

## Curriculum Vitae

Dr. R. Brad Bannon

[harvard.academia.edu/BradBannon](http://harvard.academia.edu/BradBannon)

247 Page Hill Rd., New Ipswich, NH 03071

(617) 645-1528 [Brad.Bannon@gmail.com](mailto:Brad.Bannon@gmail.com)

### Education

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- Harvard Divinity School** (Cambridge, MA) 2008-2015  
Th.D., Comparative Theology ([Transcript](#))  
[Apophatic Measures: Toward a Theology of Irreducible Particularity](#) (Dissertation)  
An examination of the apophatic theological methods of Ādi Śaṅkarācārya and Nicholas of Cusa
- Dharmāram Vidyā Kṣetram** (Bangalore, India) 2006-2008  
L.Ph., Comparative Philosophy ([Transcript](#))  
“[Ontonomy: The Eco-Areteological Ethics of Contemporary Advaitic Philosophy](#)” (Thesis)  
An examination of Raimon Panikkar’s ecological ethics and his notion of *ontonomy*.
- Drew Theological School** (Madison, NJ) 2003-2006  
M.Div., Summa cum laude ([Transcript](#))  
Concentration in Trinitarian theology, secondary focus in eco-liberation theology
- Furman University** (Greenville, SC) 1993-1997  
B.A., Music ([Transcript](#))  
Concentrations in saxophone performance, financial management, and religion.

### Publications: Monographs

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[The Quest for Postmodern Ethics: A Phenomenological Comparison of Martin Heidegger and Sri Aurobindo Ghose.](#)

Bangalore: Dharmaram Publications, 2007. ([Reviewed in JHCS](#))

### Publications: Book Chapters

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“[Potters, Human and Divine: Manifesting Śaṅkara’s Īśvara through Pedagogy, Playdough, and Personhood](#)” in *God or the Divine: Religious Transcendence beyond Monism and Theism, between Personality and Impersonality*, ed. Bernhard Nitsche and Marcus Schmücker, De Gruyter, 2023.

“[Incarnational Speech: Comparative Theology as Learning to Hear and Preach](#)” in *How to Do Comparative Theology: European and American Perspectives in Dialogue*, ed. Francis X. Clooney, S.J. and Klaus von Stosch, New York: Fordham University Press, 2018.

### Publications: Articles

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“[Thou, That, and An/Other: Hearing Śaṅkara’s Indexicals and Finding Cusa’s Seeking God](#)” *Journal of Hindu-Christian Studies* 27, no. 1 (November, 2014): 48-61. [doi: 10.7825/2164-6279.1578](https://doi.org/10.7825/2164-6279.1578)

“[Playing in the Flood of Love: Response to Michelle Voss Roberts’ Dualities: A Theology of Difference](#)” *Journal of Hindu-Christian Studies*: Vol. 24, Article 5 (2011) 16-21. [doi: 10.7825/2164-6279.1482](https://doi.org/10.7825/2164-6279.1482)

“[The Logos of our Advaitic Ekklesia](#)” *One in Christ*: Vol. 42:1 (2008) 20-28.

[“Terrorism and Global Response-Ability”](#)

*Journal of Dharma* 32:1 (Winter 2007) 47-60.

[“Spiritual Life in the Suburbs: The Eco-Pneumatology of Raimon Panikkar”](#)

*Journal of Dharma* 31:4 (Fall 2006) 457-472.

[“Ecumenical Identity: The Map of Relationships”](#)

*Ministerial Formations* 107:06 (July 2006) ([full](#))

## Conference Papers

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“Identity (*abheda*) and Difference (*bheda*) in so-called Indian monism” (panel moderator) and  
“Theistic concepts of Vedānta” (panel moderator)  
God or the Divine: Religious Transcendence beyond Monism and Theism, between Personality and  
Impersonality (Schwerte, Germany: June 30–02 July, 2016)

“Nicholas of Cusa’s Trinitarian imago Dei as EcoSpiritual Creativity: Theophany, Theosis, and the  
Concordant Life Divine”  
American Academy of Religion, Comparative Theology Group (San Diego: November 2014)

“Theosis and Perception in Śaṅkara and Nicholas of Cusa”  
University of Paderborn: [Methods and Criteria for Comparative Theology](#) (Germany: August 2014)

[“Negative Theology as Embodied, Interreligious, Dialogical Practice”](#)  
American Academy of Religion, Systematic Theology Group (Baltimore: November 2013)

[“Removing Contemplative Boundaries: Apophysis and Scriptural Contemplation in Śaṅkara and Nicholas  
of Cusa”](#)  
American Academy of Religion, Society for Hindu-Christian Studies (Baltimore: November 2013)

[“Queer Labor in Eckhart, Daly, and Academic Theology: Before and Beyond \*Beyond God the Father\*”](#)  
Graduate Consortium of Women’s Studies, *Clash Zones: Identities in (R)evolution* (Boston: April 2013)

[“A Response to Michelle Voss Roberts’ \*Dualities: A Theology of Difference\*”](#)  
American Academy of Religion, Society of Hindu-Christian Studies (Atlanta: October 2010)

[“Investigating the Logos of our Advaitic Ekklesia”](#)  
Ecclesiological Investigations: Church in Pluralist Contexts (Kottayam, India: January 2008)

## Honors, Awards, and Grants

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**Grant Recipient for Special Research** 2015-2017  
Harvard University  
Center for the Study of World Religions

**Certificate of Distinction in Teaching** 2011  
Harvard University  
Derek Bok Center for Teaching and Learning and the Office of the Dean of Undergraduate Education

**Award for Achievement in Instructional Technology** 2010  
Harvard Graduate School of Arts and Sciences  
Presidential Library, Museum, and Instructional Technology Fellows Program

**NEMAAR Event Fellowship** 2010  
New England/Maritimes chapter of the American Academy of Religion

**Jasper and Anne Steele Prize for Ecumenical Ministry Award** 2006  
Drew Theological School

**World Council of Churches Youth Representative (Porto Alegre, Brazil)** 2006  
United Church of Christ

**B'nai Zion Award for Hebrew Proficiency** 2005  
Drew Theological School

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**Teaching Experience: Visiting Professor**

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**Creation, Creativity, and Re/creation (REL 100)** 2019-2020  
Stonehill College  
*Creation, Creativity, and ReCreation* is a journey of self-discovery through the study and celebration of the enormous diversity of human thought about the meaning and purpose of existence and our responsibilities to nature and society. Through in-class discussions and small group podcast recordings, we consider the relationship between creation, creativity, and playful re-creation. We dive deeply into Hindu theologies, Buddhist theologies, and Christian theologies in comparative reflection while exploring the relationships between work/karma and play/leela. ([Syllabus](#))

**The God Question: Modern Challenges to Faith and Christian Responses (REL 337)** Fall 2019  
Stonehill College  
This course invites students to journey through life's biggest question (Who am I and why am I here?) by considering various doctrines of God, particularly the relationship between Self, World, and God. We shall consider this question in dialogue with Medieval, Renaissance, and contemporary theologians in the Jewish, Catholic, and Protestant traditions, but also alongside theistic and nontheistic Buddhist and Hindu traditions. Moral/Ethical questions related to social and ecological justice serve to frame our discourse, as do questions concerning the theological significance of diversity, writ large. ([Syllabus](#))

**The Church and Social Justice (REL 256)** Spring 2020  
Stonehill College  
This course examines the relationships between desire (*eros*), ethics, pedagogy, and justice with particular attention to issues of race, gender, sexuality, ecology, health care, and poverty. The course balances focus on primary texts, especially Plato's erotic dialogues and the Gospel of Luke, with contemporary Catholic, Protestant, Jewish, and Hindu liberation theologians, including Pope Francis, Gustavo Gutiérrez, Oscar Romero, Shawn Copeland, James Cone, Dietrich Bonhoeffer, Tracy Sauki Tiemeier, Abraham Joshua Heschel, Paul Farmer, Anantanand Rambachan, and others. Central to the course is a phenomenological analysis of ethics as the 're-orientation of desire' and the discursive roles of logic and rhetoric to cultivate a desire for social and ecological justice. ([Syllabus](#))

## Teaching Experience: Adjunct Professor

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### **The Religious Quest (THEO 1161 & THEO 1162)**

Boston College

2016-2017, 2017-2018, 2018-2019

This year-long course, which is a core requirement for all Boston College undergraduate students, examines Hinduism and Christianity through in-depth study. The Fall semester entails systematic study of theory and method, creation, creativity, anthropology, ludic theology, and soteriology. The Spring semester examines the ethical, practical, and ritual aspects of Hinduism and Christianity, engages in close readings of the Bhagavad Gita, the Gospel of Luke, and explores issues of social and ecological justice through the lens of Christian and Hindu liberation theologies. ([Syllabus I](#) and [II](#))

### **Introduction to World Religions: Art, Poetry, and Method (PHIL 3610)**

Fitchburg State University

Fall 2015, S/F 2016, S/F 2017, S/F 2018, and 2019

This course is designed: (1) To introduce students to several religious traditions of the world, (2) To introduce students to a variety of methods for studying religion, and (3) To consider the diverse uses of art, icons, and sacred ecology in religion as it is lived and experienced by human persons. Each unit of the course models a different method (Feminist, Ethnographic, Sociological, Historical, Theological, Ecological, and Comparative). Readings are drawn from the *Gītā Govinda*, Poems of Rumi, Torah, John of Damascus, the Buddhacarita, and others. Media include films on Canadian Buddhism, Madhubani paintings, Native American storytelling, and music videos by Matisyahu. The format is neither a lecture course nor a seminar but a conference course, with frequent presentations by students to build critical skills and promote creative engagement through interactive learning. ([Syllabus](#))

### **[Online Course] Introduction to World Religions: Art, Poetry, and Method (PHIL 3610)**

Fitchburg State University: Grad. and Cont. Ed.

Su16, Su17, Fa17, Fa18, Sp19, Su19, Fa19,  
Sp20, Su20, Sp21, Su21, Fa22, Su23

This is an online/distance learning version of course described above.

([Syllabus](#) Su23)

I have also taught this course numerous times as a 6-week accelerated course.

([Syllabus](#))

### **The Religious Quest (PHIL 3610)**

Fitchburg State University

Fall 2023

This course leads students on a religious quest through several religious traditions with a focus on Creation, Creativity, and ReCreation. Our focus is on healing, self-discovery, existential purpose, the value of diversity, the relationship between freedom and diversity, and social/ecological justice. In addition to the philosophical and historical content taught in the lectures, this religious quest also builds critically important skills. Most importantly, students will learn to have meaningful conversations with other humans using the phenomenological method through a series of small-group, class, and individual discussions. This in-person class makes use of four teaching modalities: (1) All the lecture videos are pre-recorded and [publicly available on YouTube](#), (2) Class time is devoted to engaged group discourse about the material and current global events related to religious organizations, (3) Students work closely together in a series of six podcast discussions, and (4) Students are required to meet individually with the professor at least twice during the semester.

### **Philosophy of Human Nature (PHIL 2600)**

Fitchburg State University

Sp16, Fa16, Sp17, Fa17, Sp18, Sp19, Fa19

This introductory-level philosophy course introduces students to issues of personhood and identity from a variety of global perspectives. Readings include Plato's *Phaedrus* and *Phaedo*, the *Bhagavad-Gītā*, *Kaṭha Upaniṣad*, the *Questions of King Milinda*, the *Rg Veda*, Hebrew and Greek Bible, Harold Coward, Anantanand Rambachan and others. ([Syllabus](#))

**The Philosophical Quest (PHIL 1000, 2600, PHL 110)**

Fitchburg State University

Sp20, Fa20, Sp21, Fa21, Sp22, Fa22, Sp23, Fa23

Anna Maria College

Fa 21, Sp 22, Fa 22

This Philosophical Quest is designed to guide students on a journey of self-discovery. This quest begins by equipping you with the tools needed to have meaningful discussions about truth and ethics with others – tools that will help you to think critically, to question, to think independently, and make better decisions in life. This quest should be disorienting at times, as we encounter wisdom traditions and worldviews of human existence from distant times and places. Filling the sails for this introspective quest is the phenomenological method, which is a mode of discourse and learning in the pursuit of fact, wisdom, and truth. Once you've cultivated a working knowledge of the phenomenological method through repeated practice and guided feedback, we can then begin to think about ethics, moral values, justice, and the pursuit of a good life. Some lectures for this Philosophical Quest are [publicly available on YouTube](#).

[\(Syllabus\)](#)**Introduction to Logic**

Fitchburg State University

Fall 2016, Fall 2021

This textbook-based course introduces students to logic, rhetoric, and critical thinking.

**Interdisciplinary Studies: Capstone Research Seminar (IDIS 3004)**

Fitchburg State University

Su 18, Sp 19, Su 19, Su 20, Su 21, Su 22, Su 23

This course introduces interdisciplinary studies majors (typically sophomores or juniors) to IDIS theories and methods. I designed the course as an introspective preparation for students to begin drafting their senior capstone thesis. The course is also designed to build and foster an IDIS cohort through peer review and peer collaboration.

[\(Syllabus\)](#)**Interdisciplinary Studies: Capstone Thesis Seminar (IDIS 4004)**

Fitchburg State University

Su 18, Sp 19, Fa 19, Su 20, Su 21, Sp 22, Su 22, Fa 22, Sp 23, Su 23, Fa 23

This senior seminar is for interdisciplinary studies majors who are in the process of writing and revising their capstone thesis. The course is designed to foster an IDIS cohort and interdisciplinary collaboration through peer review and student presentations.

[\(Syllabus\)](#)**Contemporary Ethical Problems (PHIL 2700)**

Fitchburg State University

Fall 2021

This seminar equips students to have meaningful discourse about contemporary ethical problems, including topics related to race, gender, sexuality, pedagogy, abortion, capital punishment, treatment of nonhuman animals, and ecological responsibility, among others.

[\(Syllabus\)](#)**Social & Political Philosophy Seminar (PHIL 4200)**

Fitchburg State University

Fall 2018

This upper-level senior seminar examines social justice issues with particular focus on race, gender, sexuality, pedagogy, mass incarceration, and other social issues and consequent political implications. Readings include Plato, JS Mill, Paulo Freire, bell hooks, James Baldwin, Angela Davis, Simone de Beauvoir, and others.

[\(Syllabus\)](#)

## Teaching Experience: Harvard Teaching Fellowships

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### **Pentecostalism as a Global Religion**

Teaching Fellow

Fall 2013

In this course, Prof. Harvey Cox examined the religious and cultural sources of Pentecostalism from its birth in Los Angeles in 1906. Focusing on healing, expressive bodily worship, speaking in tongues, and its special appeal to people on the margins of society, we also discussed neo-Pentecostalism, its political and familial implications, social theology, and social justice movements within Pentecostalism. As teaching fellow, I led weekly discussion sections, graded student papers, prepared extensive audio-visual media, and lectured on Amos Yong's pneumatological Theology of Religions.

### **Masters of Divinity Senior Seminar**

Teaching Fellow and Seminar Leader

2011-2012, 2012-2013

This seminar is designed to guide third-year MDiv students as they research and write their master's thesis. As seminar leader, I worked closely with ten students in 2011-2012 and eight students in 2012-2013 in close collaboration with senior faculty advisors. The course is designed with dual aims: (1) to prepare masters students for graduate level research and (2) to train doctoral students to advise graduate student research through an autonomous teaching experience. Professors led biweekly seminars for teaching fellows on pedagogy and didactic strategy.

### **Introduction to Ministry Studies**

Teaching Fellow

Fall 2012

This required course for first year MDiv students is designed to introduce and problematize the notion of ministry through an examination of practical theology in contemporary world religions. "Ministry" is examined in Christian, Muslim, Jewish, Buddhist, and Hindu traditions, including a component on multiple religious belonging. As teaching fellow, I participated in class lectures, led two weekly discussion sections, and graded student papers.

### **Theology in an Interreligious Perspective**

Teaching Fellow

Spring 2012

This course examined the processes by which theologians study theologies across religious boundaries. Readings included Hindu and Christian primary texts and theological texts from these traditions. As Teaching Fellow, I lectured in five classes, led discussion, and graded student papers while working closely with Professor Francis X. Clooney.

### **Introduction to Mīmāṃsā Ritual Theory**

Teaching Fellow

Fall 2011

This course provided an introduction to Hindu ritual theory through the study of primary texts in the Brāhmaṇical Mīmāṃsā tradition, including Jaimini's *Pūrvamīmāṃsāsūtra*, Śabara's *Bhāṣya*, Kṛṣṇa Yajvan's *Mīmāṃsā-Paribhāṣā*, and contemporary academic scholarship. As Teaching Fellow, lectured, led discussion, and graded student papers while working closely with Professor Francis X. Clooney.

### **Hindu Worlds of Art and Culture**

Teaching Fellow

Fall 2011

This course is designed as a general education course, introducing students to the narratives and arts of the Hindu tradition and the sacred geography of contemporary India. Readings included the Ramayana, Bhagavad Gītā, Gītā Govinda, Śiva Purāṇa, and the Devī Māhātmya. The course included visitation to a local Vaiṣṇava temple. As Teaching Fellow of this large (100 students) course, I met weekly with Professor Diana Eck to discuss the material, led weekly discussion groups and graded student papers.

## Teaching Experience: Other

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### Departmental Teaching Fellow

Derek Bok Center and Harvard University

2013-2014

By nomination of the Chair of the Committee for the Study of Religion, the [Departmental Teaching Fellows program](#) appoints experienced and creative TFs to enhance teaching in their disciplines by consulting with peers in other departments, advising individual instructors, and creating training programs, workshops, and seminars for TFs in our departments. I met with junior teaching fellows to view recordings of classes they led to improve their pedagogical practices. Departmental TFs receive extensive training and professional development from the Bok Center, lead two University-wide teaching conferences, and work closely with a mentor. As DTF, I created a series of monthly workshops, led by senior faculty, which is now recognized by the Bok Center as a certified teacher training course.

### Academic Technology Consultant

Harvard Divinity School

2013-2015

The Academic Technology Consultant is responsible for training Harvard faculty and staff in innovative technological pedagogy. As ATC, I led a series of colloquia designed to inform and train faculty, staff, and doctoral candidates in effective use of existing technological resources, from PowerPoint to OpenScholar and Canvas. Inspired in part by Howard Gardner's *Multiple Intelligence* theory, my colloquia were designed to equip teachers with diverse pedagogical tools.

### Harvard Divinity School Teaching Fellow Liaison

Harvard Divinity School

2012-2013, 2013-2014, 2014-2015

The Teaching Fellow Liaison is appointed by the Academic Dean of Harvard Divinity School. My primary responsibility is to train doctoral students to teach in a manner that is mindful to issues such as Disability, Race, Gender, Sexuality, Socio-economic Difference, and other issues related to power in the classroom. The program includes readings by bell hooks, Paolo Friere, and others. Additional responsibilities include organizing professionalization workshops on syllabus design, pedagogical technologies, and preparation for the job market. I have been appointed to the position three times by two Academic Deans. My performance is supervised by the Assistant Dean for Faculty and Academic Affairs.

### Presidential Instructional Technology Fellow

Harvard Divinity School, Harvard Provost Office

2008-2013

The Presidential Instructional Technology Fellowship is designed to facilitate the use of technology inside and outside the classroom as a means to improve student learning. As a fellow, I worked closely with faculty to use a wide variety of media in the classroom and on course websites. Major projects included producing a series of original videos for Harvey Cox's *Religion and Society in America Today* (for which I received Harvard University's Award for Achievement in Instructional Technology), archiving extensive digital resources for Laura Nasrallah's archaeological research, to designing a database of primary texts in Sanskrit and English on the Bhagavadgītā.

## Editorial and Review Experience

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Journal of Comparative Theology

Associate Editor

2011-2019

Journal of Hindu-Christian Studies

Reviewer

2012-2019

Journal of Interreligious Dialogue

Reviewer

2016-2019

Harvard Divinity School <i>Ways of Knowing</i> Conference Assistant Director	2014
Harvard Theological Review Editorial Assistant	2010-2014
Harvard Divinity School <i>Ways of Knowing</i> Conference Proposal Reviewer	2013, 2014
Theology Salon Doctoral Student Conference Co-Director	2011

### Academic Service

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<b>Philosophy and Psychology Undergraduate Student Colloquium</b> Fitchburg State University	2018-2019
<b>Th.D. Student Representative</b> Doctoral Sub-committee for the Study of Religion	2011-2012, 2012-2013
<b>Doctoral Student Colloquium</b> Committee member	2011-2013
<b>Center for the Study of World Religions</b> Doctoral student steering committee member	2012-2013
<b>Society for Comparative Theology at Harvard Divinity School</b> Steering committee member	2011-2012, 2012-2013
<b>Harvard Divinity School Orientation Committee</b> Volunteer and speaker	2012
<b>Academic Casual</b> Co-founder, Co-Chair, Administrator	2010-2011, Spring 2012
<b>Theology Salon</b> Co-founder, Co-Chair	2009-2011

### Professional Affiliations

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American Academy of Religion	2005-present
American Cusanus Society	2012-present
Society for Hindu-Christian Studies	2008-present
United Church of Christ: Candidate for Ordination	2005-2015
Society of Indian Christian Philosophers	2007-2008
Phi Mu Alpha	1993-1997

### Other Work History

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First Congregational Church of Montclair (Ministerial Intern)	2005-2006
JPMorgan Chase (Investment Banking Marketing and Training)	2001-2004
West End Collegiate Church (Youth Director, Outreach Director)	1999-2002
Thomson Institutional Services Inc. (Associate Vice President)	2001
Maverick Financial Services (Financial Adviser)	1999-2001
Morgan Stanley Dean Witter (Financial Adviser)	1997-1999



## References

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### Academic Research References

**Prof. Francis X. Clooney, SJ**

(Dissertation Advisor)  
Parkman Professor of Divinity, Professor of  
Comparative Theology, Director of the Center  
for the Study of World Religions  
Harvard Divinity School  
45 Francis Avenue  
Cambridge, MA 02138  
(617) 495-4495  
fclooney@hds.harvard.edu

**Prof. Catherine Keller**

(Dissertation Committee)  
Professor of Constructive Theology  
Drew University  
The Theological School  
Madison, New Jersey 07940  
(973) 408-3268  
ckeller@drew.edu

**Dr. Mayra Rivera Rivera**

(Dissertation Committee)  
Associate Professor of Theology and Latina/o  
Studies  
Harvard Divinity School  
45 Francis Avenue  
Cambridge, MA 02138  
(617) 384-8096  
mayra\_rivera@harvard.edu

**Prof. Harvey Cox**

Hollis Research Professor of Divinity  
Harvard Divinity School  
45 Francis Avenue  
Cambridge, MA 02138  
(617) 495-8815  
harvey\_cox@harvard.edu

### Teaching References

**Prof. David Svolba**

Department Chair, Professor of Philosophy  
Fitchburg State University  
160 Pearl St.,  
Fitchburg MA 01420-2697  
(978) 665-3275  
dsvolba@fitchburgstate.edu

**Prof. Petri Flint**

Former Department Chair, Professor of  
Humanities  
Fitchburg State University  
160 Pearl St.,  
Fitchburg MA 01420-2697  
(978) 665-3461  
pflint@fitchburgstate.edu

**Prof. Rala Diakite**

Former Department Chair, Professor of  
Humanities  
Fitchburg State University  
160 Pearl St.,  
Fitchburg MA 01420-2697  
(978) 665-4706  
rdiakite@fitchburgstate.edu