

NEH Application Cover sheet (AA-284520)

Humanities Initiatives: Colleges and Universities

PROJECT DIRECTOR

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INSTITUTION

Bucknell University
Lewisburg, PA 17837-2005

APPLICATION INFORMATION

Title: *Revitalizing the Liberal Arts through the Health Humanities Minor*

Grant period: From 2022-09-01 to 2025-08-31

Project field(s): Interdisciplinary Studies, Other

Description of project: Bucknell University's Health Humanities Working Group proposes the development of a new interdisciplinary minor in the health humanities as a means of revitalizing the liberal arts core, expanding students' humanistic knowledge of health, and contributing to the University's already well-situated rural and community partnerships. The minor will have three basic components: 1) a gateway course entitled Humanizing Health; 2) three electives drawn from different humanities departments; and 3) a capstone experience placing students in civic engagement with our rural local communities. Funded activities include summer workshops; curricular development grants; funding for the program director; and external review. Through its emphasis on the urgency of the health humanities for all students--not just those pursuing careers in biomedicine--this project will amplify the humanities' contribution to understanding health, illness, and medicine within our campus and our regional communities.

BUDGET

Outright Request	149,994.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	149,994.00
Total NEH	149,994.00		

GRANT ADMINISTRATOR

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REVITALIZING THE LIBERAL ARTS THROUGH THE HEALTH HUMANITIES

INTELLECTUAL RATIONALE

“The system of medicine is, for the sick, a visible scene of action, but beyond it and behind it and beneath it are all other systems, *family race work culture gender money education*, and beyond those is a system that appears to include all the other systems, the system so total and overwhelming that we often mistake it for the world.” ~Anne Boyer, *The Undying* (66)

In her Pulitzer Prize-winning book, *The Undying: Pain, Vulnerability, Mortality, Medicine, Art, Time, Dreams, Data, Exhaustion, Cancer, and Care*, Anne Boyer offers a holistic exploration of the interlocking systems within which medical knowledge and medical practices occur. Through the support of an NEH Initiatives grant, **Revitalizing the Liberal Arts through the Health Humanities** seeks to enhance humanities-based teaching and learning that will allow faculty and students to address questions of how health, illness, and medicine are embedded within a complex network of other systems. A primary outcome of this project is a new health humanities minor program--grounded in the liberal arts--that will also engage Bucknell students within our rural central Pennsylvania context in order to implement a community-based health humanities program featuring public engagement partnerships.

The growing field of the medical/health humanities has often been understood as an attempt to correct the dehumanizing effects of the medical system.¹ However, a survey of the landscape of medical and health humanities curricular programs around the United States reveals two trends. The vast majority of such programs 1) serve, as their primary audience, future or current medical practitioners and 2) are often staffed by faculty drawn more from social and biomedical sciences than from the humanities.² The result of this trend is that the very programs

¹ Most notable here is Rita Charon's groundbreaking *Narrative Medicine: Honoring the Stories of Illness* (Oxford University Press, 2008).

² This is demonstrated by the data produced in the annual report of Health Humanities Baccalaureate Programs in the United States 2020, published by the School of Medicine at Case Western Reserve. See the report here: <https://case.edu/medicine/bioethics/education/health-humanities> (accessed May 11, 2021).

designed to expand our knowledge of health and illness beyond biomedical metrics into a more expansive humanistic context--confronting students with the manifold, complex other systems that make the biomedical possible in the first place--have in fact enabled biomedicine to continue to set the terms and the environments in which “the human” is allowed to speak to “health” or “illness.” While current medical and health humanities programs offer valuable interventions, we believe that they ought to do more than service the medical field if their contributions are to have the broadest impact for the public good. We face a moment in which our students and our communities would benefit from the interventions that only the humanities can provide.

Over the past year at Bucknell University, a faculty cohort made up of over a dozen humanists from ten departments has convened around the topics of health and illness. This group saw an opportunity, in the midst of a global pandemic, to create a program that would serve two related goals: 1) the construction of a health humanities minor that would help revitalize our humanities division and the liberal arts model of investigating questions from multiple perspectives; and, through that curricular program, 2) the creation of a hub for humanistic exploration of health and illness for the campus and the broader rural communities of central Pennsylvania. Our cohort takes as its point of departure Boyer’s diagnosis of medicine as a system of knowledge embedded within and implicated by multiple other systems. As such, we believe that a curricular program in the health humanities, rigorously anchored to the specific strengths of humanities faculty, has the potential to revive the core cultural literacies of the humanities at Bucknell that are currently under threat. Such an approach builds on the strengths of existing health humanities programs, but reorients the center of gravity away from biomedical institutions toward the liberal arts, community-based model. Our rationale for pursuing this project is based on three commitments:

First, *conceptually*. Our program begins with a philosophical commitment to health and illness as topics intimately connected to human bodies and human experiences. Thus, restricting these concepts to human physiology hinders our ability to understand their scope and significance. Health also describes social and environmental states of being, inter-species interactions, bodily differences, and planetary processes. Health contains and exceeds the human, and humanistic inquiry, especially in a liberal arts setting, enables a more expansive, interdisciplinary perspective. To study health and illness in this framing, then, is to engage a broader spectrum of cultural literacies that are the hallmarks of a liberal arts education.

Today, we face several persistent and emerging medical problems, the effects of which are felt on both local and global scales. These include the health effects of changing climates and mass migration, rapidly changing biotechnological and reproductive environments, the expansive reach of pharmaceuticals into most aspects of human life, and, of course, the threat of continued and future global pandemics. Because health is never confined to individual biology, a more rigorously humanistic approach is needed to confront these challenges. Drawing upon the methods and analytic tools of humanistic disciplines including history, religious studies, literature, philosophy, and ethnic studies, the health humanities enables us to explore hidden, abandoned, or neglected connections between health and its cultural, historical, physical, global, and even universal contexts. Our project is committed to the understanding that health and illness are never stable categories, but instead culturally-specific modes of knowing the self and the world--systems within systems, to borrow from Boyer. We believe that the health humanities, which disrupts the dominance of social scientific and STEM-based approaches to health and disease, will be a compelling draw for more students across majors and within all three Colleges at Bucknell: Arts & Sciences, Management, and Engineering.

Second, *program and audience*. If all humans hold dual-citizenship in the kingdom of the well and the kingdom of the sick (as Susan Sontag famously suggested), then the humanistic study of health and illness is relevant to every student. Building upon health as a matter of universal human concern, our more expansive and complex conceptual approach to health and illness reflects our belief that studying the health humanities is a pursuit available to everyone, not just future medical practitioners. At Bucknell, the humanities cultivate and sharpen essential literacies and modes of interdisciplinary inquiry. As our faculty cohort models, a liberal arts focused study of the health humanities can draw students into a lifetime of humanistic questioning about the guiding definitions, inescapable pasts, and potent symbols and myths that have determined what it means to be healthy, sick, well, ill, healing, thriving, and declining.

Our program will be anchored to a **new introductory required course** developed for a five-credit minor, titled “Humanizing Health,” that will serve as a gateway to the program but also as an entry point into the humanities and liberal arts for the broadest possible range of students and community members regardless of whether they pursue the minor. Curricularly, this team-taught course will enroll up to 25 students at a time, without prerequisites, engaging them in an interlocking set of themes that develop from faculty cohort specialities such as race and ethnicity, the body, gender and sexuality, disability, ethics, religion, and the environment. Likewise, students will encounter broader methodologies for understanding health that complement human-centric narratives, situating non-human and environmental approaches to health and drawing upon theoretical insights from across humanistic disciplines. We strive for a health humanities program that stands on its own and that attracts students, community members, and health practitioners into a robust liberal arts environment. Once the program is fully launched, we expect five to ten new minors per year, drawn from across all three colleges.

Bucknell is home to an increasing number of students who focus on pre-health, biomedical engineering, health business, and related majors. At the same time, the number of incoming students enrolling at the university with an intent to study in the humanities has remained flat.³ Yet, despite enrollment pressures, students who take humanities courses consistently indicate how significant these experiences are and lament the fact that they did not consider courses in these disciplines earlier. Our minor in health humanities will serve as a feeder into humanities departments for students who may not have previously seriously considered the possibilities of the humanities. The health humanities faculty spans nearly every humanities department on campus and thus is uniquely poised to draw students from all three of the university's colleges into the significance of humanistic study for our understanding of health, illness, and medicine. The minor will combine depth and breadth, rigor and accessibility, incorporating classroom and experiential modes of learning in our rural context. We anticipate a five-credit minor that combines traditional classroom learning with experiential and critical reflection through community partnerships. We believe that such a program can recenter the humanities at a moment when it is sorely needed.

Third, *setting*. Bucknell University is situated in the Susquehanna Valley of central Pennsylvania--a rural region that has a long history of coal mining and logging, but is also home to Geisinger Health System, one of the region's largest medical research systems that extends across Pennsylvania and New Jersey, and with which Bucknell has a long-standing relationship. The region has particular health concerns that reflect environmental, social, and individual factors: here, we encounter a potent combination of environmental degradation, obesity, heart disease, opioid addiction and, more recently, high COVID-19 rates of infection. Such a setting

³ See data within the Institutional Context section.

presents a unique opportunity for a robust program in the health humanities to become a hub of regional conversation and intellectual exploration. Our project is committed to providing a distinct humanistic space within a rural setting where community members, regional leaders, non-profit organizations, and representatives from medical institutions can dialogue with Bucknell faculty, staff, and students in order to interrogate the systems that encompass our understanding and experience of human health.

We anticipate this dialogue taking place in several ways. First, students concentrating in the health humanities will engage in **community-based learning** as part of their curricular path. In coordination with our Office of Civic Engagement, students in our program will partner with local and regional organizations--whether non-profit, governmental, or biomedical. These experiences will enable students to apply the knowledge they learn in the classroom to health systems outside of the university. Additionally, our program is committed to including representatives from the community and from regional organizations in our conversations about health and the humanities. Bucknell's existing relationships with the Lewisburg Community Garden and with Geisinger Medical Center are ripe for humanistic collaboration within a two-way-street model that demonstrates how the humanities and local organizations can be equal partners in a process of inquiry about health and the human.⁴ To achieve this, our program will host **public-facing events** like teach-ins, symposia, roundtables, book groups, visiting lectures, and panel discussions on campus that bring regional perspectives to bear on how our students understand health, while also inviting local and regional leaders into the classroom as co-learners in a process of open exploration about health and illness.

⁴ See our letters of support for commitments from the Lewisburg Community Garden as well as Geisinger Medical Center.

Programmatically, we will develop a set of public-facing events each semester on campus designed to position Bucknell as a regional leader in conversations on humanizing health and illness, as well as a leader in sponsoring the health humanities for liberal arts colleges around the country. With the support of the NEH, Bucknell's Revitalizing the Liberal Arts through the Health Humanities can reinvigorate student interest in and engagement with the humanities on campus in a meaningful way while also establishing Bucknell as a hub for relevant conversations that enhance humanistic understanding of health and illness within its rural setting.

CONTENT AND ACTIVITIES

Our initiative aims to create a new curricular program: an interdisciplinary minor in health humanities. This program will fulfill our two guiding goals: to strengthen the liberal arts at Bucknell and broaden the campus and regional conversation around health from a humanities-informed perspective. This section describes the parameters of the minor and its place within the Bucknell curriculum; the activities that will help us create and sustain it; and how the minor will augment the conversation around and experience of rural health in the Susquehanna Valley.

The minor in health humanities will require students to take five courses. These courses comprise a gateway introduction to the health humanities ("Humanizing Health"), three pre-approved electives from three separate affiliated Humanities departments, and a capstone experience conducted through site work coordinated by Bucknell's Office of Civic Engagement. We envision our gateway course as a team-taught interdisciplinary course that will rotate among a core group of instructors affiliated with the health humanities. The course will maintain the same structure and readings, while benefiting from the rotation in disciplinary and pedagogical approaches. "Humanizing Health" will also contribute to Bucknell's Writing Across the

Curriculum Initiative, which supports writing-intensive courses across disciplines.⁵ The capstone experience, to be taken in a student’s final year, will incorporate a civic engagement project with one of our identified community partners and conclude with a presentation and collaborative discussion between student and community-partner of how humanistic study shaped their understanding of and engagement with health in central Pennsylvania. For a timeline of our grant activities, see the work plan attached.

Guiding Texts: See the readings list.

The following funded activities will enable us to develop a robust and sustainable minor:

A workshop to develop a gateway course. We will invite an expert in the field to campus in May 2023 to guide the Health Humanities Working Group to develop “Humanizing Health,” our interdisciplinary gateway course. This workshop will culminate with a proposal to Bucknell’s Committee on Instruction to launch the minor for academic year 24-25. See our letter of institutional support from the Provost for the administration’s commitment to this goal.

Funding for summer curriculum design grants. We aim to use a significant portion of the grant to offer 10 smaller curricular grants, distributed over the three summers of grant funding, to enable affiliate health humanities faculty to build new courses and substantively revise existing offerings. While our affiliate faculty already offer a range of compelling courses related to the subject, they are not yet coherently aligned and integrated within the goals of the project. There are also significant gaps in certain topics, like dedicated courses on disability or race and ethnicity. The aim of these grants is to create a robust slate of courses cross-listed with

⁵ W1 and W2 courses, through direct writing instruction, peer review, and process-oriented writing, enable students to strengthen their abilities to write for general as well as discipline-specific audiences. For more information see: <https://www.bucknell.edu/academics/current-students/writing-across-curriculum>.

the minor and consistent with its overarching mission that will provide a coherent educational experience for students. A full list of existing and anticipated course offerings is attached.

Civic engagement workshop. In May 2024, we will host a workshop for health humanities faculty and constituents from local non-profits to build partnerships to inform the culminating experience courses. This workshop will build upon and enhance the ongoing work of Bucknell's Center for Sustainability and the Environment, and the Office of Civic Engagement, each of which maintain robust community partnerships that acknowledge the situatedness of Bucknell in a rural community and the particular strains on rural healthcare. As indicated in our letters of support, we are especially committed to bringing a humanistic dimension to existing partnerships focused on our community populations (Lewisburg Community Garden), and rural health care (Geisinger Health System).

Responsive programming. To further the mission of the health humanities embodied in our program, we will support events that will enable affiliate faculty to respond to urgent local, national, and global issues. These co-curricular events, spread out over the course of the grant period and supported by funding from the Provost's office, will engage and feature students from different affiliated health humanities courses via diverse formats (roundtables, hot topics discussions, and snap talk series).

A Regional Conference for Medical/Health Humanities Programs among SLACs. Towards the end of the grant period, in Spring 2025, the Health Humanities faculty will host a regional conference for the many small liberal arts colleges that have medical and health humanities curricular programs. This event, supported by the Bucknell Provost's office, will create an ongoing, collaborative discussion among regional liberal arts partners about best practices, innovative pedagogy, and new trends that will enable member schools to adapt and

thrive. By emphasizing our region, we also aim to draw in community partners to focus the conversation on how health humanities might provide crucial interventions for regional partners in a rural context.

We anticipate four complementary outcomes of our program development and implementation. **First**, an increase in the overall enrollment in Humanities courses as a result of the interdisciplinary distribution requirement of the minor. **Second**, participation in the minor will expose students to disciplines and interdisciplinary methods they otherwise would not have done coursework in, leading to increased declaration of majors and minors in humanities fields. **Third**, and more broadly, our program will amplify the reach of humanistic interventions into health and illness for the larger, primarily rural, public of the Susquehanna Valley, thereby drawing the community and regional partners into the life of the humanities at Bucknell. **Fourth**, the program will establish Bucknell as a regional and national hub for conversation among liberal arts colleges pursuing health humanities programming that prioritizes civic engagement.

PROJECT PERSONNEL

<i>Personnel Category/Members</i>	<i>Responsibilities</i>
Project Director <ul style="list-style-type: none"> John Penniman (Religious Studies) 	Setting agenda for project team meetings; lead collaborative deliberation and team-based project management; liaising with Humanities Center director and other administrative leaders to ensure support within the institution; final review and submission of curricular documents; overseeing new partnerships with local/regional organizations, in coordination with staff in Office of Civic Engagement; submission of NEH reports and internal program evaluations; convening workshops, roundtables, or external review visits.
Project Team <ul style="list-style-type: none"> Maria Antonaccio (Religious Studies and Bucknell Humanities Center Director); Jeremy Chow (English); Jennifer Kosmin 	Drafting required documents for curricular program approval; Identifying, inviting, and hosting external reviewers; Evaluating applications for curricular development grants; facilitate summer workshop on gateway course;

<p>(History); Jennifer Thomson (History); Katherine Ward (Philosophy)</p>	<p>support in building service-learning partnerships with local/regional organizations through Bucknell Office of Civic Engagement; Oversee the implementation of “Humanizing Health” course; Organizing, promoting, and attending panels and speakers and snap talks; recruitment of faculty to offer courses in the minor concentration; organizing student-led discussions of timely health-related topics; assist in creating a web-presence for Health Humanities at Bucknell.</p>
<p>External Team Members from the Bucknell Health Humanities Working Group</p> <ul style="list-style-type: none"> Carly Boxer (Art History); Claire Campbell (History and Environmental Studies); Katherine Faull (Comparative Humanities and Faculty Director for Civic Engagement); Chase Gregory (English); Stephanie Larson (Classics); Sheila Lintott (Philosophy); Helene Martin (French); Allen Tran (Anthropology); Kathi Venios (Administrative Assistant, Bucknell Humanities Center) 	<p>Collaborate with Project Team on determining the nature and structure of the curricular program; logistical support in pursuing campus, local, and regional partnerships for the project; Participate in seminars, roundtables, workshops; Take leadership role in increasing visibility of the project to students and colleagues; Contribute to construction of web presence; Develop new courses during grant period to be implemented when the project is officially launched.</p>
<p>University Partners</p> <ul style="list-style-type: none"> The Provost’s Office; The Bucknell Humanities Center; Bucknell-Geisinger Research Initiative; Public Health at Bucknell Working Group; Pre-Health Program; Place Studies Program; Bucknell Center for Sustainability and the Environment; Office of Civic Engagement, Office of Institutional Research and Planning; The Bucknell Writing Center 	
<p>Regional Partners</p> <ul style="list-style-type: none"> Geisinger Medical System; Evangelical Hospital; University of Pittsburgh Medical Center; Lewisburg Community Garden; Women, Infants, and Children of Union County; Transitions of PA (domestic violence crisis center); Lewisburg Prison Project 	
<p>Potential Workshop Facilitators and External Consultants</p> <ul style="list-style-type: none"> (b) (4) 	

(b) (4) [REDACTED]	[REDACTED]
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INSTITUTIONAL CONTEXT

Bucknell University is a historic liberal arts college in the heart of Pennsylvania. It boasts 14 departments in the humanities that offer approximately 200 courses (or 35 percent of the total course offerings in the College of Arts & Sciences) and 94 full time faculty members (24 percent of the total university faculty). Bucknell is unique among liberal arts institutions in that it has a three college structure, including a College of Arts & Sciences, a College of Engineering, and a College of Management. Over the past dozen years, the identity of the institution has shifted from its liberal arts origin toward a more pre-professional orientation. This shift has seen a decrease in both applicants (30 percent drop) and enrolled students (40 percent drop) who express interest in humanities majors. In the same time, the number of students declaring a humanities major from year to year has shrunk from 140 majors among the class of 2012 to 76 majors among the class of 2022. Humanities departments have faced loss of faculty lines and staffing as a result of this contraction.

At the same time, Humanities faculty have been active in mobilizing to enhance the visibility of their teaching and research. Thanks to the generous support of two institutional grants from the Andrew W. Mellon Foundation (“Renewal of the Humanities at Bucknell” and “Confounding Problems and the Public Humanities and Arts”), along with additional financial support from Bucknell and from our alumni and donor base, Bucknell founded a Humanities Center in 2015. Located in the renovated Hildreth-Mirza Hall, the Bucknell Humanities Center has become a vibrant intellectual community space, hosting humanities-themed events and serving as a seedbed for several working groups. Hildreth-Mirza Hall houses a humanities library, lecture hall, conference rooms, dedicated student research spaces, and a Digital

Humanities lab that provides infrastructure for faculty and student digital scholarship.

The Bucknell Medical/Health Humanities Working Group was convened for the first time in the summer of 2020, though faculty had been engaged in discussions about the creation of such a group since 2016. Administrative support for the topic, coupled with the emergence of COVID19, prompted a group of faculty to formalize as a cohort. Our group has a dozen faculty members drawn from ten departments, bringing an exceptional level of breadth and depth to the topic. During AY 20-21, we read works in progress from group members, reviewed leading scholarship, and surveyed other health humanities curricular programs. With a cohort this strong, coupled with enthusiastic support from both the provost and the director of the Humanities Center (see support letters), we already have strong commitment from faculty, administration, and the organizational logistics to implement a successful program.

IMPACT & DISSEMINATION

If the recent global pandemic has taught us anything, it is that general public literacy surrounding the complex meanings of “health” and “illness” is uncomfortably low.⁶ Revitalizing the Liberal Arts through the Health Humanities will: **one**, enable a holistic perspective on health to provide students with an expansive vocabulary and refined literacy about health and its implications across histories, genres, and humanistic disciplines; **two**, invigorate the liberal arts in order to understand a broad and culturally-nuanced perspective on health that is a distinctive feature of a liberal arts program; **three**, establish innovative and interdisciplinary bridges among the humanities, arts, social sciences, and natural sciences at Bucknell; and **four**, create and deepen partnerships between Bucknell and regional organizations, drawing community leaders into humanistic inquiry alongside our students on issues related to health, medicine, and illness.

⁶ Molly Worthen, “A Once-in-a-Century Crisis Can Help Educate Doctors,” *The New York Times*, April 11, 2021.

Our dissemination goals reflect campus, local, and national commitments. At Bucknell, we will pursue a media campaign that develops a visual presence for the Health Humanities through the creation of a website and social media visibility. This will highlight distinctive course offerings, civic engagement experiences, and professional development opportunities for our students, increasing enrollments in the Health Humanities minor. In addition, our extracurricular programming events (the symposia and roundtables mentioned above) will draw the whole campus into the conversations generated by our program. Within our local community, we will incorporate regional partners into the campus events surrounding health humanities, inviting them to be co-learners in our classrooms, programs, and self-assessments. We will work with local media to ensure these collaborations are covered in regional publications. Our national commitment is furthered by our hosting of a summer conference (discussed above) that invites faculty and staff at other liberal arts colleges in the region who are part of similar Health Humanities programs. At the end of this event, we will poll participants about interest in making such a conference a regular occurrence and contacting a Health Humanities journal to discuss a special issue on programming initiatives at small liberal arts colleges in particular.

EVALUATION

Our program envisions two phases of evaluation, including both formative and summative assessment. During the first phase, which will encompass the grant period, we will collect the following data: the number of new and revised courses prepared for inclusion in the Health Humanities curriculum; enrollments in the Health Humanities minor; enrollments in Health Humanities courses; number of civic engagement activities undertaken by students; and students' interest in and knowledge of the health humanities (collected via survey). During the second phase, which will take place in the five years following the grant period, we will compile the

same kinds of data outlined above in order to make comparisons and evaluate the medium range impact of the program. This data will be collected and compiled annually, including alumni data tracking enrollments in grad school or other post-college outcomes connected to their involvement in the Health Humanities minor. We will also collect data on the impact of the Health Humanities program beyond Bucknell's campus, including the number of local, regional, and national faculty and professionals who have participated in various activities organized by the Bucknell Health Humanities program.

In addition to these quantitative assessments, we will ask health humanities faculty and students to reflect qualitatively on their experiences, the personal value of the health humanities program to their intellectual growth and overall educational experience, and their sense of how the program has impacted the presence of and attitudes toward the humanities on campus. Qualitative assessment of the civic engagement culminating experiences will be conducted through survey/exit interviews of students and our community partners. Finally, the Project Team will compose an evaluative report on the state of the Health Humanities program. This report will carefully assess the program's success in achieving its benchmarks, including the program's continued funding, number of courses offered each semester, and opportunities for community engagement. Most importantly, the report will reflect on qualitative data generated by faculty and students experiences with the program and will consider future trajectories of the program.

Work Plan

Timeline	Activities	Participants/Resources
Pre-Award	<ol style="list-style-type: none"> <li data-bbox="440 275 932 478">1. Continue works-in-progress workshops among Health Humanities working group as a catalyst for future course development <li data-bbox="440 485 932 667">2. Begin formal outreach to community partners and to the chief research officer at Geisinger Medical System <li data-bbox="440 674 932 772">3. Research and Select External Facilitator for Gateway Course Workshop 	<ol style="list-style-type: none"> <li data-bbox="948 275 1477 352">1. Project Director; Project Team; External Health Humanities Team <li data-bbox="948 485 1211 527">2. Project Director <li data-bbox="948 674 1398 716">3. Project Director; Project Team
Fall Semester 2022	<ol style="list-style-type: none"> <li data-bbox="440 785 932 863">1. Put Out Call for Summer Curriculum Design Grants <li data-bbox="440 890 932 968">2. Invite External Facilitator for Gateway Course Workshop <li data-bbox="440 995 932 1115">3. Solicit and Support Responsive Programming Events on Health Humanities themes 	<ol style="list-style-type: none"> <li data-bbox="948 785 1211 827">1. Project Director <li data-bbox="948 890 1211 932">2. Project Director <li data-bbox="948 995 1471 1073">3. Project Director; Project Team; External Health Humanities Team
Spring Semester 2023	<ol style="list-style-type: none"> <li data-bbox="440 1121 932 1241">1. Review and Select Curriculum Course Development Applications <li data-bbox="440 1268 932 1388">2. Solicit and Support Responsive Programming Events on Health Humanities themes <li data-bbox="440 1415 932 1493">3. Begin Development of Website and Social Media Strategy 	<ol style="list-style-type: none"> <li data-bbox="948 1121 1398 1163">1. Project Director; Project Team <li data-bbox="948 1268 1446 1346">2. Project Director; Project Team; External Health Humanities Team <li data-bbox="948 1415 1446 1493">3. Project Director; Project Team; External Health Humanities Team
Summer 2023	<ol style="list-style-type: none"> <li data-bbox="440 1520 932 1598">1. Conduct Gateway Course Workshop <li data-bbox="440 1709 932 1829">2. Oversee Initial Cohort of Curriculum Development Awardees 	<ol style="list-style-type: none"> <li data-bbox="948 1520 1471 1661">1. Project Director; select members of Project Team and External Health Humanities Team; External Consultant <li data-bbox="948 1709 1211 1751">2. Project Director

	<p>3. Strategic Planning for Minor Proposal to Curriculum Committee</p> <hr/> <p>4. Research and Select External Facilitator for Gateway Course Workshop</p>	<p>3. Project Director; Project Team; External Health Humanities Team</p> <hr/> <p>4. Project Director; Project Team</p>
Fall 2023	<p>1. Invite External Facilitator for Civic Engagement Workshop</p> <hr/> <p>2. Put out call for Summer Curriculum Design Grants</p> <hr/> <p>3. Finalize and Submit curricular proposal to Bucknell Curriculum Committee</p> <hr/> <p>4. Solicit and Support Responsive Programming Events on Health Humanities themes</p> <hr/> <p>5. Launch Health Humanities Minor Website</p>	<p>1. Project Director</p> <hr/> <p>2. Project Director</p> <hr/> <p>3. Project Director; Project Team; External Health Humanities Team</p> <hr/> <p>4. Project Director; Project Team; External Health Humanities Team</p> <hr/> <p>5. Project Director; Project Team; External Health Humanities Team; Bucknell Humanities Center</p>
Spring 2024	<p>1. Initiate Planning for Regional Conference in Spring 2025</p> <hr/> <p>2. Review and Select Summer Curriculum Design Grant Applications</p> <hr/> <p>3. Solicit and Support Responsive Programming Events on Health Humanities Themes</p>	<p>1. Project Director; select members of the Project Team and External Health Humanities Team; External Consultant; Select Regional Partners</p> <hr/> <p>2. Project Director; Project Team</p> <hr/> <p>3. Project Director; Project Team; External Health Humanities Team</p>
Summer 2024	<p>1. Conduct Civic Engagement Workshop</p> <hr/> <p>2. Oversee Second Cohort of Summer Curriculum Grant Awardees</p>	<p>1. Project Director; select members of the Project Team and External Health Humanities Team; External Facilitator; Select Regional Partners</p> <hr/> <p>2. Project Director</p>

	3. Research and Select External Reviewer	3. Project Director; Project Team
Fall 2024	1. Kickoff Event to Mark Official Start of Health Humanities Minor	1. Project Director; select members of the Project Team and External Health Humanities Team; External Consultant; Select Regional Partners
	2. Pilot of Gateway Course	2. Team-Teaching Cohort derived from Project Team and External Health Humanities Team
	3. Invite External Reviewer	3. Project Director
	4. Put out call for Summer Curriculum Design Grants	4. Project Director
	5. Solicit and Support Responsive Programming Events on Health Humanities Themes	5. Project Director; Project Team; External Health Humanities Team
Spring 2025	1. Host Regional Conference on Health Humanities Programs at Liberal Arts Colleges	1. Project Director; Project Team; External Health Humanities Team; Select Regional Partners; Invited Participants
	2. Review and Select Summer Curriculum Design Grant Applications	2. Project Director; Project Team
	3. Solicit and Support Responsive Programming Events on Health Humanities Themes	3. Project Director; Project Team; External Health Humanities Team
Summer 2025	1. Conduct External Review/Meet with Community Partners for Debrief on Grant Period	1. Project Director; Project Team; External Health Humanities Team; External Reviewer; Select Community Partners
	2. Oversee Final Cohort of Summer Curriculum Grant Awardees	2. Project Director
	3. Complete evaluation of grant period activities and draft report	3. Project Director; Project Team

READINGS

- Abrams, Brian et al., *Health Humanities* (Palgrave Macmillan, 2015).
- Ahmed, Sara. *Queer Phenomenology* (Duke University Press 2006)
- Atkinson, Sarah et al., “The ‘Medical’ and ‘Health’ in a Critical Medical Humanities,” *Journal of Medical Humanities* (2015).
- Bancroft, Angus. *Drugs, Intoxication and Society* (Polity, 2009)
- Bleakley, Alan (ed.). *Routledge Handbook of Medical Humanities* (Routledge, 2019)
- Boyer, Anne. *The Undying: Pain, Vulnerability, Mortality, Medicine, Art, Time, Dreams, Data, Exhaustion, Cancer, and Care* (FSG, 2019)
- Carel, Havi. *Phenomenology of Illness* (Oxford University Press, 2016)
- Charise, Andrea. “Site, Sector, Scope: Mapping the Epistemological Landscape of Health Humanities,” *Journal of Medical Humanities* (2017).
- Charon, Rita. *Narrative Medicine: Honoring the Stories of Illness* (Oxford UP, 2006)
- Charon, Rita and Martha Montello, Eds. *Stories Matter: The Role of Narrative in Medical Ethics* (Routledge, 2002)
- Cooper Owens, Deirdre. *Medical Bondage: Race, Gender, and the Origins of American Gynecology* (University of Georgia Press, 2018)
- Courtwright, David T. *Forces of Habit: Drugs and the Making of the Modern World* (Harvard, 2001)
- Csordas, Thomas J. *Body/Meaning/Healing* (Palgrave MacMillan, 2002)
- Didion, Joan. *The Year of Magical Thinking* (Vintage, 2005)
- Dolmage, Jay Timothy. *Disabled Upon Arrival: Eugenics, Immigration, and the Construction of Race and Disability* (Ohio State University Press, 2018)
- Dumit, Joseph. *Drugs For Life: How Pharmaceutical Companies Define Our Health* (Duke University Press, 2012)
- Etkin, Nina L. *Edible Medicines: An Ethnopharmacology of Food* (The University of Arizona Press, 2006)
- Fadiman, Anne. *The Spirit Catches You and You Fall Down* (Noonday, 2007)
- Fox Nick J. and Katie J. Ward, “What are Health Identities and How May We Study Them,” *Sociology of Health and Illness* 30.7 (2008): 1007-21.
- Gawande, Atul. *Being Mortal* (Metropolitan, 2014).
- Hatch, Anthony Ryan. *Blood Sugar: Racial Pharmacology and Food Justice in Black America* (University of Minnesota Press, 2016)
- Heumann, Judith. *Being Heumann: an Unrepentant Memoir of a Disability Rights Activist* (Beacon Press, 2020).
- Holmes, Brooke. *The Symptom and the Subject: The Emergence of the Physical Body in Ancient Greece* (Princeton University Press, 2010)
- Horden, Peregrine. *Cultures of Healing: Medieval and After* (Routledge, 2019)

- Kleinman, Arthur. *Patients and Healers in the Context of Culture: An Exploration of the Borderland Between Anthropology, Medicine, and Psychiatry* (University of California Press 1980)
- Jouanna, Jacques. *Greek Medicine from Hippocrates to Galen: Selected Papers* (Brill, 2012)
- Lorde, Audre. *The Cancer Journals* (Aunt Lute, 1980)
- McRuer, Robert. *Crip Theory: Cultural Signs of Queerness and Disability* (Duke UP, 2006)
- Merleau-Ponty, Maurice. *Phenomenology of Perception* (Routledge, 2012)
- Moerman, Daniel. *Meaning, Medicine, and the 'Placebo Effect'* (Cambridge University Press, 2002)
- Nussbaum, Martha. *Political Emotions* (Belknap, 2015)
- Preciado, Paul B. *Testo Junkie: Sex, Drugs, and Biopolitics in the Pharmacopornographic Era* (CUNY Press, 2013)
- Rembis, Michael et al. (eds). *The Oxford Handbook of Disability History* (Oxford UP, 2018)
- Roberts, Dorothy. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (Vintage, 1998)
- Scarry, Elaine. *The Body in Pain* (Oxford, 1985)
- Scheper-Hughes, Nancy and Margaret Lock, "The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology," *Medical Anthropology Quarterly* 1.1 (1987): 6-41
- Skloot, Rebecca. *The Immortal Life of Henrietta Lacks* (Crown, 2011)
- Sontag, Susan. *AIDS and Its Metaphors* (FSG, 1989)
- Sontag, Susan. *Regarding the Pain of Others* (Picador, 2004)
- Stafford, Emma. "Without You No One is Happy: The Cult of Health in Ancient Greece," in *Health in Antiquity*. (Ed. Helen King) Routledge, 2009: 120-135
- Strathern Andrew and Pamela J. Stewart, *Curing and Healing: Medical Anthropology in Global Perspective* (Carolina Academic Press, 2010)
- Viney, William et al., "Critical Medical Humanities: Embracing Entanglement, Taking Risks," *Medical Humanities* (2015)
- Washington, Harriet. *Medical Apartheid* (Anchor, 2008)
- Weiss, Gail. "The 'Normal Abnormalities' of Disability And Aging: Merleau-Ponty and Beauvoir," *Feminist Phenomenology Futures* (Indiana University Press 2017)
- Woods, Angela. "The Limits of Narrative: Provocations for the Medical Humanities," *Medical Humanities* (2011)
- Yardley, Tom. *Why We Take Drugs: Seeking Excess and Communion in the Modern World* (New York: Routledge, 2012)
- Young, Iris Marion. "Throwing Like a Girl: a Phenomenology of Feminine Body Comportment, Motility, and Spatiality," *Human Studies* (1980)

JOHN DAVID PENNIMAN

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EDUCATION

Ph.D., 2015	Christianity in Antiquity, Department of Theology, Fordham University
M.Phil., 2012	History of Christianity, Department of Theology, Fordham University
M.T.S., 2007	Historical Studies, Candler School of Theology, Emory University
B.A., 2005	Religious Studies, Elon University

ACADEMIC APPOINTMENTS

May 2021 – Present	<i>Associate Professor of Religious Studies</i> , Bucknell University
August 2021 – May 2022	<i>NEH Fellow</i> , American School of Classical Studies at Athens
June 2015 – April 2021	<i>Assistant Professor of Religious Studies</i> , Bucknell University

RESEARCH INTERESTS

Early Christianity; History of Late Antiquity; Ancient Education; Ancient Medicine and Pharmacology; Greek and Roman Religion; History of Biblical Interpretation; Post-structural Philosophy; Historiography; Theories of Religion; Ritual Studies; Gender, Sexuality, and Sexual Difference in the History of Christianity; Food Studies

PUBLICATIONS

Books

Raised on Christian Milk: Food and the Formation of the Soul in Early Christianity. Yale University Press, 2017.

Peer-Reviewed Articles

“Blended with the Savior: Gregory of Nyssa’s Eucharistic Pharmacology in the *Catechetical Oration*,” *Studies in Late Antiquity* 2.4 (2018): 512-541.

“Fed to Perfection: Mother’s Milk, Roman Family Values, and the Transformation of the Soul in Gregory of Nyssa,” *Church History* 84.3 (Fall 2015): 495-530.

“‘The Health-Giving Cup’: Cyprian’s *Ep.* 63 and the Medicinal Power of Eucharistic Wine,” *Journal of Early Christian Studies* 23.2 (August 2015): 189-211.

Public Writing and Interviews

Interview with Candida Moss for her article “How Christianity Sends Mixed Messages on Breast-Feeding” in *The Daily Beast* (December 2016): <https://www.thedailybeast.com/how-christianity-sends-mixed-messages-on-breast-feeding>

“Hell Houses and the Terror of the Gospel: A Conversation between Kelly J. Baker and John David Penniman,” in *Sacred Matters: Religious Currents in Culture* (December 2016): <https://sacredmattersmagazine.com/hell-houses-and-the-terror-of-the-gospel-a-conversation/>

Current Manuscript In Progress

Christ's Pharmacy: Early Christian Ritual, Greco-Roman Medicine, and the Making of an Ancient Drug Culture

SELECTED PROFESSIONAL PRESENTATIONS

Invited Lectures

- October 2019 “Medicalizing Salvation: Pathography and Drug Lore in Early Christian Ritual,” Graduate Colloquium at the University of Pennsylvania Department of Religious Studies
- November 2017 “Early Christian Ritual and the Making of an Ancient Drug Culture,” public lecture organized by the Department of Religious Studies at the University of Oklahoma

Conference Presentations & Panels

- November 2021 “One Infirmity after Another: The Pathographical Turn in Late Ancient Letter Writing,” Healthcare and Disability in the Ancient World section of the Society for Biblical Literature annual meeting: San Antonio, TX
- November 2019 “Paradise through Pharmacy: Experimenting with Drugs in Late Antiquity,” in “Experiments & Experimentation in Late Antiquity” panel for Religious World of Late Antiquity section of the Society of Biblical Literature annual meeting: San Diego, CA
- November 2016 “Rescued from this Body of Death: Early Christian Ritual as Applied Pharmacology,” presented at the Models of Piety working group of the American Academy Religion/Society of Biblical Literature annual meeting: San Antonio, TX

ACADEMIC SOCIETIES AND PROFESSIONAL AFFILIATIONS

American Academy of Religion; Society of Biblical Literature; American Society for Church History; North American Patristics Society

TEACHING EXPERIENCE

Courses Taught at Bucknell

- RELI 100 Intro to Judaism, Christianity, and Islam
RELI 212 Christianity
RELI 232 What is Religion?
RELI 234 How to be Alone: Religion, Solitude, and Loneliness
RELI 253 Dying for God: Martyrdom from Antigone to ISIS
RELI 252 New Testament and Christian Origins
RELI 312 Digesting Divinity: Religion and Food
RESC 098 The Bad Place: Apocalypse, Hell, and Horror in Religion

MARIA ANTONACCIO

Religious Studies Department, Bucknell University
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ACADEMIC APPOINTMENTS

Director, Bucknell Humanities Center, 2019-present
Professor of Religious Studies, Bucknell University, 2009-present
Associate Professor of Religious Studies, Bucknell University, 2001-2008
Assistant Professor of Religious Studies, Bucknell University, 1994-2000

EDUCATION

Theology, University of Chicago, Ph.D., awarded with distinction, 1996
Divinity, University of Chicago, M.A., 1985
Religion, Williams College, B.A., *magna cum laude*, Phi Beta Kappa, 1982

HONORS AND AWARDS

Presidential Professorship, Bucknell University, 2013-2016
Presidential Award for Teaching Excellence, Bucknell University, 2006
NEH Chair in the Humanities, Bucknell University, 2002-2005

GRANTS AND FELLOWSHIPS

Inaugural Andrew W. Mellon Programming Fellow, Bucknell Humanities Center, 2016-18
Sabbatical leave supplemental funding, Bucknell University, 2016-17
Enhancing Life Project Grant, John Templeton Foundation, 2015-2017
Summer Curriculum Development Grant (IP course), Bucknell University, 2015
Summer Scholarly Development Grant, Bucknell University, 2013
Sabbatical leave supplemental funding, Bucknell University, 2009-2010
Summer Scholarly Development Grant, Bucknell University, 2005
Sabbatical Leave supplemental funding, Bucknell University, 2002-2003
Summer Fellow, Obermann Center for Advanced Studies, University of Iowa, 2001
Senior Fellow, Institute for the Advanced Study of Religion, University of Chicago, Spring 1998

PUBLICATIONS

Books and Edited Volumes:

Theological Reflection and the Pursuit of Ideals, eds. David Jasper and Dale Wright, with Maria Antonaccio and William Schweiker (Surrey: Ashgate, 2013).
A Philosophy to Live By: Engaging Iris Murdoch (New York: Oxford University Press, 2012).
Picturing the Human: The Moral Thought of Iris Murdoch (New York: Oxford University Press, hardcover, 2000; paperback, 2003).
Iris Murdoch and the Search for Human Goodness, eds. Maria Antonaccio and William Schweiker (Chicago: University of Chicago Press, 1996).

Selected Book Chapters and Articles:

“De-moralizing and Re-moralizing the Anthropocene,” in *Religion in the Anthropocene*, eds. Celia Deane-Drummond, Sigurd Bergmann, and Bronislaw Szerszynski (Eugene, OR: Wipf & Stock, 2017).
“On the Moral Status of Finitude: Sustainability and the Integrity of Life,” in *Responsibility and Enhancing Life*, eds. William Schweiker, Heike Springhart, Gunter Thomas (Leipzig: Evangelische Verlagsanstalt, 2017).

- “Risk Theory Revisited: The Moral-Existential Anxieties of Sustainability,” in *Risiko und Vertrauen – Risk and Trust*, eds. Heike Springhart and Guenter Thomas (Leipzig: Evangelische Verlagsanstalt, 2017)
- “Technology and the Humanization of Nature,” in *Technofutures: Nature and the Sacred*, eds. Celia Deane-Drummond, Sigurd Bergmann, and Bronislaw Szerszynski (Surrey: Ashgate, 2015).
- “Asceticism, Ethics, and Consumer Culture,” *Journal of the Society of Christian Ethics*, vol. 26, no. 1 (Spring/Summer 2006): 79-96.

Work in Progress:

- Associate Editor, *Encyclopedia of Religious Ethics. Volume 1: Moral Theory* (Malden, MA: Wiley-Blackwell, in press).
- Book proposal on “Critical Humanism in the Anthropocene.”

Selected Conference Presentations:

- “Posthumanism and the Disabling of Human Moral Agency in the Anthropocene,” Religion and Humanism group, American Academy of Religion, San Diego, CA, Nov. 2019.
- “The Self-Endangerment of the Human in the Anthropocene,” Society of Christian Ethics, Louisville, Kentucky, Jan. 2019.
- “The Prospects for Humanism in the Anthropocene,” conference on Religious Perspectives and Alternative Futures in an Age of Humans, Indiana University, Bloomington, Indiana, May 2018.
- “Making Time Visible: Sustainability in the Anthropocene,” Enhancing Life Capstone Conference, Chicago, Illinois, Aug. 2017.
- “Rethinking Finitude in an Era of Climate Change: Mapping the Cultural Meanings of Sustainability,” Society of Christian Ethics, Toronto, Ontario, Jan. 2016.
- “Understanding Normativity in the Anthropocene: Sustainability as Planetary Opportunity,” conference on “Religion in the Anthropocene: Challenges, Idolatries, Transformations,” Ludwig-Maximillien University, Munich, Germany, May 2015.
- Respondent to a panel on “What Kind of Anthropocentrism is Appropriate in the Anthropocene?” Religion and Humanism Group, American Academy of Religion, Nov. 2014.
- “Is Environmental Ethics a Form of Ethical Naturalism?” Presentation to the Research Seminar of the Ethics Faculty at the University of Uppsala, Sweden, Apr. 2014.
- “Humanism and the Cultural Logic of Sustainability,” Societas Ethica conference on Climate Change, Sustainability and an Ethics of an Open Future, Soesterberg, Netherlands, Aug. 2013.
- “Technology and the (Over)humanization of Nature: New Resources for Critical Assessment,” European Forum for the Study of Religion and the Environment conference, Sigtuna, Sweden, May 2013.

SELECTED PROFESSIONAL SERVICE

- 2005-2020: External reader for tenure and promotion cases at Sewanee, Loyola Marymount, Mount St. Mary’s, Notre Dame, Rutgers, Indiana University-Bloomington.
- 2009-present: Editorial Board member, *Journal of Religious Ethics* (third six-year term).
- 2008-2015: Executive Committee, Centre for Iris Murdoch Studies, Kingston University (UK).
- 2008-present: Editorial Board, *Iris Murdoch Review*.
- 2007-2010: Board of Directors, Society of Christian Ethics (elected).
- 2000-2002: Editorial Board, *Journal of the Society of Christian Ethics*.
- 1996-present: Reviewer of manuscripts for *Ethical Theory and Moral Practice*, *Hypatia*, *Journal of Moral Philosophy*, *Journal of Religious Ethics*, *Journal of the Society of Christian Ethics*, *Literature and Theology*, *Philosophical Papers*, *Topoi*, Bucknell University Press, Routledge, Georgetown University Press, Oxford University Press, and others.

JEREMY CHOW

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ACADEMIC APPOINTMENTS

Bucknell University (2019-Present)

Assistant Professor, Department of English

EDUCATION

University of California, Santa Barbara

Ph.D., English

Claremont Graduate University

M.A., Literature and Creative Writing

Women's and Gender Studies Certificate

Boston College

B. A., *cum laude*, Secondary Education & English

Minor in Special Education

PUBLICATIONS

Books in Progress

The Queerness of Water: Violent Entanglements in Troubled Waters, 1719-1818 [Under Review]

Selected Articles & Book Chapters Published

"No Fats, No Fems, No Problems?: Working Out & the Gay Muscled Body." *Sexualities* 24.4
Summer 2021: 1-19.

"Showing the Eunuch: Disability, Sexuality, & Dryden's *All for Love*." *Unmanning: Castration, Impotence, and Emasculation in the Long Eighteenth Century*. Ed. Anne Greenfield (New York: Routledge, 2020). 105-123.

"Ballad as Body: Solicitation and Corporeality in Early Modern Print Culture." *emcImprint*, 2015.
<http://press.emcimprint.english.ucsb.edu/the-making-of-a-broadside-ballad/jeremy-chow-ballad-as-body>

Selected Book Reviews Published

"Review of *Novel Bodies: Disability and Sexuality in Eighteenth-Century British Literature* by Jason Farr." *Studies in the Novel* 52.3, Fall 2020: 346-349.

Selected Book Chapters Forthcoming

"Desiring Deformity in the Romantic Gothic." *The Edinburgh Companion to Queer Gothic*. Ed. Ardel Haefele-Thomas (Edinburgh: Edinburgh University Press, 2022).

AWARDS

RESEARCH

2019-2020 Scadden Research Fellowship, Bucknell University

2019-2020 Mellon Faculty-Student Research Fellowship, Bucknell University

2017-2018 University of California Presidential Dissertation Fellowship
 2017-2018 American Society for Eighteenth-Century Studies Richard P Hopkins
 Research Travel Award
 2017-2018 Pre-Doctoral Archival Fellowship, The Clark Library, UC Los Angeles
 2016-2017 Humanities & Social Sciences Research Accelerator Grant, UC Santa Barbara
 2014-2015 Eric Molin Prize for Best Graduate Student Paper, Eastern Conference-
 American Society of Eighteenth-Century Studies

TEACHING

2017-2018 Dean's Undergraduate Mentorship Award, UC Santa Barbara
 2016-2017 Excellence in Teaching Award, Grad Student Association, UC Santa Barbara
 2014-2015 English Department Teaching Achievement Award, UC Santa Barbara
 2014-2015 Outstanding Teaching Award, Academic Senate, UC Santa Barbara
 2009-2010 Outstanding Secondary Educator Award, Boston College

SELECTED PRESENTATIONS

2021 "Decolonizing Entomology," Canadian Society for Eighteenth-Century
 Studies, Winnipeg, MT (October 13-16) [Remote]
 "Extinction is such a Drag," Association for the Study of Literature & the
 Environment (July 26-August 6) [Remote]
 "Queer Hydro-histories of Wastewater," Cultural Studies Association
 Chicago, IL (June 10-12) [Remote]
 "Against Queering Swift," American Society for Eighteenth-Century Studies,
 Toronto, ON (April 7-11) [Remote]

2020 "Snaking into the Gothic," East-Central American Society for Eighteenth-
 Century Studies (Oct 23-24) [Remote]
 "The Erotics of Food," Cultural Studies Association, Chicago, IL (May 28-
 30) [Remote]
 "When Animals Attack: Oroonoko & The Eel," American Society for
 Eighteenth-Century Studies, St. Louis, MO (Mar 19-21) [Remote]
 "Eunuch, Disability, Sexuality," Modern Language Association, Seattle, WA
 (Jan 9-12)

UNIVERSITY RESEARCH INITIATIVES

2020-Present Medical & Health Humanities Faculty Group (Bucknell)
 2019-Present Co-Convener, Environmental Humanities Working Group (Bucknell)
 2017-2018 Center for Literature & the Environment (UCSB)
 2016-2017 Early Modern Center (UCSB)
 2014-2016 Early Modern British Theatre: Access (UCSB)
 2014-2015 Environmental Humanities Initiative (UCSB)

PROFESSIONAL SERVICE

2020-2023 *Elected Member*, Committee on Academic Freedom & Tenure (Bucknell)
 2020-Present *Co-Chair*, Humanities Honor Council (Bucknell)
 2019-Present *Departmental Liaison*, Arts Merit Scholarship Program (Bucknell)
 2019-Present *Faculty Liaison*, English Club (Bucknell)
 2019-Present *Steering Committee*, Race & Literature Concentration (Bucknell)

Jennifer F. Kosmin, Ph.D.

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CURRICULUM VITAE

EDUCATION

- 2014 **University of North Carolina at Chapel Hill**
Ph.D. in History
Dissertation: “Embodied Knowledge: Midwives and the Medicalization of
Childbirth in Early Modern Italy”
- 2010 **University of North Carolina at Chapel Hill**
M.A. in History
- 2007 **Ursinus College**
B.A. in History and English
Salutatorian, Summa Cum Laude

ACADEMIC EMPLOYMENT

- 2015-present **Assistant Professor** - Department of History
Bucknell University
- 2019-2020 **Postdoctoral Fellow** – Rutgers Center for Historical Analysis
Rutgers University
- 2015 **Instructor** – Department of History
University of North Carolina at Chapel Hill

PUBLICATIONS

Contested Deliveries: Gender, Authority, and Midwifery in Early Modern Italy. New York and London:
Routledge, 2020.

“When the Fetus becomes a Child: Some Thoughts from the Long Eighteenth Century.” In
Understanding Medical Humanities, edited by Rinaldo F Canalis, Massimo Ciavolella, Valeria Finucci,
forthcoming, University of California Press.

“Modelling Authority: Obstetrical Machines in the Instruction of Midwives and Surgeons in Eighteenth-
Century Italy”, forthcoming, *Social History of Medicine*. 2020, hkaa011,
<https://doi.org/10.1093/shm/hkaa011>.

“Midwifery Anatomized: Vesalius, Dissection, and Reproductive Authority in Early Modern Italy,”
Journal of Medieval and Early Modern Studies 48.1 (January 2018), Special Issue on “Vesalius and the
Languages of Anatomy”

AWARDS AND FELLOWSHIPS

2020-2021: Mellon High-Impact Teaching Grant, Bucknell Humanities Center
2019-2020: Postdoctoral Fellowship, Rutgers Center for Historical Analysis, Project: “Life and Death”
2018-2019: Scadden Research Fellowship (Bucknell University)
2016: Summer Scholarly Development Grant (Bucknell University)
2013-2014: Royster Society of Fellows Dissertation Completion Fellowship (UNC)
2013-2014: American Association of University Women American Fellowship (declined)
2012-2013: Gladys Kriebel Delmas Foundation Grant for Independent Research on Venetian History
2012-2013: UNC Medieval and Early Modern Studies (MEMS) Dissertation Fellowship
2011-2012: Fulbright Fellow (Italy)
2011: Tindall Summer Fellowship (UNC History Department)
2011: Mowry Dissertation Fellowship (UNC History Department)
2010-2011: UNC Medieval and Early Modern Studies (MEMS) Research Award
2010: Dissertation Proposal Development Fellowship - Social Science Research Council

SELECTED PRESENTATIONS

- 2021 American Association for the History of Medicine – Virtual
Paper to be presented: “When the Fetus becomes a Child: Some reflections from the Long Eighteenth Century.” Panel: Midwifery to Obstetrics
- 2019: History of Science Society – Utrecht University, Utrecht, Netherlands
- Paper Presented: “Obstetrical Machines, the Senses, and the Boundaries of Expertise”, Panel: Instrumental Delivery: Enacting Objects and Entangling Bodies in Obstetrics (1700–1930)
- 2019 Workshop, ‘The Coming of Age of the Public Fetus’ - Uppsala University, Uppsala, Sweden
- Paper Presented: “The Fetus between Sight and Touch in Eighteenth-Century Italy”
- 2018 American Association for the History of Medicine – Los Angeles, CA
- Paper presented: “Modelling Wonder: Obstetrical Waxes between Instruction and Awe in Eighteenth-Century Italy”
- 2015 Symposium, *Vesalius and the Languages of Anatomy*, Center for Medieval and Renaissance Studies - Duke University, Durham, NC
- Invited Speaker: “Vesalius’ Midwives: Authority, Gender and Generation in the 1543 Frontispiece of *De humani corporis fabrica*”

COURSES TAUGHT

Bucknell University

HIST 100: History of Medicine
HIST 100: Death, Disease, and the Body
HIST 253: Witches, Wenches, and Wives
HIST 254: Age of Enlightenment
HIST 279: History of Women’s Health
HIST 279: History of Madness
HIST 279: Sex, Race, and Science
HIST 370: History of the Body

PROFESSIONAL ORGANIZATIONS

Board of Directors, Joseph Priestley House Museum, American Association for the History of Medicine (AAHM), History of Science Society (HSS), Southern Association for the History of Medicine and Science (SAHMS)

JENNIFER THOMSON

Coleman Hall 72
Bucknell University
Lewisburg, PA 17837
jct021@bucknell.edu

EDUCATION

Harvard University: Ph.D., History of Science, May 2013.

Dissertation: “From Wilderness to the Toxic Environment: Health and American Environmental Politics, 1945 – Present”

University of California, Berkeley: B.A. in History, Minor in Education, May 2002.

ACADEMIC APPOINTMENTS

Associate Professor, Bucknell University Department of History: April 2020 – Present.

Assistant Professor, Bucknell University Department of History: August 2015 – April 2020.

Visiting Assistant Professor, Bucknell University Department of History: August 2013 – August 2015.

PUBLICATIONS

Books

The Wild and the Toxic: American Environmentalism and the Politics of Health (Chapel Hill: University of North Carolina Press, 2019).

Peer Reviewed Articles and Book Chapters

Forthcoming: “Civil Rights Enforcement and Fair Housing at the Environmental Protection Agency,” *Environmental Justice*, 2021.

Forthcoming: “Environmental Health Against the State,” in *Companion to the Politics of American Health*, eds. Martin Halliwell and Sophie Jones (Edinburgh University Press, 2022).

“FORUM: Discovering the Environment. The Fallout from Residential Segregation,” *Modern American History* 1, 3 (2018): 381-384.

"Surviving the 1970s: The Case of Friends of the Earth," *Environmental History* 22, 2 (2017): 235-256.

“Toxic Residents: Health and Citizenship at Love Canal,” *Journal of Social History* 49, 5 (2016): 204-223.

"A History of Climate Justice," *Solutions Journal* 5, 2 (2014): 89-92.

“Health and Environmental Politics in the United States: A Historical Perspective,” in *Ecological Health: Society, Ecology and Health*, ed. Maya K. Gislason (United Kingdom: Emerald Group Publishing Limited, 2013): 127-146.

RECENT CONFERENCES AND TALKS

“Gaia Has a Fever,” University of Washington Earth Day Lecture, April 22, 2020.

“Environmentalism after Health,” American Society for Environment and Literature, Davis, California, June 26-30, 2019.

"Gaia has a Fever: James Lovelock, Big Oil, and Planetary Health," Invited Talk at Amherst College, April 22, 2019.

“Whose Health Matters?,” American Society for Environmental History, Columbus, OH, April 10-14, 2019. [Presenter and Panel Organizer]

"Pushing Boundaries in Environmental History," roundtable discussant, American Society for Environmental History, Chicago, IL, March 29 – April 2, 2017.

"The Wild and the Toxic: Health and American Environmental Politics," Conference on Environment and Health in History, University of Oulu, Finland, November 3-4, 2016.

“Surviving the 1970s: The Case of Friends of the Earth,” Boston Environmental History Seminar, Boston, MA, April 12, 2016.

“The Origin Stories of Environmental Activism,” American Society for Environmental History, Seattle, WA, March 31-April 2, 2016.

“The Wild and the Toxic,” Simon Fraser History Department Faculty Colloquium, March 29, 2016.

RECENT GRANTS AND AWARDS

Bucknell Mellon Confounding Problems Faculty Research Fellowship, Spring 2021

Bucknell Mellon Confounding Problems Summer Curriculum Grant, 2019

Bucknell Humanities Center High Impact Research Grant, 2017

Katherine Ward
Department of Philosophy
Bucknell University
katherine.ward@bucknell.edu

EMPLOYMENT

2020- Assistant Professor of Philosophy, Bucknell University

EDUCATION

2020 PhD in Philosophy, Georgetown University, 2020
Dissertation: Standpoint Phenomenology
Committee: William Blattner (chair), Quill Kukla, Nancy Sherman
2013 MA in Philosophy, San Francisco State University
2003 BM in Music and Philosophy, Loyola University New Orleans

ARTICLES

“Responsible for Destiny: Historizing, Historicity, and Community” *Gatherings: The Heidegger Circle Annual* (forthcoming).

“Breaking Down Experience: Heidegger’s Methodological Use of Breakdown in *Being and Time*” *European Journal of Philosophy* (2020).

WORKS IN PROGRESS

“The Body Maledict: Understanding the Method of Standpoint Phenomenology Through the Work of Frantz Fanon” (under review).

“Misfitting, Breakdowns, and the Normal Body in Merleau-Ponty.”

FELLOWSHIPS, HONORS, & AWARDS

Mellon Confounding Problems Summer Curriculum Development Grant, to develop the course “Reason in a Dark Time: Logic for the Age of Irrationality” with Matthew Slater, 2021

Honors Distinction for defense of the dissertation *Standpoint Phenomenology*, 2020

Political and Social Thought Summer Institute Fellowship, Georgetown University 2015 & 2019

Georgetown University Graduate School Conference Travel Grant, *competitive travel grant*, 2016-2017& 2017-2018

Graduate Student Teaching Assistant Award in the Humanities, *awarded by the University to the best teaching assistant in the humanities*, Spring 2016

Engelhard Teaching Assistant Fellow, *fellowship awarded on the basis of fostering the integration of topics regarding wellbeing and students’ lived experiences*, Fall 2015

San Francisco State University Graduate Recognition Honoree, *awarded by the philosophy department in recognition of superior academic performance and service to the discipline*, 2013

Honors Distinction for defense of the dissertation *Heidegger, the Subject/Object Split, and Perception*, 2013

CONFERENCE PRESENTATIONS

- “The Prison-House of Being: Fanon on Language and Colonial World-Collapse.” *PhiloSOPHLA* (Richmond, VA), 2018.
Society for Phenomenology and Existential Philosophy (Memphis, TN), 2017.
- “Food Arts: a Heideggerian Rethinking of the Work of Art.” *Philosophers’ Cocoon Philosophy Conference* (University of Tampa, FL), 2017.
- “Capacities and Their Limits: Inclusion and the Grounds of Moral Status.” *APA Central Division* (Kansas City, MO), 2017.
- “Standpoint Ontology: Approaching Heidegger From the Margins.” *Society for Phenomenology and Existential Philosophy* (Salt Lake City, UT), 2016.
- “Queer Phenomenology and the Potential for a Standpoint Approach to Fundamental Ontology.” *U.S. Midwest Society for Women in Philosophy* (Washington College, MD), 2015.
- “Understanding *The Age of the World Picture*: Science and Its Modern Inheritance.” *Seminar in Phenomenology and the History of Philosophy* (Metropolitan State University of Denver, CO), 2014.
- “The Role of the Subject/Object Split in the Dreyfus/McDowell Debate.” *Philosophers’ Cocoon Philosophy Conference* (University of Tampa, FL), 2014.

COMMENTS

- Charles Richardson’s “Bad Sex and Liberalism,” *APA Central* (virtual), 2021.
Emmalon Davis’s “Testimonial Injustice in Philosophical Discourse,” *APA Eastern* (Savannah, GA) 2018.

TEACHING

- | | |
|---|---|
| Bioethics <i>Bucknell University</i> (Spring 2021) | Political Philosophy <i>Georgetown University</i> (Spring 2018) |
| Logic <i>Bucknell University</i> (Fall 2020, Spring 2021) | Aesthetics <i>Georgetown University</i> (Fall 2017) |
| Existentialism <i>Bucknell University</i> (Fall 2020) | Bioethics <i>Georgetown University</i> (Summer 2017) |
| Introduction to Philosophy <i>Georgetown University</i> (Summer 2020) | Phenomenology <i>Georgetown University</i> (Spring 2017) |
| Feminist Philosophy <i>Georgetown University</i> (Summer 2019) | Logic <i>Georgetown University</i> (Fall 2016) |
| Theories of Knowledge <i>Georgetown University</i> (Spring 2019) | Existentialism, <i>Georgetown University</i> (Summer 2016) |
| | Critical Thinking <i>San Francisco State University</i> (Fall 2012 & Spring 2012) |

THESIS COMMITTEE MEMBER

- Olivia Maikisch “Existential Reactions to Modernity” (Bucknell University, M.A. English, Spring 2021)

PROFESSIONAL ACTIVITIES & SERVICE

- Medical & Health Humanities Faculty Group, 2020-present
Research Assistant for Nancy Sherman *Stoic Wisdom* (Oxford University Press) 2019-2020
Apprenticeship in Teaching Certification, Georgetown University, 2019
Workshop on Teaching and Learning in Philosophy, *American Association of Philosophy Teachers* (University of Pennsylvania), December 2017
Diversifying Syllabi Summer Workshop, founding member, 2014-2020
Georgetown’s Women in Philosophy Climate Coalition, founding member, 2014-2020

Christa Lese Martin, PhD, FACMG
Interim Chief Scientific Officer, Geisinger

100 North Academy Ave, MC 30-11
Danville, PA 17822
570-522-9427 Tel
clmartin1@geisinger.edu

May 18, 2021

Dr. John Penniman
Department of Religious Studies
Bucknell University
One Dent Drive
Lewisburg, PA 17837

Dear John,

Thank you for contacting me about the Bucknell Geisinger Research Initiative (BGRI), a collaboration between Geisinger and Bucknell University to support research. As the Interim Chief Scientific Officer for Geisinger and a representative of the BGRI Steering Committee, I am pleased to provide this institutional letter of support for the “Revitalizing the Liberal Arts through Health Humanities” proposal being submitted by Bucknell to the National Endowment for the Humanities (NEH).

I understand one of the main goals of the NEH Initiative grant program is to catalyze new, larger-scale humanities-based pedagogy, scholarship, and research at higher education institutions and I am excited by the prospect of the proposal’s plans to engage regional organizational partners, such as Geisinger, to meet this goal. Indeed, the project has promising benefits for our rural region and communities in central Pennsylvania that face human health challenges, issues that reflect environmental, social, and individual factors including high rates of obesity, heart disease, opioid addiction and, more recently, high COVID-19 rates of infection.

I look forward to serving as a local partner representative in this project by participating in planned public-facing events on campus, and serving as a Geisinger point of contact for identifying other staff and departments the project leadership team can liaise with across our larger medical system. Departments such as the Chaplain’s Office, Hospice Care, and other units that, through their daily work, face intrinsic human questions (e.g., wellness, life transitions, end-of-life care) would be well-served to know about this project and contribute their perspectives to enhance the public discussions and meeting with faculty stakeholders at Bucknell.

One clear outcome and benefit of this planned project is the bridging of health-based education and research through different lenses, including both humanities and fields of medicine; Geisinger looks forward to serving as a partner in the proposal's key inquiries about health and the human.

Sincerely,

A handwritten signature in black ink that reads "Christa Martin". The signature is written in a cursive style with a large initial "C" and a long, sweeping underline.

Christa Martin, PhD, FACMG
Interim Chief Scientific Officer, Geisinger

May 18, 2021

To the Review Committee:

On behalf of the Bucknell Humanities Center (BHC), I am pleased to write in strong support of the Health Humanities Group's NEH Initiatives grant proposal, "Revitalizing the Liberal Arts through the Health Humanities."

The BHC's mission is to enhance the visibility of the humanities on Bucknell's campus and beyond, to coordinate trans-departmental humanities endeavors, and to create an environment that fosters pedagogical excellence and student and faculty scholarship in the humanities. We believe that the humanities play a distinctive and fundamental role in advancing Bucknell's core liberal arts mission: educating students for a lifetime of critical thinking and intellectual exploration by teaching the skills needed to interpret and evaluate the meaning-making practices of human cultures, past and present.

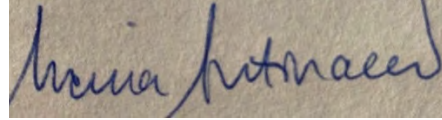
As part of its long-term strategic vision, the BHC seeks to highlight and enhance particular areas of strength in the humanities at Bucknell. Health Humanities has emerged as an outstanding area of expertise among a talented and diverse group of faculty who study the historical, religious, literary, philosophical, environmental, and socio-cultural dimensions of health and medicine. In Spring 2020, the BHC brought this faculty cohort together to convene a Health Humanities Working Group with a dual purpose: 1) to support faculty scholarship and build upon shared interests; and 2) to explore the possibility of offering a new curricular program in Health Humanities at Bucknell. The importance of such a program became all the more salient during this pandemic year, which has intensified the need for humanistic perspectives on health in all of its complexity.

"Revitalizing the Liberal Arts through the Health Humanities," draws upon the remarkable strengths of Bucknell's health humanities faculty to propose a distinctive curricular program. Rather than the humanities playing a merely supportive or ancillary role to the biomedical sciences, the proposed minor centers the liberal arts model of investing questions from multiple perspectives and defines "health" from a capacious perspective that exceeds the boundaries of biomedicine and human physiology. Moreover, this program is targeted not only or even primarily at pre-med students; rather, it presents the concept of health as a matter of universal human concern that is relevant to every student, no matter their major or future career plans. We believe that a minor program on health centered in the humanities and liberal arts will have a lasting positive impact on our students, who will have to navigate a future that has been transformed by the multiple endangerments to both human and environmental health that they are living through today.

The Bucknell Humanities Center is proud to have hosted the faculty working group that produced this proposal. We are committed to supporting the health humanities at Bucknell by offering logistical and administrative support for the workshops and the regional conference associated with the grant, and by fostering collaborations of humanities faculty with those in the natural and social sciences.

Please do not hesitate to contact me with any questions or if I can be of further assistance.

Sincerely,

A handwritten signature in blue ink on a light brown background. The signature is cursive and reads "Maria Antonaccio".

Maria Antonaccio
Director, Bucknell Humanities Center

Lewisburg Community Garden
% Civic Engagement, Bucknell University
1 Dent Drive
Lewisburg, PA 17837

NEH Initiatives Grant
400 7th Street, SW
Washington DC 20506

5/19/21

To the Review Committee,

We are writing to offer our support for Bucknell University's Humanizing Health Initiative. We work with the Lewisburg Community Garden, and we are eager to collaborate with students and explore the interdependence of health and food justice.

So much of the work we do in the Lewisburg Community Garden is about building and maintaining healthy communities. The Garden provides a space for volunteers to engage in healthy relationships with other community members and volunteers, as well as themselves. Besides offering over 40 rental gardens to local community members who otherwise may not have access to land, the Lewisburg Community Garden also designates a large portion of the garden for growing produce and donating it to local food pantries. In addition, we teach gardening through community workshops for both kids and adults.

More concretely, the Garden is one of several key organizations in Union County seeking to combat local food insecurity, in part by assessing and addressing the intersecting systems that create food insecurity to begin with.

Over the past 9 years, we have worked with Bucknell students who often come to the Garden to volunteer or perform summer research. Additionally, we have partnered with faculty whose courses require community engagement. The Garden has benefited greatly from this ongoing, mutually beneficial relationship with Bucknell students. The Humanizing Health Initiative offers an opportunity to the Garden and also to Bucknell students that builds upon years of connection and collaboration. We are eager to engage Bucknell students and the surrounding community in confronting challenges related to health and illness, self and world through this program.

Kind Regards,



Jen Schneidman Partica
Farm and Garden Coordinator, Lewisburg Community Garden

Lauren Ziolkowski
AmeriCorps Food Access Coordinator, Lewisburg Community Garden

Carl Nelson
AmeriCorps Education and Outreach Coordinator, Lewisburg Community Garden

May 16, 2021

Dr. John Penniman
Department of Religious Studies
Bucknell University

Re: Departmental letter of support for the Revitalizing the Liberal Arts through the Health Humanities Proposal

Dear John,

As chair of the Department of Sociology and Anthropology, I am happy to report that our department is fully supportive of, and very enthusiastic about, the proposal to create a health humanities minor at Bucknell University. Our department has a long history of offering courses in medical anthropology and medical sociology that are popular with students. Many of our colleagues embrace a humanistic approach to researching and teaching about the practice and meaning of illness, healing, and medicine in different cultural contexts around the world. To give but one example, Dr. Allen Tran, a member of our department, uses a humanistic approach to research and write about the medicalization and treatment of anxiety and related disorders in contemporary Vietnam.

We look forward to adding a number of our department's courses to the proposed health humanities minor including, but not limited to, *Medical Anthropology*, *Global Health, Culture and Madness*, *Medical Sociology*, and the *Sociology of Health and Medicine*. Additionally, we also look forward to participating in the symposia and research-related activities of the Revitalizing the Liberal Arts through the Health Humanities program.

Our department is confident the health humanities minor will provide our faculty members and students numerous opportunities to deepen and broaden our expertise in humanistic approaches to health, illness, and medicine through future inter- and multidisciplinary collaborations and events.

Warmly,



Edmund Searles
Professor of Anthropology
Chair of the Department of Sociology and Anthropology

May 16th, 2021

Dear NEH Interview Review Committee,

I am writing to encourage the formation of a health human resources minor at Bucknell. I have been the pre-health professions advisor for Bucknell for 15 years and had taught in the Biology department for 15 years prior to and concurrently with this as well.

Regarding a medical health human resources minor, I asked myself why is it important?

Over my tenure as prehealth advisor, I have seen a shift from many professional schools towards two things (1) a more holistic approach to admissions and (2) a desire to see a well-rounded student.

The need for a student to be well-educated in the scientific foundations of medicine is unmistakable; more recently, the hope for a health sciences student is being looked for as well.

Medical and dental schools have approximately 15 required courses (give or take) for admission. Other health professions schools also have a significant number of prerequisite courses for admission.

Many of these but not all overlap with several popular STEM majors on campus for prehealth students.

Students are often hesitant to take gap time between undergraduate and professional school. (either financial cost, time cost or inability to pause)

Many students have an interest in pursuing other interests outside of the science requirements but are unable to do so and to also graduate on time and be prepared to apply to professional school without taking additional courses at another institution at an additional cost.

On polling the prehealth students in January of 2020, there was a strong interest (15-20 students) in the medical health-human resources interface.

Although not every prehealth student has expressed an interest, I think the availability of a non-STEM (but still highly relevant) minor would be a huge asset not only for our current students, but also for prospective ones who might be looking for that one point of differentiation to tip the balance towards Bucknell as they are making the decisions on where to spend their tuition monies.

Sincerely,



Dr. Ashton Patterson

May 16, 2021

To the Review Committee:

On behalf of Bucknell University, I am absolutely delighted to support the Health Humanities Group's proposal "Revitalizing the Liberal Arts through the Health Humanities" for an NEH Initiatives grant. This exploration of the human experience regarding health and illness complements our current curricular offerings and provides crucial health-and wellness-related literacy through co-curricular programming for all students, and not just those who will participate in the program. This project takes on even more urgency in the time of a global pandemic whose effects are not yet fully understood.

In my previous position as Dean of the College of Arts and Sciences at Gonzaga University, I had the pleasure of helping to implement a partnership with the University of Washington Medical School, the #1 Medical School for family practice. Gonzaga is the first private institution to join the UW's WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) program, designed to serve underserved regions. The program received the 2017 Star for Innovation, "For work incorporating humanities into medical education to promote humanistic skills and professional conduct in physicians."

Bucknell is a similar liberal arts-based University. When moving to Bucknell in 2019, I was thrilled to meet with a faculty group that seeks to develop humanistic programming in a context of the numerous health needs in Central Pennsylvania—obesity, opioid addiction, and heart disease. Bucknell, not unlike other liberal arts-based institutions, has a number of pre-medical tracks; we also have a strong Biomedical Engineering major, but we do not currently offer programs in other health-related fields. The proposed minor in Health Humanities will fill a gap in providing students with opportunities to study health and illness from a variety of disciplinary perspectives with humanistic focus. It will enable students to gain literacy in health-related matters, even more important now because of their/our experiences with COVID-19.

Already in existence are three pillars that will support this work. The first is Bucknell's Humanities Center. In my two years at Bucknell, I have been impressed with the work of the Center, whose goal it is to bring humanities-based thinking to students in all three colleges—Arts and Sciences, Engineering, and Management—and to foster collaborations across the disciplines and with the communities in the region. The Center further promotes innovative and engaging teaching and provides strong programming. The second is the Office of Civic Engagement (OCE), which will be key in supporting one of the proposed minor's most distinctive components, a community-based learning requirement. The OCE provides an excellent infrastructure that will help connect and place students in partner organizations. The third pillar is Bucknell's partnership with Geisinger Health, the largest healthcare provider in the region. While the partnership currently focuses predominantly on scientific research collaborations, there is great opportunity and demonstrated willingness for further developing these collaborations to

include work that more holistically encompasses both practices based on science and experiences based on lived realities.

My office will be pleased to support the proposed curriculum. In particular, Bucknell wants to be at the forefront of interdisciplinary humanistic exploration of health-related topics. One way of demonstrating this is by sponsoring the culminating regional conference, as proposed, at the end of the grant period, with the goal of bringing together scholars and practitioners. My office will be happy to do so.

Please do not hesitate to contact me with any questions that you might have. We at Bucknell look forward to hearing from you.

Sincerely,

A handwritten signature in cursive script, reading "Elisabeth Mermann-Jozwiak". The signature is written in black ink and is positioned below the word "Sincerely,".

Elisabeth Mermann-Jozwiak,
Provost and Professor of English
Bucknell University

INSTITUTIONAL PROFILE

Bucknell University is a predominantly undergraduate liberal arts university located in rural central Pennsylvania. In 2020-21, it enrolled 3,696 undergraduates and 31 graduate students among its three colleges: Arts & Sciences, Engineering, and the Freeman College Management. As of the Fall 2020 semester, there were 398 faculty, 90% of whom are tenured or in tenure-track positions. 96% of faculty hold terminal degrees.

The College of Arts and Sciences enrolled 2,349 undergraduates in AY20-21. It offers 33 majors, organized into three divisions: Arts & Humanities, Natural Sciences and Mathematics, and Social Sciences. The Division of Arts & Humanities includes art and art history, classics and ancient Mediterranean studies, comparative humanities, creative writing, dance, East Asian studies, English, film/media studies, history, languages and literature, music, philosophy, religion, and theatre. In the Class of 2020, 12% of all graduates received a degree in the humanities; 7% of students had a second major in the humanities. Depending on major, students in the college may earn a Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, or Bachelor of Music. Seven programs offer a master's degree. The College had 295 faculty in the fall of 2020, 91% of whom are tenured or tenure-track.

The College of Engineering enrolled 707 undergraduates in the fall of 2020. Its six departments offer eight majors and five master's degree programs. It had 71 faculty as of fall 2020. The Freeman College of Management enrolled 628 undergraduates in fall 2020 in four majors leading to a Bachelor of Science in Business Administration with 32 faculty.

Almost 300 students engage in faculty-mentored research, scholarship and creative projects each summer, a distinguishing aspect of the undergraduate residential experience. These research experiences along with a faculty-to-student ratio (9:1) create successful pathways into graduate school. In fact, 17% of the Class of 2019 (most recent data available) was enrolled in a graduate program within nine months of graduation, with an additional 3% planning to apply.

Bucknell faculty members receive recognition and sponsored research support from a variety of national and local grant-making institutions, including the American Chemical Society Petroleum Research Fund, American Association of University Women, Andrew W. Mellon Foundation, Fulbright Scholar Program, Gerda Henkel Foundation, Henry Luce Foundation, McKenna Foundation, and federal agencies such as the National Endowment for the Humanities, National Institutes of Health, National Science Foundation, and U.S. Department of Energy.

The Bucknell Humanities Center, established in 2015 with a new dedicated building in 2018, serves as a home for the humanities at Bucknell as well as the Bucknell University Press, the Griot Institute for the Study of Black Lives & Cultures, and the digital humanities program. The Humanities Center offers an annual themed series of programming for the campus community; in the 20-21 academic year, the series focused on the campus-adjacent Susquehanna River and the impacts of historical and current flooding on the local community.

Bucknell's commitment to the humanities includes a current large-scale implementation project to develop a liberal arts-based digital editions publishing cooperative funded by a \$1M grant from The Andrew W. Mellon Foundation in partnership with the National Historical Publications and Records Commission. Initial projects led by Bucknell faculty, which include significant contributions by undergraduate student researchers, include Moravian Lives, a digital collection of memoirs from more than 60,000 people around the world; The Florentine Codex Project, creating a digital edition of an ethnographic work compiled by the Franciscan friar Bernardino de Sahagún; and REED London Online, focusing on the Records of Early English Drama.

EXISTING COURSES

As we prepare for the official launch of the Health Humanities Minor, the project team will work with professors of these existing courses to bring them into alignment with the goals and commitments of the program. Some of these may be revised significantly, while others will simply be shifted to reflect the concerns of the program more broadly. We see this slate of courses as a strong foundation from which to build a robust program in the future. Attached are syllabi for two current courses that would be revised.

Anthropology

ANTH 290 Medical Anthropology (Allen Tran)
ANTH 306 Culture and Madness (Allen Tran)
ANTH 311 Mind, Medicine, and Madness (Allen Tran)
ANTH 312 Global Health (Allen Tran)

Classics

CLAS 334 Women in Antiquity (Stephanie Larson)

Comparative Humanities

HUMN 320 History of Sexuality (Katherine Faull)

English

ENLS 203 Queerness and Race (Chase Gregory) (cross-listed w/ WMS)
ENLS 213 Graphic Memoir (Chase Gregory)
ENLS 300 Literary Theory: Race, Gender, Disability, Sexuality (Jeremy Chow)

French

FREN 323 Renaissance Ecology (Hélène Martin)

History

HIST 100 Toxic Sites, Toxic Bodies (Jennifer Thomson)
HIST 100 Introduction to the History of Medicine (Jennifer Kosmin)
HIST 279 History of Women's Health (Jennifer Kosmin)
HIST 210 Urban Americas (Claire Campbell/John Enyeart)
HIST 213 North American Environmental History (Claire Campbell)
HIST 247 Witches, Wenches, Wives (Jennifer Kosmin)
HIST 279 History of Madness (Jennifer Kosmin)
HIST 279 Sex, Race, Science (Jennifer Kosmin)
HIST 370 History of the Body (Jennifer Kosmin)
HIST 371 Environmental Health (Jennifer Thomson)

Philosophy

PHIL 278 Bioethics (Katherine Ward)

PHIL 220 Philosophy of Science (Matthew Slater)

PHIL 272 Philosophy of Biology (Matthew Slater)

Religious Studies

RELI 226/ENST 236 Environmental Ethics (Maria Antonaccio)

RELI 230 The End of Nature and the Posthuman Future (Maria Antonaccio)

RELI 312 Digesting Divinity: Religion and Food (John Penniman)

Service Courses

UNIV 200 Manipulating Nature (Jennifer Kosmin)

PLANNED FUTURE COURSES**Art History**

ARTH XXX The Art of Premodern Science (Carly Boxer)

ARTH XXX Medieval Maps and Diagrams (Carly Boxer)

ARTH XXX Healing Images in the Premodern World (Carly Boxer)

ARTH XXX The Body in Medieval Art (Carly Boxer)

English

ENLS 272 The Gothic Body (Jeremy Chow)

ENLS 290 Literature & Disability (Jeremy Chow)

ENLS 301 Queer Reading (Chase Gregory)

Classics

CLAS XXX Ancient Mediterranean Medicine (Stephanie Larson)

Comparative Humanities

HUMN 27X Women, Gender, Enlightenment (Katherine Faull)

History

HIST 2XX History of Health and Medicine in the United States (Jennifer Thomson)

Religious Studies

RELI 2XX Spiritual Highs: Religion, Drugs, and Intoxication (John Penniman)

RELI 2XX Religion, Health, and Medicine (John Penniman)

Philosophy

PHIL XXX Phenomenology of Embodiment (Katherine Ward)

PHIL XXX Philosophy of Death (Katherine Ward)

PHIL XXX Medical Ethics (Katherine Ward)

RELI 312

Digesting Divinity: Religion and Food

Professor | John Penniman

Class Info | Fall '19, T/Th 2:30-3:52p, Weis Music 117

Office Contact | 13 Coleman Hall | Jdp033@bucknell.edu

Office Hours | T/Th 4-5, or by appointment



Alonso Cano, *The Vision of St. Bernard* (1650)

“Let humanity consider the source of its food.”

~Quran 80:24

“Tell me what you eat, and I’ll tell you what you are.”

~Jean Anthelme Brillat-Savarin, *The Physiology of Taste*

“If the human soul is a kind of stomach, what else is the true meaning of spiritual union but an eating together?”

~Thomas Carlyle, *Sartor Resartus*

“There is a communion of more than our bodies when bread is broken and wine drunk.”

~M.F.K. Fisher, *The Gastronomical Me*

I. COURSE CONTENT & GOALS

Course Description

What does it mean to “eat well”? How are our identities (individually, collectively) shaped by what we eat? What is the relationship between dietetics and human systems of meaning? This course explores the religious significance of food – both as a symbol for deeper values as well as the material consumed in rituals or regulated through dietary guidelines. Students will encounter a wide range of religious discussions of food from diverse geographic, historic, and cultural perspectives. The course will address related themes such as: the ethics of food consumption; the relationship between food, gender, and sexuality; the role of nutrition in mythological systems; the use of foods in moral judgment; and the influence of foodways upon norms about the body. We will examine the notion that “you are what you eat” and consider how appeals to this idea help us better grasp the central role of food in the formation of human cultures and identities.

Course Learning Outcomes

By the end of this course, you should be able:

1. ...to identify the major trends, themes, and questions in the critical study of food and religion.
2. ...to evaluate, compare, and contrast the function of food within particular religious traditions.
3. ...to analyze major debates and issues surrounding the relationship between religion, food, and ethics.
4. ...to recognize, assess, and articulate the ways in which food is coded with transcendent values and social ideologies in popular culture.

Required Texts

1. Jonathan Safran Foer, *Eating Animals*
 2. Alexandra Kleeman, *You Too Can Have a Body Like Mine*
- *All other texts provided by professor via the course Google Sites page**

II. COURSE REQUIREMENTS & ASSESSMENT

Participation (10%)

This course depends on the participation and engagement of all involved. Participation includes a) attendance with the assigned texts printed out, b) close reading of the assigned text, c) prepared comments and questions on the text, d) active discussion during class, and e) initiative outside of class.

Reading Responses (10%)

Each student is expected to turn in 10 reading responses over the course of the semester. More than 10 reading responses is allowed, and the top 10 will be counted. Note: reading responses are not a replacement for your typical note-taking and preparation for class discussion. These are a focused analysis of a particular issue, theme, or question in addition to your normal preparation. They are to be turned in the day in which we discuss the text in question. There will be a deduction of 10 points for each missing paper at semester’s end.

Deep Dive Analysis (20%)

Once during the semester each student will engage one of the secondary sources from the right column of the course schedule (“The Deep Dive”). Students will select three articles they are interested in during the first week and then will be assigned one of these by the professor. This short (2 pages single spaced) paper will situate the source in relation to the required texts of the week and broader themes of the course that have been discussed throughout the semester. (Note: This will also count as one of the ten reading responses.) Think of this as an “amplified reading response.” During the day it is assigned, the student will give a brief (five minutes) synopsis of the article and its relevance to the course material.

Food, Religion, and Film Midterm (20%)

For the midterm assignment, students will select and watch one of the films listed on the assignment prompt. They will then analyze the role of food in the film and its relationship to religion, drawing specific and detailed connections between the film and the course material covered in the first half of the course. More on this later.

Short Analysis of Foer and Kleeman (10%)

Students will write a brief comparative analysis reflecting on the two required texts and how they illuminate themes from the course.

Menu of Religious Foods Paper (30%)

Students will select a food item and develop an in-depth research paper considering the religious history and significance of that food item. Due on the day of the final exam. More on this later.

Grade Scale

Final grades are calculated out of a possible 1000 points. The scale is as follows: A (95-100%), A- (90-94%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-76%), C- (70-72%), D (60-69%), F (0-59%). The university defines the general letter grades in this way: A (Superior achievement), B: (High pass), C: (Pass), D: (Low Pass) F: (Failing work).

III. *OTHER INFORMATION*

Commitment to an Inclusive Classroom

The study of religion necessarily involves engagement with sensitive and, at times, deeply personal issues. Some of the content covered in this course may touch on difficult topics such as misogyny, rape, violence, terrorism, racism, discrimination, and the complexity of human sexuality (among others). I strive to foster a class environment that is built upon trust and mutual respect. To be sure, there may be times throughout the course when individuals feel uncomfortable, angry, or challenged. But my goal is that we create a space together where our ideas, opinions, and interpretations are given a charitable audience but are not beyond critical engagement from peers. The classroom should be a place where we can engage in conversations of good will even when we strongly disagree.

Note: Any student who may need an accommodation based on the impact of a disability should contact Heather Fowler, Director of the Office of Accessibility Resources (hf007@bucknell.edu) who will help coordinate reasonable accommodations for those students with documented disabilities.

Academic Integrity

Don't cheat. Seriously. It's not worth it. You'll get caught. It will wreck your grade. And it bums me out. If you are worried about completing an assignment on time, or concerned about what qualifies as plagiarism, please contact me. The Bucknell University Honor Code reads as follows:

As a student and citizen of the Bucknell University community:

1. I will not lie, cheat, or steal in my academic endeavors.
2. I will forthrightly oppose each and every instance of academic dishonesty.
3. I will let my conscience guide my decision to communicate directly with any person or persons I believe to have been dishonest in academic work.
4. I will let my conscience guide my decision on reporting breaches of academic integrity to the appropriate faculty or deans.

Expectations of Weekly Academic Engagement

Courses at Bucknell that receive one unit of academic credit have a minimum expectation of 12 hours per week of student academic engagement. This includes direct contact hours (class time, office hours, etc.) as well as the time set aside for reading and writing and thinking on your own. If you have questions or concerns about time management, don't hesitate to contact me. A good rule of thumb: for every one hour you spend in class, you should allocate three hours out of class.

Attendance

It will be impossible to succeed in this class if you do not regularly attend and actively contribute. I leave it to you to assume this responsibility. You will get two absences, no questions asked. However, further unexcused absence constitutes a significant disruption in the learning process and will result in a reduction of your final grade by a half-letter (i.e. a B becomes B-) for each absence following the second. Let's avoid this. Athletes and other students with exceptional circumstances should consult with me ahead of time. Students who are consistently late to class will be given a warning. Continued lateness will count as an absence.

Due Dates/Extensions

It is strongly advised that you turn in all work on time. This is for your sake as much as for mine. I will consider extensions on a case by case basis, but only if you have communicated with me at least 72 hours in advance of the original due date. Unapproved lateness with assignments will result in a reduction of one letter grade for each day that it is late.

Electronica

This course seeks to develop our skills of attentive reading, thinking, writing, and discussion. Electronic devices often inhibit this. For this reason, it is preferred that our class time be analog rather than digital. Please be sure to shut down your computers, silence your phones, and keep all devices off the desk so we can focus together. *If for any reason you prefer to use a laptop or electronic device, set up a meeting with me during the first week of class and we can discuss accommodations.* Be sure to check your Bucknell email regularly. This is the primary mode of communication for the class. In general, if you email me during “business hours” (say, 9am-6pm) I will respond the same day. If there is an urgent concern, I can typically get back to you before 9pm. Otherwise, if you message me after hours I will get back to you the following day. The Google Sites page is your primary source for information regarding the course. All readings, assignment prompts, and other information will be posted there. It is recommended that you bookmark the URL.

IV. COURSE OUTLINE

Date	Topic	Required Readings	The Deep Dive
PREPARING THE MENU			
Tu 8/27	<i>Amuse-bouche</i>	In Class: <ul style="list-style-type: none"> Jean Anthelme Brillat-Savarin, “Aphorisms,” from <i>The Physiology of Taste</i> (1825) M.F.K. Fisher, “Foreword,” from <i>The Gastronomical Me</i> (1918) 	
Th 8/29	<i>What makes food “religious”</i>	<ul style="list-style-type: none"> “Food” from <i>the Encyclopedia of Religion</i>, 2nd edition Ludwig Feuerbach, “The Mystery of Sacrifice, or Man is What he Eats” 	<ul style="list-style-type: none"> Benjamin Zeller, “Food and Cooking,” from <i>the Routledge Companion to Religion and Popular Culture</i> (2015) E.N. Anderson, “Food and Religion,” from <i>Everyone Eats</i> (2014) Corrie Norman, “Food and Religion” from <i>the Oxford Handbook of Food History</i>
Tu 9/3	<i>Food for Thought: Theories of Eating</i>	<ul style="list-style-type: none"> Roland Barthes, “A Psychosociology of Contemporary Food Consumption,” from <i>Food and Culture: A Reader</i> (2012) Mary Douglas, “Deciphering a Meal,” <i>Daedalus</i> 101.1 (1972) 	<ul style="list-style-type: none"> Claude Levi-Strauss, “The Culinary Triangle,” from <i>Food and Culture: A Reader</i> (2012) Matthew Brown, “Picky Eating is a Moral Failing,” from <i>Food & Philosophy</i> (2007)
FIRST COURSE: COSMIC FOODS [MYTH]			
Th 9/5	<i>Fruits of the Damned: Food in Hell</i>	<ul style="list-style-type: none"> Homeric Hymn to Demeter Meredith J.C. Warren, “Tastes from Beyond: Persephone’s Pomegranate and Otherworldly Consumption in Antiquity,” from <i>Taste and the Ancient Senses</i> (2017) 	<ul style="list-style-type: none"> Bruce Lincoln, “The Rape of Persephone,” <i>Harvard Theological Review</i> 72.3 (1979) Ann Suter, “The Pomegranate Again,” from <i>The Narcissus and the pomegranate : an archaeology of the Homeric Hymn to Demeter</i> (2002) Tamara Agha-Jaffar, “A Narcissus, a Veil, and a

			Pomegranate," from <i>Demeter and Persephone: Lessons from a Myth</i> (2002)
Tu 9/10	<i>Fruits of the Damned II: Food in Paradise</i>	<ul style="list-style-type: none"> • Genesis 1-3 & 7-9 • Elaine Adler Goodfriend, "Food in the Biblical Era," from <i>Feasting and Fasting</i> (2019) 	<ul style="list-style-type: none"> • David M. Freidenreich, "Meals, Meat, and the Nature of Israel's Holiness in the Hebrew Bible," from <i>Foreigners and their Food</i> (2011)
Th 9/12	<i>Children of the Corn</i> In class film: <ul style="list-style-type: none"> • "Enrique Olvera" from <i>Chef's Table</i> (s.2 ep.4) 	<ul style="list-style-type: none"> • Mayan Myth of Creation • Allen J. Christenson, "Maize Was Their Flesh: Ritual Feasting in the Maya Highlands," from <i>Pre-Columbian Foodways</i> (2010) 	<ul style="list-style-type: none"> • Michael D. Carrasco, "From Field to Hearth: An Earthly Interpretation of Maya and Other Mesoamerican Creation Myths," from <i>Pre-Columbian Foodways</i> (2010) • David Freidel & F. Kent Reilly, "The Flesh of God: Cosmology, Food, and the Origins of Political Power in Ancient Southeastern Mesoamerica," from <i>Pre-Columbian Foodways</i> (2010) • Leonor Hurtado Paz y Paz and Cristóbal Cojtí García, "Our Flesh Was Made from Corn," from <i>Religion and Sustainable Agriculture</i> (2016)
Tu 9/17	<i>The Ingredients of the Cosmos</i> In class film: <ul style="list-style-type: none"> • "Creation" from <i>Mind of a Chef</i> (s.3, ep.11 with Magnus Nilsson) 	<ul style="list-style-type: none"> • Norse Myth of Creation • Bruce Lincoln, "The Origin of Food and the Nature of Nutrition," from <i>Myth, Cosmos, and Society</i> (1986) 	<ul style="list-style-type: none"> • Heather O'Donoghue, <i>From Asgard to Valhalla: The Remarkable History of the Norse Myths</i>, selection (2007) • E. O. G. Turville-Petre, "The Beginning of the World and Its End" from <i>Myth and Religion of the North</i> (1975)
SECOND COURSE: WHAT (NOT) TO EAT AND HOW [LAW]			
Th 9/19	<i>You Are What You Refuse to Eat</i> In Class: <ul style="list-style-type: none"> • Ian Frazier, "Laws Concerning Food and Drink; household Principles; Lamentations of the Father," <i>The Atlantic</i> (Feb 1997) 	<ul style="list-style-type: none"> • Leviticus 11 & 17, Deuteronomy 14, Acts 10 • Jean Soler, "The Semiotics of Food in the Bible" from <i>Food and Culture: A Reader</i> (2012) <p>Recommended reading:</p> <ul style="list-style-type: none"> • Sarit Kattan Gribetz, "Shabbat with Food: From Biblical Prohibitions to Rabbinic Feasts," from <i>TheTorah.com</i> (2019) 	<ul style="list-style-type: none"> • Daniel H. Weiss, "Bloodshed and Ethics: Theopolitics of the Jewish Dietary Laws," from <i>Feasting and Fasting</i> (2019) • Jordan Rosenblum, "'Why do You Refuse to Eat Pork?' Jews, Food, and Identity in Roman Palestine," <i>Jewish Quarterly Review</i> 100.1 (2012) • Adrienne Krone, "Ecological Ethics in the Jewish Community Farming Movement," from <i>Feasting and Fasting</i> (2019)

Tu 9/24	<i>Mind Your Manners</i>	<ul style="list-style-type: none"> ● Al-Ghazali, <i>On the Manners Relating to Eating</i> ● Gabriel Said Reynolds, "The Sufi Approach to Food: A Case Study of Adab," <i>The Muslim World</i> 90 (2000) 	<ul style="list-style-type: none"> ● Paulina Lewicka, "When a Shared Meal is Formalized: Observations on Arabic 'Table Manners' Manuals of the Middle Ages," from <i>Authority, Privacy, and Public Order in Islam</i> (2006) ● Magfirah Dahlan, "Food Practices: The Ethics of Eating," from <i>The Practice of Islam in America</i> (2017) ● Maris Gillette, "Muslim Foodways," from <i>The Handbook of Food and Anthropology</i> (2016) ● H.D. Miller, "The Pleasures of Consumption: The Birth of Medieval Islamic Cuisine," from <i>Food: A History of Taste</i> (2007)
Th 9/26	<p><i>Temple Food</i></p> <p>In class film:</p> <ul style="list-style-type: none"> ● "Jeong Kwon," from <i>Chef's Table</i> (s.3, ep.1) <p>Recommended:</p> <ul style="list-style-type: none"> ● "How to Cook Your Life" (2006; dir. Doris Dorrie) 	<ul style="list-style-type: none"> ● Dogen's <i>Instructions for the Cook</i>, from <i>Nothing is Hidden</i> (2001) ● Jason M. Wirth, "When Washing Rice, Know That the Water Is Your Own Life: An Essay on Dōgen in the Age of Fast Food," from <i>Ontologies of Nature</i> (2017) <p>Recommended reading:</p> <ul style="list-style-type: none"> ● "The Dharma of Taking Food," from <i>Dogen's Pure Standards for the Zen Community</i> 	<ul style="list-style-type: none"> ● Koryo Shinno, "Kitchen Koans," from <i>Nothing is Hidden</i> (2001) ● Katherine E. Ulrich, "Food Fights: Buddhist, Hindu, and Jain Dietary Polemics in South India," <i>History of Religions</i> 46.3 (2007): 228-61.
THIRD COURSE: PLAYING WITH YOUR FOOD [RITUAL]			
Tu 10/1	<i>Tasting</i>	<ul style="list-style-type: none"> ● New Testament Reading ● Andrew McGowan, "Food, Power, Ritual," from <i>Late Ancient Christianity</i> (2005) 	<ul style="list-style-type: none"> ● Tom Boylston, "Food, Life, and Material Religion in Ethiopian Orthodox Christianity," from <i>A Companion to the Anthropology of Religion</i> (2013)

Th 10/3	<p><i>Fasting</i></p>	<ul style="list-style-type: none"> • <i>Life of Catherine of Siena</i>, selection • Caroline Walker Bynum, "Fast, Feast, and Flesh: The Religious Significance of Food for Medieval Women," <i>Representations</i> 11 (1985) <p>For more on Catherine of Siena:</p> <ul style="list-style-type: none"> • Carolyn Muessig, "Introduction," from <i>A Companion to Catherine of Siena</i> (2012) 	<ul style="list-style-type: none"> • Margaret R. Miles, "Religion and Food: The Case of Eating Disorders," <i>Journal of the American Academy of Religion</i> (1995) • R. Marie Griffith, "Don't Eat That: The Erotics of Abstinence in American Christianity," from <i>The Gastronomica Reader</i> (2010) • Sheila Lintott, "Sublime Hunger: A Consideration of Eating Disorders Beyond Beauty," <i>Hypatia</i> 18.4 (2007)
Tu 10/8	<p><i>Feasting</i></p> <p>In class interview:</p> <ul style="list-style-type: none"> • "Why Eating The Same Food Increases People's Trust and Cooperation" (NPR's Hidden Brain, 2017) 	<ul style="list-style-type: none"> • Sharon R. Sherman, "The Passover Seder: Ritual Dynamics, Family Foodways, and Folklore," from <i>Food in the USA: A Reader</i> (2002) • Jackleen Salem, "Ramadan, Eid al-Fitr, and Eid al-Adha: Fasting and Feasting," from <i>The Practice of Islam in America</i> (2017) <p>Recommended reading</p> <ul style="list-style-type: none"> • Kaveh Akbar, "On Fasting," from <i>The Paris Review</i> (2019) 	<ul style="list-style-type: none"> • Nora Rubel, "The Feast at the End of the Fast: The Evolution of an American Jewish Ritual," from <i>Religion, Food, and Eating in North America</i> (2014) <p>A good read, but less academic:</p> <ul style="list-style-type: none"> • Susannah Heschel, "Orange on the Seder Plate," from <i>The Women's Passover Companion</i> (2006)
Th 10/10	<p><i>Offering</i></p> <p>In class video analysis:</p> <ul style="list-style-type: none"> • Celebrating the Govardhan Puja from <i>Soul Food</i> • "How to Eat Like a Hindu God," from Great Big Story 	<ul style="list-style-type: none"> • <i>The Bhagavad-Gita</i>, selection • Paul M. Toomey, "Mountain of Food, Mountain of Love: Ritual Inversion in the Annakuta Feast at Mount Govardhan," from <i>The Eternal Food</i> (1992) 	<ul style="list-style-type: none"> • Kathryn McClymond, "You are Where You Eat: Negotiating Hindu Utopias in Atlanta," from <i>Eating in Eden</i> (2006) • Chitrita Banerji, "The Propitiatory Meal," <i>Gastronomica</i> (2003) <p>Not academic, but a good read:</p> <ul style="list-style-type: none"> • Chitrita Banerji, "Feeding the gods" from <i>The Hour of the Goddess</i> (2001)

NO CLASS TUESDAY, OCTOBER 15

FALL BREAK

READ EATING ANIMALS

NO CLASS THURSDAY, OCTOBER 17
PROFESSOR GIVING LECTURE AT UPENN
*****READ EATING ANIMALS*****

MIDTERM DUE FRIDAY, OCTOBER 18 AT 5PM

FOURTH COURSE: YOUR FOOD WILL CONSUME YOU [CULTURE & ETHICS]

<p>Tu 10/22</p>	<p><i>The Violence of Eating</i></p> <p>Recommended Viewing on MOODLE: "Our Daily Bread," (2006; dir. Nikolaus Geyrhalter)</p>	<ul style="list-style-type: none"> • Julia Abramson, "Food and Ethics" from the <i>Routledge International Handbook of Food Studies</i> (2013) • David Foster Wallace, "Consider the Lobster" from <i>Gourmet Magazine</i> (2004) 	<ul style="list-style-type: none"> • Wendell Berry, "The Pleasures of Eating," from <i>What are People For?</i> (1990) • Alexandra Kleeman, "The Raw and the Rawer," from <i>N+1</i> (2015) • Robert N. Proctor, "The Nazi Diet," from <i>The Nazi War on Cancer</i> (1999)
<p>Th 10/24</p>	<p><i>The Violence of Eating</i></p> <p>Recommended Viewing: Jonathan Safran Foer interview via RSA</p>	<ul style="list-style-type: none"> • Jonathan Safran Foer, <i>Eating Animals</i> <p><i>Recommended:</i></p> <ul style="list-style-type: none"> • Elizabeth Kolbert, "Flesh of your Flesh," from <i>The New Yorker</i> (review of Foer) 	<ul style="list-style-type: none"> • Aaron S. Gross, "The Ethics of Eating Animals," from <i>Feasting and Fasting</i> (2019) • Daniel Sack, "Moral Food: Eating as a Christian Should," from <i>Whitebread Protestants</i> (2000) • Claude Levi-Strauss, "We Are All Cannibals," from <i>We Are All Canibals</i> (2016)

NO CLASS TU 10/29 & TH 10/31

Professor Away at Conference

*****READ YOU TOO CAN HAVE A BODY LIKE MINE*****

Begin Research Project Bibliography

<p>Tu 11/5</p>	<p><i>All-Consuming: Gender, Sexuality, Religion</i></p>	<ul style="list-style-type: none"> • Carol Counihan, "Food, Culture, and Gender," from <i>The Anthropology of Food and the Body</i> (1999) • Alexandra Kleeman, <i>You Too Can Have a Body Like Mine</i> <p><i>Recommended:</i></p> <ul style="list-style-type: none"> • Alice McLean, "The Intersection of Gender and Food Studies," from the <i>Routledge International Handbook of Food Studies</i> (2013) 	<ul style="list-style-type: none"> • Mary N. MacDonald, "Food and Gender in the Highlands of Papua New Guinea," <i>Journal of Ritual Studies</i> 14.1 (2000)
<p>Th 11/7</p>	<p><i>All-Consuming: Gender, Sexuality, Religion</i></p>	<ul style="list-style-type: none"> • Alexandra Kleeman, <i>You Too Can Have a Body Like Mine</i> <p><i>Recommended</i></p> <ul style="list-style-type: none"> • John Penniman, "Feeding that Infinite Abyss Within," from <i>Marginalia</i> 	<ul style="list-style-type: none"> • Marion S. Goldman, "Food, Faith, and Fraud in Two New Religious Movements," from <i>Minority Religions and Fraud</i> (2014)

		Review of Books (review of Kleeman)	
Tu 11/12	<i>All-Consuming: Gender, Sexuality, Religion</i>	<ul style="list-style-type: none"> Iselin Gambert & Tobias Linne, "From Rice Eaters to Soy Boys: Race, Gender, and Tropes of 'Plant Food Masculinity,'" <i>Animal Studies Journal</i> 7.2 (2018) R. Marie Griffith, "Apostles of Abstinence: Fasting and Masculinity in the Progressive Era," <i>American Quarterly</i> 52.4 (2000) 	<ul style="list-style-type: none"> Emily Contois, "Lose Like a Man: Gender and the Constraints of Self-Making in Weight Watchers Online," <i>Gastronomica</i> (2017) Miriam Hospodar, "Aphrodisiac Foods: Bringing Heaven to Earth," <i>Gastronomica</i> (2004) John Birdsall, "America, Your Food is So Gay," from <i>Lucky Peach</i> (2014)
Th 11/14 *Workshop Day!*			
Tu 11/19	<p><i>Why is there an "Ethnic Foods" Aisle? Race, Ethnicity, and Food in Religion</i></p> <p>Watch in class:</p> <p>"Shrimp & Crawfish," from <i>Ugly Delicious</i> (s.1 ep.4)</p>	<ul style="list-style-type: none"> E.N. Anderson, "Food and Borders" from <i>Everyone Eats</i> (2014) Michael Twitty, "Mishpocheh," from <i>The Cooking Gene</i> (2017) <p>Keep going:</p> <ul style="list-style-type: none"> Michael Twitty, "An Open Letter to Paula Deen" (2013) 	<ul style="list-style-type: none"> Psyche Williams-Forson and Jessica Walker, "Food and Race: An Overview," from the <i>Routledge International Handbook of Food Studies</i> (2013) Kristen Aiken, "'White People Food' is Creating an Unattainable Picture of Health," <i>HuffPost</i> (2018)
Th 11/21	<i>Why is there an "Ethnic Foods" Aisle? Race, Ethnicity, and Food in Religion</i>	<ul style="list-style-type: none"> Derek S. Hicks, "An Unusual Feast: Gumbo and the Complex Brew of Black Religion," from <i>Religion, Food, and Eating in North America</i> (2014) Mascha Gugganig, "The Ethics of Patenting and Genetically Engineering the Relative Haloa," <i>Ethnos: Journal of Anthropology</i> 82.1 (2017): 44-67 	<ul style="list-style-type: none"> Tracey N. Poe, "The Origins of Soul Food in Black Urban Identity: Chicago, 1915-1947," from <i>Food in the USA: A Reader</i> (2002) Doris Witt, "Pork or Women: Purity and Danger in the Nation of Islam," from <i>Black Hunger</i> (1999)
NO CLASS TUE 11/26 - TH 11/28 THANKSGIVING BREAK			
Tu 12/3 & Th 12/5 ***Workshop Days***			
Tu 12/10	FINAL SESSION		
Final Exam Date TBD			

HIST 100-03: Toxic Sites, Toxic Bodies
Fall 2020
M/W 7 – 8:22 p.m.
LANG 301

Instructor: Dr. Jennifer Thomson
Office Location: Coleman 72
Email: jct021@bucknell.edu
Student Hours: M/W 1-3 and by appointment

Note: All student hours are virtual this semester. You can reserve a slot through my Google calendar, or email me for an alternate time.

This course examines the historical intersection of environment, race, economics and health in the United States. Through three focused case studies, we will explore multiple aspects of environmental in/justice, and connect it to the longer history of structural racism in the United States. Throughout the course of the semester, you will write several short papers connecting the histories studied in the class with the place you call home.

As a W1 course, this class will include:

1. Recurring instruction in writing
2. Teaching of the writing process: planning, composing, revising, and editing
3. Teaching the importance of expository skills
4. Frequent writing
5. Teaching the use of writing as thinking and as a means of creating and processing knowledge

This course will be taught through a mixture of in person and virtual instruction. Each class meeting is designated as either C (Classroom) or V (Virtual). On days that we are engaged in discussion, peer review, or writing workshops, we will meet virtually. This allows all students an equal opportunity to participate. Days that are primarily lecture based we will meet in the classroom. For students participating remotely, whether for the entire semester or a portion thereof, all course material will be available on our course Moodle site.

Required Books:

- Carolyn Finney, *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors* (Chapel Hill: University of North Carolina Press, 2014).
- Lisa Sun-Hee Park and David Naguib Pellow, *The Slums of Aspen: Immigrants vs. The Environment in America's Eden* (New York: New York University Press, 2011).

- Julie Sze, *Noxious New York: The Racial Politics of Urban Health and Environmental Justice* (Cambridge: MIT Press, 2007).
- Christopher W. Wells, ed. *Environmental Justice in Postwar America: A Documentary Reader* (Seattle: University of Washington Press, 2018).

These books are available for purchase online and at the bookstore. They are also on digital reserve in Bertrand Library. All other required readings are available on the course Moodle site, and are indicated in the syllabus in bold. You are expected to have completed all of the assigned readings before coming to class.

Course Schedule (Subject to Revision)

Unit 1: The Historical Roots of Environmental In/Justice		
Themes: Settler Colonialism, Slavery, Segregation, Environmental In/Justice		
Date	Readings	Assignments Due
<u>August 17 (V):</u> Introduction to the Course	None	None
<u>August 19 (V):</u> Environmental In/Justice and Environmental History	William Cronon, “The Trouble with Wilderness; or, Getting Back to the Wrong Nature,” in William Cronon, ed., <i>Uncommon Ground: Rethinking the Human Place in Nature</i> (New York: W. W. Norton & Co., 1995), 69-90.	Discussion Question on Moodle
<u>August 24 (C):</u> Settler Colonialism and Slavery	Dorceta Taylor, <i>The Rise of the American Conservation Movement</i>, 19-21 Robin D.G. Kelley, <i>To Make Our World Anew: A History of African Americans</i>, 227-235 Richard Wright, “Our Strange Birth,” from <i>12 Million Black Voices</i>.	Discussion Question on Moodle
<u>August 26 (C):</u> Jim Crow and Second Class Citizenship	Wells: <ul style="list-style-type: none"> • “Shack of Negro Family Farmers,” 29; 	Introductory paragraph to your first paper.

	<ul style="list-style-type: none"> • “Backed Up Sewer in Negro Slum District,” 30; • “Kitchen of Negro Dwelling in Slum Area,” 31; • “Migratory Mexican Field Worker’s Home,” 32 <p>Kelley, <i>To Make Our World Anew</i>, 301-310</p>	
<u>August 31 (V): Residential Segregation</u>	<p>Wells:</p> <ul style="list-style-type: none"> • “Los Angeles Data Sheet D52,” 33; • “Negro Children Standing in From of Half Mile Concrete Wall,” 34-35; • “Examples of Racially Restrictive Real Estate Covenants,” 36-8; • “Riot at the Sojourner Truth Homes,” 39 <p>Jennifer Thomson, “FORUM: Discovering the Environment. The Fallout from Residential Segregation,” <i>Modern American History</i> 1, 3 (2018): 381-384.</p>	Discussion Question on Moodle
<u>September 2 (V): Peer Review Session</u>	None	Come to class with a complete draft of your first paper.
<p>Unit 2: <i>Black Faces, White Spaces</i></p> <p>Themes: Race, Environmental Belonging, Whiteness, Trauma, Violence</p>		
<u>September 7 (C): Race and the Environment</u>	Finney: Preface and Introduction	Discussion Question on Moodle
<u>September 9 (C): Who “Belongs”?</u>	<p>Finney: Chapter 1</p> <p>Jedediah Purdy, “Environmentalism’s Racist History,” <i>The New Yorker</i>, August 13, 2015.</p>	Discussion Question on Moodle
<u>September 14 (V): Slavery and</u>	Finney: Chapter 2	Introductory paragraph to your second paper.

Environmental Belonging		
<u>September 16 (V):</u> Racial Memory and Environmental Belonging	Finney: Chapter 3 (pages 52-55 optional) Wells: <ul style="list-style-type: none"> • “Lewis Mountain Entrance Sign,” 81; • “Colored Only Sign,” 82; • “Civil Rights Demonstration at Fort Lauderdale’s Segregated Public Beach,” 85 	Discussion Question on Moodle
<u>September 21 (V):</u> Peer Review Session	None	Come to class with a complete draft of your second paper.
Unit 3: <i>The Slums of Aspen</i>		
Themes: Environmental Privilege, Migration, Nativism, Environmentalism(s)		
<u>September 23 (C):</u> Environmental Privilege	Park and Pellow: Introduction	Discussion Question on Moodle
<u>September 28 (V):</u> The “Aspen Logic”	Park and Pellow: Chapter 1	Discussion Question on Moodle
<u>September 30 (V):</u> Settler Colonialism and Environmental Privilege	Park and Pellow: Chapter 2 (Omit 82-90)	Discussion Question on Moodle
<u>October 5 (C):</u> Work and the Environment	Park and Pellow: Chapter 3	Introductory paragraph to your third paper.
<u>October 7: No Class</u>		
<u>October 12 (V):</u> Environmentalism and Nativism	Park and Pellow: Chapter 4 (Omit 140-146); Conclusion Wells: <ul style="list-style-type: none"> • “The Sierra Club Looks at Itself,” 119-120; • “Letter to Big Ten Environmental Groups,” 164-168 	Discussion Question on Moodle

October 14 (V): Peer Review Session	None	Come to class with a complete draft of your third paper.
<p>Unit 4: <i>Noxious New York</i></p> <p>Themes: Sacrifice Zones, Health, Citizen Science, Environmental Racism</p>		
October 19 (C): Urban Environmental Justice Issues	<p>Size: Introduction (omit 17-19, resume with chapter outline)</p> <p>Wells:</p> <ul style="list-style-type: none"> • “The Principles of Environmental Justice,” 180-182; • “Executive Order 12898,” 194-197; • “Moving Beyond the Barriers,” 178-179 	Discussion Question on Moodle
October 21 (C): Public Health and the Environment	Size: Chapter 1	Discussion Question on Moodle
October 26 (V): Neighborhood Activism	<p>Size: Chapter 2 (omit “Risk, Stigma, and Racial Pollution,” “External Pressures” sections)</p> <p>Wells:</p> <ul style="list-style-type: none"> • “Peggy Shepard and Chuck Sutton Protest,” 163 	Discussion Question on Moodle
October 28 (V): Childhood Asthma	<p>Size: Chapter 3</p> <p>“Executive Order 13045”</p>	Introductory paragraph to your fourth paper.
November 2 (C): Garbage and Globalization	Size: Chapter 4 (omit “Local-Global Environmentalism,” and “Privatizing Garbage”)	Discussion Question on Moodle
November 4 (C): The Importance of Transparency	Size: Chapter 5 (omit “Energy: Economic and Environmental Effects,” “Electricity Overview,” “Race and Energy, “Energy Deregulation”)	Discussion Question on Moodle
November 9 (V): Citizen Science	<p>Size: Chapter 6 and Conclusion</p> <p>Wells:</p>	Discussion Question on Moodle

	<ul style="list-style-type: none"> • “Administration Joins Fight for ‘Environmental Justice’ Pollution,” 188-193 	
November 11 (V): Peer Review Session	None	Come to class with a complete draft of your fourth paper.
Unit 5: Thinking Synthetically Themes: Climate In/Justice, Sovereignty, Health		
November 16 (C): Climate In/Justice	Wells: <ul style="list-style-type: none"> • “Bali Principles of Climate Justice,” 267-272 Julian Brave NoiseCat, “The Environmental Movement Has to Reckon with its Racist History,” <i>Vice</i>, September 16, 2019.	Discussion Question on Moodle
November 18 (C): Indigenous Sovereignty and True Environmental Justice	Finney: Chapter 5 Nick Estes, “The Empire of all Maladies,” <i>The Baffler</i>, July 2020.	Discussion Question on Moodle

Assignments/Activities

Unit Papers (4): 150 points each

At the conclusion of each unit you will submit a brief (3 page) writing assignment. Participation in and incorporation of peer review into your final paper will comprise 50 points of the total value of these assignments. You will have the opportunity to revise one of these papers for re-grading based upon my feedback.

Paper 1: Due September 6th
Paper 2: Due September 27th
Paper 3: Due October 18th
Paper 4: Due November 15th

Final Paper: 200 points

- Due date TBD after the announcement of the finals schedule.

Participation: 200 points

- In general, participation is a holistic assessment of your thoughtful contribution to discussion, completion of and reflection upon the readings, and completion of discussion questions posted on Moodle.
- The discussion questions are brief, low stakes assignments that comprise 100 out of the 200 possible participation points. They are designed to help you identify the main theme of the reading, and are ideally to be completed by the time we meet. By the end of the semester, I expect that you will have completed all of the discussion questions.

Course Policies

Expectations

This course is accessible to students on-campus and those working remotely or in different time zones. All assignments will have a reasonably-allotted window of time for completion/participation. If at any time you feel you can not access course materials or complete an assignment in the allotted time, please contact me via email with any requests for deadline extensions or assistance.

Class Participation

Students are expected to engage with the course material to the extent possible based on their location and situation. While attendance at in-person classes or live (synchronous) sessions will not be considered part of your grade, all students are expected to read/view all posted materials, and complete all assigned work and assessments in a timely manner.

Accessibility

Any student who needs an accommodation based on the impact of a disability should contact the OAR at OAR@bucknell.edu; 570-577-1188 or complete the [Disability Accommodation Request form](https://bucknell-accommodate.symphlicity.com/public_accommodation/) (https://bucknell-accommodate.symphlicity.com/public_accommodation/). The OAR will coordinate reasonable accommodations for students with documented disabilities.

Academic Integrity

“Bucknell students are responsible for the preparation and presentation of work representing their own efforts. Acceptance of this responsibility is essential to the educational process and must be considered as an expression of mutual trust, the foundation upon which creative scholarship rests. Students are directed to use great care when preparing all written work and to acknowledge fully the source of all ideas and language other than their own through accepted methods of citation.”

I fully support the institutional process that deals with violations of academic responsibility at Bucknell. I will not hesitate to initiate this process if the above mentioned “mutual trust” is violated in my course. In addition, it is important that you recognize that there may be instances when collaboration is appropriate in my class and other instances when it is not. Absent specific instructions to the contrary, you are to assume that all assignments are to be completed without

collaboration. Finally, in acknowledging the source of all ideas and language other than your own, you must cite the creator of Internet posted information just as you would an author of a textbook, a journal article, a reference book, emails, or personal conversations from which you have used information or ideas.

Grades

The performance of a student in each course is evaluated by the use of the following symbols:

- A: Superior achievement
- B: High pass
- C: Pass
- D: Low Pass
- F: Failing work

With the exception of mathematical error, all grades are final and non-negotiable. It is your responsibility to monitor the progress of your grades throughout the semester.

Learning Goals

As a result of your work during this class, you will be able to:

- Understand and recognize environmental injustice, and describe its historical development
- Analyze key cases in the emergence of environmental justice politics
- Recognize a historical argument
- Use primary and secondary historical sources to construct your own historical argument
- Recognize and analyze historical bias
- Effectively peer review the work of your classmates

These goals reflect the following History Department learning goals:

- Understand the historical context of ideas and events and evaluate differing scholarly interpretations of the past.
- Critically evaluate and analyze historical evidence, when appropriate, in the form of primary documents.
- Write articulately and persuasively on historical themes and issues based on critical understanding and logical, rigorous, and creative thinking.
- Demonstrate basic research skills and understanding of historical methods, including an ability to use the library and read intelligently and with purpose.
- Demonstrate a synthesis of all of the above in an encompassing historical literacy.

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS:

Enter name of Organization:

Budget Type: Project Subaward/Consortium

Budget Period: 1 **Start Date:** **End Date:**

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
Dr.	John	D.	Penniman		(b) (6)		0.82		(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="PD/PI"/>											

Additional Senior Key Persons: **Total Funds requested for all Senior Key Persons in the attached file**

Total Senior/Key Person

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	faculty workshop participants	<input type="text"/>	<input type="text"/>	<input type="text"/>	(b) (6)	(b) (6)	(b) (6)
3	faculty curriculum development projects	<input type="text"/>	<input type="text"/>	<input type="text"/>	(b) (6)	(b) (6)	(b) (6)
11	Total Number Other Personnel						(b) (6)
Total Other Personnel							(b) (6)
Total Salary, Wages and Fringe Benefits (A+B)							29,488.00

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>
Additional Equipment: <input type="text"/>	<input type="text"/>
<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>
<input type="button" value="View Attachment"/>	
Total funds requested for all equipment listed in the attached file	<input type="text"/>
Total Equipment	<input type="text"/>

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	<input type="text"/>
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	<input type="text"/>

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	<input type="text"/>
3. Travel	<input type="text"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text"/>	<input type="text"/>
<input type="text"/> Number of Participants/Trainees	<input type="text"/>
Total Participant/Trainee Support Costs	<input type="text"/>

F. Other Direct Costs**Funds Requested (\$)**

1. Materials and Supplies	
2. Publication Costs	2,179.00
3. Consultant Services	3,000.00
4. ADP/Computer Services	
5. Subawards/Consortium/Contractual Costs	
6. Equipment or Facility Rental/User Fees	
7. Alterations and Renovations	
8. <input type="text"/>	
9. <input type="text"/>	
10. <input type="text"/>	
Total Other Direct Costs	5,179.00

G. Direct Costs**Funds Requested (\$)****Total Direct Costs (A thru F)** 34,667.00**H. Indirect Costs**

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Base: salaries, wages, fringe	52.00	29,488.00	15,333.00
Total Indirect Costs			15,333.00

Cognizant Federal Agency

(Agency Name, POC Name, and POC Phone Number)

Department of Health and Human Services
Lucy Siow, (301) 492-4855**I. Total Direct and Indirect Costs****Funds Requested (\$)****Total Direct and Indirect Institutional Costs (G + H)** 50,000.00**J. Fee****Funds Requested (\$)****K. Total Costs and Fee****Funds Requested (\$)****Total Costs and Fee (I + J)** 50,000.00**L. Budget Justification**

(Only attach one file.)

RESEARCH & RELATED BUDGET - Budget Period 2

OMB Number: 4040-0001
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS: (b) (4)

Enter name of Organization: Bucknell University

Budget Type: Project Subaward/Consortium

Budget Period: 2 Start Date: 09/01/2023 End Date: 08/31/2024

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
Dr.	John	D.	Penniman		(b) (6)		0.82		(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											

Additional Senior Key Persons: Total Funds requested for all Senior Key Persons in the attached file
Total Senior/Key Person (b) (6)

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)	
		Cal.	Acad.	Sum.				
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
8	faculty workshop participants	<input type="text"/>	<input type="text"/>	<input type="text"/>	(b) (6)	(b) (6)	(b) (6)	
3	faculty curriculum development projects	<input type="text"/>	<input type="text"/>	<input type="text"/>	(b) (6)	(b) (6)	(b) (6)	
11	Total Number Other Personnel					Total Other Personnel		(b) (6)
Total Salary, Wages and Fringe Benefits (A+B)							29,697.00	

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>
Additional Equipment: <input type="text"/>	<input type="text"/>
<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>
<input type="button" value="View Attachment"/>	
Total funds requested for all equipment listed in the attached file	<input type="text"/>
Total Equipment	<input type="text"/>

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	<input type="text"/>
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	<input type="text"/>

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	<input type="text"/>
3. Travel	<input type="text"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text"/>	<input type="text"/>
<input type="text"/> Number of Participants/Trainees	<input type="text"/>
Total Participant/Trainee Support Costs	<input type="text"/>

F. Other Direct Costs**Funds Requested (\$)**

1. Materials and Supplies	
2. Publication Costs	1,860.00
3. Consultant Services	3,000.00
4. ADP/Computer Services	
5. Subawards/Consortium/Contractual Costs	
6. Equipment or Facility Rental/User Fees	
7. Alterations and Renovations	
8. <input type="text"/>	
9. <input type="text"/>	
10. <input type="text"/>	
Total Other Direct Costs	4,860.00

G. Direct Costs**Funds Requested (\$)****Total Direct Costs (A thru F)** 34,557.00**H. Indirect Costs**

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Base: salaries, wages, fringe	52.00	29,697.00	15,443.00
Total Indirect Costs			15,443.00

Cognizant Federal Agency

(Agency Name, POC Name, and POC Phone Number)

Department of Health and Human Services
Lucy Siow, (301) 492-4855**I. Total Direct and Indirect Costs****Funds Requested (\$)****Total Direct and Indirect Institutional Costs (G + H)** 50,000.00**J. Fee****Funds Requested (\$)****K. Total Costs and Fee****Funds Requested (\$)****Total Costs and Fee (I + J)** 50,000.00**L. Budget Justification**

(Only attach one file.)

RESEARCH & RELATED BUDGET - Budget Period 3

OMB Number: 4040-0001
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS:

Enter name of Organization:

Budget Type: Project Subaward/Consortium

Budget Period: 3 **Start Date:** **End Date:**

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
Dr.	John	D.	Penniman		(b) (6)		0.82		(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="PD/PI"/>											

Additional Senior Key Persons: **Total Funds requested for all Senior Key Persons in the attached file**

Total Senior/Key Person

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text" value="faculty curriculum development projects"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(b) (6)	(b) (6)	(b) (6)
4	Total Number Other Personnel						(b) (6)
Total Other Personnel							(b) (6)
Total Salary, Wages and Fringe Benefits (A+B)							30,918.00

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>

Additional Equipment:

Total funds requested for all equipment listed in the attached file

Total Equipment

D. Travel**Funds Requested (\$)**

1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	
2. Foreign Travel Costs	
Total Travel Cost	

E. Participant/Trainee Support Costs**Funds Requested (\$)**

1. Tuition/Fees/Health Insurance	
2. Stipends	
3. Travel	
4. Subsistence	
5. Other <input type="text"/>	
<input type="text"/> Number of Participants/Trainees	Total Participant/Trainee Support Costs

F. Other Direct Costs**Funds Requested (\$)**

1. Materials and Supplies	
2. Publication Costs	
3. Consultant Services	3,000.00
4. ADP/Computer Services	
5. Subawards/Consortium/Contractual Costs	
6. Equipment or Facility Rental/User Fees	
7. Alterations and Renovations	
8. <input type="text"/>	
9. <input type="text"/>	
10. <input type="text"/>	
Total Other Direct Costs	3,000.00

G. Direct Costs**Funds Requested (\$)****Total Direct Costs (A thru F)** 33,918.00**H. Indirect Costs**

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Base: salaries, wages, fringe	52.00	30,917.00	16,077.00
Total Indirect Costs			16,077.00

Cognizant Federal Agency

(Agency Name, POC Name, and POC Phone Number)

Department of Health and Human Services
Lucy Siow, (301) 492-4855**I. Total Direct and Indirect Costs****Funds Requested (\$)****Total Direct and Indirect Institutional Costs (G + H)** 49,995.00**J. Fee****Funds Requested (\$)****K. Total Costs and Fee****Funds Requested (\$)****Total Costs and Fee (I + J)** 49,995.00**L. Budget Justification**

(Only attach one file.)

RESEARCH & RELATED BUDGET - Cumulative Budget

Totals (\$)

Section A, Senior/Key Person		(b) (6)
Section B, Other Personnel		(b) (6)
Total Number Other Personnel	26	
Total Salary, Wages and Fringe Benefits (A+B)		90,103.00
Section C, Equipment		
Section D, Travel		
1. Domestic		
2. Foreign		
Section E, Participant/Trainee Support Costs		
1. Tuition/Fees/Health Insurance		
2. Stipends		
3. Travel		
4. Subsistence		
5. Other		
6. Number of Participants/Trainees		
Section F, Other Direct Costs		13,039.00
1. Materials and Supplies		
2. Publication Costs	4,039.00	
3. Consultant Services	9,000.00	
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1		
9. Other 2		
10. Other 3		
Section G, Direct Costs (A thru F)		103,142.00
Section H, Indirect Costs		46,853.00
Section I, Total Direct and Indirect Costs (G + H)		149,995.00
Section J, Fee		
Section K, Total Costs and Fee (I + J)		149,995.00

BUDGET JUSTIFICATION

Salary & Wages

Project Director

In order to organize, design, and implement the various components of the health humanities minor and its public facing events, the program director will need additional time in the form of a single course release from the normal Bucknell 3-2 course load for each of the 3 years of the award. An increase of up to 2%, in accordance with University faculty merit increase pools approved each fiscal year is included. A total of (b) (6) is requested.

Other Personnel – summer salary

Summer Activity	Year 1	Year 2	Year 3
Workshop May 2023, May 2024 (8 @ (b) (6) each year)	(b) (6)	(b) (6)	
Curriculum Development (b) (6) each)	(b) (6) (3 faculty)	(b) (6) (3 faculty)	(b) (6) (4 faculty)
Total	(b) (6)	(b) (6)	(b) (6)

Summer Salary for Workshop Participants: Two faculty workshops are budgeted.

Year 1: An intensive, multi-day workshop in May 2023 in which eight faculty develop an entry-level course required for the minor, with the assistance of a visiting scholar who facilitates the workshop. (b) (6) is budgeted for each faculty participant in summer salary, for a total of (b) (6)

Year 2: An intensive, multi-day workshop in May 2024 in which eight faculty develop a capstone course required for the minor, with the assistance of a visiting scholar who facilitates the workshop. (b) (6) is budgeted for each faculty participant in summer salary, for a total of (b) (6)

Summer Salary for Health Humanities Curriculum Development: Summer funding to support affiliate faculty who will design new courses or significantly revise old courses that will be included among the offerings of the minor.

Fringe Benefits

Fringe benefits are budgeted at Bucknell's federally-negotiated rate of 31.6% during the academic year and 6.9% for summer salary for a total of (b) (6).

Other Direct Costs: Publication

A small amount of funding is budgeted in Year 1 and Year 2 for the development and production of materials to amplify the work of our group to the broader campus and regional community such as posters, flyers, mailers, banners, info cards, and website design. A total of \$4,039 is requested.

Other Direct Costs: Consultant Services

Year 1 and Year 2: Visiting Facilitator: Each of the two multi-day workshops will be facilitated by a visiting scholar. \$3,000 is budgeted for each year 1 and 2, inclusive of preparation time, the workshop itself, and all related costs.

Year 3: External Reviewer: The cohort will bring one external expert to assess our program prior to launch, providing insight on areas of strength and areas of improvement. \$3,000 is budgeted, inclusive of preparation time, visit, written report, and all related costs.

Facilities and Administrative (F&A) Costs

F&A costs are requested at Bucknell's federally negotiated on-campus rate of 52% applied on a base of salaries, wages and fringe benefits, in accordance with the indirect cost agreement on file with the Department of Health and Human Services, effective 7/1/17. A total of \$46,853 is requested.