



DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Humanities Connections Planning guidelines at

<https://www.neh.gov/grants/education/humanities-connections-planning-grants>

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Doane University: Emphasis in Integrated Humanities Program
Institution: Doane University
Project Director: Kathleen Hanggi
Grant Program: Humanities Connections Planning

NATIONAL ENDOWMENT FOR THE HUMANITIES
2017 HUMANITIES CONNECTIONS PLANNING GRANT
DOANE UNIVERSITY

1. TABLE OF CONTENTS

2. Project Summary	Page 2
3. Project Narrative	Pages 3-12
4. Project Budget and Notes	Pages 13-16
5. Appendices	Page 17 – A. Plan of Work and Schedule of Activities Page 19 – B. Relevant Readings and Resources Page 24 – C. Relevant Data and Information Page 27 – Project Personnel Biographies Page 37 – Letters and Emails of Support

2. SUMMARY

Doane University proposes a \$35,000 NEH Humanities Connections Planning Grant to develop a new *Emphasis in Integrated Humanities Program (EIHP)* that will address issues facing the humanities in higher education. Nationally, disciplines in the humanities are being pushed to the margins and are not seen as an integral component of any major or professional program. At Doane, humanities fields have experienced decreased enrollment or consistent low enrollment since 2013, and, despite the liberal arts emphasis of the institution, a significant number of Doane students may graduate without the benefit of a strong humanities experience. An *Emphasis in Integrated Humanities* at Doane provides a unique and timely corrective to these local and national trends.

Faculty from the Departments of English, Biology, and Psychology will develop a pilot Emphasis program for students majoring in biology or psychology with an NEH Planning Grant. The EIHP will be unique in its interdisciplinary content and experiential learning components and will draw on underutilized expertise among the humanities faculty at Doane. The EIHP will provide humanities-based skills in creative and critical thinking and communication. The concepts in the psychology and biology majors will be tailored to the ethical and expressive emphases integral to study in the humanities. The EIHP will offer new courses in collaboration with non-humanities disciplines with the aim of deepening students' understanding of the role of the humanities within a particular area of study. The EIHP will expand the role of the humanities in multiple ways:

(a) Doane Core Connections, the general undergraduate education program: Through the Core, students develop intellectual skills, build connections among diverse sources of knowledge, and adapt their liberal arts education to serve and to lead at all levels of social, civic, and professional citizenship. The EIHP will be intentionally designed with concepts, ideas, and themes that build on each other and students will demonstrate more significant understanding of key concepts in the humanities.

(b) Faculty Collaboration: Faculty from multiple disciplines and other campus stakeholders will design the program and collaborations may lead to the team-teaching of courses, creating linked sections, developing learning communities, or participating in one another's classes. These partnerships will enhance the student learning experience and increase professional development among the faculty.

(c) Experiential Learning: Doane has a graduation requirement for experiential learning, including internships, short-term study abroad, formal academic year research projects, and student teaching. Experiential learning within the EIHP will take place at the curricular and co-curricular level and will be designed to unite students' academic interests and professional goals through a humanities-based approach.

During the planning grant, the project team will finalize the design, structure, and expected student learning outcomes for the new EIHP, including the volume and nature of coursework that will be required and the development of new courses. By the end of the grant, the EIHP will have been approved for implementation in 2019-2020 for a cohort of biology and psychology students. Doane's Academic Planning and Effectiveness Committee (APEC), the Academic Affairs Committee, and the Faculty Assembly will be involved in program assessment for effective design and implementation as well as program approval.

A. Project Rationale

Doane University, Nebraska's oldest liberal arts institution, proposes to develop a new *Emphasis in Integrated Humanities Program (EIHP)* that complements the broad foundation of the undergraduate curriculum, known as the *Doane Core Connections*. The program addresses a significant issue facing the humanities. As technical and professional programs gain students and institutional support – most notably in science, technology, engineering, and mathematics (STEM) fields – disciplines in the humanities are pushed to the margins. Humanities education is increasingly viewed as a supplement to make students "well rounded" rather than as an integral component of any major or professional program. An *Emphasis in Integrated Humanities* at Doane provides a unique and timely corrective to these local and national trends.

Faculty from the Departments of English, Biology, and Psychology will develop a pilot Emphasis program for students majoring in biology or psychology with an NEH Planning Grant. The EIHP will provide humanities-based skills in creative and critical thinking and communication. The concepts in psychology and biology majors will be tailored to the ethical and expressive emphases integral to study in the humanities. Experiential learning is a required component for all undergraduate students at Doane and will be integral to the EIHP. The program could eventually expand to numerous other disciplines, such as engineering and business, and ideally serve as a model to other institutions.

Impact of the Humanities on Students and the Institution. The EIHP will be unique in its interdisciplinary content and experiential learning components and will draw on underutilized expertise among the humanities faculty. Several faculty members research and teach in areas traditionally associated with biology and psychology: bioethics, biopolitics, narrative medicine, and affect in literature. Doane's faculty are already well-connected and interact closely with

students through small classes (11:1 student to faculty ratio), academic year and summer research projects, and directed studies. Faculty will guide students to the EIHP, composed of courses tailored to their disciplinary and professional interests, and provide them with experiential learning that will make them attractive graduate school applicants or successful working professionals. Currently, classes on interdisciplinary topics in the humanities are limited to Honors students and Special Topics courses that are offered infrequently.

Moreover, the mission of Doane University is to provide an exceptional liberal arts education in a creative, inclusive, and collaborative community where faculty and staff work closely with undergraduate and graduate students preparing them for lives rooted in intellectual inquiry, ethical values, and a commitment to engage as leaders and responsible citizens of the world. The elements of creativity, collaboration, and ethical values define the spirit of the EIHP, and, as the mission suggests, these elements are at the heart of every Doane student's education. The EIHP will provide students in biology and psychology the opportunity to go beyond core requirements to realize fully an exceptional liberal arts education.

Status of Humanities at Doane. At Doane, humanities fields have experienced decreased enrollment or consistent low enrollment since 2013. Despite the liberal arts emphasis of the institution, a significant number of Doane students may graduate without the benefit of a strong humanities experience, a problem which will be rectified through the interdisciplinary EIHP.

History of Institutional Support. Doane has a history of innovative, interdisciplinary programming. Doane's commitment to applying social sciences to specific areas of study is evident in the recent creation of programs in Health and Human Society and Asian Studies. The EIHP will provide the humanities with much needed representation in such collaborations. Doane's innovative general education component within the Doane Core Connections, the

Liberal Arts Seminar sequence, will also complement collaboration among diverse disciplines and the humanities. Through the seminar sequence, students take an introductory liberal arts course, a 200-level course in Democracy and Diversity, and a 300-level class with an emphasis on interdisciplinary and experiential learning. The sequence fosters commitment to an interdisciplinary approach to education. The EIHP represents a natural expansion of recent innovations at Doane and a promotion of human issues that will inform disparate disciplines.

Expected Outcomes. During the year-long planning process, the project team will finalize the design, structure, and expected student learning outcomes for the new EIHP, including the volume and nature of coursework that will be required and the development of new courses. By the end of the grant, the EIHP will have been approved for implementation in 2019-2020 for a cohort of biology and psychology students, the two largest majors in the sciences and social sciences at Doane. Last year Doane had 92 declared biology majors and 62 in psychology (primary and secondary majors). The project team expects to recruit at least five students for the inaugural year from biology and three from psychology. Over the next three years, marketing and outreach will highlight positive experiences of students from the program. By year three, the team anticipates that 20 students will participate from biology and ten from psychology. Years four through ten hold the greatest promise. Once successful in the pilot disciplines, integrated content with other disciplines will be sought and developed, which will rapidly expand the program and make it a featured element of Doane. Ultimately, the project team envisions that one out of ten students (1,047 total last year) will be enrolled in one of the EIHP courses.

B. Intellectual Content

An Emphasis in Integrated Humanities at Doane will offer new courses in collaboration with non-humanities disciplines with the aim of deepening students' understanding of the role of the

humanities within a particular area of study. The EIHP will expand the role of the humanities in multiple ways: (a) General Education: Doane Core Connections; (b) Faculty Collaboration; and (c) Experiential Learning.

Doane Core Connections. The Core is an immersive and collaborative defining experience that serves as a catalyst for students to develop intellectual skills, to build connections among diverse sources of knowledge, and to adapt their liberal arts education to serve and to lead at all levels of social, civic, and professional citizenship. The EIHP will be intentionally designed with concepts, ideas, and themes that build on each other and students will demonstrate more significant understanding of these key concepts in the humanities: the practical and ethical implications of interactions between individuals and social structures; empathetic understanding of a multifaceted world; the role of creativity in the examination of the human condition; and the ways that humans have come to understand the meaning of existence.

The EIHP will offer courses with specialized topics that make explicit the connections to students' professional goals and issues facing our world today and in the future. This emphasis moves away from the "coverage" model that English, philosophy, and history departments have been based on historically. Rather than breadth of information, integrated humanities emphasizes depth on topics and issues that require complex, multidisciplinary solutions.

Faculty Collaboration. The EIHP will be developed by a team of faculty from multiple disciplines and other campus stakeholders who will work together to design a program that meets the learning needs of students. Faculty collaborations may lead to the team-teaching of courses, creating linked sections, developing learning communities, or participating in one another's classes. These partnerships will not only enhance the student learning experience, but will also

increase professional development among the faculty, as faculty learn from one another's pedagogies, disciplinary expertise, and interactions with students.

Experiential Learning (EL). Doane has a graduation requirement for EL, including classroom-based experiences (e.g. problem-based learning, Reacting to the Past), internships, community engagement, short-term study abroad, and formal research projects. The EIHP will further strengthen EL by uniting students' academic interests and professional goals through a humanities-based approach. EL will take place both inside and outside the classroom and will be guided by the ways in which the disciplines are imbricated in the courses. Most project faculty already incorporate EL in their classes. For example, Dr. Hanggi uses the Reacting to the Past pedagogy, which immerses students in complex historical moments through an elaborate game set-up, while helping them grasp difficult concepts and develop written and oral communication. Students are assigned roles informed by primary and secondary sources and conduct debates. During the planning grant, faculty will travel to conferences that will introduce them to new pedagogies and ideas which will aid in the design and development of innovative humanities-based experiences.

Departmental Relationships and Collaboration. The EIHP will initially develop a partnership among the disciplines of English, biology, and psychology, with the goal of developing an intentional selection of courses to deepen students' understanding in the humanities. Faculty will share ideas, news, and research that will create a shared foundation for designing the program. Faculty and other stakeholders will utilize a designated digital space for conversation and publishing insights and plans, organizing research and responses on various topics, contemporary thinking on the humanities and higher education, and pedagogical articles that offer new ideas. This platform will also be a space to share workshop outcomes, conference

and professional development experiences, and related insights from teaching. This sharing will also create an archive, provide a level of transparency and community awareness, and establish a network with other institutions interested in the interdisciplinary possibilities in the humanities.

The collaboration begins with faculty in these disciplines, but will also incorporate students' views as a part of the planning. The project team will hold structured focus groups and discussion with students majoring and minoring in psychology, biology, and English, as well as students participating in the Pre-Health professions track.

Rationale for subject areas chosen. The interdisciplinary partnerships that are possible at a small institution make for exciting academic possibilities. Doane's faculty function as generalists, covering a range of subjects in courses. The humanities faculty at Doane already have a strong interdisciplinary focus and have sought disciplinary partners in biology and psychology whose fields intersect with their humanities-based research interests in different ways. The English faculty have research interests in anatomy, medicine, emotion, and affect that complement studies in biology and psychology. For example, *Brad Johnson* teaches a first-year seminar on Ethics of the Body, a course he plans to advance as part of the EIHP. *Phil Weitzl* has been writing and presenting in the field of narrative medicine from his disciplinary training in creative non-fiction. He and biology professor *Tessa Durham Brooks* are team-teaching a course in Fall 2017 called "Reflections of Life in the Face of Mortality," in which students engage in open dialogue about the alarming rates and risk factors of suicide on campus. *Kathleen Hanggi* is currently working on research that examines the pedagogical negotiation between empathy and otherness in literary narrative. Her interest in emotion, cognition, and readers' response in literature presents a unique focus for students majoring or minoring in psychology. In addition to the interdisciplinary projects and courses discussed above, additional humanities faculty teach on

biopolitics and illness in literature, presenting an unrealized area of strength within the humanities division at Doane.

Curricular Context. This planning grant will allow faculty to explore how to design an interdisciplinary humanities concentration in a way that interests Doane students. In the first year, the program will be marketed to students majoring or minoring in biology or psychology. The EIHP will be designed so that it is not credit intensive, which could be detrimental to recruiting biology majors. To further cultivate the primary audience, the program will emphasize the benefit of this kind of study for students considering graduate school or careers in health professions. These courses will strengthen their understanding of the human condition while simultaneously refining their communication and problem-solving skills.

C. Planning Committee

Project Director, Kathleen Hanggi, Assistant Professor of English brings unique qualifications to this project. Training in sub-Saharan African literature and postcolonial theories brings a commitment to integrating multiple perspectives and her current research on pedagogies that incorporate empathy and otherness in the classroom addresses these concerns directly. Hanggi co-directs the Center for Excellence in Teaching and Learning and has enthusiasm for experimenting with innovative pedagogies that increase student engagement. She has also served on the Assessment Committee and several institutional assessment working groups.

Co-Director, Bradley Johnson, Professor of English has been dedicated to interdisciplinary study throughout his career. He helped establish the first-year Liberal Arts Seminar as well as coursework for the Environmental Studies program. In the past two decades he has taught over twenty sections of courses that connect ethics and literature to the sciences,

particularly topics in biology, health professions, and environmental sciences. Johnson has supervised nine summer research projects connecting literary analysis to the social sciences.

The Directors will convene the participants; establish agendas and goals for meetings and workshops; and communicate with additional stakeholders, including the Dean of the College of Arts and Sciences and the Vice President for Academic Affairs, as well as other stakeholders on campus whose contributions will strengthen the project. The Directors will work with the Planning Committee to determine if additional faculty and stakeholders are needed. New members will be chosen based on their proven commitment to the vision of the EIHP and willingness to contribute to the achievement of goals and objectives of the project.

Planning Committee. The Committee (faculty from English, biology, and psychology) will attend meetings and workshops related to the development of the EIHP; participate in professional development related to the goals of the project; contribute to marketing and outreach; recruit students; and participate in project assessment and reporting.

Tessa Durham Brooks, Associate Professor and Chair of Biology, teaches courses in human physiology and genetics. Her research team explores interactions between genotype and environment in mediating plant physiology. She helped launch and now co-chairs Doane's program in Health and Society and is a member of the Health Professions Advisory Committee. This year, she is co-teaching a liberal arts seminar on the topic of mortality and the role of narrative in shaping its meaning.

Dr. Heather Reeson Lambert, Professor of Psychology and Chair of the Psychology Department, teaches courses in abnormal psychology, counseling, the psychology of gender, and multicultural psychology. She served on the committee to establish the interdisciplinary Health and Society major and currently serves on its advisory committee and is also the

Occupational Therapy advisor at Doane. She currently serves as the President of the Board of Directors of Jana's Campaign, a national education and violence prevention organization with the mission of reducing gender and relationship violence through secondary education, higher education and community education.

Philip Jude Weitzl, Associate Professor of English, is a past Ardis Butler James Endowed Chair at Doane, where he was named the 2010 Teacher of the Year. His recent work is in the field of narrative medicine, and he is consulting with nearby Bryan College of Health Sciences to develop a creative writing workshop for health care professionals in the region. He also recently accepted an appointment to serve as one of two co-chairs of the Health and Society program at Doane. Weitzl's essay "Restless" was selected as a Notable Essay of 2010 by Robert Atwan, editor of the prestigious *Best American Essays* anthology series.

D. Planning Process

The year-long NEH Planning Grant beginning in May 2018 will be used to develop the pilot for a new Emphasis in Integrated Humanities at Doane. The following activities will be accomplished: (a) *Research similar interdisciplinary humanities programs and current trends in interdisciplinary humanities studies*; (b) *Investigate new or effective pedagogies for conveying project content* by attending conferences and workshops that will best enhance the development of experiential learning components of the EIHP; (c) *Construct an outline for future development of the project*. The planning grant will result in the submission to the Doane Academic Affairs Committee a pilot Emphasis program in biology and psychology, including new courses, and receive final program approval from the Faculty Assembly. A future goal of the program is to make it easily expandable to additional disciplines. Faculty will explore the most effective method of expansion and will create a clear procedure for the development of future

applications; (d) *Create an outreach strategy to attract students.* Faculty and administration will determine what new or existing grant funds or university resources could best be employed to market the program and what university departments and student groups would be effective partners for promoting the program and recruiting students; (e) *Determine the best areas for collaboration.* The project directors will cultivate partnerships with groups such as the Doane College to Career Center, the Pathways Majors Fair, and the Liberal Arts Seminar Working Group; and (f) *Generate a meaningful assessment structure.* Faculty will analyze the value of utilizing existing emotional intelligence (EQi) data for first-year students to create a baseline for “soft skills” such as empathy and interpersonal relationships. Faculty will investigate the potential value of an exit EQi student survey within the Integrated Humanities Program in comparison to those biology or psychology majors without the humanities coursework.

E. Summary Assessment

The Planning Committee is conscious of the constraints of a small university. New course offerings have an impact on scheduling, teaching loads, and course enrollment. These realities help set the parameters for effective design and implementation. To assess continued feasibility, the Committee will seek evaluation from additional stakeholders. The project’s outline and plan for implementation will be brought to Doane’s Academic Planning and Effectiveness Committee (APEC), a group of stakeholders from across the university who will offer feedback on the implementation plan and sustainability. Insights from APEC will inform the development of the project plan, which will be shaped into a proposal for the Academic Affairs Committee and then finally, the Faculty Assembly. The Committee also plans to present and publish the program, its development process, and its outline for experiential learning to our peers at conferences and in journals. This will provide feedback from peers beyond the university.

March 2019: Present pilot program and new courses to faculty assembly for approval.

April 2019: Produce a final report on planning phase, including a plan for implementation.

May 2019: Prepare roundtable presentation for New Directions in the Humanities Conference.

APPENDICES 5B. RELEVANT READINGS AND RESOURCES

Innovation in Higher Education and Interdisciplinary Humanities

Chace, William. *One Hundred Semesters*. Princeton: Princeton UP, 2015.

Davidson, Cathy. *The New Education*. New York: Basic Books, 2017.

Davidson, Cathy. *The Future of Thinking: Learning Institutions in a Digital Age*. MIT Press, 2010.

Davidson, Cathy, and Wernimont, Jacqueline (Eds). *HASTAC*. 2017. Accessed 6 Oct 2017.

Eodice, Michelle, et al. *The Meaningful Writing Project: Learning, Teaching, and Writing in Higher Education*. Logan: Utah State UP, 2017.

Hartley, Scott. *The Fuzzy and the Techie: Why the Liberal Arts Will Rule the Digital World*. Boston: Houghton Mifflin, 2017.

Horgan, John. "Why Study Humanities? What I Tell Engineering Freshmen." *Scientific American*. 20 June 2013. Accessed 12 Oct 2017.

Levine, Emily J. and Nicole Hall. "Want to Enhance Humanities Career Outcomes? Engage the Faculty." *Inside Higher Ed*. 2 Oct 2017.

Marcus, John. "How the Humanities Can Train Entrepreneurs." *The Atlantic*. Sep 20, 2017.

Morson, Gary Saul and Morton Schapiro. *Cents and Sensibility: What Economics Can Learn From the Humanities*. Princeton: Princeton UP, 2017.

Stross, Randall. *A Practical Education: Why Liberal Arts Majors Make Great Employees*. Stanford: Stanford UP, 2017.

Wheaton College. *The Wheaton Institute for the Interdisciplinary Humanities*. 2017. Accessed Oct 6 2017.

Pedagogies of Experiential Learning

Burney, Shehla. *Pedagogy of the Other*. New York: Peter Lang, 2012.

Carnes, Mark. *Minds on Fire: How Role-Immersion Games Transform College*. Cambridge: Harvard UP, 2014.

Gooblar, David. "Why Students Resist Active Learning." *ChronicleVita*. 4 Feb 2015. Accessed. 13 Oct 2017.

Kolb, David. *Experiential Learning: Experience as the Source of Learning and Development*. New York: Pearson FT Press, 2014.

McPhee, John. *Draft No. 4: On the Writing Process*. New York: Farrar, Straus and Giroux, 2017.

Oxley, Julinna and Ramona Ilea (Eds). *Experiential Learning in Philosophy*. New York: Routledge, 2015.

Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture. Duke UP, 2001-17.

Wurdinger, Scott D. and Julie A Carlson. *Teaching for Experiential Learning: Five Approaches That Work*. New York: Rowman and Littlefield, 2010.

Ethics of the Human Body

Adichie, Chimamanda Ngozi. *Americanah*. New York: Anchor, 2014.

Andre, Judith. *Bioethics as Practice*. Chapel Hill: University of North Carolina Press, 2002.

Atwood, Margaret. *Oryx and Crake*. New York: Anchor Books, 2003.

Barry, Vincent E. *Bioethics in a Cultural Context: Philosophy, Religion, History, Politics*. Boston: Wadsworth Publishing, 2011.

Butler, Judith. *Bodies that Matter*. New York: Routledge, 1993.

Butler, Judith. *Gender Trouble*. New York: Routledge, 1990.

Foucault, Michel. *Discipline and Punish*. Trans. Alan Sheridan. New York: Vintage Books, 1995.

Foucault, Michel. *The History of Sexuality*. Trans. Robert Hurley. Vol 1. New York: Vintage, 1978.

Foucault, Michel. “*Society Must be Defended*”. Trans. David Macey. New York: Picador, 2003.

Green, Graham. *A Burnt-Out Case*. New York: Penguin Classics, 1992.

Shelley, Mary. *Frankenstein*. Eds. David Guston, et al. Cambridge: MIT Press, 2017.

Narrative Medicine

Bauby, Jean-Dominique. *The Diving Bell and the Butterfly: A Memoir of Life in Death*. Trans. Jeremy Leggatt. New York: Vintage Books, 1997.

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

Charon, Rita and Sanyantani DesGupta. *Principles and Practice of Narrative Medicine*. New York: Oxford University Press, 2017.

Charon, Rita and Martha Martello. (Eds). *Stories Matter: The Role of Narrative in Medical Ethics*. New York: Routledge, 2002.

Gawande, Atul. *Being Mortal: Medicine and What Matters in the End*. New York: Metropolitan Books, 2014.

Grealy, Lucy. *Autobiography of a Face*. New York: Houghton Mifflin, 1994.

Kear, Nicole C. *Now I See You: A Memoir*. New York: St. Martin’s Press, 2014.

Kleinman, Arthur. *The Illness Narratives*. New York: Basic Books, 1988.

Lerner, Barron. *The Good Doctor: A Father, a Son, and the Evolution of Medical Ethics*. Boston: Beacon, 2015.

Ofri, Danielle. *What Doctors Feel: How Emotions Affect the Practice of Medicine*. Boston: Beacon Press, 2013.

Ofri, Danielle. *What Patients Say, What Doctors Hear*. Boston: Beacon Press, 2017.

Romm, Robin. *The Mercy Papers: A Memoir of Three Weeks*. New York: Scribner, 2009.

Shillace, Brandy (Ed). *Dósis*. <https://medhumdosis.com>. 2017. Accessed 6 Oct 2017.

Affect, Emotion, and Empathy

Coates, Ta-Nehisi. *Between the World and Me*. New York: Spiegel & Grau, 2015.

Damasio, Antonio. *Descartes' Error: Emotion, Reason, and the Human Brain*. New York: Penguin, 2005.

Damasio, Antonio. *The Feeling of What Happens: Body and Emotion in the Making of Consciousness*. New York: Mariner, 2000.

Damasio, Antonio. *Looking for Spinoza: Joy, Sorrow, and the Healing Brain*. New York: Harvest, 2003.

Damasio, Antonio. *Self Comes to Mind: Constructing the Conscious Brain*. New York: Vintage, 2012.

Damasio, Antonio. *The Strange Order of Things: Life, Feeling, and the Making of Cultures*. New York: Pantheon, 2018.

Eliot, George. *Middlemarch*. Ed. Bert G. Hornback. Cambridge: W.W. Norton, 1999.

Foucault, Michel. *Madness and Civilization*. Trans. Richard Howard. New York: Vintage Books, 1988.

Gregg, Melissa, et al. *The Affect Theory Reader*. Durham: Duke UP, 2009.

Kanoy, Korrel, et al. *The Student EQ Edge: Emotional Intelligence and Your Academic and Personal Success: Student Workbook*. New York: Jossey-Bass, 2013.

Keen, Suzanne. *Empathy and the Novel*. New York: Oxford UP, 2007.

Massumi, Brian. "The Autonomy of Affect." *Cultural Critique*. 35.2 (1995): 83-109.

Rudnytsky, Peter L. and Rita Charon. (Eds). *Psychoanalysis and Narrative Medicine*. New York: SUNY Press, 2008.

Sedgwick, Eve Kosofsky and Adam Frank (Eds.) *Shame and Its Sisters : A Silvan Tomkins Reader*. Durham : Duke UP, 1995.

Stein, Steven J., et al. *The Student EQ Edge: Emotional Intelligence and Your Academic and Personal Success*. New York: Jossey-Bass, 2013.

Tomkins, Silvan. *Affect Imagery Consciousness*. New York: Springer Publishing, 2008. 4 Vols.

APPENDICES 5C. DOANE UNIVERSITY GENERAL INFORMATION, ENROLLMENT TRENDS, AND EXPERIENTIAL LEARNING

Founded in 1872, Doane University is Nebraska’s oldest private, liberal arts institution. The main Crete campus is home to Doane’s College of Arts and Sciences and College of Education, a residential liberal arts college that served 1,047 students in 2016-2017 with bachelor degrees in 39 areas. Last year, the student body was 49% female, 17% non-white, 30% Pell Grant-eligible, and 37% first-generation. Doane continually receives national recognition every year from some of the most prestigious publications across the country. For their 2017 college rankings, *The Wall Street Journal* rated Doane as the 2nd best university in Nebraska. Doane was only one of four institutions to receive recognition from the *WSJ/Times Higher Education*. In addition, *U.S. News and World Report* named Doane a “Top National Liberal Arts College,” ranking among the top 150 schools nationally. *The Princeton Review* labeled Doane a “Best Midwestern School” and *Forbes* included Doane among their “America’s Best Colleges” list. Doane also has an outstanding record for having a high number of Fulbright Awards with a total of 65 Doane students awarded the prestigious opportunity since 1952.

The following table includes enrollment data for the majors at Doane selected for the pilot Emphasis in Integrated Humanities Program and additional majors from the Division of Fine Arts and the Humanities.

Table 1: Total spring enrollment, undergrad (primary majors and secondary majors)

Spring Semester	2013		2014		2015		2016		2017	
Biology	73	1	78	0	92	0	94	4	91	1
English	19	4	21	5	27	10	23	7	16	3
Psychology	51	8	53	7	53	6	51	9	54	8
Art*	32	5	26	4	24	6	19	4	8	2
Communication Studies	-	-	-	-	-	-	-	-	7	3
History	10	15	16	8	17	14	18	13	16	9
Journalism and Media	20	6	12	5	12	3	14	2	12	1
Languages (French, German, Spanish)	8	27	8	16	12	22	14	27	12	19
Music	38	2	31	2	30	3	29	1	33	3
Philosophy	0	3	0	4	0	1	0	1	0	2
Religion	3	3	2	2	1	1	1	0	1	0
Theatre	24	6	33	3	34	5	26	6	21	5
Total	278	80	280	56	302	71	289	74	271	56

Examples of Experiential Learning at Doane University

Problem-based learning: This pedagogy asks students to understand a complex problem from multiple disciplinary perspectives. Doane employs this pedagogy as a key component of the Doane Core in the upper class Liberal Arts Impact Seminar: Connecting Knowledge to Choices and Actions. Phil Weitzl's and Tessa Durham Brooks' class that examines suicide rates on college campuses asks students to design materials and host events for the campus and the broader community to call attention to this complex issue that affects college campuses.

Community Engaged Learning: Also called service learning, this pedagogy is also in frequent use at Doane. Classes organize and sponsor charity events to benefit the local organizations. One successful event was designed in partnership with Crete's Community Assistance Director. Students designed and marketed an event for immigrant families, providing tables of information on topics ranging from getting a driver's license to voter registration, and blood donation.

Reacting to the Past: This pedagogy immerses students in complex historical moments through an elaborate game set-up, while helping them grasp difficult concepts and develop written and oral communication. Students are assigned roles informed by primary and secondary sources and conduct debates. Dr. Hanggi utilizes this pedagogy in her classes, and has adapted it to a literary context with the novel *Things Fall Apart* by Chinua Achebe. There are several "games" that fit the academic goals of the EIHP, such as "The Needs of Others," "AIDS Crisis in America," and "Alan Turing, the Quest for the Artificial Mind, and the Rise of Cognitive Science: Manchester, 1949."

Student Research: Doane STEM majors are required to participate in a sequence of courses facilitating original research projects. Other disciplines, including the humanities, also utilize this pedagogy for experiential learning. Students are introduced to formal research including topic selection and investigation in primary scientific literature, identify a faculty research mentor, design experiments, and preparing a written proposal and oral presentation. Students then execute the plan of action, conduct scientific laboratory or field

experiments, take appropriate notes, analyze data, and present findings in a written thesis and oral or poster presentation. Doane sponsors an annual symposium for students to share their research with the campus and surrounding community. EIHP faculty will partner to mentor students conducting research that crosses disciplinary boundaries.