EUE Proposal

Project ID#

2020-12

Project Title

Integrating STEMM and History Curriculum through Travel Study

Project Director	ID Number	Telephone	Email
Kathleen Vongsathorn	800666026	x2413	kvongsa@siue.edu

Department	Campus Box	School College
Historical Studies	1454	College of Arts and Sciences

Course or Program

HIST 101: Introductory Topics in History, HIST 410: Directed Reading, IS 328: History and Science

Project Co-Director	ID	Department	Email

Student Impact:	10 direct, many indirect

Priority Rating (If Submitting Multiple Proposals):	1

Project Budget

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total
0	0	10,878	100	619	6285	0	0	0	17,822

Cost-Sharing

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total
0	0	16,097.60	0	0	0	0	0	0	16,097.60

Prior EUE Support

Project Director	Project Number	Award Amount	Project Dates
N/A			

Project Summary

Integrating STEMM and History Curriculum through Travel Study

Kathleen Vongsathorn, Historical Studies

This proposal requests EUE funds to help implement a four-week program on "Science, Technology, and Medicine in the History of Britain and its Empire," for STEMM (the second M for medicine) and History majors, in London, England in the summer of 2020. This travel study program is part of a broader project to develop an undergraduate curriculum integrating history and STEMM curriculum.

The proposed program will pursue two high-impact educational practices in integrating Humanities and STEMM curriculum: global learning and the creation of a learning community. Research suggests that global learning, particularly through study abroad programs, positively affects students' global awareness, academic performance, and personal and professional development (Chieffo & Griffiths, 2004; Donnelly-Smith, 2009; Ingraham & Peterson, 2004). This program will facilitate undergraduates' global learning both through the experience of living and travelling in a foreign country, and through course content that emphasizes science, medicine, engineering, and technology in the history of Britain and its global empire.

A learning community will be facilitated through shared coursework, projects, travel, and living arrangements. Another element of this learning community will be the faculty member: faculty-led travel study programs can have a particularly strong influence on students' academic and career success, in part because contact with faculty outside of the classroom increases student retention and degree completion (Brandenburg et al.; Metzger, 2006; Pascarella, 1980; Xu, de Silva, Neufeldt, & Dane, 2013).

The integration of STEMM and Humanities curriculum also has the potential to help undergraduates cultivate personal and professional skills that are critical to working in an increasingly globalized world, for example in communication, collaboration, and intercultural competence. For STEM students, engaging with history can, according to microbiologists Casadevall and Fang, "illuminate social influences on the scientific process, allow scientists to learn from previous errors…provide a greater appreciation for the importance of serendipity in scientific discovery…and call attention to evolving ethical standards in science. History can make science better" (Casadevall & Fang, 2015). For health students, according to physicians Mackowiak, Parker, and Croft, engagement with history can: "reveal the limitations of current evidence, encourage openness to change, place clinical practice and proper context, and promote humanism" (Mackowiak, Parker, and Croft, 2016).

Travel study opportunities for STEM students at SIUE are relatively scarce, and this program will directly impact up to ten students, preferentially recruited from STEMM majors. The indirect impact of the program would be much greater, as students share their travel study experiences with their peers, and would potentially encourage further student engagement with courses covering STEMM content in Humanities and Social Sciences on campus. EUE funding is sought to defray the costs of participation in this program, so as to facilitate the participation of a more equitable and inclusive group of students than might be able to study abroad otherwise.

In conclusion, I hope to organize a travel study program emphasizing experiential learning through encounters with buildings, objects, texts, and people, which fosters skills and abilities, personal and professional, which are in demand in an increasingly global workplace.

Integrating STEMM and History Curriculum through Travel Study

A. Current Situation

This proposal requests EUE funds to help implement a program on "Science, Technology, and Medicine in the History of Britain and its Empire," for STEM and History majors, in London, England from June 28 to July 25, 2020.

In the 2017/18 academic year, the Graduate School initiated a new "coordinated hire" scheme to promote collaboration across the university's schools, and in the first instance to promote collaboration between Historical Studies and SIUE's health-related schools and programs. I, the Project Director, am the first of the university's coordinated hires, and with the support of Historical Studies and the College of Arts and Sciences I have begun the process of planning and building an undergraduate History of Science and Medicine curriculum to be accessible and attractive to students in STEMM fields (the second M for medicine). I envision travel study as an important element of this curriculum, particularly given the paucity of travel study opportunities for SIUE students in STEM fields.

The proposed program will pursue two high-impact educational practices in integrating Humanities and STEMM curriculum: global learning, and the creation of a cross-disciplinary learning community that spans two courses. It will directly impact up to ten students, preferentially recruited from STEMM majors, given the relative scarcity of travel study opportunities for these students, and the intensive nature of some programs' coursework that do not allow many classes outside of general education and major requirements. The indirect impact of the program would be much greater, as students share their travel study experiences with their peers, and would potentially encourage further student engagement with courses covering STEMM content in Humanities and Social Sciences on campus. EUE funding is sought to defray the costs of participation in this program, covering both faculty costs and student travel and activities within England, to facilitate the participation of a more equitable and inclusive group of students than might be able to study abroad otherwise. Several such students have inquired this fall about the possibility of participating in a travel study program with me.

I aim to draw on experience gained through this initial program to seek funds from NSF initiatives on undergraduate education and international research experiences for students, in order to limit the costs of student participation in repeat travel study trips to London.

B. Proposed Project

Undergraduate Curricular Innovation: Research suggests that global learning, particularly through study abroad programs, even over a short term such as four weeks, positively affects students' global awareness, academic performance, and personal and professional development (Chieffo & Griffiths, 2004; Donnelly-Smith, 2009; Ingraham & Peterson, 2004). Faculty-led programs can have a particularly strong influence on students' academic and career success, as contact with faculty outside of the classroom increases student retention and degree completion (Brandenburg et al.; Metzger, 2006; Pascarella, 1980; Xu, de Silva, Neufeldt, & Dane, 2013). While there is limited research on the effects of study abroad on STEM students, despite the fact that they comprise 25% of all American students choosing to study abroad (according to the Institute for International Education), the limited extant research has found that STEM students have found particular value in the personal development and global working skills that they developed during travel study (Bean & Twombly, 2015; IIE, 2018; Lopatto, 2004; Nerad and Blumenfield, 2011).

Research also suggests that there is great value to the incorporation of the liberal arts into STEMM education. A 2013 report of the American Academy of Arts and Sciences predicted the possibility that reduced funding for the humanities could cripple commercial innovation and erode civic engagement (AAA&S). A 2018 report from the National Academies of Science, Engineering, and Medicine states that STEMM graduates need a broad set of skills that transcend any individual discipline, and that cultivating these skills "requires exposure to multiple fields, practice to build employability skills, and experience with communication and collaboration" (Koblitz, 2017; NASEM, 2018; *Scientific American,* 2016; Supiano, 2018). They recommend that colleges consider developing and implementing new models and programs that integrate the

arts, humanities, and STEMM fields. Bearing this recommendation in mind, I aim to develop this travel study program as one element of a wider curriculum incorporating History and STEMM fields. Given this report, and similar research findings that have been appearing in recent years, I imagine this will be an exciting area for future research and grant opportunities.

There is also evidence to indicate that STEMM employers value an interdisciplinary education. A 2011 study by the Accrediting Council for Independent Colleges and Schools found that 55% of hiring managers felt students would be better served by pursuing a broad-based education through which they can learn about a wide range of subjects, whereas 45% of hiring managers felt students would be better served by pursuing an education focused on a specific set of skills (ACICS, 2011). A study by the Strada Education Network and Emsi indicated that "between 2010 and 2013, the growth of liberal arts majors entering the technology industry from undergrad outpaced that of computer science and engineering majors by 10 percent," which further suggests that many employers in STEMM fields value a broader interdisciplinary education (Strada Institute and Emsi, 2016).

Scholars in a variety of fields have more specifically argued for the value of studying the histories of science and medicine for practitioners in these fields (Burns, 1982; Duvcovsky, 2014; Gooday, Lynch, Wilson & Barsky, 2008; Montgomery, Chambers, & Reifler, 2001). Beyond the skills STEMM students can develop through engaging with arts and humanities, microbiologists Casadevall and Fang suggest that the study of science's history can "illuminate social influences on the scientific process, allow scientists to learn from previous errors…provide a greater appreciation for the importance of serendipity in scientific discovery…and call attention to evolving ethical standards in science. History can make science better" (Casadevall & Fang, 2015). A study at the University of Maryland's medical school, published in 2016, found that more than 95% of medical students and alumni believed that knowledge of the history of medicine could make them better doctors, in particular serving to: "reveal the limitations of current evidence, encourage openness to change, place clinical practice and proper context, and promote humanism" (Mackowiak, Parker, and Croft, 2016).

I hope to organize a travel study program emphasizing experiential learning through encounters with buildings, objects, texts, and people, which fosters these skills and abilities, personal and professional, which are in demand in an increasingly global workplace.

Program Overview: This program will be a four-week travel study program, based in London, from June 28 to July 25, 2020. Up to ten students would participate, with first focus on recruiting students in STEMM fields, and second on History. Students will stay in a dormitory in London, and learn as a community through two interlinked courses, one in the history of science and one in the history of medicine, under the designations of HIST 101 (Introductory Topics in History, fulfilling Breadth Humanities requirement), IS 328 (History and Science), or HIST 410 (Directed Reading).Informal consultation with science and health-related majors in my courses and URCA positions this year indicates that students in STEM fields may be particularly attracted to a travel study program that would meet their general education requirements in Humanities and Interdisciplinary Studies, while providing relevant learning opportunities at a course level that does not appear intimidating. In learning about history and science, students will focus on four themes: technology (i.e. scientific instruments and engineering), natural philosophy (the history of physical sciences), exploration and empire, and twentieth century science (i.e. genetics, computers, and codebreaking). In learning about medical history, students will focus on three themes within the history of Britain and its empire: the history of public health, the development of medical professions, and human responses to disease.

Program Activities will draw on the experience and connections I have developed through studying and working in England for eight years, initially as a graduate student in the History of Science, Medicine, and Technology at Oxford, and later as a researcher at the University of Warwick. Activities will include:

Daily Debrief: In order to instill a sense of continuity, each day will begin with a morning meeting to debrief on the activities of the evening before and to provide orientation and intellectual context for the activities of the upcoming day.

Daily Morning Site Visit: The group will make at least one daily visit to a site of interest to the understanding of science and medicine. In London, some such sites include Kew Gardens, the Thames Tunnel, Wellcome Collection, Old Operating Theatre, Maritime Museum, Apothecary Museum, and Bethlem Museum of the Mind.

Daily Afternoon Session: Afternoon activities will include a further site visit, lecture, a discussion group, or time for independent research in the Wellcome Library, British Library, or museums of interest.

Weekly Lectures: Once a week a guest associated with the site visited will offer a lecture for students. Guest lecturers might include a medical librarian from the Wellcome Library, a conservation specialist at the British Library, and a program manager at the Science Museum. Each week, several students will also have the opportunity to have a meal with the guest speaker and engage in further discussion.

Weekly Day Trips from London: The group will make day trips to sites of scientific and medical interest within easy travel by train from London: Oxford, Cambridge, Portsmouth, Bath, and Bletchley Park.

Weekend Trips: The group will make two overnight trips, one to Lyme Regis to study the development of natural history on the Jurassic Coast, and one to Warwickshire to learn about medieval engineering and early modern medicine.

Student Assessment: Student performance will be assessed 1) on the basis of their attendance and participation at lectures, discussion groups, and site visits, 2) on a daily journal reflecting their perspectives on and reactions to material encountered during the day, edited upon return to campus, and 3) on two projects to be completed upon return. The format of this project will depend upon the interest of each student and the courses they are taking, but based on final projects in previous courses, possibilities might be: a website incorporating images and reflections on the trip (HIST 101); lesson plans for a unit on history in a high school science class (IS 328); or an essay based on first hand research in archives, libraries, or museums in London (HIST 410).

Tentative Schedule

Date	**Activities**
Sep-Nov 2019	Student Recruitment
Dec-Jan 2020	Student Interviews
February 2020	Student Enrolment
April-May 2020	Orientation sessions to prepare for trip
June 28, 2020	Meet in London for an opening dinner
June 29-July 2, 2020	London and day trip to Bath
July 3-5, 2020	Weekend trip to Warwickshire (Stratford-upon-Avon, Warwick, Kenilworth)
July 6-16, 2020	London and day trips to Oxford, Portsmouth, and Cambridge
July 17-18, 2020	Overnight trip to Lyme Regis
July 19-24, 2020	London and day trip to Bletchley Park
July 25, 2020	Students depart
August 12, 2020	Projects due
August 17, 2020	Fall semester begins
August 2020	Grades due
Fall 2020	Project dissemination and report submission

C. Evaluation and Dissemination

In order to evaluate the program's efficacy in encouraging global learning, which is so critical to personal and professional development in today's increasingly global workplace, students will complete a global-mindedness survey before and after travel study. The global-mindedness survey, initially developed by Hett, is a 20-item questionnaire based on the Likert scale, meant to measure participant attitudes towards and understandings of the world in which they live and how they fit into that world (Hett, 1993).In order to evaluate the success of the integration of humanities and STEMM curriculum, and the extent to which students have developed personal and professional skills through the program, students will be asked to complete a qualitative survey of their experience, which will solicit written reflections on several key questions tied to the program's goals. This will be in addition to the Program Director's observations during the program, and the assignments that students complete for their courses.

In the course of assessment students will create journal portfolios online that will be available online for viewing by the SIUE community. The students will also be encouraged to give one or more presentations about their learning experiences on campus in Fall 2020, in conjunction with the Program Director.

Budget and Budget Justification

Project Budget Total, including Cost Sharing

	Travel	Equipment	Commodities	Contractual Services	Total
Total	26,975.60	100	619	6285	33,979.60
Cost Sharing from Student Fee Payment	16,097.60	0	0	0	16,097.60
Requested from EUE	10,878	100	619	6285	17,822

Budget Details

Unit cost and justification	**Unit needed**	**Total cost per line**	**Cost sharing from students**	**Funds requested from EUE**
Travel: Travel				
Round trip international air tickets for one faculty member	St. Louis to London, including airport transfers	$1560	0	$1560
Domestic travel for one faculty member	Daily travel within London and trips to Oxford, Cambridge, Portsmouth, Bletchley Park, Bath, Stratford, and Lyme Regis (via train, underground, and bus)	$455	0	$455
Domestic travel for 10 students	Daily travel within London and trips to Oxford, Cambridge, Portsmouth, Bletchley Park, Bath, Stratford, and Lyme Regis (via train, underground, and bus)	10 x $455	0	$4550
Travel: Accommodation				
Accommodation in London for 27 nights for one faculty member	Self-contained Airbnb flat near student accommodation	$4038	0	$4038
Accommodation in London for 27 nights for 10 students	Single rooms in student dormitories, including breakfast	$1400 x 10	$14,000	0
Accommodation for 3 nights in Stratford and Lyme Regis for	$150 for single room in Stratford 2 nights, $125 for single room in Lyme Regis, 1 night	$275	0	$275

one faculty member				
Accommodation for 3 nights in Stratford and Lyme Regis for 10 students	$209.60 for twin rooms, 2 nights in Stratford $140 for twin rooms in Lyme Regis, 1 night	$174.80 x 6 (in case of uneven gender balance)	$2097.60	0
Contractual Services				
Opening and closing meals in restaurants	$25 for each meal, 2 meals	$50 x 11	0	$550
Admission to museums and sites	$485 admission costs for all activities, 11 participants	$485 x 11	0	$5335
Meals and gifts for guest speakers	One guest speaker a week, meal for speaker, faculty member, and three students	$20 x 5 x 4	0	$400
Equipment				
Printer for printing out itineraries, lecture notes, site guides, etc.	One printer and ink cartridge	$100	0	$100
Commodities				
Printer paper	27 days paper supply	$25	0	$25
Per Diem for faculty member	Breakfasts and dinners will be self-catered by faculty member, but lunches will have to be eaten out in the midst of student activities (Federal M & IE rate is $183 per diem)	$22 x 27	0	$594
Subtotals		$33,979.60	$16,097.60	$17,882
		Total funds requested from EUE		**$17,882**

Notes

- The total funds requested from the EUE are $17,882, covering all the costs of one faculty member and the cost of domestic travel and site admissions for ten students. This is 52.6% of the total cost of the trip, leaving a cost of $1700 for each student. This excludes airfare, which could be as much as $1400 additional for each student.
- If international airfare were included in trip cost, each student would pay $3100, and EUE funds would cover 37.3% of total trip costs. Airfare is excluded in anticipation of some students wishing to make further travel arrangements in Europe.

Appendix 1: References

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Blumenthal, P. & and Grothus, U. (2009). Expanding Study Abroad inthe STEM Fields: A Case Study of U.S. and German Programs.*PromotingStudy Abroad in Science and Technology Fields,* IIE White Paper Series 5, 10-25.

Brandenburg, U., Berghoff, S., Taboadela, O., Bischof, L., Gajowniczek, J., Gehlke, Vancea, M. L. (2014). *The ERASMUS Impact Study*. Luxembourg: Publications Office ofthe European Union.

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Chieffo, L., & Griffiths, L. (2004). Large-scale assessment of student attitudes after a shorttermstudy abroad program. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *10*,165-177.

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Mackowiak, P., Parker, D., & Croft. L. (2017) The Case for Medical History in Physicians' Education: A Survey of What Physicians and Physicians-in-Training Think. *American Journal of Medicine,* 130(4), 494-497.

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Nerad, M. & Blumenfield, T. Investigation the International Experiences in STEM Graduate Education and Beyond: Report from the February 2011 Workshop to Develop a Research Agenda. Retrieved from https://cgsnet.org/ckfinder/userfiles/files/WO_1_A%20FIN-Assessing-Intl-Ed-Report-3-2012.pdf.

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Appendix 2: Letters of Support

Includes letters from:

- Dr. Mary Konya Weishaar, International Affairs
- Prof. Carole Frick, Chair, History Department
- Dean Budzban, College of Arts and Sciences

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

March 14, 2019

Dear EUE Review Committee,

The proposed faculty-led travel study program to London, England, planned by College of Arts and Sciences faculty member Kathleen Vongsathorn, is highly recommended for funding by EUE for the upcoming year. Faculty-led travel study programs are very popular with SIUE students. Well over 200 students will participate in travel study programs this year in over 20 countries.

This program is unique because of the interdisciplinary focus between historical studies and SIUE health-related programs, including science, technology, engineering, mathematics and medicine (STEMM). Dr. Vongsathorn is in the process of developing a curriculum in the history of science and medicine for undergraduate students. Part of the curriculum will include the high-impact practice of faculty-led travel study. This program represents a creative experiential learning opportunity for SIUE students studying history and STEMM.

EUE funds will support the faculty travel costs and support in-country student costs, making the experience more affordable to SIUE students.

Thank you for your consideration and support of this program. Please contact me if you have questions.

Sincerely,

Mary Konya Weishaar

Mary Konya Weishaar, Ph.D.

Executive Director, International Affairs
Professor, Teaching and Learning-Special Education
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SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

COLLEGE OF ARTS & SCIENCES

Department of Historical Studies

LETTER OF RECOMMENDATION

for

Dr. Kathleen Vongsathorn

EUE APPLICATION

"Integrating STEMM and History Curriculum through Travel Study"

March 5, 2019

TO: EUE Evaluating Committee

FROM: Carole Collier Frick, Chair, Historical Studies, Southern Illinois University Edwardsville

It is my pleasure to write an enthusiastic letter of support for the "Integrating STEMM and History Curriculum through Travel Study" EUE proposal submitted by Dr. Kathleen Vongsathorn from the Department of Historical Studies. It would create a study abroad initiative for STEM and History majors, and the EUE funded first trip would be to London, England from June 28-July 25, 2020.

This EUE application is part of the planning and development of an undergrad History of Science and Medicine curriculum that will be accessible and appealing to students in the fields of science, technology and medicine. Dr. Vongsathorn came onto the SIUe faculty in fall 2018, and is our first "coordinated hire" here at SIUe. Part of her efforts here have been to develop a collaboration between Historical Studies and SIUe's health-related professional schools and other science students. I believe that this addition of a travel study component will be an invaluable addition to that curriculum, especially given the fact that so few study abroad opportunities are for those students in the sciences,

As Chair of this department, I fully support this initiative, which would allow development of a pilot program for this endeavor. Here at SIUe, we have made a long-term commitment to interdisciplinary initiatives between the Humanities and the Sciences. I believe that this EUE application will help fulfill that goal. Our institution has a strong record of long-term institutional support for significant innovation in undergraduate education with its Excellence in Undergraduate Education (EUE) grants.With the help of this EUE, Dr. Vongsathorn would be

able to initiate and augment new possibilities in pedagogy for our undergraduates. Thank you for your consideration!

Sincerely,

Carole Collier Frick, PhD
Professor of History and Chair
Department of Historical Studies
COLLEGE OF ARTS & SCIENCES
Southern Illinois University Edwardsville
Edwardsville, IL 62026-1454
618.650.3237 FAX 618.650.3509

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

COLLEGE OF ARTS AND SCIENCES, OFFICE OF THE DEAN

To: Excellence in Undergraduate Education

From: Greg Budzban, Dean, College of Arts and Sciences

Subject: Dean's Memo of Support

Date: 12 March, 2018

The College of Arts and Sciences strongly supports the application of Dr. Kathleen Vongsathorn for an EUE grant to offer a study abroad opportunity, in Summer 2020 to London. As the Chair of Historical Studies indicates, this supports collaborations between humanities and STEM disciplines, and will enrich student opportunities. The project supports the focus of SIUE on expanding opportunities for international student experiences, and travel study experiences are a high-impact practice.

The budget is to request funds to subsidize the expenses of students in order to reduce costs. In making the travel study more affordable, which will expand the potential pool of students who could participate.

Campus Box 1608 Tel: 5047 Fax: 5050

Kathleen Vongsathorn, D.Phil.
kvongsa@siue.edu, 618-650-2413, Southern Illinois University Edwardsville

Academic Qualifications

2012 **D.Phil., Modern History**
Dissertation: "Things that Matter':Missionaries, Government, and Patients in the Shaping of Uganda's Leprosy Settlements, 1927-1951'
Wellcome Unit for the History of Medicine, University of Oxford

2008 **M.Sc., History of Science, Medicine, and Technology**
Wellcome Unit for the History of Medicine, University of Oxford

2007 **B.A., History, with Distinction, Magna cum Laude**
Carleton College, USA

Academic Employment

August 2018-Present — Assistant Professor of Historical Studies at Southern Illinois University Edwardsville

July 2015-June 2018 — Wellcome Trust Research Fellow, University of Warwick, UK
- Research Project: Women and the Spread and Adaptation of Biomedical Knowledge in Uganda, 1897-1979

August 2014-June 2014 — Visiting Assistant Professor of History, Lafayette College, Easton, United States

September 2012-August 2014 — Postdoctoral Research Fellow at the Max Planck Institute for the History of Science, Berlin, Germany

Publications

'Teaching, Learning, and Adapting Emotions in Uganda's Child Leprosy Settlement, c. 1930-62', in Stephanie Olsen (ed.), *Childhood, Youth and Emotions in Modern History: National, Colonial, and Global Perspectives* (Palgrave Macmillan, 2015).

'"A Real Home": Children, Family, Mission, and the Negotiation of Life at the Kumi Children's Leper Home in Colonial Uganda', *Journal for the History of Childhood and Youth,* 8.1 (2015), 55-74.

'Public Health or Public Good? Humanitarian Agendas and the Treatment of Leprosy in Uganda', in Bronwen Everill and Josiah Kaplan (eds.), *The History and Practice of Humanitarian Intervention and Aid in Africa* (Palgrave Macmillan, 2013), 43-66.

'Discovering the 'Leper': Shifting Attitudes towards Leprosy in Twentieth-Century Uganda', in Jonathan Reinarz and Kevin Siena (eds.), *A Medical History of Skin: Scratching the Surface* (Pickering & Chatto, 2013), 99-111.

'Gnawing Pains, Festering Ulcers, and Nightmare Suffering: Selling Leprosy as a Humanitarian Cause in the British Empire, c. 1890-1960', *Journal of Imperial and Commonwealth History,* 40.5 (2012), 863-78.

'First and foremost the evangelist'? Mission and government priorities for the treatment of leprosy in Uganda, 1927-48', *Journal of Eastern African Studies,* 6.3 (2012), 544-60.

Recent Teaching Experience

Spring 2019	5 URCA assistants (Biology, Public Health/Chem, History, Anthropology, and English), HIST112b: History of the Modern World, HIST401: Historical Research
Fall 2018	HIST112b: History of the Modern World, HIST300: From Leprosy to Ebola: Health in African History, HIST400: Aid to Africa: Humanitarianism and Development in African History (SIUE)
January 2018-March 2018	HI2B3: Medical Humanitarianism in African History, course for second-year History undergraduates (University of Warwick)
September 2016, September 2017	'Humanitarianism and the Hospital in Africa, Past and Present', Warwick Medical School, final-year student workshop
June 2016-December 2017	Warwick Medical School SSC2: Supervision of six students on research module 'History as a tool for understanding medical humanitarianism in contemporary Africa'
January 2015	Faculty Learning Partner on Alternative School Break trip, 'Poverty and Development in El Salvador'
August 2014-July 2015	Visiting Assistant Professor of History, Lafayette College, teaching undergraduate courses in African and World History

Recent Invited Seminars

'The Place of Birth: Mothers, Midwives, Birth Attendants, and Choices about Childbirth in Twentieth-Century Uganda', Cambridge University History and Philosophy of Science seminar, November 2017.

"Deep into the village': Tracing Shifting Attitudes to Hospital Childbirth across Uganda', Leeds University Centre for African Studies seminar, November 2017.

Recent Grants

2015-2018	Wellcome Trust Research Fellowship: "The Role of Women in the Spread and Adaptation of Biomedical Knowledge"
2013	British Society for the History of Science Research Grant: "Medical Humanitarianism and the Elimination of Leprosy in Uganda"

Recent Events Organized

June 2018	"Critical Perspectives on Maternal Health in Africa," public engagement event at The Shard, London (incorporating NGOs, government, health practitioners from Uganda and UK, and academics)
April 2017	"Beauty and the Hospital in History," conference at the University of Malta

Departmental Service: Undergraduate Committee

College of Arts and Science Service: CAS Curriculum Committee

Professional Service (Select): Editorial Board of the *Journal for the Social History of Medicine* (since 2018), Advisory Board of the International Network for the History of Hospitals (since 2015), President of the Uganda Studies Group (2010-17)