



## NATIONAL ENDOWMENT FOR THE HUMANITIES

DIVISION OF EDUCATION PROGRAMS

### **Narrative Section of a Successful Application**

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Institutes guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/humanities-initiatives-hispanic-serving-institutions>

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

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

Project Title: *Critical Approaches to Place:  
Teaching Narrative Mapping in Southern New Mexico*

Institution: New Mexico State University

Project Director: Kerry Banazek and Eric Magrane

Grant Program: Humanities Initiatives at Hispanic-Serving Institutions

## NARRATIVE

### *Intellectual rationale*

“Critical Approaches to Place: Teaching Narrative Mapping in Southern New Mexico”

(CAP-NM) is a **three-year curriculum development and community engagement initiative**.

It brings diverse faculty together to imagine courses and programs informed by humanities approaches to place, sustainability, and the environment at New Mexico State University (NMSU); a concurrent public lecture series is structured to enhance this work.

Environmental and place-based themes are often framed vis-à-vis “problems” that require address by STEM disciplines, but **the humanities offer essential insights into place, the environment, and entanglement of related issues with cultural dynamics and power imbalances**. Global environmental challenges encapsulated by the designation of the “Anthropocene,” a proposed geologic epoch that marks human impact on the Earth, have facilitated a burgeoning of geohumanities and aligned environmental humanities research, but organized pedagogical programs in this vein remain relatively few (more on this below).

While environmental challenges such as climate change are global in scope, they play out in particular ways in particular places. NMSU provides an ideal location for developing new humanities approaches to teaching and theorizing place. NMSU and Las Cruces, NM are situated in the Chihuahuan Desert, where sustainability issues such as water use, agriculture, and the urban heat island effect are of critical importance—and are intertwined with social challenges along the U.S.-Mexico border. Moreover, NMSU is a land-grant, Hispanic-Serving Institution with a strong history of educational outreach and successful partnership with local businesses and non-profits, which positions us to promote the importance of public conversations when developing new geohumanities and environmental humanities methods and curricula.

CAP-NM encourages and **trains NMSU humanities instructors to develop assignments that leverage GIS Story Maps<sup>1</sup> to increase student engagement with the complexities of the Anthropocene as an epoch and the U.S.-Mexico borderlands as a place.**

Story Maps use cloud-based software to combine cartographic representations with text, images, and multimedia content. Working with them in the classroom offers humanist scholar-teachers:

- *A way to model critical deployment of technical (digital production) skills;*
- *A way to ethically build on lived expertise of local students, including first-generation, multilingual, and bi-national students; supporting their retention and professionalization;*
- *A way to help students experience how traditional writing skills contribute to production work across media formats, reinforcing the relevance of writing to their 21st century lives;*
- *An opportunity to transform conversations about environmental grand challenges and break down divisions between humanities, arts, social, and natural sciences.*

Despite such benefits, lack of familiarity with relevant software, hardware, or theories of place and media can present barriers for instructors who would otherwise be excited to implement narrative mapping projects; such barriers are particularly relevant for: traditional humanists not trained in digital production, geographers whose training did not focus on narratives or storytelling, and early career faculty new to the region. This project will **lower barriers by providing professional development opportunities and ongoing intellectual support for a community of interdisciplinary scholar-teachers**; in particular, it will connect previously isolated pedagogy expertise in Geography and English through project co-directors' leadership.

Recently, Geography has re-situated its lineage as a humanities discipline (Cresswell and Dixon, 2015; Daniels et al, 2011; Dear et al, 2011; Hawkins et al, 2015; Magrane, 2019).

Educational programs dedicated to the geohumanities, however, are still few and far between,

---

<sup>1</sup> Environmental Systems Research Institute (Esri)'s "Story Map" software is an online cloud software that is used for creating digital narrative maps. NMSU has an institutional account with Esri and Esri's Education Manager, Joseph Kerski, will lead a kick-off workshop on using the "Story Map" tools in CAP-NM.

especially in the U.S.<sup>2</sup> Existing programs are often piecemeal or aimed at advanced students and/or those enrolled at elite institutions. CAP-NM intends to help fill this gap by setting groundwork for model curricula at NMSU. Drawing expertise from English and the subfield of rhetoric and composition into our development of geohumanities curricula builds on these fields' tradition of teaching how representations—whether they take linguistic, imagistic, cartographic, or multimedia forms—are never neutral; rather they reflect, reproduce, distort, and enable various ideologies. An alliance with composition further allows our project to borrow successful interdisciplinary faculty training structures from existing Writing Across the Curriculum models.

CAP-NM is **designed to reach multiple audiences**, including NMSU faculty and students, members of multiple Las Cruces special interest communities, and national and international scholars and educators interested in geohumanities and rhetoric. In particular, the Story Mapping curricula this project aims to develop are focused on how NMSU students, and students at other Minority-Serving Institutions (MSIs), stand to benefit from deliberate bringing together of pedagogical expertise in multimodal composition (PI Banazek) and public geohumanities (PI Magrane). At NMSU, many of our students are **multilingual, binational, and/or first-generation college students**. Multimodal composition scholarship shows curricula that foreground multimedia environments and digital production in the teaching of writing and communication skills help multilingual students develop confidence in their ideas, writing, and presentation skills (Gonzales, 2018, 2019). Moreover, **place-based curricula support retention and thriving of regional students in unique ways** (Esposito 2012; Keller and Weisser, 2007). They position students as local experts and give them opportunities to share and theorize their

---

<sup>2</sup> According to AAG's 2018-2019 "Guide to Geography Programs in the Americas," only two U.S. universities offer concentrations in geohumanities: University of Oklahoma and Syracuse University. (Others can be found outside of the U.S., such as Royal Holloway University (UK)'s Centre for the GeoHumanities.)

experiences; when this work goes well, it helps students from underrepresented communities feel they belong at the University and deepens their stake in education. Beyond supporting regional students in unique ways, locally-engaged curricula also **help international students acclimate**, understand the geopolitical context in which their education is evolving, and use their experience to generate culturally savvy comparative methods. The goals of CAP-NM are enhanced by promoting exchange between demographically varied undergraduate (more local) and graduate student bodies in the split-level course to be taught by the PIs—which brings together students with distinct relationships to local places and issues (more in institutional context below).

By promoting intellectual exchanges between the English and Geography programs and positioning them as pedagogical leaders on campus, CAP-NM is structured to help instructors from diverse humanities disciplines understand related benefits and scaffold them into courses and curricula. We have begun targeted recruitment of faculty workshop participants from departments including History, Communications, Creative Media, Art, Anthropology, Government, Early Childhood Education, Interdisciplinary Studies, and the Libraries in consultation with previous collaborators and academic department heads and will conduct open recruitment through established College of Arts & Sciences communication networks in 2021.

### ***Content and Activities***

CAP-NM's content will focus on representations of place and on combining digital production skills with critical humanities training for interpreting, analyzing, and critiquing spatial representations. In addition to introducing digital narrative mapping in the form of "Story Maps," the project will introduce participants to geohumanities and narrative methodologies, Indigenous and feminist counter-mapping content, and critical media networks.

The project includes six synergistic components: 1) A faculty development workshop that introduces geohumanities methodologies and trains participants, including NMSU faculty and

graduate assistants from English and Geography (n=20), in technical skills necessary for teaching with Story Maps; 2) design of a co-taught, split-level undergraduate/graduate class by project PIs; this course will target students in Geography and English, introduce them to geohumanities methods including story mapping, and ask them to put methods into practice while exploring environments near Las Cruces; 3) course implementation by PIs and assignment implementation by workshop participants; 4) a concurrent public lecture series featuring visiting scholars, who will also visit classes taught by workshop participants; 5) public outreach and dissemination of course outputs digitally, in print, and through community partners including Friends of Organ Mountains-Desert Peaks and the Las Cruces Museum system; and 6) evaluation using quantitative, narrative, and self-study methods.<sup>3</sup>

Participants in the faculty workshop will commit to development of major assignments, including planning full modules to support assignments; these may include: presenting local oral histories cartographically; mapping public health issues; presenting human and non-human histories together; telling multi-generation family stories in multimedia formats; or building story maps for community partners based on their needs, goals, and target audiences.

Topics we will explore with the help of guest speakers are included in the following table. (See Work plan, Reading list, and Other supporting documentation: Biographical notes.)

Topic: Critical Approaches to Place: Story-Mapping and the GeoHumanities Workshop	
Description/ Visiting Scholar	A 3-day faculty development workshop led by Project Directors; mornings will include skills training in using Esri Story Map software with visiting scholar <b>Joseph Kerski</b> , afternoons will include seminar-style discussion of geohumanities readings.
Topic: Critical Media Networks	
Visiting Scholar	<b>Erin Espelie</b> , assistant professor, film studies and critical media practices, co-director of NEST (Nature, Environment, Science, and Technology Studio for the Arts), University of Colorado Boulder.

<sup>3</sup> Contingency planning for safe, accessible delivery of the lecture series and workshops in the context of COVID-19 includes options for flexible scheduling (moving some events from year 2 to 3), fully digital participation, and hybrid digital-F2F experiences; final delivery choices will be made with community input and updated public health data.

Topic: Las Cruces in Context (Roundtable featuring Local Panelists)	
Featured Speakers	A panel featuring representatives from organizations including the Las Cruces Museum System, Friends of Organ Mountains-Desert Peaks National Monument, KTAL Community Radio, Murals of Las Cruces, and the Southwest Environmental Center will situate the project and our place locally.
Topic: Indigenous Mapping	
Visiting Scholars	<b>Curtis Quam</b> , A:shiwí A:wán Museum and Heritage Center, and a panel of artists and advisors from the A:shiwí (Zuni) Map Art Project.
Topic: Storytelling Across Borders	
Visiting Scholars	<b>Adela C. Licona</b> , Associate Professor Emeritus, English, University of Arizona; <b>Jamie Lee</b> , Assistant Professor of Digital Culture, Information, and Society, University of Arizona, founding director of Digital Storytelling & Oral History Lab.
Topic: Innovations in the Geohumanities	
Visiting Scholar	<b>Harriet Hawkins</b> , Professor of GeoHumanities and Co-Director of the Centre for the GeoHumanities, Royal Holloway University of London.
Topic: Assessment and Planning Workshop	
Description	A 1-day faculty workshop led by Project Directors to assess impact; with a session focused on reflection and one on making concrete plans for future geohumanities and narrative mapping work at NMSU and in Las Cruces.
Topic: Feminist Mapping	
Visiting Scholar	<b>Meghan Kelly</b> , feminist cartographer from University of Wisconsin-Madison, whose dissertation develops feminist cartographies.
Topic: A New Atlas of Las Cruces (Roundtable and launch event)	
Featured Speakers	Second local panel; participants drawn from community partners above and students; moderated by project directors; launch event for bilingual humanist print atlas.

### ***Project Personnel***

Co-director **Dr. Eric Magrane** is an assistant professor of Geography. His work takes multiple forms, from scholarly to literary to artistic. He is the coeditor of *The Sonoran Desert: A Literary Field Guide* (University of Arizona Press), a hybrid field guide and literary anthology that has received several awards, including a 2016 Southwest Book of the Year and a New Mexico-Arizona Book Award, as well as the 2020 book *Geopoetics in Practice* (Routledge Research in Culture, Space, and Identity Series). His research addresses environmental narratives, sense of place, and contemporary artistic and literary responses to environmental change. His article “Situating Geopoetics” appeared in the first issue of the AAG’s *GeoHumanities* journal and has established his work on the leading edge of the field. His own experience as the first person in his family to attend college has helped him understand the particular challenges that first-generation college students face in the academy; he brings this

awareness to his teaching philosophy. In 2016, he was selected for and participated in the 4-week NEH summer institute “Extending the Land Ethic: Sustainability and the Humanities.”

Co-director **Dr. Kerry Banazek** is an assistant professor of Rhetoric, Digital Media, and Professional Communication. Her research examines how community membership mediates practices of description and visualization (work informed by queer, feminist, and disability studies). Dr. Banazek also studies digital pedagogy and regularly teaches courses that blend writing instruction with media production. A key contributor to Writing Across the Curriculum and Writing in the Disciplines initiatives at NMSU, she is serving a two-year term as director of general education writing and in Spring 2020 led this program’s transition to emergency online instruction. During the grant term, Dr. Banazek will also serve as an appointed co-director of the Creative Research Center (CRC) housed in English, ensuring access to related digital resources. Practically, she brings a decade of experience designing professional development workshops for writing instructors and implementing assessment of student learning in writing courses.

The Co-Directors are responsible for the planning and execution of the project. Graduate student assistants will be hired to assist in execution. Geography and English department heads and the NMSU College of Arts & Sciences dean have expressed long term support for the project’s goals. Seven visiting scholars have been identified and have enthusiastically agreed to contribute to CAP-NM (see letters of commitment in A5).

### ***Institutional Context***

NMSU is the oldest university in New Mexico (1888) and the state’s **only land-grant institution** with a **58% Hispanic population** and **70% of the student body coming from in state**. Situated in Southern New Mexico, NMSU and the city of Las Cruces serve as economic and educational centers for the Mesilla Valley, an historic agricultural area on the floodplain of the Rio Grande, within the larger ecoregion of the Chihuahuan Desert. Students in all programs



take writing courses taught by humanist faculty and graduate students affiliated with the English department (a sponsor of CAP-NM). In addition, NMSU and Las Cruces are **less than 50 miles from the U.S.-Mexico Border** and the binational metropolitan area of El Paso, TX and Ciudad Juárez, Mexico. Our campus is consequently attuned to issues of human migration that impact educational access and outcomes.

The NMSU English Department's program in Rhetoric and Professional Communication (RPC) is the only humanities PhD program on campus. This program and the linked MA and BA programs host diversity across multiple axes; recent RPC students have come from Brazil, Botswana, Costa Rica, Ghana, Jordan, Malaysia, Mexico, Tunisia, and several U.S. states. The program's students, including those who will be recruited as GAs for the CAP-NM program and for enrollment in sponsored courses, are characterized by research strengths in cultural rhetoric, multicultural technical communications, and multimodal writing pedagogy.

The NMSU Department of Geography has undergraduate BS concentrations in Human-Environment Relationships and Geographic Information Science & Technology, as well as a Masters in Applied Geography that places a focus on professional training and real-world applications of geography. The department is launching an innovative joint-PhD program with the University of New Mexico that will welcome its first cohort of students in fall 2020 (this will be our STEM-focused campus' second PhD program in the social sciences).

In addition, this project will benefit from existing Digital Humanities resources and enhance DH capacity at NMSU by connecting the activities of geography's Spatial Applications Research Center (the SpARC lab) to the Creative Research Center (CRC), an interdisciplinary lab that sponsors innovations in digital pedagogy and research. The recently expanded mission of the CRC includes **introducing the digital humanities to local members of communities**

**underrepresented in technical jobs and fields of study and national DH initiatives**—and welcoming them into a community that supports their career goals and respects their experiences (see Losh and Wernimont, 2018, on the need for this work); CAP-NM supports this explicitly by providing new kinds of users with access to digital mapping tools and expertise.

### ***Follow-up and dissemination***

A direct result of CAP-NM will be a set of college **instructors better prepared to develop, implement, and assess geohumanities projects** that use local content and digital tools to support intellectual growth of diverse students. Faculty and GAs who participate in the launch workshop will each contribute at least one new or revised assignment for inclusion in a **digital Story Map assignment database**; instructors who attend the public lecture series will be also invited to contribute assignments. This database, the full syllabus and set of assignments used in the class co-taught by project PIs, and contextual content will be hosted and maintained by CRC staff and accessed through both the Geography and CRC websites alongside a **collection of exemplary Story Maps** produced by students enrolled in affiliate classes, including the co-taught class. These collections will promote and support both pedagogical innovation among teachers at NMSU and elsewhere and access to new, socially and ecologically responsible forms of place-based content knowledge derived from experiences of the Las Cruces area, the Rio Grande/Rio Bravo basin, the Chihuahuan Desert, and the U.S.-Mexico border. The latter will also be supported in the larger Las Cruces community through a **public event** with bilingual interpretation hosted by the Las Cruces Museum system and through a **zine-style print atlas** produced by the PIs with students in the co-taught course and printed, translated into a bilingual Spanish-English format, and distributed using grant funds. Dissemination efforts will continue as participants and PIs share results of collaborative work at **professional meetings** and in **publications**, for instance, through the Society for Literature, Science, and the Arts (SLSA),

Association for the Study of Literature and the Environment (ASLE), Computers and Writing, and the American Association of Geographers (AAG). Finally, this project will prepare the CRC, SpARC Lab, and Writing Programs at NMSU to **continue to offer geohumanities and Story Mapping workshops** after the grant period has ended and lay groundwork that helps future DH projects at NMSU leverage digital and museum system resources for community dissemination.

### ***Evaluation***

**Quantitative evaluation** of the project's impact will use multiple measures. We will track the number of people present at workshops and public events and the number of students enrolled in courses taught by workshop participants using Story Map assignments; we will also track the number and kind of resources being made publicly available and conduct web analytics using CRC resources to better understand how the project website is being utilized across time.

During year two of the grant cycle, a focus group (n=12) that includes the PIs will conduct a **qualitative assessment of student learning in the co-taught class** and of project **impact on faculty participants'** content knowledge, pedagogical approaches, and theoretical approaches to space, place, and digital production. A **stipend-supported full day workshop** will rely on diverse materials: faculty reflections (including journals kept by workshop participants) and assignment sheets; pre- and post-course reflections and skills surveys completed by students in the co-taught class; collected student work produced in the course (anonymized); and community responses collected on comment cards at public and museum system events. In year three of the grant, qualitative assessment will continue in the form of structured self-reflective faculty conversations during a brown bag lunch series and interviewing of local partners by PIs.

### ***Statement of Eligibility***

NMSU is a Hispanic-Service Institution as determined by the Department of Education under Titles III and V (see Attachment A8 certifying Title V eligibility).

## Works Cited

- Cresswell, T., & Dixon, D. (2015). Imagining and practicing the geohumanities: past, present, future. *GeoHumanities* 1(1), 1–3.
- Daniels, S., DeLyser, D., Entrikin, J., and Richardson, D. (Eds.). (2011). *Envisioning landscapes, making worlds: geography and the humanities*. London & New York: Routledge.
- Dear, M., Ketchum, S. Luria, S., and Richardson, D. (Eds.) (2011). *GeoHumanities: art, history, text at the edge of place*. London and New York: Routledge.
- Esposito, L. (2012). Where to Begin? Using Place-Based Writing to Connect Students with Their Local Communities. *The English Journal* 101(4), 70-76.
- Gonzales, L. (2019). Multilingualism as Technology: From Linguistic ‘Deficit’ to Rhetorical Strength. In Cruz Medina and Octavio Pimentel (Eds), *Racial Shorthand: Coded Discrimination Contested in Social Media*. Computers and Composition Digital Press.
- Gonzales, L. (2018). *Sites of Translation: What Multilinguals Can Teach us about Digital Writing and Rhetoric*. Ann Arbor: University of Michigan Press.
- Hawkins, H., Cabeen, L., Callard, F., Castree, N., Daniels, S., DeLyser, D., Neely, H.N., & Mitchell, P. (2015). What might geohumanities do? Possibilities, practices, publics, and politics. *GeoHumanities*, 1(2), 211-232.
- Keller, C. and Weisser, C. (Eds.). (2007). *The Locations of Composition*. Albany: State University of New York Press.
- Losh, E. & Wernimont, J. (Eds.). (2018). *Bodies of Information: Intersectional Feminism and Digital Humanities*. Minneapolis and London: University of Minnesota Press.
- Magrane, E. (2019). Applying the Geohumanities. *International Journal of Applied Geospatial Research (IJAGR)*, 10(2), 27-38.

## Attachment A2: Work Plan

February – July 2021

- **Planning for 3-day faculty development workshop** to be held in August 2020
  - To include planning for remote participation options, in case necessary
- **Final (targeted) recruitment of faculty workshop participants** via direct contact with previous collaborators and department heads
- **Final (open) recruitment of faculty workshop participants** via established College of Arts & Sciences promotional channels including a faculty email list and in partnership with the Teaching Academy (<https://teaching.nmsu.edu>)
- **Logistical confirmation of course numbers for GEOG/ENGL cross-listed course** with NMSU College of Arts & Sciences
  - English has existing models for similar pedagogical work and regularly cross lists with Art, the Creative Media Institute, and Gender and Sexuality Studies programs; A&S dean's support ensures necessary paperwork will not be held up during grant period
- **Confirming of schedule for visiting scholars in AY 2021-2022 and Fall 2022\***
  - To include planning for remote participation options, in case necessary
- **Identification and hiring of GA(s) for project support**
  - Target: at least one GA from Rhetoric and Professional Communication PhD program (English) and one GA from Geography PhD program
  - Splitting of position(s) and number of hours per week may be adjusted based on student availability, research interests, and experience. Partial GAs will be coordinated with existing research, teaching, and teaching support positions to ensure that students are offered a total of 20 hours a week (a full GA, eligible for benefits at NMSU)
  - Graduate students in both programs will be invited to submit letters of interest to the project directors detailing how the position(s) would benefit them and how their experience will benefit the program as a whole

August 2021

- **3-day Story Map and Geohumanities Workshop** (20 total faculty and GA participants, including 16 workshop participants, 2 project directors, and 2 GAs)
  - Mornings: instruction on digital story mapping tools with a focus on how to incorporate story maps into humanities courses led by Joseph Kerski
  - Afternoons: seminar-style critical discussions of geohumanities, critical landscape, community rhetoric, and mapping texts led by Co-PIs; focus on sharing knowledge about local places and histories as they relate to critical texts
  - Work by scholars who will visit later in the year will be introduced to help participants plan for integration of syllabi and public events
  - Participants will have opportunities during the afternoon sessions to share their own teaching philosophies, use of related materials, and research expertise
    - Confirmed NMSU participants include specialists in: storytelling across media and storytelling in the film and animation industries; environmental rhetoric, feminist rhetoric, and rhetorics of space and place; literary history including teaching Chaucer in the borderlands; public and professional communication; using maps in early childhood education; art-science collaboration; library teaching and assessment; public history; and others
  - Participants will setup accountability partners to share pedagogical materials and problems with over the course of the year

## *Attachment A2: Work Plan (cont'd)*

- Participants will work with project directors to decide what kind of materials they will develop and contribute to the digital assignment database
- Sessions will be held in both Geography (SpARC Lab) and English (Creative Research Center) spaces, so faculty participants get to know resources across campus
  - If necessary, instruction and conversation may occur remotely. In that case, the workshop will consist of an asynchronous module to be completed in the week prior to a three-day workshop featuring six 90-minute Zoom working sessions

September 2021 – December 2021

- **Course planning by Co-Directors**
  - Multiple work sessions to collaboratively develop syllabus for Spring 2022 course
  - Paired with **office hours open to workshop participants**
    - To support troubleshooting, materials development, and facilitation of community relationships or technical support relationships;
    - May also support coordination of class visits by community partners, lecture series participants, project directors, and/or project GAs
- **Assignment planning and implementation by workshop participants**
  - Supported by action plans and accountability partnerships formed during the faculty development workshop
- **Logistical planning for local panel** to be held in January 2022
  - Coordination of speakers affiliated with community partners including the 501c3 nonprofits Friends of Organ Mountains-Desert Peaks National Monument and the Southwest Environmental Center; KTAL Community Radio, Murals of Las Cruces, the municipal Las Cruces Museum System; the City of Las Cruces Sustainability office, and others
- **Logistical planning for visiting scholars finalized**
  - Supported by coordination with the geography department administrative assistant
- **First event in “Critical Approaches to Place” public lecture series\***
  - Visiting Scholar 1 (Erin Espelie)

January 2022 – April 2022

- **Four events in public lecture series\***
  - Local Panel
    - We purposefully schedule this panel early in the series order to drive community interest and local support for subsequent public events
  - Visiting Scholars 2 (Adela C. Licona and Jamie Lee)
  - Visiting Scholars 3 (Curtis Quam and Zuni Map Artist Panel)
  - Visiting Scholar 4 (Harriet Hawkins)
- **Delivery of co-taught class** by project co-PIs
  - Course will be cross-listed to target students in Geography and English
  - It will be split-level (graduate/undergraduate) to encourage conversation between demographically distinct graduate and undergraduate student bodies
  - It will introduce critical geohumanities methods including story mapping
  - Students will put methods into practice while exploring environments near Las Cruces
  - Input from community partners will guide student development of Story Map projects
  - Structured writing exercises will support project development and promote meta-cognition, helping students track developing knowledge of tools, local places/histories
- **Class visits by visiting scholars** (co-taught class and classes taught by workshop participants)

## *Attachment A2: Work Plan (cont'd)*

- **Assignment planning and implementation by workshop participants (continued)**
  - Including collection of project reflections from students in all participating classes and formal pre-class surveys and exit surveys from students in co-taught project class

May 2022 – August 2022

- **Public event/exhibition** featuring student work (culmination of co-taught class)
  - Developed in coordination with Friends of Organ Mountains-Desert Peaks and the Las Cruces Museum System; bilingual interpretation of materials will be developed under direction of co-directors and available to public
- **1-Day Assessment Workshop** (10 participants + 2 GAs to provide logistical support)
  - Broken down into three sessions:
    - Guided faculty reflection
    - Team-based assessment of materials collected during the project year
    - Collaborative planning for future geohumanities work at NMSU and in Las Cruces
  - Materials examined will include: faculty reflections (including journals kept by faculty workshop participants); pre- and post-course reflections and skills surveys completed by students in the co-taught class; exemplary assignments and student projects; and community responses collected on comment cards at public events and exhibits
  - Remote participation possible if necessary; to include asynchronous preparation (review of materials) and three 60 to 90-minute Zoom sessions.
- **Design and soft launch of project website**
  - Soft launch will focus on showing off exemplary story maps produced by students in the co-taught class and on ensuring an accessible design template
  - Graphic design, information architecture models, and a plan for website maintenance and future updates will be generated in consultation with Creative Research Center (CRC) staff, program GAs, and library system support staff
- PIs **design bilingual humanist print atlas** drawing on the project exhibit
  - To be completed in collaboration with a paid, professional translator
- Participants (PIs with GAs, faculty workshop participants, and/or speakers from the lecture series) **plan and write proposals for two panel presentations** appropriate to national conferences, e.g. Society for Literature, Science, and the Arts (SLSA), Association for the Study of Literature and the Environment (ASLE), Computers and Writing, Association of Teachers of Technical Writing (ATTW), and/or American Association of Geographers (AAG)
- First (optional) **participant update lunch** in August
  - Sharing of plans and resources for AY 2022-2023
  - Brown bag lunch series in years two/three intended to allow for ongoing pedagogical conversations and encourage continued community work after the grant period ends

September 2022 – April 2023

- **Two events in public lecture series** (Fall 2022)\*
  - Second Local Panel: A New Atlas of Las Cruces public roundtable and launch
  - Visiting Scholar 5 (Meghan Kelly)
  - PIs will also coordinate with other programs (e.g. History, Borderlands and Ethnic Studies, and the Creative Media Institute) to promote speakers and events (e.g. the annual Feminist Border Arts Film Festival) that address related themes and ideas
- **Continued development of project website**

## Attachment A2: Work Plan (cont'd)

- Expansion will include assignments developed by workshop participants, full syllabus and assignment sequence used in the co-taught course, and contextual information produced by PIs and GAs
- PIs coordinate **printing of bilingual humanist print atlas**, launch at “A New Atlas of Las Cruces” event, and begin distribution
- Participants finalize and prepare to **deliver panel presentations** at national conferences
- **Brown bag update lunches** in October, January, and March
  - Each lunch will include a micropresentation by one faculty project participant

May 2023 – August 2023

- **Continued development of project website**
  - Sharing of website and materials to be coordinated by two summer GAs
- **Continued distribution of humanist print atlas** by PIs and project partners
- PIs **develop academic article** based on project experiences and course outputs
- **Brown bag update lunch** in August
  - Sharing of plans and resources for AY 2023-2024

September 2023 – January 2024

- **Continued development and sharing of project website**
  - Revisit and revise (as necessary) plan for website maintenance after grant period ends; PIs in consultation with Creative Research Center (CRC) and library system staff
- **Continued distribution of humanist print atlas** by PIs and project partners
- Participants finalize and prepare to **deliver panel presentations** at national conferences
- PIs **submit an academic article** based on project experiences and course outputs
- Final reflections and reporting completed by project PIs
  - Input solicited digitally from faculty and GAs who participated in project workshops, students who took the project course, and community partners; while response rates will be lower than in the workshop year, responses across time provide unique insight into project impact and goals.

*\* Contingency Planning for Speaker Series in the Context of COVID-19*

- *Decisions to be made in consultation with speakers and local stakeholders, taking available public health information and best practices for accessibility into consideration*

*Options include:*

- *Shifting individual speakers or the series forward in time up to two semesters*
  - *All speakers/events still to be completed by Fall 2023, within the grant period*
  - *Potential for livestreaming public talks (using CRC equipment) to be explored*
- *Live talks to small ticketed audiences, with social distancing protocols enacted*
  - *Talks to be recorded and archived, with professional transcripts for accessibility*
- *Remote delivery of talks*
  - *Using Zoom, with potential to livestream on a second platform*
  - *To be recorded and archived, with professional transcripts produced*
  - *Class visits (one per speaker) still to be coordinated, including correspondence and/or live chat between students and guest speaker*
  - *Speakers still to be paid for their time and expertise*
- *A combination of the above three options (most likely scenario)*





### Attachment A3: List of Readings and Resources

- Caquard, S. (2013). Cartography I: Mapping narrative cartography. *Progress in Human Geography*, 37(1), 135-144.
- Carpenter, R. (2013). Place identity and the socio-spatial environment. In P. N. Goggin (Ed.), *Environmental rhetoric and ecologies of place* (pp. 199-216). New York: Routledge.
- Cresswell, T., & Dixon, D. (2015). Imagining and practicing the geohumanities: past, present, future. *GeoHumanities* 1(1), 1-3.
- Daniels, S., DeLyser, D., Entrikin, J., and Richardson, D. (Eds.). (2011). *Envisioning landscapes, making worlds: geography and the humanities*. London & New York: Routledge.
- Dear, M., Ketchum, S. Luria, S., and Richardson, D. (Eds.) (2011). *GeoHumanities: art, history, text at the edge of place*. London and New York: Routledge.
- Dickinson, S., & Telford, A. (2020). The visualities of digital story mapping: teaching the ‘messiness’ of qualitative methods through story mapping technologies. *Journal of Geography in Higher Education*, 1-17.
- D'Ignazio, C., & Klein, L. (2020). *Data Feminism*. Cambridge: MIT Press.
- Enote, J., & McLerran, J. (2011) *A:shiwí A:wán Ulohanne—The Zuni World*. Zuni, NM: A:shiwí A:wán Museum and Heritage Center.
- Esposito, L. (2012). Where to Begin? Using Place-Based Writing to Connect Students with Their Local Communities. *The English Journal* 101(4), 70-76.
- Fonseca-Chávez, V., Romero, L., & Herrera, S. (Eds.). (2020). *Querencia: Reflections on the New Mexico Homeland*. Albuquerque, NM: UNM Press.
- Gonzales, L. (2018). *Sites of Translation: What Multilinguals Can Teach us about Digital Writing and Rhetoric*. Ann Arbor: University of Michigan Press.
- Hawkins, H. (2013). Geography and art. An expanding field: Site, the body and practice. *Progress in human geography*, 37(1), 52-71.
- Hawkins, H., Cabeen, L., Callard, F., Castree, N., Daniels, S., DeLyser, D., Neely, H.N., & Mitchell, P. (2015). What might geohumanities do? Possibilities, practices, publics, and politics. *GeoHumanities*, 1(2), 211-232
- Hu, T. (2015). *A Prehistory of the Cloud*. Cambridge, MA and London: MIT Press.
- Keller, C. and Weisser, C. (Eds.). (2007). *The Locations of Composition*. Albany: State University of New York Press.
- Kelly, M. (2016). Collectively Mapping Borders. *Cartographic Perspectives*, (84), 31-38.
- Losh, E. & Wernimont, J. (Eds.). (2018). *Bodies of Information: Intersectional Feminism and Digital Humanities*. Minneapolis and London: University of Minnesota Press.
- Licona, A.C. (2012). *Zines in third space: Radical cooperation and borderlands rhetoric*. SUNY Press.
- Magrane, E. (2019). Applying the Geohumanities. *International Journal of Applied Geospatial Research (IJAGR)*, 10(2), 27-38.
- Mattern, S. (2017). *Code and Clay, Dirt and Data: Five Thousand Years of Urban Media*. Minneapolis and London: U Minnesota Press.
- Monmonier, M. (2018). *How to lie with maps*. Chicago: University of Chicago Press.

### ***Attachment A3: List of Readings and Resources (cont'd)***

- Mukherjee, F. (2019). Exploring cultural geography field course using story maps. *Journal of Geography in Higher Education*, 43(2), 201-223.
- Pulido, L., Barraclough, L.R., and Cheng, W. (2012). *A People's Guide to Los Angeles*. Berkeley: UC Press.
- Rios, G.R. (2016) Cultivating Land-Based Literacies and Rhetorics. *LiCS: Literacy in Composition Studies*, 3(1), 60-70.
- Rule, H.J. (2019). *Situating Writing Processes*. Perspectives on Writing. The WAC Clearinghouse; University Press of Colorado.
- Weigle, M. (Ed.) (2009). *Telling New Mexico: A New History*. Albuquerque, NM: UNM Press

### **Digital Samples and Resources**

The Hand Drawn Map Association  
<http://www.handmaps.org/>

Cities and Memory Soundmapping Resources  
<https://citiesandmemory.com/>

Data Artist Jer Thorp's Portfolio  
<https://www.jerthorp.com/>

Kate McLean's Sensory Maps  
<https://sensorymaps.com/>

Indirect Flights by Joe Hamilton  
<http://indirect.flights/>

Mapping Access by Aimi Hamraie  
<https://www.mapping-access.com/about/>

Esri Story Maps  
<http://www.esri.com/en-us/arcgis/products/arcgis-storymaps/overview>

Taskar Center For Accessible Technology: Tactile Map Tiles  
<https://www.asla.org/2017studentawards/335292.html>

University of Arizona Digital Storytelling & Oral History Lab  
<https://thestorytellinglab.io>

University of Colorado Nature, Environment, Science, and Technology Studio for the Arts  
<https://www.colorado.edu/nest/about-nest>

Shannon Mattern's Maps as Media Teaching Materials  
<http://wordsinspace.net/shannon/teaching/maps-as-media/>

Cartographers Without Borders by Clayton Aldern  
<https://logicmag.io/03-cartographers-without-borders/>

Climate Alliance Mapping Project  
<http://climatealliancemap.org>

Murals of Las Cruces  
<https://www.muralsoflascruces.com/>

## Attachment 7: Institutional Overview

New Mexico State University (NMSU) was founded in 1888 as the state's land-grant university. Through serving the educational needs of New Mexico's diverse population, NMSU has provided comprehensive programs of education, research, extension education and public service. Upon its founding, NMSU was known as Las Cruces College and later renamed New Mexico College of Agriculture and Mechanic Arts. In 1960, the constitution of New Mexico formally recognized the institution as NMSU. Throughout its history, the university has preserved many traditions of its land-grant origin while also increasing emphasis on the fine arts, humanities, social and natural sciences.

As the state's land-grant and space-grant university, and as a Hispanic Serving Institution, NMSU fosters learning, inquiry, diversity and inclusion, social mobility, and service to the broader community. NMSU offers 92 Bachelor Programs, 16 Graduate Certificate Programs, 58 Master Programs, 2 Education Specialist Programs and 27 Doctorate Programs. The College of Arts and Sciences is by far the largest of NMSU's 8 colleges: in Fall 2019, the College enrolled 4,371 undergraduates (37.4% of NMSU total undergraduate enrollment) and 700 graduates (26.7% of NMSU total graduate enrollment).

### Historical Enrollment by Number of Students

	Fall 2019	Fall 2018	Fall 2017	Fall 2016	Average
Undergraduate	11,675	11,687	11,713	12,027	11,776
Graduate	2,621	2,602	2,719	2,825	2,692
Total	14,296	14,289	14,432	14,852	14,467

Source: NMSU Office of Institutional Analysis Factbook

### NMSU and College of Arts & Sciences Faculty Data

Number of NMSU tenured/tenure-track faculty	Number of College of Arts & Sciences (A&S) Faculty	A&S Faculty with PhD	A&S Faculty with Master's Degree
653	375	252 (67%)	101(27%)

Source: NMSU Office of Institutional Analysis Factbook

CollegeNET's social mobility index, a measure of how well institutions serve students from homes with annual income less than \$48,000, ranks NMSU in the top 20% of 1400+ institutions.

### 2019 Social Mobility Index Calculation Data

SMI	Tuition	Low Income	Grad Rate	Endowment	Freshman Pell
61.131547	\$6,461	30.3%	32.7.6%	\$39.07M	47%

Source: CollegeNET, <http://www.socialmobilityindex.org/>

*Diverse: Issues in Higher Education* ranks NMSU in the top 10 nationally in nine categories of bachelor's degrees awarded to Native Americans and Hispanics (and 20 in 20 categories). Source: 2019 Rankings, <https://diverseeducation.com/top100/pages/index.php>

### Relevant Student Demographic Information

Hispanic students	8,260 (58%)
Native American students	293 (2%)

Source: NMSU Office of Institutional Analysis Factbook

## Attachment 9a: Project Goals and Evaluation Plan (other documents)

Aim	Evaluation Question	Source/Methods	Timeline
<i>Goal 1. Infuse critical humanities approaches into professional and technical training at NMSU</i>	How many <b>students</b> were enrolled in courses taught by <b>faculty</b> who participated in the <b>workshop</b> ?	Faculty reporting	Dec 2021, May 2022, Dec 2022, May 2022, Dec 2023
	Which <b>programs</b> are these <b>students</b> enrolled in?	Faculty reporting	Dec 2021, May 2022, Dec 2022, May 2022, Dec 2023
	To what extent do <b>students</b> in the <b>co-taught course</b> report that their knowledge, opinions, or relationship to methods has been impacted?	Comparison of surveys conducted in first and last weeks of co-taught class	Jan 2021, May 2021
	Which topics, assignments, or ways of thinking introduced in the co-taught course do <b>students</b> find most impactful?	Surveys conducted at close of co-taught class	May 2022
	How (if they do) do <b>students</b> imagine the relationship between this course and their major <b>program(s)</b> ?	Surveys conducted at close of co-taught class	May 2022
	How many <b>students</b> attended each event in the public <b>lecture series</b> ?	Counting (attendance sheets)	Ongoing 2021-2022
	What plans and recommendations that come out of the <b>assessment workshop</b> directly address this goal?	Assessment workshop and PI conversations	May 2022
To what extent do <b>faculty</b> and <b>GAs</b> believe recs. from the <b>assessment workshop</b> have been implemented? In useful ways that speak to this goal?	PI and brown bag participant conversations	Oct 2023, Dec 2023	
<i>Goal 2. Create opportunities for NMSU faculty to learn from each other and external scholars and in turn develop innovative geohumanities and environmental rhetoric courses, assignments, and curricula</i>	How many <b>faculty</b> members attend each event in the public lecture series?	Counting (attendance sheets)	Ongoing 2021-2022
	How many individuals attend the 3-day <b>faculty</b> development workshop?	Counting (attendance sheets)	August 2021
	What percentage of <b>faculty</b> that attend the workshop develop and share new, major <b>assignments</b> ?	Faculty self reporting (survey)	May 2022
	What percentage of <b>faculty</b> that attend the workshop revise existing <b>assignments</b> substantially and share them?	Faculty self reporting (survey)	May 2022
	What percentage of <b>faculty</b> that attend the workshop develop entirely new <b>courses</b> and share them?	Faculty self reporting (survey)	May 2022
	To what extent do <b>workshop participants</b> report that their knowledge, opinions, relationship to methods, or teaching has been impacted?	Faculty self reporting (survey); assessment workshop conversations	August 2021, May 2022
	To what extent do <b>workshop participants</b> report that they can imagine new opportunities for interdisciplinary work and curriculum building?	Faculty self reporting (survey); assessment workshop conversations	August 2021, May 2022
	To what extent do <b>workshop participants</b> integrate the content of the public lecture series directly into their courses and/or prepare students to engage with visiting scholars (through assigned readings, in structure of assignment sequences, et al.)?	Faculty self reporting (survey); assessment workshop conversations	May 2022
	To what extent do <b>participants</b> in the <b>assessment workshop</b> report that they can imagine new opportunities for interdisciplinary work and curriculum building? How do they benefit from exposure to the full set of faculty reflections, student work, and comments collected at public events?	Assessment workshop and PI conversations	May 2022
	What plans and recommendations that come out of the <b>assessment workshop</b> directly address this goal?	Assessment workshop and PI conversations	May 2022
	How many <b>faculty</b> members and <b>GAs</b> attend each <b>brown bag</b> lunch conversation?	Counting (attendance sheets)	Ongoing 2022-2023
To what extent do <b>brown bag</b> conversation participants <b>continue to integrate workshop ideas</b> , Story Maps, resources shared by visiting speakers, et al. in their courses, assignments, and/or research?	PI and brown bag participant conversations	Oct 2023, Dec 2023	

## Attachment 9a: Project Goals and Evaluation Plan (cont'd)

<p><i>Goal 3. Enhance NMSU's digital humanities resource pool by connecting the activities of Geography's SpARC Lab to the interdisciplinary Creative Research Center (CRC)</i></p>	How many individuals that attend the <b>3-day faculty development workshop</b> are visiting either the SpARC Lab or the CRC for the first time?	Counting (attendance sheets)	August 2021
	To what extent do <b>workshop participants</b> report that they can imagine new ways to use <b>digital technologies</b> in their research, artistic practice, or teaching?	Faculty self-reporting (survey)	August 2021, May 2022
	How many <b>class visits</b> to the SpARC Lab do workshop participants schedule?	Counting (lab records)	Ongoing 2023-2023
	How many <b>class visits</b> to the CRC do workshop participants schedule?	Counting (lab records)	Ongoing 2021-2023
	To what extent do the SpARC Lab and CRC <b>directors and staff</b> see the impact of this initiative?	Informal focus group conversations	December 2022, May 2023
	How many <b>artifacts</b> and what kind of artifacts are <b>made publicly available</b> on the initiative's website?	Counting	May 2022, Dec 2022, May 2023, Dec 2023
	How many <b>students</b> agree to have work shared on the website, and what <b>experiences</b> do they report?	Counting and surveys (email, informal)	May 2022, Dec 2022, May 2023, Dec 2023
	What plans and recommendations that come out of the <b>assessment workshop</b> directly address this goal?	Assessment workshop and PI conversations	May 2022
	To what extent do <b>faculty</b> and <b>GAs</b> believe recs. from the <b>assessment workshop</b> have been implemented? In useful ways that speak to this goal?	PI and brown bag participant conversations	Oct 2023, Dec 2023
<p><i>Goal 4. Strengthen ties between NMSU and the Las Cruces community</i></p>	How many <b>people total</b> attend each event in the <b>public lecture</b> series?	Counting (attendance sheets)	Ongoing 2021-2022
	How many <b>people</b> visit the public <b>exhibit</b> ?	Counting (museum records)	May-June 2022
	What kinds of impacts do those who visit the <b>exhibit</b> self-report?	Comment cards available at exhibit	May-June 2022
	How many <b>community organizations</b> are involved in the initiative overall (e.g. represented on the local panel, involved directly in hosting and promoting the exhibit, partnered with students in the co-taught class, et al.)?	Counting (PI records)	June 2022, Dec 2023
	What kinds of <b>experiences</b> do <b>community partners</b> report?	Survey and PI conversations	June 2022
	How (if they do) do community partners imagine the relationship between CAP-NM and their major program(s) or goals?	Survey and PI conversations	June 2022
	Which topics, ways of thinking, or methods of engagement do they find most impactful?	Survey and PI conversations	June 2022
	In particular, what experiences do participants on local panels report?	Panel participant conversations with Pis	Jan 2022, Dec 2022
	What plans and recommendations that come out of the <b>assessment workshop</b> directly address this goal?	Assessment workshop and PI conversations	May 2022
<p><i>Goal 5. Share model geohumanities curricula with local, national, and international audiences</i></p>	What plans and recommendations that come out of the assessment workshop directly address this goal?	Assessment workshop and PI conversations	May 2022
	How many conference presentations are developed during the project period?	Participant and PI self-reporting	October 2023
	How large are target conferences? Who are their audiences?	Organizational research by PIs	January 2024
	How many articles are developed during the project period?	Participant and PI self-reporting	January 2024
	What is the circulation of target journal(s)?	Organizational research by PIs	January 2024
	How much traffic does the project website receive in first six months live? In the full grant period?	Analysis by CRC staff	Ongoing Oct 2022-Jan 2024
	How many copies of the Humanist Print Atlas are distributed in project period?	Tracking by PIs	January 2024

## Attachment 9b: Biographical Notes for Lecture Series Participants

**Erin Espelie** is a writer, editor, and filmmaker, with degrees in molecular and cellular biology from Cornell University and the experimental and documentary arts from Duke University. Her poetic, nonfiction films have shown around the world at the New York Film Festival, the British Film Institute's London Film Festival, the Whitechapel Gallery, the International Film Festival Rotterdam, the Copenhagen International Documentary Film Festival, the Full Frame Documentary Film Festival, Imagine Science Film Festival and more.

Her feature-length experimental documentary, *The Lanthanide Series*, examines the materiality of the digital world, combining approaches of non-fiction narrative essay, abstract visual and sound exploration, and the history of black mirrors; it won the grand prize at the Seoul International New Media Festival in 2015; it has shown in Denmark, Portugal, the U.K. and had its New York City premiere at Anthology Film Archives in June 2016. In the last two years, she has had solo shows at the Egyptian Theater in Los Angeles, supported by the L.A. Film Forum, La Lumiere in Montreal, Canada, and LUX Gallery in London.

Espelie currently holds an assistant professorship in Cinema Studies & the Moving Image Arts and Critical Media Practices at the University of Colorado Boulder, where she co-directs the Nature, Environment, Science & Technology (NEST) Studio for the Arts, and she also serves as Editor in Chief of Natural History magazine, a centenarian publication for which she has worked since 2001.

**Harriet Hawkin's** research is focused on the advancement of the geohumanities. Empirically she explores the geographies of art works and art worlds, theoretically she is interested in the elaboration of core humanities concepts of aesthetics, creativity and the imagination from a geographical perspective. Her current research focuses on the underground as a site of /for the formation of much needed new environmental imaginations. She has produced artist's books, participatory art projects and exhibitions with individual artists and a range of international arts organizations including Tate, Arts Catalyst, Iniva, Furtherfield and Swiss Artists in Labs.

Hawkins is the author of *For Creative Geographies* (Routledge 2013), *Creativity* (Routledge 2016) *Geography, Art, Research* (Routledge, 2020), co-editor of *Geographical Aesthetics* (Ashgate 2014) and *Geographies of Making Craft and Creativity* (Routledge 2017). Her research and collaborations are funded by a range of bodies including the European Research Council, AHRC, The Leverhulme Trust, the British Academy, the Arts Council, and the National Science Foundations of the US, Switzerland and China. She has given over 60 invited lectures, keynotes and plenaries in over 20 different countries, and in 2016 she was awarded the Royal Geographical Gill Memorial Award, the Phillip Leverhulme Prize and an AHRC Early Career Leadership Fellowship in recognition of the international influence of her research. Between 2020-2025 she will be working on a programme of research exploring using creative approaches, including practice based research, to explore and address the challenges of using, preserving and imagining subterranean spaces, funded by the ERC

Hawkins is an Associate Editor and member of the founding editorial collective of the AAG journal *GeoHumanities* and is the Editor of the journal *cultural geographies*. She is Chair of the Royal Geographical Society's Social and Cultural Geography Research Group and sits on the AHRC and UKRI FLF Peer Review Colleges. Harriet is also the founding co-director of the Royal Holloway Centre for the GeoHumanities.

*Attachment 9b: Biographical Notes for Lecture Series Participants (cont'd)*

**Meghan Kelly** is a cartographer and PhD candidate at the University of Wisconsin–Madison. She makes maps, teaches mapmaking, and rethinks mapping practice. Her dissertation explores the intersections of mapping and feminist theory. Broadly, she asks what can feminist cartographies look like? An atlas titled *Borders: An Atlas of Syrian Border Crossings* and two articles in *Cartographic Perspectives* uncover feminist design possibilities in the mapping of border stories. She is at work on manuscripts that invoke methods for “Mapping Bodies: Feminist Icon Design” and “Humanizing Interactive Maps.”

**Joseph Kerski** is the Education Manager for Esri (the environmental systems research institute). His career has been focused on the advancement of research, curriculum development, and partnerships in geography, STEM, environmental sciences, and geotechnologies in education and society at all levels, internationally. He holds 3 geography degrees, including a Ph.D. from the University of Colorado, and teaches at least 40 workshops and presents at 20 national and international conferences annually. In addition, he has created 5,000 instructional videos, 7 books, 25 book chapters, 75 articles, 1,000 blog essays, and 2,000 curricular items and served in roles in government, nonprofit, private industry, and academia.

**Jamie A. Lee** is Assistant Professor of Digital Culture, Information, and Society in the School of Information – *Arizona's iSchool* – at the University of Arizona, where their research and teaching attend to critical archival theory and methodologies, multimodal media-making contexts, storytelling, and bodies. Lee is an Institute of Museum and Library Services (IMLS) Early Career Grantee through which they are conducting research on community-based archives and archival description practices as well as a Faculty Fellow of the Haury Program for Environment and Social Justice. Lee has published in *Archivaria*, *Archival Science*, the *Journal of Critical Library and Information Studies*, *Peitho: Journal of the Coalition of Feminist Scholars in the History of Rhetoric and Composition*, and *Media, Communications, and Cultural Studies*. They have also published book chapters related to archival studies, media studies, art & culture, and the history of American sexuality. Lee's current book project, *Producing the Archival Body*, (Routledge, forthcoming) interrogates how power circulates and is deployed in archival contexts in order to build critical understandings of how deeply archives influence and shape the production of knowledges and human subjectivities. Lee directs the Arizona Queer Archives, the Digital Storytelling & Oral History Lab, and co-directs the Climate Alliance Mapping Project. They are an award-winning social justice documentary filmmaker, archivist, and scholar committed to decolonizing methodologies and asset-driven approaches to community participatory projects that are produced with communities in ways that will be relevant and beneficial.

**Adela C. Licona** is a scholar, teacher, photographer, artist, and public rhetor. She is an Associate Professor Emeritus, English at the University of Arizona, where she served as Vice Chair of the Social, Cultural, and Critical Theory graduate minor and was affiliated faculty in Gender and Women's Studies, Institute for LGBT Studies, Institute of the Environment, and Mexican American Studies. Her research and teaching interests include space and visual rhetorics, cultural, ethnic, gender, and sexuality studies, race, borderlands studies, social justice media, environmental justice, feminist pedagogy, community literacies, arts-based inquiry, and action-oriented research.



*Attachment 9b: Biographical Notes for Lecture Series Participants (cont'd)*

She served as co-founder and co-director of the Crossroads Collaborative, a Ford Foundation-funded think-and-act research, writing, and teaching collective designed for action-oriented research on youth, sexuality, health, rights, and justice. Together with graduate students, she is co-founder of Feminist Action Research in Rhetoric, FARR, a group of progressive feminist scholars committed to public scholarship and community dialogue. She was the 2015-16 Co-Chair of the National Women's Studies Association, NWSA, Conference and a member of the NWSA Governing Council. She is Editor Emeritus of *Feminist Formations*, and she serves on the advisory/editorial boards for *QED: A Journal of GLBTQ Worldmaking*, *Feminist Formations*, the Tucson Youth Poetry Slam, a project of Spoken Futures, and the Primavera Foundation. She presently serves as the interim Executive Director of BorderLinks, a border immersion and popular educational project in Tucson, Arizona. She is co-founder and facilitator for the Write to Thrive, W2T, an online and F2F writing group collective.

**Curtis Quam** is a cultural educator for the A:shiwí A:wán Museum and Heritage Center. Established by a small group of Zuni tribal members in 1992, the A:shiwí A:wán Museum and Heritage Center is a Tribal Museum dedicated to serving the Zuni community with programs and exhibitions that help the community reflect on its past and are relevant to the community's current and future interests.

He is a contributor to the A:shiwí Map Art project, a collective, revisionist effort to elaborate Zuni history and cultural survival independent from the non-Zuni narrative, using Zuni language and Zuni aesthetics and sensibilities. These maps harness the capacity of visual art to communicate in accessible fashion the importance of Zuni cultural landscape in perpetuation of community vitality and values. As tools that help set the record straight, these maps serve as a means to mutual understanding by asserting that we live in a world with diverse ways of knowing.