and Martina Rieker Editors. Karachi and London: Oxford University Press.

2008 *Urban Margins: Envisioning the Contemporary Global South.* Kamran Asdar Ali and Martina Rieker, Editors. Guest Edited Journal, *Social Text*, Volume 26, Number 95.

2008 *Gendering Urban Space in the Middle East, South Asia and Africa.* Martina Rieker and Kamran Asdar Ali Editors. Palgrave Press.

2002 *Planning the Family in Egypt: New Bodies, New Selves.* University of Texas Press.

2003 *Planning the Family in Egypt: New Bodies, New Selves,* Middle East Edition, American University in Cairo Press.

Articles in Peer Reviewed Journals (Selected)

2013 Progressive, Punjab and Pakistan: The Early Years. In the *Journal of South Asian History and Culture*. Special Issue on State of Subversion: Radical Politics in Punjab (1900-1970). Issue Editors, Shalini Sharma and Virinder Kalra. 4(4):483-502. **5**

2012 Women, Work and Public Spaces: Conflict and Co-Existence in Karachi's Poor Neighborhoods. *International Journal of Urban and Regional Research*. 36/3. 585-605. **1**

2011 Progressives and "Perverts": Partition Stories and Pakistan's Future. *Social Text* . Fall, #108. **6**

2011 Communists in a Muslim Land: Cultural Debates in Pakistan's Early Years. *Modern Asian Studies*. 45/3. 501-534. **2**

2008 Introduction with Martina Rieker, Urban Visions of the Margins. In *Urban Margins: Envisioning the Contemporary Global South*, Special edition of *Social Text*. Volume 26, number 95. **3**

2005 Strength of the State meets the Strength of the Street: The 1972 labor struggle in Karachi." *International Journal of Middle East Studies*. #37, 83-107. Reprinted with permission in *Beyond Crisis: Pakistan in the Twentieth Century*. Naveeda Khan, Editor. Routledge India (2010).

2004 "Pulp Fictions: Reading Pakistani Domesticity." *Social Text* #78. pp 123-145. Reprinted with

permission in *Gendering Urban Space in the Middle East, South Asia and Africa*. Kamran Asdar Ali and Martina Rieker Editors. Palgrave Press (2008)

Peer Reviewed Book Chapters (Selected)

2015 Cinema and Karachi in the 1960s: Cultural Wounds and National Cohesion. In Peter Vander Veer ed. *Handbook of Religion in Asian Cities: Aspirations and Urbanization in the Twenty First Century*. Berkeley: University of California Press.

2010 With Martina Rieker. Remaking Cairo, Revisioning Darb al –Ahmar. Farhad Daftary, Elizabeth Fernea and Azim Nanji eds. *Living in Historic Cairo: Past and Present in an Islamic City*. Museum Azimuth Editions, London, and Institute for Ismaili Studies.

2009. Introduction with Martina Rieker. In *Comparing Cities: Middle East and South Asia*. Edited Volume, Kamran Asdar Ali and Martina Rieker Editors. Oxford University Press.

2008 Introduction with Martina Rieker, *Gendering Urban Space in the Middle East, South Asia and Africa*. Martina Rieker and Kamran Asdar Ali Editors. Palgrave Press.

Other Scholarly Articles and Book Chapters (Selected)

2015 Reframing the Middle Eastern City. In Soraya Altorki edited *A Companion to Middle East Anthropology*. NJ: John Wiley and Sons.

2015 The Other Side of the “Tracks”: Sara Shagufta and the Politics of Gender and Class. In Sheema Kirmani, Asif Aslam and Kamran Asdar Ali edited volume, *Gender, Politics, and Performance in South Asia*. Karachi: OUP.

2014 “Mao in Muslim Land” *Middle East Report*, Number 270, pp.22-23

2013 *Adab*, Authority and *Ashraf* (Afterword). In Muslim Voices (Essays Celebrating the Work of Barbara Metcalf). Edited by Usha Sanyal, David Gilmartin and Sandra Freitag. New Delhi: Yoda Press.

Essays as Regular Contributor to Dawn (English Daily, Karachi) (Selected)

2014 A moment in Karachi’s History: A Poet’s Death Remembered. Dawn, Karachi. November 30.

2014 Passion and Precarity, Essay in Books and Authors, Dawn, Karachi. September 28.

2014 On Female Friendships. Essay in Books and Authors, Dawn, Karachi. August 3.

2014 Women and Public Space. Essay in Books and Authors, Dawn, Karachi. June 2.

2014 Kolkata and Karachi: Thoughts on Violence and its Aftermath. Essay in Books and Authors, Dawn, Karachi. March 30. **25**

2014 Pakistan and the Cold War: The Legacy of Hasan Nasir. Essay in Books and Authors, Dawn, Karachi. January 5.

2013 The Early Years of the Progressives. Essay in Books and Authors, Dawn, Karachi. October 27.

2013 Remembering Albert O. Hirschman. Essay in Books and Authors, Dawn, Karachi. September 1.

2013 “Respectability Has Many Forms: Remembering Sara Shagufta” Essay in Books and Authors, Dawn, Karachi. July 1.

2013 “Cinema and the City: The Ayub Years”. Essay in Books and Authors, Dawn, Karachi. May 5.

Fellowship, Grants and Awards (Selected)

2014-2018 Multi Year Grant. Title VI NRC (South Asia Institute) and FLAS. Department of Education, Washington DC. \$2,476,000

2014 Pilot Project Award (Endangered Archives Program). Retrieval and Cataloguing and Photographic Imaging of Rare Manuscripts, Baluchistan, Pakistan. British Library. 12,275 British Pounds.

2014 PI AIPS Annual Grant, Council of Overseas American Centers (CAORC) and Economic and Cultural Affairs (ECA), US Department of State. \$127,000

2013 PI Establishment of Three Year University Partnership between the University of Texas at Austin (Butler School of Music and SAI) and the National Academy of the Performing Arts in Karachi, Pakistan Affairs Section, US Embassy Islamabad and Department of State. \$956,908.

2012 PI American Institute of Pakistan Studies (AIPS) Four Year Title VI Grant, US Department of Education. \$260,000

2012 PI Multiyear Grant for AIPS’ administrative expenditure (five years) and academic exchange program (two years). Public Affairs Section, US Embassy Islamabad and Department of State. \$1.9 million.

2012 PI for Three Year Partnership between Fatima Jinnah Women’s University in Pakistan and UT, Austin’s South Asia Institute with Focus on Academic Exchange. Public Affairs Section, US Embassy Islamabad and Department of State. \$999,600

2012 PI AIPS Annual Grant, Council of Overseas American Centers (CAORC) and Economic and Cultural Affairs (ECA), US Department of State. \$145,000

BIOGRAPHICAL SKETCH

NAME: Barbara L. Jones, Ph.D.

POSITION TITLE: Associate Dean for Health Affairs, Professor and Co-Director, The Institute for Collaborative Health Research and Practice, School of Social Work, The University of Texas at Austin

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
State University at Albany	BA	1989	Psychology
State University at Albany-School of Social Welfare	MSW	1993	Social Work
State University at Albany-School of Social Welfare	PhD	2004	Social Work

Please refer to the Biographical Sketch sample in order to complete sections A, B, C, and D of the Biographical Sketch.

A. PERSONAL STATEMENT

I have extensive experience mentoring students and faculty in my role as Associate Dean for Health Affairs at the UT School of Social Work. My funded research has also provided me with opportunities to mentor and collaborate with doctoral students and faculty from a variety of disciplines. Both my clinical and research careers have focused on understanding the needs of children, adolescents, and young adults with cancer and their families in order to improve psychosocial and health outcomes for these populations. My very specific and targeted research agenda has allowed me to become a national leader in the fields of palliative care and oncology and to be included in a number of important funded and collaborative research projects with leading hospitals in the U.S. I have been the Principal Investigator (PI) or Co-Principal Investigator (Co-PI) on a number of research projects in adolescent and young adult oncology and have published the results of those studies. In addition to my primary appointment as Associate Professor at UT Austin SSW, I am an Associate Professor of Pediatrics at UTMB- School of Medicine and, a Collaborating Faculty and Children's Oncology Group member at the UT Health Science Center Comprehensive Care Clinic in San Antonio (UTHSCSA), and I am on the Internal Advisory Board of the DCMC LiveSTRONG Childhood and Adolescent Cancer Survivor Clinic. In addition, I am a founding member of the LiveSTRONG Young Adult Alliance and a member of both the Standards of Care and Research Task forces. I am the Past President of the Association of Pediatric Oncology Social Workers (APOSW), a member of the Children's Oncology Group, an American Cancer Society Social Work Preceptor, and a Board Member of the Social Work Hospice/ Palliative Care Network. I am also a Project on Death in America Social Work Scholar and serve on the editorial board of the *Journal of Adolescent and Young Adult Oncology*. I am also a Co-Investigator on a study at Dell Children's Medical Center (DCMC) Pediatric Palliative Care Team. My own research is collaborative and community based with an emphasis on serving individuals who are disenfranchised by the health care system. I bring an expertise in community-based participatory research and qualitative methods to the project.

B. POSITIONS AND HONORS

Positions and Employment

1998-2004	Adjunct Instructor, University at Albany, School of Social Welfare, Albany, NY
1998-2004	Clinical Instructor of Pediatrics and Senior Clinical Social Worker, Albany Medical College Division of Pediatric Hematology/Oncology, Albany, NY
1999-2000	Adjunct Professor, Maria College Bereavement Certificate Program, Albany, NY
2003-2004	Director of Pediatric Programs & Project Director- Sesame Workshop Educational Outreach Project, Center for Advanced Illness Coordinated Care, Albany, NY
2004-present	Assistant to Professor, School of Social Work, The University of Texas at Austin
2004-present	Co-Director, Institute for Grief, Loss and Family Survival, School of Social Work, UT Austin
2004-present	Faculty Affiliate, Center for Women and Gender Studies, UT Austin
2004-present	Core Faculty, The Initiative for Pediatric Palliative Care, Boston, MA

2005-present	Collaborating Faculty, The University of Texas Health Science Center/Christus Santa Rosa Children's Hospital - San Antonio, TX
2006-present	Research Consultant, Pediatric Palliative Care Team, Dell Children's Medical Center
2007-2008	Field Supervisor, Dell Children's Medical Center of Central Texas LiveSTRONG Childhood Cancer Survivor Program, American Cancer Society Master's Training Grant
2008- 2010	Faculty, Dell Children's Medical Center of Central Texas Pediatric Palliative Care Course
2010-present	Adjunct Faculty, Smith College School of Social Work
2011-2014	Program Faculty, City of Hope R25 Improving Quality of Life and Quality of Care for Oncology Family Caregivers
2011- present	Associate Professor of Pediatrics, The University of Texas Medical Branch- School of Medicine
2014-present	Associate Dean for Health Affairs

Other Experiences and Professional Activities

2000-present	Member, Children's Oncology Group Cancer Control Palliative Care Subcommittee
2002-present	Board member (President, 2006-2008), Association of Pediatric Oncology Social Workers
2004	Expert Reviewer, Children's Oncology Group Pediatric Palliative Care Guidelines
2004-present	Core Faculty and Planning Committee, Initiative for Pediatric Palliative Care
2005-present	Board Member, Social Work Hospice / Palliative Care Network
2005-present	Faculty Fellow, UT Austin, Center for Women and Gender Studies
2005-present	Steering Committee, LiveSTRONG Survivorship Center of Excellence Network
2006-2010	Preceptor, American Cancer Society Doctoral Training Grant
2006-present	Founding Member, Central Texas Childhood and Adolescent Cancer Coalition
2006-present	Member, Make a Wish Foundation of Central and South TX, Advancement & Outreach Board
2007	College of Palliative Care Scholar Award
2008-09	Humanities Institute Faculty Fellowship Award
2009	Social Work Mentor (selected), College of Palliative Care, American Academy of Hospice and Palliative Medicine
2010-present	Editorial Board, <i>Journal of Adolescent and Young Adult Oncology</i>

Honors

2007	Recipient, Dean's Fellowship, UT School of Social Work
2009	Project on Death in America Social Work Leadership Award
2009	The Social Work in Hospice and Palliative Care Network 2009 PDIA Social Work Leadership Award
2013	Association of Pediatric Oncology Social Workers (APOSW) Social Worker of the Year
2013	Academy of Hospice and Palliative Medicine mentoring award
2014	University of Texas Top 10 Faculty Award
2014	University of Texas Regents' Outstanding Teaching Award
2014	National Academies of Practice, Distinguished Scholar
2014	Dads' Association Centennial Teaching Fellowship Award
2015	National Academies of Practice, Distinguished Scholar and Fellow
2016	University of Texas at Austin Academy of Distinguished Teachers

C. Peer-reviewed Publications

I have published over 70 peer-reviewed articles and book chapters relating to pediatric oncology, pediatric palliative care and psychosocial concerns of children and families. In my role as an educator, I have co-authored training initiatives for oncology social work, pediatric palliative care and have led courses in psychosocial oncology and interprofessional education. I developed the nation's first post-doctoral fellowship in psychosocial oncology. At present, I serve on the program committee of the International Congress on Palliative Care, the Scientific Committee and Advisory Board Member of the International Palliative Care Network, and Vice Chair of Texas State Health and Human Services Palliative Care Interdisciplinary Advisory Council.

BIOGRAPHICAL SKETCH

NAME Love, Brad		POSITION TITLE Associate Professor, School of Advertising and Public Relations, UT Austin; Associate Director, Center for Health Communication, UT Austin	
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	MM/YY	FIELD OF STUDY
University of Florida, Gainesville FL	B.S.	12/98	Journalism
Michigan State University, East Lansing, MI	Ph.D.	05/09	Media & Information Studies
National Cancer Institute, Madison, WI	Training Fellowship	2008	Behavioral Medicine

A. Personal Statement

The goal of the proposed project is to create a multidisciplinary program in the medical humanities, and my work for the last decade overlaps perfectly, as it has focused on ways to connect with and empower young people in the medical environment. Projects have included teaching medical humanities classes to pre-health-major undergraduates as well as research projects using narrative to help young adults affected by cancer improve positive coping skills. Additionally, I currently manage several interdisciplinary health programs on our campus. These experiences, among others, provide the expertise for my role as a collaborator to develop a new Bridging Disciplines Program at the University of Texas.

My ongoing research and interventions focused on improving psychosocial outcomes for young adults affected by cancer necessarily focus heavily on humanistic themes in coaching these young people to evaluate significant information input, express their new identities, and relate to others.

B. Positions and Honors

Positions and Employment

1999-2001: Instructor, College of Communication, University of Florida

2003-2006: Teaching Assistant, School of Journalism, Michigan State University

2004-2007: Research Assistant, Department of Telecommunications and Information Studies, Michigan State University

Fall 2007-Summer 2014: Assistant Professor, Department of Advertising and Public Relations, The University of Texas at Austin

Fall 2014-present: Associate Professor, School of Advertising and Public Relations, The University of Texas at Austin

Fall 2015-present: Associate Director, Center for Health Communication, The University of Texas at Austin

Other Experience and Professional Memberships

2007- Ad hoc reviewer, Journal of School Health

2010- Ad hoc reviewer, Journal of Health Communication

2010- Ad hoc reviewer, International Journal of Advertising

2013- Advisory Board, Stupid Cancer young-adult oncology advocacy foundation

2016- Associate Editor, Journal of Cancer Survivorship

Professional Memberships between 2004 and 2016

Member, Association for Education in Journalism and Mass Communication

Member, International Communication Association

Member, National Communication Association

Honors

2008	Harry Ransom Center Humanities Institute Fellow
2011	Texas Exes Teaching Award for the College of Communication
2011	Promising Professor Award, first place winner nationally, from the Association for Education in Journalism and Mass Communication, Mass Communication Division
2013	Adolescent and Young Adult Cancer Innovation and Research Award from the Steven G. AYA Cancer Research Fund and Critical Mass: The Young Adult Cancer Alliance
2013	University of Texas President's Associates Teaching Excellence Award
2014	University of Texas Regents' Outstanding Teaching Award
2014	Moody College of Communication Teaching Excellence Award
2015	University of Texas Tower Award for the top service-learning professor on campus
2016	Dads' Association Centennial Teaching Fellowship for engagement in undergraduate teaching

C. Selected Recent Peer-reviewed Publications

1. Pounders, K., Stowers, K., **Love, B.**, Wilcox, G., and Mackert, M. (in press). Exploring gender and identity issues among female AYAs in an anonymous platform. Journal of Health Psychology.
2. Myrick, J., Holton, A., **Love, B.**, and Himelboim, I. (2015). #StupidCancer: Exploring a typology of social support in an online interactive environment. Health Communication. <http://dx.doi.org/10.1080/10410236.2014.981664>.
3. Crook, B., Glowacki, E., **Love, B.**, Jones, B., MacPherson, C.F., and Johnson, R. (2015). Hanging by a Thread: Exploring the Features of Nonresponse in an Online Young Adult Cancer Survivorship Support Community. Journal of Cancer Survivorship. <http://dx.doi.org/10.1007/s11764-015-0465-8>.
4. Thompson, C., Crook, B., **Love, B.**, MacPherson, C., and Johnson, R. (2015). Understanding How Adolescents and Young Adults with Cancer Talk about Needs in Online and Face-to-face Support Groups: Language Descriptions and Comparisons. Journal of Health Psychology. <http://dx.doi.org/10.1177/1359105315581515>.
5. **Love, B.** and Mackert, M. (2014). 'You May Have a Cancer-Causing Virus and Not Even Know It': Fear Appeals in Online News. First Monday, vol. 19, no. 2-3, <http://dx.doi.org/10.5210/fm.v19i2.4368>.
6. **Love, B.**, Mooney Thompson, C., and Knapp, J. (2014). The Need to be Superman: Caring for Young Men Affected by Cancer. Oncology Nursing Forum, vol. 41, no. 1, p. E21-E27. <http://doi:10.1188/14.ONF.E21-E27>.
7. **Love, B.** and Donovan-Kicken, E. (2013). Online Friends, Offline Loved Ones, And Full-Time Media: Young Adult 'Mass Personal' Use Of Communication Resources For Educational And Emotional Support. Journal of Cancer Education, <http://doi:10.1007/s13187-013-0579-5>.
8. **Love, B.**, Mooney Thompson, C., Crook, B., and Donovan-Kicken, E. (2013). Work and 'Mass Personal' Communication as Means of Navigating Nutrition and Exercise Concerns in an Online Cancer Community. Journal of Medical Internet Research, vol. 15, no. 5, p. e102. <http://doi:10.2196/jmir.2594>.
9. **Love, B.**, Moskowitz, M., Crook, B., Thompson, C., Donovan-Kicken, E., Stegenga, K., Macpherson, C., Johnson, R. (2013). Defining Adolescent And Young Adult (AYA) Exercise And Nutrition Needs: Concerns Communicated In An Online Cancer Support Community. Patient Education and Counseling, vol. 92, no. 1, p. 130-33. <http://dx.doi.org/10.1016/j.pec.2013.02.011>.
10. **Love, B.**, Crook, B., Mooney Thompson, C., Zaitchik, S., Knapp, J., LeFebvre, L., Jones, B., Donovan-Kicken, E., Eargle, E., and Rechis, R. (2012). Exploring the Communication of Social Support within Online Communities: A Content Analysis of Messages Posted to an Adolescent/Young Adult Cancer Support Group. Cyberpsychology, Behavior, and Social Networking, vol. 15, no. 10, p. 1-5.

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. DO NOT EXCEED FIVE PAGES.

NAME: Harrison, Millie

POSITION TITLE: Communication Studies Basic Course Coordinator; Doctoral Student

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Auburn University	B.A.	05/2012	Communication
Auburn University	M.A.	05/2014	Communication
The University of Texas at Austin	Ph.D.	Expected 05/2019	Organizational Communication and Technology

NOTE: The Biographical Sketch may not exceed five pages. Follow the formats and instructions below.

A. Personal Statement

The work I have completed thus far in my academic career has not only provided me with the theoretical and methodological tools needed to conduct sound research, but has also directed me into a focused concentration for future study.

B. Positions and Honors**Positions and Employment**

2012-2014 Graduate Research Assistant, School of Communication and Journalism, Auburn University, Auburn, AL

2012-2014 Graduate Teaching Assistant, School of Communication and Journalism, Auburn University, Auburn, AL

2014- Assistant Instructor, Department of Communication Studies, The University of Texas at Austin, Austin, TX

2014-2015 Adjunct Professor, Department of Communication, Concordia University Texas, Austin, TX

2015-2016 Graduate Research Assistant, Department of Communication Studies, The University of Texas at Austin, Austin, TX

2015- Basic Course Coordinator, Department of Communication Studies, The University of Texas at Austin, Austin, TX

Honors

2011 Bert E. Bradley Undergraduate Award, Auburn University, Auburn AL

2012 Bert E. Bradley Undergraduate Award, Auburn University, Auburn, AL

2012 College of Liberal Arts Outstanding Student Award, Auburn University, Auburn, AL

2013	Bronczek Award for Excellence, Auburn University, Auburn, AL
2013	Graduate Service Award, Auburn University, Auburn, AL
2013	Top Research Award in the Humanities Division, Auburn University Graduate Research Symposium, Auburn, AL
2014	Bronczek Award for Excellence, Auburn University, Auburn, AL
2014	Bert E. Bradley Graduate Award, Auburn University, Auburn, AL

C. Contribution to Science

1. My master's work and current doctoral research focuses on organizational socialization, particularly how social media can be used during anticipatory socialization (i.e., how newcomers come to understand organizational roles prior to organizational entry) to aid incoming employees in sensemaking processes. My master's thesis explored how information-giving and sensemaking behaviors in the entry phase of socialization are communicated on organization-based reality TV shows. From a social constructionist perspective, organizational socialization is a major influence in forming workplace identity, and organization-based reality shows can serve as anticipatory socialization agents for viewers in a similar work environment. By presenting its audience with a model of organizational life, reality TV offers viewers ways to understand, navigate, and respond to situations and contexts within their own realities. In turn, media outlets can influence how individuals behave in and identify with their places of employment. Currently, I am working to submit portions of my thesis to communication journals. I am also developing two papers exploring how LinkedIn profiles and organizational websites can be used by new recruits as anticipatory socialization mechanisms.
2. I am also interested in studying digital activism, which provides a rich and unique approach to examining organizations in the Information Age. Digital activism offers organizational communication scholars the opportunity to look at both the novel ways in which organizations interact with society and the innovative form of organizing practices afforded by developments in digital technology. Currently, I am the lead investigator on a project that defines and differentiates activism and digital activism, as well as discusses how digital activism applies to organizational communication research. By outlining what digital activism is, its relation to organizational communication, and the primary tensions within digital activism research, my team and I hope to discipline the scholarly conversation of digital activism as an inherently communicative, organizational, and organizing concept of study.
3. Finally, I am interested in exploring the intersections of organizational and health communication. I aim to study how mental and physical health topics—specifically stigmatized topics such as depression, obesity, stress, and burnout—are or are not discussed in organizations, as well as how organizations form and communicate policies or programs to address these issues. I plan to examine how stigmatized health messages are created in organizations, the channels through which organizations choose to disseminate health information, and what organizational health information are shared or sought by organizational members. Ideally, I want to investigate issues like these by conducting comparative analyses across industries as well as across cultures.

BIOGRAPHICAL SKETCH

NAME Phillips, Farya	POSITION TITLE Dean’s Post-doctoral Research Fellow in Psychosocial Oncology, The University of Texas at Austin, School of Social Work		
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
The University of Texas at Austin, Austin, TX	BS	1998	Human Development
Mills College, Oakland, CA	MA	2000	Education: Child Life
The University of Texas at Austin, Austin, TX	PhD	2013	Social Work
The University of Texas at Austin, Austin, TX	Post-Doc	Sep.2013 - Present	Social Work
Mentor: Barbara L. Jones			

PERSONAL STATEMENT:

I bring extensive expertise to this proposal, "Patients, Practitioners, and Cultures of Care" as both a health care professional and as an instructor for undergraduate and graduate students seeking careers in health care. My courses address the psychosocial needs of patients and families in medical settings. I have been working as a child life specialist with children and families affected by cancer for over a decade. My doctoral studies were focused on psychosocial oncology research with adolescents and my post-doctoral research plan built on my previous work to inform development of evidence based interventions for adolescents affected by parental cancer as well as AYA cancer survivors. As co-Investigator and PI on several funded grants I laid the groundwork for the proposed research by exploring interventions focusing on resilience and meaning making as possible factors that may protect children and adolescents from negative psychological outcomes caused by a cancer experience. In addition to the contributions described above I continue to work with collaborators in the health care field to document the continued need to address psychosocial concerns of children, youth and families in this population. I also highlight the need for interprofessional education and practice which is essential to family centered care and implementation of psychosocial services to families facing illness.

POSITIONS AND HONORS:

Positions

2000-2003	Child Life Specialist III, Christus Santa Rosa Children's Hospital, San Antonio, TX
2004-2006	
2003-2004	Child Life Specialist, Hematology/Oncology/Bone Marrow Transplant Unit, Children's Hospital
	of Los Angeles, Los Angeles, CA
2006-2012	Program Director & Senior Child Life Specialist, Wonders & Worries, Austin, TX
2009-2013	Teaching Assistant, School of Social Work, The University of Texas at Austin, Austin, TX
2011-present	Project Coordinator, <i>Children with Complex Illness Clinic Evaluation</i> , Dell Children's Hospital,
	Austin, TX
2012 -2013	Assistant Instructor, School of Social Work, The University of Texas at Austin, Austin, TX
2012-2014	Project Director, <i>Enhancing Connections-Adapted</i> , School of Social Work, The University of
	Texas at Austin, Austin, TX
2013-present	Adjunct Faculty, Department of Family and Consumer Sciences, Texas State University, San Marcos, TX
2013 -present	Dean's post-doctoral research fellow in psychosocial oncology, The University of Texas at Austin,
	Austin, TX
2014-present	Adjunct Faculty, Department of Human Development & Family Sciences, The University of Texas at
	Austin, Austin, TX

Honors

2010, 2011	Patricia Puig and Joseph P. Mueller Dean's Excellence Fund
2011	Professional Development Award- Office of Graduate Studies, The University of Texas at Austin
2013	William S. Livingston Outstanding Student Academic Employee Award, University Co-op
2014	NIH LRP recipient from the National Cancer Institute
2015	NIH funded MGH Workshop on Methods in Supportive Oncology Research, Selected Participant

PUBLICATIONS:

- Jones, B., Remke, S., **Phillips, F.** (2011). Palliative care: The pediatric perspective. *Textbook of Palliative Care Social Work*. Oxford, UK: Oxford University Press.
- Phillips, F.,** & Jones, B. (2013). The lived experience of Latino adolescent and young adult survivors of childhood cancer. *Journal of Cancer Survivorship*. doi: 10.1007/s11764-013-0310-x.
- Jones, B., **Phillips, F.** (2013). Social work in interprofessional education in health care. In A. Hazra, (Ed.), *Social work education and practice in twenty first century: Emerging issues and challenges*. New York, NY: Routledge.
- Phillips, F.** (2014). Adolescents living with a parent with advanced cancer: A systematic review. *Psycho-Oncology*. doi:10.1002/pon.3570
- Phillips, F.** (2014). The experience of adolescents who have a parent with advanced cancer: A phenomenological inquiry. *Palliative and Supportive Care*. doi:10.1017/S1478951514001023
- Jones, B., **Phillips, F.,** Head, B., Hedlund, S., Kalisiak, A., Zebrack, B., Kilburn, L., BA, Otis-Green, S. (2014). Enhancing Collaborative Leadership in Palliative Social Work in Oncology. *Journal of Social Work in End-of-Life & Palliative Care*. 10(4): 309-321. doi: 10.1080/15524256.2014.975319.
- Jones, B., **Phillips, F.** (2014). Quick reference for pediatric oncology clinicians. In L. Weiner, M. Pao, A. Kazak, M. Kupst, & A. Patenaude (Eds.), *The psychiatric and psychological dimensions of pediatric cancer symptom management*. Oxford University Press.
- Jones, B., & **Phillips, F.** (2014). Your child's school. A resource for parent's of children with cancer. *American Childhood Cancer Organization*.
- Phillips, F.,** & Lewis, F.M. (2015). The Adolescent's Experience When a Parent has Advanced Cancer: A Qualitative Inquiry. *Palliative Medicine*
- Jones, B., & **Phillips, F.** (2016). Social work and interprofessional education in health care: A call for continued leadership. *Journal of Social Work Education*. 52(1):18-29. doi:10.1080/10437797.2016.111262
- Lowe, A., **Phillips, F.,** Schwartz, L., Rosenberg, A., Jones, B. (2016). Psychosocial Follow-up in Survivorship as a Standard of Care in Pediatric Oncology. *Pediatric Blood and Cancer*.
- Phillips, F.,** Prezio, E. (2016). Wonders & Worries: Evaluation of a child centered psychosocial intervention for families who have a parent/primary caregiver with cancer. *Psycho-Oncology*. doi: 10.1002/pon.4120.

Elizabeth Danze, FAIA currently serves as interim dean of The University of Texas at Austin School of Architecture, where she is also a professor and holds the *Henry M. Rockwell Chair in Architecture* and the *Meadows Foundation Centennial Professorship in Architecture*. A Fellow of the American Institute of Architects, Danze received her undergraduate degree in architecture at UT Austin, and a Master of Architecture - Post Professional Degree from Yale University. Her influence at UT Austin has been both diverse and considerable, having served as associate architect for the UT campus master plan, advocating for the quality of the built environment to university leaders and donors, acting as liaison for visiting foreign delegations, and as a consultant for public art. Prior to her appointment as interim dean, she served as Associate Dean for Graduate Programs and Associate Dean for Undergraduate Programs at UT Austin's School of Architecture. Danze makes the connection "vertically" between theory and practice and "horizontally" between architecture and other disciplines. This is central to both her research and her teaching.

Since the early 1990's, Danze has taught at both UT and Yale, including courses such as *The Psychology of the Designer: Conflict, Working Through & Resolution; Visual Communications; and Elements of Design*; and studio classes including *Advanced Architectural Design: Housing Homeless Families; Advanced Architectural Design: Veterans Community Park and Pavilion; and Construction 5: Materials and Detailing*. Her graduate and advanced undergraduate design studios have dealt with issues of psychology and architectural design by directly engaging members of the professional psychoanalytic community as co-teachers and as guest reviewers. Additionally, Danze developed a transdisciplinary course on affordable housing, offered in both architecture and community and regional planning programs, that focuses on the logistics of creating affordable housing by engaging local nonprofit organizations as clients. Her work as an educator has been widely-recognized. She is the recipient of the 2014 Association of Collegiate Schools of Architecture Distinguished Professor Award; the University of Texas System Regents' Outstanding Teaching Award; and the Texas Society of Architects Edward J. Romieniec Award for Outstanding Educational Contributions. Additionally, she is member of the University of Texas Academy of Distinguished Teaching Professors.

Danze's scholarship focuses on the sociological and psychological aspects of architecture, and has been furthered by research grants including The University of Texas at Austin School of Architecture Faculty Research and Project Support Grant; an American Psychoanalytic Foundation Grant; a Graham Foundation Publication Grant; a Meadows Foundation Curriculum Development Grant; and a Texas Methodist Foundation Grant.

She has published extensively, having authored or co-authored articles and publications including the forthcoming "Architecture" (with Stephen M. Sonnenberg, MD and Bethany Hamilton) in the *Textbook of Applied Psychoanalysis* (John Wiley & Sons, 2017); "Architecture and Psychoanalysis," (with Stephen M. Sonnenberg, MD) in *The*

Routledge Handbook of Psychoanalysis in the Social Sciences and Humanities (Routledge, 2016); "Modeling Erik Erikson's Diagram of Psychosocial Development" in *CENTER 17: Space and Psyche* (Center for American Architecture and Design, 2013); "An Architect's View of Introspective Space: the Analytic Vessel" in *Psychoanalysis and Architecture: The Annual of Psychoanalysis, Volume 33* (Mental Health Resources, Catskill, New York, 2006) and "Commentary on Adele Tutter's "Design as Dream and Self-Representation: Philip Johnson and the Glass House of Atreus,"" from the *Journal of the American Psychoanalytic Association*, 2012, (with Stephen M. Sonnenberg, MD). She is co-editor of *Architecture and Feminism* and *Center 9: Regarding the Proper* (with Kevin Alter).

Danze's numerous lectures include "Psychoanalysis as a Vehicle for Understanding Architecture," Interventions and Experimentation, ACSA Central Regional Conference, University of Detroit Mercy and Lawrence Technological University, Detroit, 2005; "Psychoanalytic Transference and the Student/Teacher Relationship," 21st National Conference on the Beginning Design Student, University of Texas at San Antonio, San Antonio, Texas, 2005; "Space and Psyche," Roth-Symonds Lecture, Yale University School of Architecture, 2015; "Housing the Homeless: Using Research, Psychology and Design to Find Lasting Solutions," Texas Society of Architects 75th Annual Convention. Houston, Texas, 2014; "The Veterans Community Park and Pavilion Project," McCombs Healthcare Initiative 2014; and "Innovations in Healthcare Delivery Systems: Developing Ecosystems for Improving Health Care Delivery," McCombs School of Business, The University of Texas at Austin, 2014 (with Stephen M. Sonnenberg, MD).

A principal with Danze Bood Architects, Danze's work integrates practice and theory across disciplines by examining the convergence of sociology and psychology with the tangibles of space and construction. The firm's award-winning projects include the (unbuilt) *Saints Peter and Paul Chapel*, selected in 2015 as a long list finalist by the (WAN) World Architecture News Awards, Future Projects Category, and as recipient of the Studio Award, Texas Society of Architects Annual Design Awards, also in 2015. The firm's *T3 Parking Structure* received the 2014 American Architecture Award from The Chicago Athenaeum: Museum of Architecture and Design and The European Centre for American Art, Design and Urban Studies, 2014, and was selected as a finalist for the Architizer A+ Awards in 2014. Their *Twin Valley House* received an Honor Award from the AIA Austin Annual Design Awards, and a National Design Award from the American Institute of Architects (Small Projects Practitioners Knowledge Community Design Awards) in 2005.

ACADEMIC POSITIONS

THE UNIVERSITY OF TEXAS AT AUSTIN,	AUSTIN, TX
• <i>Assistant Professor</i> , School of Architecture	2013- present
• <i>Faculty Fellow</i> , Center for Sustainable Development, School of Architecture	2013- present
• <i>Director</i> , Urban Information Lab, School of Architecture	2014- present
BALL STATE UNIVERSITY,	MUNCIE, IN
• <i>Assistant Professor</i> , Department of Urban Planning, College of Architecture and Planning	2011- 2013
• <i>Faculty Fellow</i> , Emerging Media Initiative	
• <i>Faculty Fellow</i> , Sponsored Programs Office	
• <i>Faculty Fellow</i> , Global Health Institute	
UNIVERSITY OF WASHINGTON,	SEATTLE, WA
• <i>Lecturer</i> , Department of Urban Design and Planning	2010-2011
• <i>Research Assistant</i> , Urban Form Lab	2006-2010

EDUCATION

UNIVERSITY OF WASHINGTON	SEATTLE, WA
• <i>PhD in Urban Design and Planning</i>	2006-2010
• <i>MSc. in Civil Engineering (Transportation)</i>	2006-2010
UNIVERSITY OF TWENTE	ENSCHDEDE, NETHERLANDS
• <i>MSc. in GIS and Earth Observation</i>	2001-2004
Netherland Government Fellowship	
WUHAN UNIVERSITY	WUHAN, CHINA
• <i>M.Eng. in Architectural Design</i>	2001-2004
• <i>B.Eng. in Urban Planning</i>	1997-2001

RESEARCH INTERESTS

- Built Environments and Public Health
- Built Environments and Sustainable Transportation
- Big Data and GIS Applications in Urban Planning
- Urban Design and Urban Form

PEER-REVIEWED JOURNAL PAPERS (5 out of 20)

1. **Jiao, J.** Drewnowski, A. Moudon, A.V. Aggarwal, A. Oppert, J.M. Charreire, H. and Chais, B. 2016. The impact of area residential property values on self-rated health: A cross-sectional comparative study of Seattle and Paris. *Preventive Medicine Reports*. 4, pp.68-74.
2. **Jiao, J.** Moudon, Kim, S. A.V. Hurvitz, P. and Drewnowski, A. 2015. Health implications of eating at versus living near fast food or quick service restaurants. *Nutrition and Diabetes*. 5 (e171), pp.1-6.
3. Aggarwal, A., Cook, A., **Jiao, J.**, Seguin, R., Moudon, A.V., Hurvitz, P. and Drewnowski, A. 2014. Access to supermarkets and fruit and vegetable intake: Is it just a matter of physical proximity. *American Journal of Public Health*. 104 (5), pp. 917-923.

Junfeng Jiao

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4. Drewnowski, A. Moudon, A.V. **Jiao, J.** Aggarwal, A. Charreire, H. and Chaix, B. 2014. Food shopping behaviors and socioeconomic status (SES) influence obesity rates in Seattle and in Paris. *International Journal of Obesity*. 38(2), pp. 306-14.
5. **Jiao, J.** Moudon, A.V. Ulmer, J. Hurvitz, P. and Drewnowski, A. 2012. How to identify food deserts: measuring physical and economic access to supermarkets in King County, WA. *American Journal of Public Health*, 102 (10), pp. e32-e39.

PEER-REVIEWED BOOK CHAPTERS (5 out of 5)

1. **Jiao, J.** Radil, S. Harbin, J., Li, Y. 2015. A people's atlas of Muncie: Citizen representations of urban space. Chen et al. (eds.), *Building Resilient Cities in China; The Nexus between Planning and Science*, Springer, pp 109-117.
2. Li, Y. He, L. **Jiao, J.** Shen, G. 2015. Quantitative Study of Housing Price based on Huff Model and Hedonic Method. Chen et al. (eds.), *Building Resilient Cities in China; The Nexus between Planning and Science*, Springer. pp 207-221.
3. Philpes, T., **Jiao, J.** Li, Y. 2015. Storm Preparedness: A Case Study of Delaware County, Indiana. Chen et al. (eds.), *Building Resilient Cities in China; The Nexus between Planning and Science*, Springer. pp 235-243.
4. **Jiao, J.** Moudon, A.V. and Li, Y. 2013. Locations with Frequent Pedestrian-Vehicle Collisions: Their Transportation and Neighborhood Environment Characteristics in Seattle and King County, Washington. S. Geertman et al. (eds.), *Planning Support Systems for Sustainable Urban Development*, Springer. Volume 195, pp 281-296.
5. **Jiao, J.** and Boerboom, L. 2006. Transition rule elicitation methods for urban cellular automata models. Leeuwen, J. and Timmermans, H. (eds), *Innovations in Design & Decision Support Systems in Architecture and Urban Planning*, Springer, pp. 53-68.

PEER-REVIEWED CONFERENCE Papers (2 out of 41)

1. Chen, Y. **Jiao, J.** Mao, J. and Wu, H., 2016. *Understanding Pedestrians' Travel Behavior in Large Chinese Cities, A Case Study of Shanghai Central City*. The 14th World Conference on Transport Research (WCTR), July 10-15, 2016.
2. **Jiao, J.** Wegmann, J., 2015. *The Impact of Built Environment on Farmers' Market Usage in A Food Desert: A Case Study of SFC Farmers' Market East in Austin, Texas*. Paper presented at the 55th Association of Collegiate Schools of Planning (ACSP) Conference, October 22-26, 2015, Houston, Texas.
3. **Jiao, J.** 2012. *Identifying Food Deserts in a Large Rustbelt City, A Case Study of Indianapolis, Indiana*, Paper presented at the 53rd Association of Collegiate Schools of Planning (ACSP) Conference, November 1-14, 2012, Cincinnati, Ohio.

RESEARCH GRANTS

1. Worked as a Principle Investigator on 20 Research Grants (\$363,377) and as a Co-Investigator on 5 Research Grants (\$275,000) from UT-Austin, Ball State University, State of Indiana, WSDOT, NIH, Kellogg Foundation, and RWJF.

GRADUATE STUDENTS ADVISED/ADVISING

1. Graduated 18 Master Students (Committee Chair) and 2 PhD students (Committee Member). Currently Serving as Committee Chair for 2 PhD Students.

Joy Hinson Penticuff

School of Nursing
The University of Texas at Austin
Austin, Texas 78712 U.S.A.

(b) (6)

ACADEMIC APPOINTMENTS

Lee and Joseph Jamail Professor Emerita, Distinguished Teaching Faculty Emerita, The University of Texas at Austin, since 2008. Assistant Dean for Undergraduate Programs, School of Nursing, 1993-2002. Consultant, Nursing BSN Program Planning and Founding Director of BSN Program, Concordia University, Austin, Texas, 2008-2003. Portfolio includes Provost's Vision Committee, teaching in the Freshman Seminars; Faculty Sponsor, Difficult Dialogues undergraduate seminars and faculty workshops;. The 2016-18 theme of the Institute is Health, Well-Being, and Healing.

Lee and Joseph Jamail Professor of Nursing, The University of Texas at Austin, 2000-2008; Professor, 1998-2000; Associate Professor, 1985-1997; Assistant Professor, 1975-1985.

EDUCATION

PhD, Clinical Psychology, 1976 and MSN, 1973, Case Western Reserve University.
BSN, Nursing, Medical College of Georgia School of Nursing, 1968.

Postdoctoral Seminars/Workshops (Selected):

2013, Nov. 1-4 Clinical Ethics Immersion, Center for Ethics, MedStar Washington Hospital Center, Washington D.C.; 1989-1990, Senior Fellow, Center for Medical Ethics and Health Policy, Baylor College of Medicine, Houston, Texas; 1988 Advanced Bioethics Course, Kennedy Institute of Ethics, Georgetown University, Washington, DC; 1983-1987 Member, Research Group on Ethics and the Care of the Newborn, The Hastings Center, New York; 1985 Bioethics Institute, Queens College, Oxford University, England; 1983, summer, Visiting Scholar, The Hastings Center, New York; 1983 Bioethics Institute, Vassar College, Poughkeepsie, New York; 1981 Intensive Bioethics Course, Kennedy Institute of Ethics, Georgetown University, Washington, DC.

GRANTS, FELLOWSHIPS, AND AWARDS (SELECTED)

2010 Recipient of the Edmund Pellegrino Medal for Contributions to Bioethics, Health Ethics and Law Institute, Samford University, Birmingham, Alabama; **1998 Fellow, Academy of Distinguished Teachers (by invitation)** The University of Texas at Austin; 1993 Teaching Excellence Award, The University of Texas at Austin Ex-Students' Association; **1988 Fellow, American Academy of Nursing (by invitation)**

FUNDED RESEARCH (SELECTED)

Sudia-Robinson, T. (PI), **J. Penticuff**, Mentor, Ethics and Parent Collaboration in NICU End-of-Life Care. Mentored Research Scientist Development Award funded by the National Institute of Nursing Research Summer, 2000 – 2004. Dr. Sudia-Robinson was a Fellow at the Center for Ethics, Emory University, Atlanta GA.
Penticuff, J. (PI) Parent-Professional Collaboration in NICU Decisions. 1R01 NRO4334-01. Funded by the National Institute for Nursing Research, NIH, 1997-2001.
Penticuff, J. (PI) Nurses' Ethical Decision Making in Perinatal Settings. NRO6472-01. Funded 1989-1990 by the National Center for Nursing Research, NIH, NRSA Senior Fellowship and the University of Texas at Austin Research Institute Faculty Research Award.
Penticuff, J. (PI). Reactions of Care Providers to Federal Guidelines on Care of Handicapped Newborn Infants after the Case of Baby Doe. Research conducted as Visiting Scholar, the Hastings Center Institute for Ethics, Society, and the Life Sciences, Hastings-on-Hudson, New York, summer, 1983. Funded by the Smith Centennial Fellowship.

COURSES TAUGHT (SELECTED)

TEACHING AND COURSE DEVELOPMENT IN BIOETHICS

The University of Texas at Austin

School of Nursing

1991 - 2008 Developed and taught NUR 311 *Ethics in Healthcare*

1998, spring Developed and taught NUR 395 *Conceptual Issues in Nursing*

& fall 2000	<i>Ethics</i>
2008, spring	Co-developed and co-taught Honors Section NUR 311 <i>Ethics in Healthcare</i>
<u>Freshman Seminars</u>	
1997 – 2001	Developed and taught Freshman Seminar course each fall <i>Bioethics From Start (of Life) to Finish</i>
<u>Plan II</u>	
2007, fall	Developed and taught SS301 Honors Social Science <i>Truth-Telling in Medicine: Theoretical Frameworks, Research & Application in Clinical Practice</i>

REFEREED PUBLICATIONS (SELECTED)

- Rushton, C. H., & Penticuff, J. H. (2007). A framework for analysis of ethical dilemmas in critical care nursing. *AACN Advanced Critical Care*, 18(3), 323-328.
- Penticuff JH (2005) Effect of an intervention to improve parent-professional collaboration in neonatal intensive care. *Journal of Perinatal and Neonatal Nursing*. 19(2), 187-202.
- Volker D, Kahn D & Penticuff J (2005) The advanced practice nurse's perspective in aiding patient control at the end of life. *Oncology Nursing Forum*. 31(5) 945-53.
- Volker D, Kahn D & Penticuff J (2005) The patient's perspective of control and end-of-life care. *Oncology Nursing Forum*. 31(5) 954-60.
- Penticuff, J. and Walden, M. (2000) Influence of nurse characteristics and practice environment on perinatal nurses' responses to ethical dilemmas. *Nursing Research*. 49(2), 64-72.
- Penticuff, JH (1998) Defining futility in neonatal intensive care. *Nursing Clinics of North America*. Vol. 33, No. 2, 339-352.
- Penticuff, J. (1996) Ethical dimensions in genetic screening: A look into the future. *JOGN Journal of Obstetric, Gynecologic, and Neonatal Nursing*, 25(9), 785-789.
- Penticuff, J. (1994) Ethical issues in genetic therapy. *JOGN Journal of Obstetric, Gynecologic, and Neonatal Nursing*. 23(6), 498-501.
- Kjervik, D. and Penticuff, J. (1992) The future of nursing research in ethics and law. *Journal of Professional Nursing*. 8(3), 141.
- Penticuff, J. (1991) Conceptual issues in nursing ethics research. *Journal of Medicine and Philosophy*. 16(3), 235-258.
- Penticuff, J. (1991) Ethics in pediatric nursing: Advocacy and the child's 'determining self'. *Issues in Comprehensive Pediatric Nursing*, 13(3), 221-230.
- Penticuff, J. (1990) Ethical issues in redefining death. *Journal of Neuroscience Nursing*, 22(1), 48-49.
- Penticuff, J. (1989) Infant suffering and nurse advocacy in Neonatal Intensive Care. *Nursing Clinics of North America*, 24(4), 987-997.
- Penticuff, J. (1988) Neonatal intensive care: Parental prerogatives. *Journal of Perinatal and Neonatal Nursing*, 1(3), 77-86.
- Penticuff, J. (1987) Neonatal nursing ethics: Toward a consensus. *Neonatal Network*, 5(6), 7-16.
- Penticuff, J. (1982) Ethical dilemmas in critical care. *Dimensions of Critical Care Nursing*, 1(1), 22-27.

BOOK CHAPTERS (SELECTED)

- Penticuff, J.H. (2008) Suffering, compassion, and ethics: Reflections on neonatal nursing. In W. Pinch & A.M. Haddad (Eds) *Nursing and health care ethics: A legacy and a vision*. Silver Spring MD: American Nurses Association, pp.283-292.
- Penticuff, J. (2005) Nursing perspectives on withholding food and fluids in pediatrics: Cases and commentaries. In Frankel, L.R., Goldworth, A., Rorty, M.V. and W.A. Silverman (Eds) *Ethical dilemmas in pediatrics*. New York: Cambridge University Press, pp. 239-245.
- Penticuff, J. (1997) Nursing perspectives in bioethics. In K. Hoshino (Ed.) *Japanese and western bioethics: Studies in moral diversity*, Boston: Kluwer Academic Publishers, pp. 49-60.
- Penticuff, J. (1995) Nursing ethics in perinatal care. In Goldworth, A., Silverman, W., Stevenson, D. and E. Young, *Ethics and perinatology: Issues and perspectives*. Oxford University Press, pp. 405-426.
- Penticuff, J. (1993) Ethical issues. In *Core Curriculum for Neonatal Intensive Care Nursing*. J. Deacon and P. Beachy (Eds.). Philadelphia: W.B. Saunders Co., pp. 665-672
- Penticuff, J. (1992) Impact of child abuse amendments on nursing staff and their care of handicapped newborns in Caplan, A., Blank, R. and Merrick, J. *Compelled compassion: Government intervention in the treatment of critically ill newborns*. Clifton, NJ: Humana Press, Inc., pp.267-284.
- Penticuff, J. (1984) Ethics in obstetrics and gynecologic nursing. *NAACOG Update Series*, Lesson 26, Volume 1. Continuing Education Center, Inc. (CPEC), Princeton, New Jersey.

Octavio N. Martinez Jr., M.D., M.P.H., M.B.A., F.A.P.A.

Associate Vice-President

Division of Diversity and Community Engagement, The University of Texas at Austin

Executive Director

Hogg Foundation for Mental Health, The University of Texas at Austin

Clinical Professor

School of Social Work, The University of Texas at Austin

Adjunct Professor

UTHSCSA School of Medicine's Department of Psychiatry

A native Texan and licensed psychiatrist, Dr. Martinez is the fifth executive director and the first Hispanic to lead the Hogg Foundation for Mental Health since its creation in 1940. The foundation's grants and programs support mental health services, research, policy analysis and public education projects in Texas. As chief executive officer, he oversees the vision, mission, goals, strategic planning and day to day operations of the foundation. The Hogg Foundation is part of the Division of Diversity and Community Engagement at The University of Texas at Austin. Dr. Martinez holds an appointment of Associate Vice-President within the division; he is also a clinical professor with an appointment in the university's School of Social Work; and holds an adjunct professor appointment at The University of Texas Health Science Center at San Antonio School of Medicine's Department of Psychiatry. His academic interests include minority health, health disparities, and workforce issues.

In addition to his administrative and academic duties, he currently serves on the National Academies of Sciences, Engineering, and Medicine's, Health and Medicine Division's Standing Committee on Medical and Public Health Research during Large-Scale Emergency Events and on HMD's Roundtable on the Promotion of Health Equity and the Elimination of Health Disparities. He has formerly served on the IOM's Committee on the Governance and Financing of Graduate Medical Education (2014) and on the Committee on the Mental Health Workforce for Geriatric Populations (2012). From 2002 to 2006 he served as a Special Emphasis Panel Member for the National Institutes of Health, National Center on Minority Health and Health Disparities. Dr. Martinez also serves on the National Advisory Committee on Rural Health and Human Services. He is the board chair of the National Hispanic Council on Aging, board chair for the Meadows Mental Health Policy Institute, and committee chair for the Texas Health and Human Services Commission – Behavioral Health Integration Advisory Committee. He is a commissioner on the Supreme Court of Texas Permanent Judicial Commission for Children, Youth and Families and a member of the University of Texas – University Charter School Advisory Board. Dr. Martinez is also a member of the board of directors for Trust for America's Health (TFAH), board of directors for Grantmakers in Health (GIH), and a member of the editorial board for the Home Health Care Services Quarterly Journal. He is a Fellow of the American Psychiatric Association, a member of The American College of Psychiatrists, a member of the American College of Mental Health Administration, the National Hispanic

Medical Association, the American Public Health Association, and the Texas Society for Psychiatric Physicians.

Dr. Martinez is a recipient of the 2015 Psychiatric Excellence Award from the Texas Society of Psychiatric Physicians. He also received the National Alliance on Mental Illness Texas 2015 Mental Health Professional of the Year Award and was inducted into The Philosophical Society of Texas in 2015. He was awarded a Shining Lights Award for Excellence in Hispanic Mental Health Advocacy and Leadership in 2012 by the National Resource Center for Hispanic Mental Health and he is a recipient of the 2008 Adolph Meyer, M.D. Research Award in recognition of contributions in minority health and efforts to improve the mental health of all citizens regardless of socioeconomic status by The Center for Health Care Services. Dr. Martinez is licensed to practice medicine in Texas and North Carolina and is a diplomate of the American Board of Psychiatry and Neurology.

Prior to joining the foundation in 2008, Dr. Martinez was a clinical psychiatrist at Albemarle Mental Health Center and an affiliate associate professor at the Brody School of Medicine in North Carolina. He was part of a team that created a 23-Hour Crisis Unit at Albemarle Hospital in Elizabeth City, North Carolina to serve a 10 county catchment area that includes the Outer Banks. Before that he was an assistant professor and psychiatrist at The University of Texas Health Science Center at San Antonio and a Faculty Associate with the Center for Medical Humanities and Ethics. In San Antonio he served as Director of Psychiatric Consultation/Liaison Services for University Hospital and the Audie L. Murphy Veterans Administration Hospital. He also was Co-Director of Behavioral Sciences for the UTHSCSA medical school, and developed two community psychiatric clinics for underserved areas of San Antonio.

Before entering medical school, Dr. Martinez worked in commercial real estate, banking, and finance. As a commercial real estate banker in Austin, Texas, he managed business parks, office buildings, and large tracts of commercial real estate. He has a master's degree in public health from Harvard University's School of Public Health, a doctor's degree in medicine from Baylor College of Medicine, and master's and bachelor's degrees in business administration with a concentration in finance from The University of Texas at Austin. He was Chief Resident during his psychiatric training at the University of Texas Health Science Center at San Antonio and is an alumnus of The Commonwealth Fund/Harvard University Fellowship in Minority Health Policy at Harvard Medical School.

BIOSKETCH

NAME Johnston, S. Claiborne	POSITION TITLE Dean, Dell Medical School, UT Austin Professor of Neurology, UT Austin		
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	MM/YY	FIELD OF STUDY
Amherst College, Amherst, MA	BA	1983-1987	Physics
Harvard Medical School, Boston, MA	MD	1988-1992	Medicine
Massachusetts General Hospital, Boston, MA	Internship	1992-1993	Medicine
University of California, San Francisco	Residency	1993-1996	Neurology
University of California, Berkeley	MPH	1996-1997	Epidemiology
University of California, San Francisco	Fellowship	1996-1998	Stroke
University of California, Berkeley, CA	PhD	1998-2001	Epidemiology

A. Personal Statement

I have built my career in clinical research of cerebrovascular disease, with a particular focus on transient ischemic attacks. I performed a series of observational studies demonstrating the risk of stroke is high after transient ischemic attack (TIA) and then defining a high-risk group using a validated prediction tool. More recently, I led a cluster-randomized trial of standardized discharge orders for stroke at 12 hospitals in Northern California, a trial funded by the Centers for Disease Control. I was also the principal investigator of the Clinical and Translational Science Award at UCSF. I was the co-PI of the CHANCE trial in China. I am also the international PI of the industry-sponsored SOCRATES trial of ticagrelor vs. aspirin in acute TIA and stroke, which enrolled 13,600 participants in over 600 sites worldwide, and was recently published in the New England Journal of Medicine. I currently oversee the multicenter POINT trial funded by the NINDS to evaluate the impact of clopidogrel and aspirin vs. aspirin alone in preventing stroke risk after TIA, a trial involving 5860 subjects recruited at over 200 sites internationally (U01 NS062835). While I left the grant temporarily at UCSF for logistical purposes, I continue to devote substantial effort to the trial, am its de facto leader, and plan to move the trial to UT Austin at the time of its renewal. In spite of my work as dean, I continue to devote significant time and energy to research in stroke.

B. Positions and Honors

Positions and Employment

1996-1998	Clinical Instructor in Neurology, UCSF
1998-2003	Assistant Professor of Neurology in Residence, UCSF
2001-2003	Assistant Professor of Epidemiology in Residence, UCSF
2003-2005	Associate Professor of Neurology in Residence, UCSF
2003-2006	Associate Professor of Epidemiology in Residence, UCSF
2005-2006	Associate Professor of Neurology, UCSF
2006-2008	Director, BREAD and Novel Methods programs, UCSF CTSI
1997-2014	Adjunct Investigator, Kaiser-Permanente, Division of Research
2002-2014	Director, Stroke Service, UCSF
2007-2014	Professor of Neurology and Epidemiology, UCSF
2008-2014	Director, Clinical and Translational Sciences Institute, UCSF
2009-2014	Associate Vice Chancellor of Research, UCSF
2014-Present	Professor of Neurology, The University of Texas at Austin, Dell Medical School
2014-Present	Dean, Dell Medical School, The University of Texas at Austin

2014-Present Vice President of Medical Affairs, The University of Texas at Austin

Other Experience and Professional Memberships

1998-2014 California Department of Public Health, Chronic Disease Section; Chair, Advisory Council, California Heart Disease and Stroke Prevention Program (2001-2007)

2004 Heart Disease and Stroke Prevention and Treatment Task Force: Member, appointed by House Speaker Fabian Nuñez (2004)

2000-2008 National Stroke Association, Co-Director, Physician Advisory Council; Chair, Prevention Board.

2000-2006 American Heart Association: Appointed Member, National Affiliate Liaisons Committee (2002-2005); International Conference Program Committee (2004-2006)

2003-2008 American Academy of Neurology; Chair, Clinical Research Subcommittee (2005-2008); Member, Clinical Research Subcommittee (2003-2005); Member, AAN Foundation Board (2006-2008)

2001, 2006 National Institute of Neurological Disorders and Stroke, Progress Review Group: Member, Section on Clinical Trials; Co-Chair, Section on Prevention Research

1999-2001 California Cardiovascular Disease Prevention Coalition, Appointed Member; Chair, Legislation and Advocacy Committee; Member, Executive Committee (2000, 2001)

1998-2013 Executive Vice Editor, *Ann Neurol* (2006-2013); Editorial Board: *Neurology* (2004-5), *Chin J Stroke* (2006-8), *J Hosp Med* (2006-8); Reviewer: *J Stroke Cerebrovas Dis* (1998-2013); *Neurology* (1999-Present); *Amer J Med* (1999-2014); *Muscle Nerve* (1999-2012); *Ann Neurol* (2000-Present); *Stroke* (2000-Present); *Arch Neurol* (2002-2014); *JAMA* (2002-Present); *Amer Fam Phys* (2002); *Can J Neurol Sci* (2003); *Lancet* (2003-present); *Amer J Neurorad* (2003-2013); *Neurobiology of Aging* (2004); *Cleveland Clin J Med* (2004)

2010-2014 Co-Editor of *Journal Watch Neurology*

Honors

2005 Bay Area Clinical Research Mentor of the Year, Stanford/Kaiser/UCSF/CPMC

2006 Eric Corey Raps Memorial Lectureship, Department of Neurology, University of Pennsylvania

2007 Pfizer Visiting Professorship in Neurology, Cleveland Clinic Foundation

2007 Honorary Lifetime Member, Stroke Society of Australasia

2007 Daniel C. Gainey Visiting Professorship in Stroke and Related Diseases, Mayo Clinic

2008 William Feinberg Award for Excellence in Clinical Stroke, American Heart Association

2008 Sahs Family Visiting Professor, University of Iowa

2009 Harold Bernard Visiting Professor, Vanderbilt University

2011 Mintz Memorial Stroke Visiting Professor, Mt. Sinai, NY

2011 Mayman Lecturer, Longwood Medical Campus

2011 Elected Member, Association of American Physicians

2014 Stroke Canada Barnett Lecturer

2015 UCSF's 150th Anniversary Alumni Excellence Award

C. Peer-reviewed Publications

I have authored more than 300 publications in scientific journals and has won several national awards for his research and teaching. In particular, I have published extensively in the prevention and treatment of stroke and transient ischemic attack. I am best known for his studies describing the short-term risk of stroke in patients with transient ischemic attack and identifying patients at greatest risk, and also for his work related to measuring the impact of research. He has led several large cohort studies of cerebrovascular disease and three international multicenter randomized trials, two of which are ongoing.

NAME	POSITION TITLE
Rita Charon, M.D., Ph.D.	Professor of Medicine at Columbia University Medical Center

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Bensalem College, Fordham University	B.A.	1966	Biology & Education
Harvard Medical School	M.D.	1978	Medicine
Columbia University	M.A.	1990	English
Columbia University	Ph.D.	1999	English

Training

1978-81	Residency Program in Social Medicine, Internal Medicine Track, Montefiore Hospital, NY
1981-82	Fellowship in General Internal Medicine, Presbyterian Hospital, NY
1982	National Endowment for the Humanities Summer Seminar in Literature and Medicine, Pennsylvania State University School of Medicine
1983-84	Mina Shaughnessy Scholars Program, United States Department of Education
1988-89	May Rudin Fellowship in Social Medicine, Columbia University
1989-92	Henry J. Kaiser Family Foundation Faculty Scholar Award in General Internal Medicine
1990-99	Doctoral Program, Graduate School of the Arts and Sciences, Department of English, Columbia

Honors

1987	First Virginia Kneeland Frantz Award for Outstanding Woman Doctor of the Year, College of Physicians and Surgeons of Columbia
1997	Medical Education Innovation Award, Society of General Internal Medicine
1997	Society of Health and Human Values Career Recognition Award
1999	Distinguished Service Award, Association of American Medical Colleges
2001	Residence at Bellagio Study and Conference Center, Rockefeller Foundation
2002	John Simon Guggenheim Fellowship
2007	NIH Great Teacher designation
2007	Charles Bohmfalk Teaching Award, College of Physicians and Surgeons of Columbia University
2009	American Medical Student Association Women Leaders in Medicine Award
2011	Alma Dea Morani Renaissance Woman in Medicine Award, History of Women in Medicine
2011	John Stearns Medal for Distinguished Contributions in Medicine, NYAcad Medicine
2014	Gene D. Cohen Award for Research on Creativity in Aging, National Center for Creative Aging,
2015	National Endowment for the Humanities, 50 th Anniversary Celebration Award to honor grantees of the 50 most influential grants conferred in NEH lifetime for projects that changed the landscape of the humanities.
2016	Presidential Award for Outstanding Teaching, Columbia University

Positions

1982-92	Assistant Professor of Clinical Medicine, Columbia University
1993-2001	Associate Professor of Clinical Medicine, Columbia University

1993-2007 Founding Core Faculty, Certificate Program in Bioethics and Humanities, Albert Einstein College of Medicine, Bronx, NY
 2001- Profesor of Medicine at Columbia University Medical Center
 1995-2010 Director, Program in Narrative Medicine, Columbia University
 2009- Director, Scholarly Projects in Narrative & Social Medicine
 2011- Executive Director, Program in Narrative Medicine

Committees and National Leadership Positions

1990- Committee on Research Integrity, Association of American Medical Colleges
 1990-91 President, Society for Health and Human Values
 1991-93 National Endowment for the Humanities, Medical Humanities Program Reviewer
 1994- Editorial Board Member, Literature and Medicine, Academic Medicine, Journal of General Internal Medicine, Journal of Evaluation in Clinical Practice, The Permanente Journal
 1996 Chair, Council of Academic Societies, AAMC
 2001-07 Editor-in-Chief, Literature & Medicine
 2008 Fetzer Institute Mentoring Project, core member
 2008 AAMC Chair of Social/Behavioral Sciences Foundations for the Physician Committee
 2015 Member, Executive Council of International Society for the Study of Narrative

Grants (selected)

Andrus Foundation/AARP: Ageism in the Medical Encounter: An Exploratory Study of the Physician-Elderly Patient Relationship. Co-PI, 1983-84 and 1986-87.
 Henry J. Kaiser Family Foundation Faculty Scholars Programs in General Internal Medicine: The Narrative Structure of Sequential Medical Encounters. PI, 1989-92.
 The Fan Fox and Leslie R. Samuels Foundation. The Parallel Chart: A Method for Teaching Narrative Medicine, PI, 2001-2003.
 National Endowment for the Humanities Exemplary Education Project. Narrative Medicine: Teaching Humanities to Health Professionals. PI, 2003-2005.
 NIH NHLB K07. Human Behavior and Experience in Health and Illness. PI, 3/06-4/11. \$1,317,535.
 NIH/NHLBI Supplement. Reflective Writing in Medical Education. PI, 2009-11, \$75,000.
 The Josiah Macy, Jr. Foundation. Training for Health Care Team Effectiveness. PI, 1/1/10-12/31/10, \$195K.

Current Awards/Support

NIH/NHLBI R25 HL108014. Enacting the Behavioral and Social Sciences in the Clinical Setting: Institution-Wide Teaching of Effective Team-Based Patient Care. PI. \$675,000
 The Josiah Macy, Jr. Foundation. Reframing the Academic Medical Center through Interprofessional Effectiveness: Toward Justice, Safety, and Kindness. PI, 7/1/11-6/30/16, \$1,041,190.
 Wilma B. Siegel and Jesse Siegel Bequest in Narrative Medicine. PI, 11/11-12-16, \$250,000.

Selected Recent Publications

1. Charon R. Narrative Medicine: Honoring the Stories of Illness. New York: Oxford Univ Press, 2006
2. Charon R. The perilous fate of the teller, or what bench? Literature and Medicine 2006; 25: 412-38.
3. Charon R, Wyer P, Chase H et al. Narrative evidence based medicine. Lancet 2008;371:296-7.
4. Rudnytsky P, Charon R, eds. Psychoanalysis and Narrative Medicine. Albany: SUNY Press, 2008.
5. Charon R. Calculating the Contributions of Humanities to Medical Practice—Motives, Methods, and Metrics. Academic Medicine. 2010;85:935-937
7. Charon R. The reciprocity of recognition—what medicine exposes about self and other. New England Journal of Medicine 2012;367:1878-1881.
8. Charon R. Narrative medicine in the international education of physicians. La Presse Medicale 2013;42:3-5.
9. Miller E, Balmer D, Hermann, Graham G, Charon R. Sounding Narrative Medicine in a Medical School. Academic Medicine 2014;89:335-342.
10. Devlin M, Richards BF, Cunningham H, Desai U, Lewis O, Mutnick A, Nidiry MA, Saha P, Charon R. "Where does the circle end?": Representation as a critical aspect of reflection in teaching social and behavioral sciences in medicine. Acad Psychiatry 2015;39:669-77.

From: Stephen Sonnenberg (b) (6)
Date: Sunday, September 11, 2016 at 5:20 PM
To: Microsoft Office User <leora@austin.utexas.edu>
Cc: "Shearer, Allan" <ashearer@austin.utexas.edu>
Subject: bios and commitment letters that I believe we have, plus my bio

Dear Leora:

I think you have many of the items I'm including in this email, but in addition let it be my commitment email:

I am committed to carrying out every function as described in the NEH PPCC BDP Grant Proposal.

Stephen Sonnenberg

|

Steve



Strong, Pauline [via](#) [utexas.onmicrosoft.com](#)
to [susansharp](#) ▾

12:51 PM (24 minutes ago) ☆



To whom it may concern:

I am committed to participate in the "Patients, Practitioners, and Cultures of Care" initiative as a co-PI and a teacher of one of the courses.

Sincerely,
Pauline

Pauline Turner Strong
Director, Humanities Institute
Professor of Anthropology | Women's & Gender Studies
Affiliated Faculty, American Studies | Native American & Indigenous Studies | Museum Studies
The University of Texas at Austin
pstrong@austin.utexas.edu

From: "Barrish, Phillip J" <pbarrish@austin.utexas.edu>
Date: Saturday, August 27, 2016 at 4:26 PM
To: "Sonnenberg, Stephen M" <ssonnenberg@utexas.edu>
Cc: Microsoft Office User <leora@austin.utexas.edu>
Subject: Re: Dear Co-Principal Investigator

Dear Dr. Sonnenberg,

I am committed to participating as a Co-Principal Investigator, consultant, and team member in the Bridging Disciplines Program "Patients, Practitioners, and Cultures of Care," for which NEH support is being sought. That support is fully described in the grant application of which this commitment is a part.

Sincerely yours,
Phillip Barrish, Ph.D.

Tony Hilfer Professor of American and British Literature
Co-Director, [Texas Institute of Literary and Textual Studies](#)
Director, Lower-Division Literature Program
Department of English / B5000
The University of Texas at Austin
Austin, TX 78712



Ali, Kamran via utexas.onmicrosoft.com
to susansharp, susansharp, Leora ▾

5:46 PM (6 minutes ago) ☆



Dr. Sonnenberg,

I am committed to participate as a team member, course developer, and teacher in the Bridging Disciplines Program 'Patients, Practitioners, and Cultures of Care' for which NEH support is being sought. That support is fully described in the grant application of which this commitment is a part.

Thank you

Sincerely,

Kamran Asdar Ali
Director South Asia Institute and
Professor Department of Anthropology. University of Texas, Austin
[512 475 6039](tel:5124756039)



Jones, Barbara L

12:30 PM (4 minutes ago) ☆



to susansharp, Leora ▾

Susan,

I am committed to participating in the project, "Patients, Practitioners, and Cultures of Care". I look forward to working with the team to develop courses and deliver them to our UT Austin students.

Best,

Barbara

Barbara L. Jones, PhD, MSW

Associate Dean for Health Affairs

UT Regents and Distinguished Teaching Professor

Co-Director, The Institute for Collaborative Health Research and Practice

UT Austin School of Social Work

1925 San Jacinto Blvd, Mail Stop D3500

Austin, TX 78712

512-475-9367

barbarajones@mail.utexas.edu

<https://sites.utexas.edu/ichrp/>

Re: NEH medical humanities proposal



B. Love

Tuesday, September 13, 2016 at 3:19 PM

To: susansharp@utexas.edu

Cc: Visotzky, Leora S

[Bing Maps](#)

I am writing to express my enthusiasm for the National Endowment for the Humanities proposal focused on a Bridging Disciplines Program in the medical humanities.

Our ongoing conversations and writing exchanges on the topic area of 'Patients, Practitioners, and Cultures of Care' have been an engaging part of the summer, and your stewardship has led to an intellectually important proposal.

I look forward to developing the narrative-focused course with Farya and adding to the ongoing, impressive rise of medical-education resources on our campus.

Sincerely,
Brad Love

Brad Love, Ph.D.

Associate Professor | Belo Center for New Media

Associate Director | Center for Health Communication

Center for European Studies | The University of Texas

Fellow, National Cancer Institute Advanced Training

Program in Behavioral Sciences

300 W. Dean Keeton (A1200) | Austin, TX 78712

Office 4.342 | 512.557.2965

NEH BDP Commitment Email



Millie A Harrison

Wednesday, August 31, 2016 at 9:57 AM

To: Visotzky, Leora S

Dear Steve,

I gratefully and emphatically declare my commitment as a teacher, course developer, and team member in the Bridging Discipline Program *Patients, Practitioners, and Cultures of Care*, should the NEH accept our proposal. I believe in the tremendous potential and impact of this program, and I am ready to uphold all commitments as described in the grant application.

Sincerely,

Millie Harrison

—

Millie A. Harrison, M.A. | 306M Course Coordinator and Assistant Instructor
[Dept. of Communication Studies](#) | The University of Texas at Austin
millicharrison@utexas.edu

NEH Grant



Farya Phillips

Monday, August 29, 2016 at 12:00 PM

To: Visotzky, Leora S; Sonnenberg, Stephen M

Dear Dr. Sonnenberg,

I am committed to participate as a team member, course developer, and teacher in the Bridging Disciplines Program Patients, Practitioners, and Cultures of Care, for which NEH support is being sought. That support is fully described in the grant application of which this commitment is a part.

Sincerely,

Farya

Farya Phillips, Ph.D. CCLS
Dean's Postdoctoral Research Fellow in Psychosocial Oncology
The Institute for Collaborative Health Research and Practice
School of Social Work
University of Texas at Austin



RE: letter of institutional support and commitment for NEH grant



Danze, Elizabeth A

Wednesday, September 14, 2016 at 1:54 PM

To: Sonnenberg, Stephen M; Visotzky, Leora S

Cc: Riley Moore; Shearer, Allan

← You replied to this message on 9/14/16, 1:56 PM.

Show Reply

Dear Steve,

I am pleased to present this correspondences as an indication of my commitment to support the Bridging Disciplines Program and to participate in the development and implementation of a Foundation Course that I will teach as part of the "Patients, Practitioners, and Cultures of Care" (PPCC) grant proposal. As you are aware, the PPCC is part of the Bridging Disciplines Program, for which the university is currently seeking support from the National Endowment for the Humanities.

Best,
Elizabeth

Elizabeth Danze, FAIA
Interim Dean
Henry M. Rockwell Chair in Architecture
University Distinguished Teaching Professor
School of Architecture
The University of Texas at Austin

From: Sonnenberg, Stephen M



September 27, 2016

Dr. Sonnenberg,

I am committed to participate as a team member, course developer, and teacher in the Bridging Disciplines Program 'Patients, Practitioners, and Cultures of Care' for which NEH support is being sought. That support is fully described in the grant application of which this commitment is a part.

Sincerely,

Junfeng

A handwritten signature in black ink that reads "Junfeng Jiao".

Junfeng Jiao, PhD

Assistant Professor

School of Architecture

The University of Texas at Austin

Joy Hinson Penticuff RN, PhD, FAAN

Principal: Healthcare Decisions Consulting

Austin, Texas


(b) (6)

August 29, 2016

Dear Dr. Sonnenberg,

I will be pleased to serve as a consultant for the project *Patients, Practitioners, and Cultures of Care* and will carry out the responsibilities specified in the grant proposal. I waive compensation for my work on this project.

Sincerely,

A handwritten signature in black ink that reads "Joy Hinson Penticuff". The signature is written in a cursive, flowing style.

Joy Hinson Penticuff



Hogg Foundation
for Mental Health

ADVANCING RECOVERY AND WELLNESS IN TEXAS

To: Dr. Stephen M. Sonnenberg, Project Director
School of Architecture

From: Dr. Octavio N. Martinez, Jr., Executive Director
Hogg Foundation for Mental Health

Date: August 10, 2016

Subject: Letter of Commitment

1. I accept the role of consultant to the project, 'Patients, Practitioners, and Cultures of Care' for which a National Endowment for the Humanities grant is being sought. As such, I am committed to carrying out the tasks of a consultant.

2. The Hogg Foundation for Mental Health will participate in the Bridging Disciplines Program by accepting appropriate students for experiential learning and connecting experiences at the foundation based on capacity and availability to ensure an enriching experience for selected students.

3. The Hogg Foundation for Mental Health will help develop and host an annual workshop of content expert medical educators in pre-professional and undergraduate education (regional and national) to learn about The University of Texas at Austin initiative, evaluate and critique the UT program, develop recommendations to improve the Bridging Disciplines Program, and exchange ideas.

Begin forwarded message:

From: "Johnston, Clay" <clay.johnston@austin.utexas.edu>
Subject: Letter of Commitment
Date: August 29, 2016 at 8:16:14 AM CDT
To: "Sonnenberg, Stephen M" <ssonnenberg@utexas.edu>
Cc: "Davis, Billy H" <billy.davis@austin.utexas.edu>

Steve,

I am glad to participate in the commitment to the grant proposal for the program "Patients, Practitioners, Cultures of Care" as a Consultant. Looking forward to it.

Sincerely,

Clay



COLUMBIA UNIVERSITY

*College of Physicians
and Surgeons*

RITA CHARON, M.D., PH.D
PROFESSOR OF MEDICINE AT CUMC
DIVISION OF GENERAL MEDICINE
EXECUTIVE DIRECTOR,
PROGRAM IN NARRATIVE MEDICINE

September 26, 2016

Professor Pauline Strong
Director, Centre for the Humanities
Harry Ransom Building
University of Texas at Austin
Austin, TX

630 West 168th Street
PH 9-East, Room 105
New York, NY 10032
212 305-4942 tel
212 305-9349 fax
rac5@columbia.edu
www.narrativemedicine.org

Dear Professor Strong,

I have read the proposal for the “Patient, Practitioners, and Cultures of Care” undergraduate certificate program at UT Austin, an application for funding from the National Endowment for the Humanities “Humanities Connections” program. I am enthusiastic about this program’s potential to change the undergraduate culture toward humanities studies at UT Austin among science majors and pre-health professions students. I am willing to serve as an advisor for the project. The best of luck in what will be a most competitive program.

Very truly yours,



PROJECT 2021
THE UNIVERSITY OF TEXAS AT AUSTIN

2304 Whitis • #G4000 • Austin, Texas • 78712-1836 • 512-471-9200 • www.Project2021.utexas.edu

September 16, 2016

Stephen M. Sonnenberg, MD
Adjunct Professor, Architecture and Resident Fellow, Humanities Institute, CoLA
The University of Texas at Austin
School of Architecture
310 Inner Campus Drive, B7500
Austin, Texas 78712

Dear Dr. Sonnenberg:

This letter is to express my support of your proposal to the National Endowment for the Humanities, Division of Education Programs for the Humanities Connections program solicitation entitled "Patients, Practitioners, and Cultures of Care," and also to confirm my commitment to collaborate with you on the proposed project.

This program bridges humanities and science and stresses experiential learning. We hope to measure student changes in caring from course to course by creating scenarios and vignettes that students will respond to with decisions. The student products will be rated according to demonstrated levels of caring using rubrics. We also may administer measures of empathy, caring, and altruism.

I will serve as the project's external evaluator and carry out data collection and other routine tasks related to the evaluation. Specifically, I will work with the team to develop assessment instruments, provide formative assessment of each of the project's components, and a summative assessment of the overall project.

I look forward to active role in this proposed collaboration.

Yours sincerely,

A handwritten signature in black ink that reads "Daniel H. Robinson". The signature is written in a cursive, flowing style.

Daniel H. Robinson



September 13, 2016

Dear Dr. Sonnenberg,

I am writing to you, on behalf of the Community Care Collaborative, to express commitment to working with you in helping connect learners in your Bridging Disciplines program to appropriate experiential sites throughout our healthcare delivery network. We look forward to connecting with students who have the unique added asset of a humanities lens in their tool kit.

As you are aware, the Community Care Collaborative (CCC) is a 501(c)(3) corporation established to provide a framework for implementing the Texas 1115 Medicaid Waiver and an Integrated Delivery System (IDS) for the provision of health care services to the uninsured and underinsured populations of Travis County. I serve as the Chief Medical Officer of the corporation and am directly responsible for all aspects of service delivery in the network.

The Community Care Collaborative is in the process of developing a program linking its vehicles for service delivery with the Dell Medical School and the University as a whole. We certainly welcome this opportunity to work directly with you and the program in developing internship experiences throughout Austin and Travis County in healthcare settings.

I look forward to further collaboration.

Kindest Regards,

A handwritten signature in black ink, appearing to read 'Mark S. Hernandez MD', with a large, stylized flourish at the end.

Mark S. Hernandez MD
Chief Medical Officer
Community Care Collaborative



The University of Texas at Austin

School of Architecture
Center for Sustainable Development

310 Inner Campus Drive B7500
Austin, Texas 78712-1009
T: 512.475.7996 F: 512.471.0716
soa.utexas.edu/csd

September 15, 2016

Stephen M. Sonnenberg, M.D.
Adjunct Professor, Architecture and Resident Fellow, Humanities Institute, CoLA
The University of Texas at Austin
School of Architecture
310 Inner Campus Drive, B7500
Austin, Texas 78712

Dear Dr. Stephen M. Sonnenberg,

The Center for Sustainable Development is pleased to support the "Patients, Practitioners, and Culture of Care" program proposed for funding from the NEH Humanities Connection program. We commit to delivering the grant and project administration responsibilities outlined in the project proposal.

Sincerely,

Allan W. Shearer, Ph.D.
Co-Director, Center for Sustainable Development



SCHOOL OF UNDERGRADUATE STUDIES
Office of the Dean

110 Inner Campus Drive G8000 • Austin, Texas 78712 • 512-475-7000
www.utexas.edu/ugs

September 24, 2016

Review Committee
Humanities Connections
National Endowment for the Humanities
400 7th St. SW
Washington, DC 20506

Dear Review Committee:

The School of Undergraduate Studies (UGS) at the University of Texas at Austin oversees the Bridging Disciplines Program (BDP). UGS provides the necessary centralized advising, course management and coordination of faculty required behind the scenes for any program that reaches across individual college/school boundaries. The BDP program currently involves 15 different interdisciplinary certificates that integrate 19 hours of classroom work with a so-called "connecting experience", a research or internship experience that is required and arranged through the program. Topics for BDPs include Children and Society, Digital Arts and Media, and Innovation, Creativity and Entrepreneurship to name a few. The program has become extremely popular as students seek to supplement their degrees with an interdisciplinary, but focused, area of study that better prepares them for future careers. I could quote a number of stats that demonstrate the success of the program, such as we had an amazing 54% increase in the number of graduates from the program this past May compared to the previous year, the number of student applications to the program is at an all-time high, as is the number of participating students (700), 77% of BDP graduates surveyed are working in the field of their BDP (not necessarily that of their major), 93% of students agreed or strongly agreed that the BDP experience gave them the ability to apply perspectives from multiple disciplines. In the past year, BDP student internships amounted to over 27,000 hours working in the community with an estimated economic impact of over \$675,000. However, I think the best way to describe a BDP at UT Austin is to hear directly from students. A Government major who participated in the Human Rights and Social Justice BDP said "Through my connecting experience, I became interested in studying how the administration of public policy works. I aspire to pursue a doctorate in public policy and a law degree." Another BDP participant who recently graduated said "My BDP opened doors for me to participate in internships and research experiences. When I go in for job interviews, I have numerous examples to draw from that stem directly from my BDP internship experiences." Each participant has their own story, and when taken in aggregate, these stories define a program

with significant impact on the lives of the participants.

I strongly endorse the proposal from Dr. Stephen Sonnenberg for a BDP called "Patients, Practitioners, and Cultures of Care." With so many UT Austin students pursuing a career in the health professions, a BDP that teaches students how to better relate to their future patients is timely and necessary. As the physician patient relationship continues to evolve rapidly, it is no longer sufficient to train premedical students in science only. It is essential the physicians of the future are able to blend science with the latest in medical humanities research findings when working with patients. The proposed BDP will fill this currently unmet need. I believe this program is going to be immensely popular among students, and even more important, it will better prepare them for lives of accomplishment in the medical field.

The School of Undergraduate studies will support the Patients, Practitioners and Cultures of Care BDP program with advising, course management and faculty coordination as we do for all of the current BDP programs. We will be able to accommodate an enrollment of up to 20 new students for the first year. For subsequent years, especially if the popularity of the BDP grows as expected, we will be looking to add a BDP advisor in order to maintain an appropriate level of personal service as all of the BDP's at UT Austin continue to grown in size.

Sincerely,

A handwritten signature in dark ink, appearing to read "Brent L. Iverson". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Brent L. Iverson
Dean
School of Undergraduate Studies
W.J. and V.M. Raymer Professor and Distinguished Teaching Professor
Department of Chemistry
The University of Texas at Austin
Austin, TX 78712



DEPARTMENT OF ANTHROPOLOGY
THE UNIVERSITY OF TEXAS AT AUSTIN

1 University Station C3200 • Austin, TX 78712
(512) 471-4206 • Fax: (512) 471-6535 • <http://www.utexas.edu/cola/depts/anthropology/>

15 September 2016

Dear Dean Iverson,

The Department of Anthropology enthusiastically supports the participation of Professor Kamran Ali and Professor Pauline Strong in the Bridging Disciplines Program project that Dr. Steven Sonnenberg is proposing to the National Endowment for the Humanities, on which Professor Strong is a co-PI. The department will support their teaching of the proposed course in medical anthropology as part of their regular teaching load. Indeed, the Department of Anthropology is strongly supportive of enhancing our course offerings in medical anthropology and this would be an wonderful opportunity to do so.

With best regards,

A handwritten signature in black ink, appearing to read "Anthony Di Fiore", with a long horizontal stroke extending to the right.

Anthony Di Fiore, Ph.D.
Professor and Chair
University of Texas at Austin
Department of Anthropology
SAC Room 4.102H
2201 Speedway Stop C3200
Austin, Texas 78712

September 13, 2016

Brent Iverson
Dean
School of Undergraduate Studies
The University of Texas at Austin

Dear Dean Iverson,

On behalf of the School of Architecture, I am pleased to present this letter as an indication of our commitment to support the Bridging Disciplines Program and to participate in the implementation of the "Patients, Practitioners, and Cultures of Care" proposal, for which support from the National Endowment for the Humanities is being sought.

The School of Architecture is dedicated to this project and its success. We understand our role in the proposal and will work to develop courses to be taught by School of Architecture faculty, including the Forum Course, developed by Dr. Steven Sonnenberg, and three Foundation Courses, taught by Dr. Sonnenberg, Assistant Professor Junfeng Jiao, and me.

Please let me know if you have any questions.

Sincerely,



Elizabeth Danze, FAIA
Interim Dean
Henry M. Rockwell Chair in Architecture

ED: rm



MOODY COLLEGE OF COMMUNICATION

Jay M. Bernhardt, Dean
300 W. Dean Keeton, A0900 • Austin, Texas 78712-1069
512-475-9151 • jay.bernhardt@austin.utexas.edu

September 26, 2016

Brett L. Iverson, Dean
School of Undergraduate Studies
The University of Texas at Austin
Austin, TX 78712

Dear Dean Iverson,

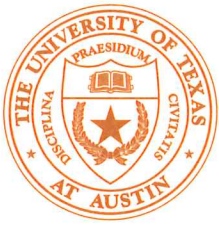
On behalf of the Moody College of Communication, I am pleased to present this letter as an indication of our commitment to support the Bridging Disciplines Program and to participate in the implementation of the "Patients, Practitioners, and Cultures of Care" proposal, for which support from the National Endowment for the Humanities is being sought.

We understand our role in the project, as described in the grant proposal, and will cooperate with the BDP for programming and implementing the project, including cooperation with allowing Dr. Brad Love and Millie Harrison to develop and teach BDP courses specified in the grant proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Jay M. Bernhardt", with a long, sweeping horizontal line extending to the right.

Jay M. Bernhardt, PhD, MPH
Dean



SCHOOL OF SOCIAL WORK
Office of the Dean

1925 San Jacinto Blvd., Stop D3500 • Austin, Texas 78712-1405 • 512-471-1937 • FAX 512-471-7268

September 1, 2016

Brent L. Iverson, Dean
School of Undergraduate Studies
The University of Texas at Austin
Austin, TX 78712

Dear Dean Iverson:

I am pleased to submit the UT School of Social Work's letter of commitment to partner with the Bridging Disciplines Program to participate in development of the course, "Patients, Practitioners, and Cultures of Care" for which NEH support is being sought.

This Medical Humanities program brings together the clinical perspectives of the healthcare provider and the patient, and the knowledge of the humanities scholar. Patients, Practitioners, and Cultures of Care has the potential to catalyze and integrate the already robust interest in developing this area of scholarship, teaching, and learning that exists campus-wide at The University of Texas at Austin, and to contribute to the development of the Medical Humanities nationally and internationally. The course will be designed to reframe the relationship between the health care provider and the patient into one defined by the need to end healthcare disparities, and to provide excellent care within the framework of a team effort.

This project reflects a core belief that healthcare can be simultaneously an applied science, an art form, and a humanities discipline, and that every shared narrative between a healer and a patient has the potential to generate unique insights into what it means to be human. For healthcare to be that, Medical Humanities research and teaching are vital to the undergraduate and professional education of future providers, and it is a potential contribution to the evolution of that component of higher education that this proposal seeks to describe. It is also a goal of this program to catalyze more collaboration of healthcare programs at The University of Texas at Austin, and more integration of the humanities into these programs.

We affirm the UT School of Social Work's dedication to this project. We understand our role in the project, as described in the grant proposal and will cooperate with the BDP for programing and implementing the project, including cooperation with allowing Drs. Barbara Jones and Farya Phillips to teach the BDP course, "Patients, Practitioners, and Cultures of Care."

I look forward to continue to support this exciting work.

Sincerely,

A handwritten signature in blue ink that reads "Luis H. Zayas".

Luis H. Zayas, PhD

Dean and Robert Lee Sutherland Chair in Mental Health and Social Policy