

# NEH Application Cover sheet (EH-293766)

## Institutes for Higher Education Faculty

### PROJECT DIRECTOR

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**Field of expertise:** Folklore and Folklife

### INSTITUTION

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Trustees of Indiana University  
Bloomington, IN 47401-3654

### APPLICATION INFORMATION

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**Title:** *Content Warning: Engaging Trauma and Controversy in Research Collections*

**Grant period:** From 2023-10-01 to 2024-12-31

**Project field(s):** Interdisciplinary Studies, General; African American Studies; Gender Studies

**Description of project:** Humanities scholarship and teaching rely on collections, primary and secondary sources both human and material, to explore and understand history and human relationships with other ecologies. Without the archives and the material record, we would know much less about key historical events and how they have shaped human and non-human interactions. This NEH Institute brings the humanities tools of observation, reflection, critique, and communication to bear on museum and archival collections, as well as on the practices integral to gathering, creating, storing, and disseminating knowledge through these institutions. By the end of the institute, participants will develop plans for working through and past trauma to engage collections as places and resources for learning, healing, and growth instead of sites for potentially painful or even debilitating encounters.

### BUDGET

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<b>Outright request</b>	199,109.00	<b>Cost sharing</b>	0.00
<b>Matching request</b>	0.00	<b>Total budget</b>	199,109.00
<b>Total NEH request</b>	199,109.00		

### GRANT ADMINISTRATOR

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Mr. Steven Allen Martin  
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**Title:** Content Warning: Engaging Trauma and Controversy in Research Collections  
**Proposed Institute Dates:** July 5-July 26, 2024

### **a) Nature of the Request**

This Institute for Higher Education Faculty brings together faculty and advanced graduate students in the humanities whose research addresses traumatic and/or controversial memories and histories and relies on archival or museum collections to interpret them. We will host 25 participants and an interdisciplinary faculty team for a three-week residential program at Indiana University Bloomington, providing participants the opportunity to utilize campus and local community collections.

### **b) Intellectual Rationale**

Humanities scholarship and teaching rely on collections of primary and secondary sources, material as well as human, to help make sense of history and human relationships. Often these histories are fraught and exact a high emotional toll from those who connect with them. This institute focuses the humanities tools of observation, reflection, critique, and communication on museums and archives and the ways they gather, create, store, and disseminate knowledge. By the end of the institute, participants will develop techniques for engaging collections as sites for learning, healing, and growth despite painful encounters, to benefit themselves, community members, and their students. This institute will help scholars learn to engage with the embodied experiences and after-effects of encountering traumatic and controversial collections. Or, as Dominick LaCapra might suggest, how to work through instead of acting out one's response to historical events. This training is necessary because most researchers lack experience in recognizing or learning to be comfortable with the emotional force of the reactions that emerge from their work.

Our faculty members bring a broad array of content area expertise, disciplinary training, and personal experience to bear on their work with the experiences of groups and individuals historically excluded and targeted for violence, as well as coping with tragedies such as accidents or environmental catastrophe. In conversation with them, institute participants will learn ways to honor and respect differences that have often been suppressed and misrepresented in collections. Most importantly, they will learn and develop practices to engage and sustain contact with traumatic and controversial collections without becoming overwhelmed or debilitated, so that they may share what they have learned with each other, their students, and the communities that they serve.

These questions guide the institute:

- How do we engage traumatic and controversial materials? How do we assist researchers and collections workers to care for themselves through extended contact with painful histories?
- Who are the institutional and community gatekeepers of information, artifacts, and stories that construct or assemble an archive? What contexts shape their practices? And, how do these practices ensure what we remember and forget?
- How are internal (institutional) and external (public) narratives constructed?
- What is the archivist or curator's responsibility vis-à-vis the narratives that are created and transmission of those narratives?
- What differences exist between formal and informal documentation practices? How can these practices be in conflict or dialogue with each other? How can they work together to assist researchers in creating spaces and places for encounter and understanding?

Collections-based research and teaching are necessary and satisfying, but entering collections can lead, sometimes unexpectedly, to encounters with unspeakable acts. Our questions, therefore, move beyond those of institutional power to include those of emotion: How do we – or can we ever – recover from holding a bill of sale for our great grandmother? From discovering mass graves? From finding a family member on the Klan roster, or in photos depicting hate-filled, violent acts? What do we do with evidence of state monitoring of personal and private acts that become parts of institutional archives?

Such evidence can be both inspiring and shattering. These encounters may disrupt a researcher's emotional and intellectual equilibrium, or even their ability and willingness to continue the research. Indeed, notions of "trigger warnings" have sometimes been used to warn scholars and students about the "dangers" of those feelings in the first place. Institute participants will address, in theory and practice, ways to leave room for lived experiences that challenge our core beliefs and to develop techniques for interacting in spaces inflected with trauma for ourselves or for groups of which we are not members.

As Michel-Rolph Trouillot argued, to create or assemble an archive is to assume a position of power and enforce it through the construction of narratives that more often than not make communities or certain occurrences invisible from part or all of the story. What is important and visible depends on the contexts that shape the person(s) in power. As Rodney Carter observed, archival silences may indicate that those missing from collections were prevented from contributing or may be overshadowed by those possessing the means to create narratives furthering their own aims. But, he notes, silence could be a tool for those excluded to protect their documentation from the archives of the powerful. Researchers must thus learn to decode these silences and who controls them.

Trauma theorists Ruth Leys and Cathy Caruth have pointed out that even when the full record is available, there are still difficulties in rendering traumatic events and the effect that trauma has on those who witness the resulting evidence. Memorialization of traumatic events risks glorifying victims' suffering rather than honoring them. The difficulty of recovering evidence and first-hand accounts of traumatic events experienced by historically excluded communities complicates research outcomes. Scholars working in repositories must contend with the tensions of hope and pain, duty and horror arising from working with collections formed within structures of racist and misogynist exclusion and epistemological imperialism. Collections gathered without input from community stakeholders, for example, can and do pass on incomplete, inaccurate, and misleading information. Reckoning with these issues requires recognition of the trauma at the heart of these collections and the potential for harm and violence to communities, researchers, and collections staff past, present, and future.

Some archival and museum training programs attend to trauma, although frameworks to address it are still developing. Issues of particular interest include practices around collecting and documenting traumatic events; exhibiting or otherwise providing access to painful or contentious materials; and, increasingly, coping with the affective impact of ongoing contact with these materials. Related professional literature focuses primarily on personal experience with vicarious or secondary trauma, accounts of how trauma is addressed in other spheres, and discussions of how collections professionals should care for themselves, researchers, and community members when working with these materials.

We will build on these discussions to consider further queries such as these: How do we find acts of resistance and even joy in even the most difficult collections, and how can researching these materials also *be* an act of resistance and joy? How do we care for ourselves while doing this work that will lead to a deeper understanding of the world for our students, communities, and colleagues? These questions arise at a time when political and cultural changes are notably contributing to increased mental health crises in the academy. Students may doubt whether their work can help them and their communities live in the present moment and create a better future. We have a responsibility to undertake compassionate research and teaching and to be conscious that archival and museum collections, like us, are living, breathing entities, full of what was, what is, and what will be. The institute will be an opportunity to discuss and practice these things in scholarly and supportive community.

#### **d) Format and Program of Study** (*note: c) N/A*)

##### Format

This three-week residential program includes faculty panels and discussions, small group dialogues, and visits to collections. It includes time for participants to work in research collections and on their final institute projects. Three weeks will provide ample opportunity for participants to engage with faculty and each other and to conduct significant research in the partner repositories, but not be so long as to be exhausting. This is particularly important given the intense nature of the subject matter.

Indiana University Bloomington is home to numerous world-renowned research collections. For this institute we are partnering with the Archives of Traditional Music (ATM), Black Film Center/Archives (BFC/A), IU Museum of Archaeology and Anthropology (IUMAA), Kinsey Institute, Lilly Library, Herman B Wells Library, and Wylie House Museum. Bloomington has several additional resource and museum sites, including the Monroe County Public Library (MCPL) and Monroe County History Center (MCHC). About 90 minutes away, Indianapolis offers us options such as the Conner Prairie living history museum.

We will create a Canvas site to host materials and communications, including emails and asynchronous conversations. Participants will receive an IU email for the duration of the institute and will have continued access to materials and resources on the site for up to two years. Participants can learn more about the faculty, sites, and community partners; access digital copies of the texts; and receive messages through the institute's Canvas site.

To establish a shared foundation of knowledge, participants will be provided a set of core readings to read prior to the institute that introduce frameworks of theory and practice for collections-based institutions. These will be discussed in the first group meeting. We will also solicit from each participant a recommended text for a shared bibliography to guide research practice and serve as teaching resources. Prior to arrival, participants will also describe primary source collections (anywhere) with which they have worked or are interested in working and identify the institute's partner repositories in which they are most interested in conducting research. Repository staff members will provide lists of potentially relevant collections for each participant.

As part of the first-day overview of the institute, we will discuss trauma-informed practices with participants, including guidelines to help them prior to entering some of the archives we may see or that they may select. These include, but are not limited to, safety and trust, as mentioned in Nicola Laurent and Kirsten Wright's consideration of a trauma-informed approach to managing archives.

During the institute's first week, participants will meet with faculty in the morning and in the afternoons visit the campus archive, library, and museum sites that connect with the themes explored during the faculty panels: ATM, BFC/A, IUMAA, Kinsey, Lilly, and Wells. Staff members will give tours featuring collection materials relating to the focus of the day's discussion. Working in smaller groups in specific collections, participants will collaborate provide each other with feedback.

During the second week, participants will visit off-campus museums and archives. These sites offer different perspectives on the first week's topics. We will consider differences between institutional and community archives and museum spaces, the power each holds to shape public narratives, and the different types of interactions that occur at sites outside the university. Sites for the second week include Wylie House, MCHC, MCPL Genealogy Center, and Conner Prairie. Each afternoon, participants will choose whether to return to the morning site or a previous site, based on their research focus. In Week 2 participants will have more opportunities to consult with our clinical psychology faculty member.

During the final week, participants will return to their selected sites to continue their research and prepare their final projects, which they will share the last days of the institute individually or in groups. The institute co-directors are aware that such work will affect participants differently and may appear as exhaustion, disengagement, anger, or depression. Research of traumatic histories requires interaction with those histories, some of which may be personal (non-academic) for participants. To support participants and faculty, and to mitigate secondary or tertiary trauma, the institute will utilize the following practices.

### Care and Community-Building Practices

#### *Community Agreements*

Within the first two days, participants will create a set of institute community agreements choosing how they want to speak, be spoken to, be listened to, and be interacted with to guide how they will interact with each other, the collections, guests, co-directors, and community members.

### *Civic Reflection Dialogue*

“Civic Reflection Dialogue [CRD] is a conversation model that uses a shared source (such as a poem, image, or film excerpt) to help groups of people think and talk more deeply about their shared world and differing values and commitments” (Civic Reflection Center). Our shared sources will be the collections we visit. Co-director Abegunde, a trained CRD trainer and facilitator, will model this practice to encourage participants to pay attention to how they select materials and how they develop research questions to explore those materials, and to understand how both are shaped by their positionality, disciplines, and historical/social/cultural/political contexts.

### *Contemplative Practices*

Contemplative practices such as journaling, deep dialogue, active listening, and quiet are proven to help people monitor and self-regulate their responses to difficult situations. These practices also encourage participants to engage with collections, artifacts, and other resource materials slowly and with attention to what they are encountering and how they are being impacted. Such practices invite researchers to become comfortable naming and articulating what is happening. This practice, once understood and embodied, can assist when teaching and working with others who are newly encountering traumatic collections.

### Program of Study

#### *Core Readings*

Faculty represent a range of research interests: slavery and lynching; LGBTQ+ and gender studies; colonialism; social movements; environmental justice; African American, African, and Native American histories; and religion. They represent research and archival practices including narrative study, qualitative analysis, and arts-based methodologies. Participants will read excerpts from faculty’s longer works and discuss them with the faculty panels. When possible, texts will be made available digitally.

In addition, the following core works will be assigned: *Teaching to Transgress* (bell hooks), *Wayward Lives, Beautiful Experiments* (Saidiya Hartman), *Silencing the Past: Power and Production of History* (Trouillot), “What One Cannot Remember Mistakenly” (Karen Fields), “Pedagogies of the Sacred” (M. Jacqui Alexander), “Interview with Yad Vashem” (LaCapra), *Immaterial Archive: An African Diaspora Poetics of Loss* (Jenny Sharpe), and *Archive Fever: A Freudian Impression* (Jacques Derrida, trans. Eric Prenowitz). Reading these works prior to arrival will allow participants to familiarize themselves with the various ways scholars have and are contemplating what an archive is (Derrida), who determines what narratives become archives and history (Fields), how archives are used to produce history (Trouillot), how cultural practices determine what and who an archive is (Alexander), and the different ways that the arts can become archives (Sharpe). hooks’ work will help participants ground themselves in what it means to be a reflective scholar, especially when encountering work that is controversial and traumatic. Derrida, Fields, Hartman, and Trouillot’s works speak directly to the dynamics of power inherent in the constructing and assembling of archives, the subsequent creation of narratives that rely on them, and how those narratives are rewritten to create a “history” from evidence that may or may not include the lived experiences of oppressed and silenced groups (e.g., people of color, women, and children). These will help us build a shared foundation on which to base our discussions.

These works also lay the foundation for participants to be in discussion with the institute’s scholars. For example, Alexander’s text foreshadows Otero’s *Archives of Conjure: Stories of the Dead in AfroLatinx Cultures*; both challenge our understanding of the dead and the past and cultural practices that create archives. Sharpe’s text helps us to be in dialogue with faculty artists Crowe Storm and L. Renée, discussing use of archives to create artistic works that help them and audiences remember and grieve.

### Institute Project

Participants will prepare a plan for trauma mitigation, care for self and others, and healing as connected to engagements with one or more of the collections they have identified. This might be a plan for personal practice and self-care, or a teaching plan for guiding students through this type of work,

awareness, and recovery. It could address different collections work, such as creating an archival resource collection, preparing an exhibit, or attending an exhibit. During the institute's last week, participants will give 20-30-minute presentations focusing on how they engage traumatic and/or controversial resource collections and their proposed research, teaching, and care plans. Multiple days are devoted to these presentations so that they may take place in workshop format, with faculty and participants asking questions and making suggestions for clarification and support. This development of resources is a key feature of the institute and a means for participants to shape their own engagement. Participants will be encouraged to add their plans to collected group resources available for later use by institute members and to lay groundwork for future collaborations as they further develop and revise their plans.

### Schedule Overview

Our daily schedule will retain the same structure throughout, with content varying by week. Participants will be on their own for breakfast, lunch, and dinner and will have weekends and nearly every night free to pursue their own rest, research, or recreation. Exceptions to this will be one organized evening social activity each week of the institute (with additional events possible by request). We will also hold welcome and wrap-up gatherings to orient participants and later celebrate and send them off. The last fifteen minutes of each day will be devoted to participant evaluation of the day's activities and logistics so that we may adjust as needed and immediately address any participant concerns.

Week 1, 9 a.m. – 12 p.m.: Faculty members discuss collections-based research, including ways they engage collections, prepare for and work with un/expected difficult artifacts, avoid being overwhelmed by findings (or cope with overwhelm), and return to life outside the archive or museum. Each day is organized thematically, with faculty groupings designed for dialogue (M: Abegunde, Godby Ingalsbe, Champion, Hatcher, Newman; T: Black, Dekel, Myers; W: Swan, Williams; TH: Johnson, Otero; F: Crowe Storm, L. Renée). Faculty and participants will discuss readings connected with each topic during these mornings, and participants are encouraged to share their experiences and ask questions.

Week 1, 1:30 – 4:30 p.m.: Visits to our partnering campus repositories: ATM, BFC/A, IUMAA, Kinsey, Lilly, and Wells. Each day's visit will link to the morning discussion theme. Staff members will give tours, bring out collections previously identified by faculty and participants, and discuss their approaches to difficult collections work. Some issues to be discussed may include the ethics of collection (items in IUMAA's Ellison Collection of Native American materials were available to purchase in the 1930s due to economic hardship and were poorly documented; Kinsey Institute materials bring up consent, conflicting community values, and the safety of those represented in collections); documentation of environmental degradation and loss (wood used in Haitian drums collected by ethnomusicologist Laura Boulton is no longer available); and historic trauma/retraumatization (ATM oral histories include narratives of refugees and enslaved peoples). These are but a few examples from campus collections connected with traumatic or controversial topics. Friday afternoon will end with participants and co-directors assessing the week's activities and discussing the research questions and insights that have emerged. This provides an opportunity to adjust the Week 2 schedule in response to participant needs and/or what has emerged from faculty interactions and research.

Week 2, 9 a.m. – 12 p.m.: Visits to other community repositories, including MCHC, MCPL Genealogy Center, and Wylie House, and Conner Prairie in Indianapolis; introduction to trauma care and ethics (Newman). In addition to tours and collections study, these will be sites for discussion of community-based collections and archival formation. Week 2, 1:30 – 4:30 p.m.: Research in collections, either individually or in small groups. Each participant may choose to continue their time at the day's host repository, or to return to another site. Participants will use this time to develop their final projects. Dr. Newman and the other faculty members will be available for consultation and conversation.

Friday of Week 2: Field trip to Conner Prairie, Indiana's living history museum. The site interprets Indiana communities between 1836 and 1863 and includes a Lenape Indian village, a 19<sup>th</sup>-century central Indiana settlement, and a Civil War experience. Conner Prairie has been recognized for education initiatives around fraught histories and efforts to diversify stories shared about Hoosier lives. We will meet with faculty member Charlene Fletcher and her staff and invite our community

partners to join us for tours and discussion of site interpretation and how to approach locations and built environments connected with traumatic experiences.

Week 3: Finalize Projects and Present. Monday and Tuesday 9 a.m. – 12 p.m.: Discussions of research topics and further exploration of questions and issues that emerged in Weeks 1 and 2. Monday and Tuesday 1:30 – 4:30: Working on final presentations. Wednesday and Thursday, and Friday morning, participants will present and discuss their projects, including ideas for next steps and future collaboration. Friday 1:30 – 4:30 p.m. we will debrief, complete institute evaluations, and wrap up. Friday 5 – 7 p.m. we will hold a closing gathering on campus.

## **e) Project Team**

### Co-directors

**Maria Hamilton Abegunde**, Ph.D. (IU African American and African Diaspora Studies, affiliate with African Studies, Gender Studies, and the Center for Research on Race and Ethnicity in Society). Dr. Abegunde's research, creative works, and teaching focus on memory, trauma, and healing, specifically TransAtlantic Slavery, Middle Passage, genocide, and sexual violence in Black communities. She uses a contemplative approach to researching and teaching about difficult and traumatic histories to mitigate harm. She is a trained Powerful Conversations on Race facilitator and former UNESCO Transatlantic Slave Route team member who has retraced by ship the Middle Passage routes.

**Suzanne Godby Ingalsbe**, Ph.D. (IU Institute for Advanced Study (IUIAS), Folklore). Dr. Godby Ingalsbe runs the IUIAS Repository Research Fellowship program and Research in Repositories lecture series. Her research considers how local religious museums complement and correct the historical record, serving as tools for creation and maintenance of identity. She was the Smithsonian Institution's Summer Institute in Museum Anthropology (SIMA) program specialist, training researchers in collections research methods, and project manager for the National Anthropological Archives' endangered language digitization initiative and programming for the *RACE: Are We So Different* exhibition.

Abegunde and Godby Ingalsbe have jointly conceived this program and assembled the faculty, and both will actively recruit and select participants. Both will participate in the full three weeks of the institute and assist participants with project development. Abegunde will take the lead in facilitating lectures, discussions, and social activities, while Godby Ingalsbe will coordinate collections tours and research, supervise the student workers, and serve as liaison to the technical staff. We agree that each of us is prepared and qualified to continue without the other in the event that one is unable to carry out NEH Institute duties and obligations.

### Project Faculty and Academic Staff

In addition to the staff members at our local partner repositories, we are collaborating with eleven local faculty members and two visiting faculty members. Twelve faculty members are experts in a variety of humanities disciplines and archival and methodological practices whose work requires them to engage with difficult histories and/or community practices around race, gender, and sexuality. One is a clinical psychologist who specializes in trauma and PTSD, who has developed training programs for museum professionals and journalists working with traumatic topics or situations. This faculty balance provides many angles from which we can address trauma and support healing.

**Liza Black**, Ph.D. (IU History) is a citizen of the Cherokee Nation and teaches and writes on American Indian history. Her new book, *How to Get Away with Murder*, is a transnational history of the crisis of missing and murdered Indigenous women in the United States, Canada, and Mexico.

**Carey Champion**, MLS (IU Wylie House Museum) was formerly a community health educator and collections manager for the Monroe Co. History Center. She has led research and publication efforts focused on the complicated and sometimes painful histories of the Wylie family and IU's early days.

**LaShawnda Crowe Storm**, MFA (Collaborative Community Art Activist) is a mixed media, social practice artist, activist, and community builder. She uses her creative power as a vehicle for dialogue around topics such as racial and gender violence, social change, community healing, and justice, with an eye towards community transformation.

**Irit Dekel**, Ph.D. (IU Germanic Studies and Borns Jewish Studies Program) is a cultural sociologist with interests in memory studies, media and the public sphere, and ethnicity and race in contemporary German culture and museums. Her current research addresses witnessing and the position of minorities in Holocaust and Antisemitism debates in contemporary Germany.

**Charlene J. Fletcher**, Ph.D. (Conner Prairie) is an historian, writer, and educator, specializing in 19th century United States and African American history and gender studies. She is the Curatorial Director at Conner Prairie Museum in Fishers, Indiana, the state's first Smithsonian Affiliate.

**Colin R. Johnson**, Ph.D. (IU Gender Studies and American Studies) teaches the history of gender and sexuality in the United States. He is the author of *Just Queer Folks: Gender and Sexuality in Rural America* and co-editor of *Queering the Countryside: New Frontiers in Rural Queer Studies* (2016).

**Sarah Junk Hatcher**, ABD (IU Museum of Archaeology and Anthropology) is a museum educator and social studies specialist interested in connecting communities and collections, interrogating collections-based pedagogy, and tapping the potential of museums as sites for hosting and fostering difficult dialog.

**Amrita Chakrabarti Myers**, Ph.D. (IU History) researches intersections of race, sex, freedom, power, and privilege in the lives of enslaved and free Black women in the US South. *The Vice President's Black Wife: The Untold Life of Julia Chinn* is about the enslaved Black wife of the 9th Vice President of the US.

**Elana Newman**, Ph.D. (The University of Tulsa & Research Director, Dart Center for Journalism & Trauma) is a PTSD/traumatic stress expert. Her current research examines the occupational health of journalists who cover trauma, and the effects of journalistic practices upon consumers and sources. She provides training to journalists and lawyers about trauma science, interviewing survivors, self-care, resilience, interpersonal violence, disaster mental health, and trauma-related newsroom practices.

**Solimar Otero**, Ph.D. (IU Folklore) is a specialist in Afro-Caribbean spirituality, exploring Afrolatinx spirits guiding collaborative spiritual-scholarly activist work through rituals and the creation of material culture, with divinities and ancestors as active agents shaping experiences of gender, sexuality, and race.

**L. Renée**, MFA (JMU Furious Flower Poetry Center) is a poet, nonfiction writer, and educator with background in journalism and creative writing. She writes about Blackness, Appalachian culture, and inheritance and studies familial archives and oral history collection as a mode of cultural memory.

**Quito J. Swan**, Ph.D. (IU African American and African Diaspora Studies) is an historian of Black internationalism. His latest book is *Pasifika Black: Oceania, Anticolonialism, and the African World* (New York University Press, 2022).

**Jakobi Williams**, Ph.D. (IU History and African American and African Diaspora Studies) is a Civil Rights, Black Power, social justice, and African American history scholar. His most recent book was the foundation for the script to the Warner Brothers film *Judas and the Black Messiah*.

#### Administrative and Technical Experts

**Elizabeth Kang** (IU Institute for Advanced Study) will serve as the institute administrator, overseeing publicity, website maintenance, and financial transactions. Kang will fill the role of key technological expert and will help to make housing and other local arrangements.

**Other Technological Support:** We will utilize the expertise of IU's Institute for Digital Arts and Humanities (IDAH) for storing and disseminating program materials and the University Information Technology Services (UITS) staff to ensure adequate meeting support and technology access for participants and faculty.

**Student Assistants** (3): Student assistants from a humanities department, library science, or curatorship program will assist institute faculty and participants, facilitating local arrangements, preparing materials, assisting with technology set-ups, and completing other tasks as needed. They will also help with disseminating program materials, social media, and program communications.

#### **f) Institutional Resources**

IUB offers multiple locations for meetings, lessons, and collections research. In addition to space in our partner repositories, we anticipate that the Collections Teaching, Research, & Exhibition Center (CTREC)



will be valuable for group meetings that involve spreading out large collections. IU also has extensive tech support and procedures for providing visitors access to campus networks and digital assets.

### Accommodations and Dining

Participants may choose from numerous accessible Bloomington housing options. Willkie Quadrangle features suites and shared kitchen space that IUIAS is prepared to furnish. This, and other university housing, is available on campus during the summer for visiting scholars. SummerHouse at Indiana offers nearby short-term single- or double-occupancy apartments off campus on a bus line. That property includes a pool, fitness center, and shared outdoor space and lounges. Bloomington also has many Airbnb options, and IUB's Vice Provost for Faculty and Academic Affairs maintains a list of housing available to rent or sublet directly from faculty on leave.

<https://housing.indiana.edu/housing/index.html>

<https://vpfaa.indiana.edu/work-life/housing/available-rentals.html>

<https://www.summerhouseatindiana.com/>

Dining options will be available on and off campus and include campus dining services and local restaurants, delivery services, farmer's markets, and grocery stores, including multiple international markets. Local establishments are attentive to and able to accommodate various dietary restrictions or preferences. Because of the diversity of faculty, students, and residents, Bloomington hosts an array of eateries from pizzerias to fine dining, with a notable selection of cuisines from around the world.

<https://www.dining.indiana.edu/hours/index.html>

<https://www.visitbloomington.com/restaurants/>

### IUB Repositories

**Archives of Traditional Music** is an ethnographic audiovisual archive documenting music and culture from all over the world. Its holdings cover vocal and instrumental music, linguistic materials, folktales, interviews, and oral history from a wide range of cultural and geographic areas, as well as videotapes, photographs, and manuscripts.

**Black Film Center/Archive** is a one-of-a-kind reparative archive, championing and centering the creativity of Black filmmakers, scholars, and collectors. BFC/A collections encompass physical artifacts, papers, and ephemera tracing Black people's contributions to cinema. <https://bfca.indiana.edu/>

**Indiana University Museum of Archaeology and Anthropology (IUMAA)** seeks to bring university, Indigenous, and public audiences together in a respectful dialogue that increases knowledge of the material world in the service of social justice and environmental stewardship. Ethnographic and archaeological holdings include objects, manuscripts, and photographs. <https://iumaa.iu.edu/>

**Kinsey Institute** is devoted to the study of human sexuality, exploring the complexities of sexual and gender diversity and variation in sexual and relationship experiences and combatting bias and bigotry by furthering evidence-based knowledge about the diversity and complexity of human experiences.

Collections encompass print materials, film and video, fine art, artifacts, photography, and archives.

<https://kinseyinstitute.org/collections/index.php>

**Lilly Library** is IU's rare books and manuscripts library. Library staff members regularly consult with faculty about strategies for teaching with primary sources and host the webinar "Whose History: Marginalized Voices in Rare Books and Manuscripts."

<https://libraries.indiana.edu/lilly-library>

**Herman B Wells Library** is IUB's main library. Collections include monograph and journal holdings and manuscript collections such as the Black Panther newspapers, H. K. Banda's papers, missionary field notes, and Veteran War Registry documents. <https://libraries.indiana.edu/herman-b-wells-library>

**Wylie House** was built in 1835 by Indiana University's first president, Andrew Wylie, and is now a museum exploring the history of Indiana University, Bloomington, Indiana, and the Midwest during the mid-to-late 19<sup>th</sup> century. Wylie House collections include family artifacts, photographs, and archival materials related to the Wylie family; Elizabeth Breckenridge, the African American woman who worked for them; and university affiliates. <https://libraries.indiana.edu/wylie-house-museum>

### Other Local Resources

**Conner Prairie** is an 800-acre living history museum centered around the William Conner home, enacting 19th-century life along the White River in Hamilton County, Indiana. Among stories highlighted by Conner Prairie grounds and interpretive staff are the Civil War in 1863, a Lenape (Delaware) Indian camp, and Indiana's role in the Underground Railroad. <https://www.connerprairie.org/>

**The Lynch Quilts Project** is a community-based initiative in Indianapolis developed and led by artist LaShawnda Crowe Storm, examining the history and ramifications of racial violence in the United States of America through the textile tradition of quilting. The project consists of a series of six quilts tackling the lynching phenomenon from perspectives such as collective memory, communal conflict, gender, healing, and politics. <https://www.thelynchquiltsproject.com/>

**The Monroe County History Center (MCHC)** collects, preserves, researches, interprets, and presents the genealogy, history, and artifacts of Monroe County, Indiana. MCHC engages in creative partnerships with cultural, educational, and community-based organizations and leadership, helping to collect and tell diverse stories of the community over time. <https://monroehistory.org/>

**The Monroe County Public Library (MCPL)** is engaged with archival projects connecting Bloomington to the Underground Railroad and the lives of Black Bloomington residents in the 19<sup>th</sup> century. Facilities include a public auditorium and meeting spaces, a Digital Creativity Center, and the Indiana Room for Local and Family History, as well as providing extensive electronic resources. <https://mcpl.info/>

Bloomington is also within an easy day trip of several other sites likely to be of interest to participants. To allow participants enough time to rest, process, and direct their own research, we are not scheduling additional group trips. However, individuals or small groups could easily rent a car and make a weekend trip if they chose. These sites include, but are not limited to: CANDLES Holocaust Museum and Education Center, Terre Haute, IN; Levi and Catharine Coffin House, Fountain City, IN; National Underground Railroad Freedom Center, Cincinnati, OH; Newberry's Edward E. Ayer Collection of American Indian and Indigenous Studies, Chicago, IL; and Williams-Nichols Archive of LGBT Experience, Louisville, KY.

### **g) Participants and Project Dissemination**

The institute's intended audience are higher education faculty whose research focuses on traumatic histories and who utilize the collections to bring those histories and the communities impacted by them to light. Participants will come from a wide range of academic disciplines and research methodologies. Interdisciplinary humanities scholars and those who work in repositories are encouraged to apply. To recruit participants we will draw on the collegial contacts of our institute faculty, on-campus institutes, campus partners, community newsletters, HNET, professional organizations (e.g., NCBS, American Folklore Society, MLA, ATALM), and social media networks. We will invite two institute faculty members whose research expertise complements the co-directors' to join the selection committee.

One of the purposes of this institute is to form an interdisciplinary network of humanities scholars who will stay engaged as a disbursed working group. Group members can share materials, seek advice, serve as guest lecturers, and provide mutual support. They can collaboratively develop lessons and tools, co-author papers, and organize conference presentations. To assist with this, we will maintain several modes of communication such as a listserv for institute personnel, including staff at our partner repositories; a private Facebook alumni site; and a website for public dissemination, where we can share new developments in the projects and partnerships begun in the institute. The Facebook group will allow us to share personal updates, interesting articles and news stories and other resources, as well as opportunities for presentations and other collaborations. It will provide a forum for our ongoing support network as well as a scholarly communications hub. We will also host regular informal virtual hangouts so that institute personnel can continue to be in synchronous (if distanced) conversation. With continuing peer support and encouragement, group members will share their methodology and experience with students, collections professionals, other colleagues, and community members, expanding trauma- and healing-informed approaches to humanities scholarship and extending the institute's impact.

## Bibliography

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- L. Renee. (2021). ["the bone carrier,"](#) ["The Unmapped Place,"](#) ["Tradition"](#). New Limestone Review.
- Myers, A. (2022). *The Vice President's Black Wife: The Untold Life of Julia Chinn*. Ferris & Ferris Books.
- Newman, E. (1999). "Ethical Issues in Teaching About Violence Against Women." In *Women's Studies Quarterly*, Vol. 27, No. 1/2. 197-202.
- Otero, S. (2020). *Archives of Conjure: Stories of the Dead in Afrolatinx Cultures*. Columbia University Press.
- Sharpe, C. (2020). *Immaterial Archive: An African Diaspora Poetics of Loss*. Northwestern University Press.
- Swan, Q. (2021). *Pauulu's Diaspora: Black Internationalism and Environmental Justice*. University of Florida Press.
- Trouillot, M-R. (1995). *Silencing the Past: Power and the Production of History*. Beacon Press.
- Williams, J. (2015). *From the Bullet to the Ballot: The Illinois Chapter of the Black Panther Party and Racial Coalition Politics in Chicago*. The University of North Carolina Press.

**Attachment 2: Academic Schedule**  
**“Content Warning: Engaging Trauma and Controversy in Research Collections”**

**Daily Activities**

- 7:00-8:30 a.m.: Breakfast on own
- Noon - 1:30 p.m.: Lunch on own
- 5:00 – 7:00 p.m.: Dinner on own, unless otherwise indicated
- 7:30-9:00/9:30 p.m.: Group Social Activities (1/week; optional opportunities for participants and faculty to gather informally)
- Saturdays (except July 6) and Sundays: Participants on their own

**Texts:** When possible, electronic texts will be provided.

**Student Hourly Assistants:** Student assistants will be available every day to assist directors, participants, and faculty.

Date	Activity	Faculty/Staff/Participants
<b>Fri, July 5 Arrival</b>		
7 – 9 p.m.	Welcome Gathering (on campus)	Abegunde, Godby Ingalsbe, Faculty, Repository Staff
<b>Sat, July 6 Tours</b>		
1:30 – 4:30 p.m.	Campus Walking Tour Downtown Bloomington Walking Tour (optional)	Abegunde, Godby Ingalsbe, Student assistants

<b>Week 1</b>		
<b>Date</b>	<b>Activity</b>	<b>Faculty/Staff/Participants</b>
<b>Mon, July 8</b>		
Collections: Dead, Living, and Dynamic		
9 a.m. – Noon	Overview of the Institute Discussion of Preparatory Reading Texts <ul style="list-style-type: none"> <li>• <i>“Pedagogies of the Sacred: Making the Invisible Tangible”</i> (Alexander)</li> <li>• <i>Archive Fever: A Freudian Impression</i> (Derrida/Prenowitz)</li> <li>• <i>What Is Remembered Mistakenly</i> (Fields)</li> <li>• <i>Wayward Lives, Beautiful Experiments</i> (Hartman)</li> <li>• <i>Teaching to Transgress</i> (Hooks)</li> <li>• <i>Silencing the Past: Power and Production of History</i> (Trouillot)</li> </ul>	Abegunde, Godby Ingalsbe Champion, Hatcher, Newman Selected Faculty
1:30 – 4:30 p.m.	Visit: <a href="#">Lilly Library</a>	Lilly Library Staff
<b>Tues, July 9</b>		
Enslavement, Genocide, Holocaust		
9 a.m. – Noon	Panel on Texts selected from <ul style="list-style-type: none"> <li>• <i>How to Get Away with Murder</i> (Black)</li> <li>• <i>Mediation at the Holocaust Memorial in Berlin</i> (Dekel)</li> <li>• <i>Remembering Julia: A Tale of Sex, Race, Power, and Place</i> (Myers)</li> </ul>	Black, Dekel, Myers
1:30 – 4:30 p.m.	Visit: <a href="#">IU Museum of Archaeology and Anthropology</a>	IUMAA Staff

<b>Wed, July 10</b> Colonialism, Environmental Justice, Social Justice		
9 a.m. – Noon	Panel on Texts selected from <ul style="list-style-type: none"> <li>● <i>Pauulu's Diaspora: Black Internationalism and Environmental Justice</i> (Swan)</li> <li>● <i>From the Bullet to the Ballot: The Illinois Chapter of the Black Panther Party and Racial Coalition Politics in Chicago</i> (Williams)</li> </ul>	Swan, Williams
1:30 – 4:30 p.m.	Visit: <a href="#">Herman B Wells Library</a>	Wells Library Staff
7:30 – 9:30 p.m.	Group Activity: Movie Screening	Black Film Center/Archive Staff
<b>Thurs, July 11</b> Bodies as Archives		
9 a.m. – Noon	Panel on Texts selected from <ul style="list-style-type: none"> <li>● “Conclusion” from <i>Just Queer Folks: Gender and Sexuality in Rural America</i> (Johnson)</li> <li>● <i>Archives of Conjure: Stories of the Dead in Afrolatinx Cultures</i> (Otero)</li> </ul>	Johnson, Otero
1:30 – 4:30 p.m.	Visit: <a href="#">The Kinsey Institute</a>	Kinsey Institute Staff

Fri, July 12 Archives and Art-Based Practices		
9 a.m. – Noon	Panel on Texts selected from <ul style="list-style-type: none"> <li>• <i>Immaterial Archive: An African Diaspora Poetics of Loss</i> (Sharpe)</li> <li>• <i>Her Name Was Laura Nelson</i> from <a href="#">The Lynch Quilts Project</a> (Crowe Storm)</li> <li>• <a href="#">“the bone carrier.”</a> <a href="#">“The Unmapped Place.”</a> <a href="#">“Tradition”</a> (L. Renee)</li> </ul>	Crowe Storm, L. Renee
1:30 – 4:30 p.m.	Visit: <a href="#">Black Film Center/Archive</a> (BFC/A) Reflection on Week 1	BFC/A Staff Abegunde, Godby Ingalsbe

<b>Week 2</b>		
<b>Date</b>	<b>Activity</b>	<b>Faculty/Staff/Participants</b>
<b>Mon, July 15</b> Community Collections		
9 a.m. – Noon	Visit: <a href="#">Wylie House</a>	Wylie House Staff Community Archive Staff
1:30 – 4:30 p.m.	Return to Wylie House or Selected Repository	
<b>Tues, July 16</b> Community Collections		
9 a.m. – Noon	Visit: <a href="#">Monroe County History Center (MCHC)</a>	Monroe County History Center Staff Community Archive Staff
1:30 – 4:30 p.m.	Return to MCHC or Selected Repository	
<b>Wed, July 17</b> Community Collections		
9 a.m. – Noon	Visit: <a href="#">Monroe County Public Library (MCPL)</a>	Monroe County Public Library Staff Community Archive Staff
1:30 – 4:30 p.m.	Return to MCPL or Selected Repository	
7:30 – 9:30 p.m.	Group Social Activity: After Hours in the Museum	Lilly Library / The Kinsey Institute
<b>Thurs, July 18</b> Community Collections		
9 a.m. – Noon	Trauma and Occupational Health: <ul style="list-style-type: none"> <li>“Ethical Issues in Teaching About Violence Against Women” and Planning for Collections Encounters</li> </ul>	Newman
1:30 – 4:30 p.m.	Return to Selected Collections	



<b>Fri, July 19</b> Living History		
9 a.m. – Noon	Visit: <a href="#">Conner Prairie</a> <ul style="list-style-type: none"> <li>● Transportation will be provided</li> <li>● Lunch will be provided at Conner Prairie</li> </ul>	Fletcher & Conner Prairie Staff Abegunde, Godby Ingalsbe
1:30 – 4:30 p.m.	Explore Conner Prairie Grounds Reflections on Week 2	

<b>Week 3</b>		
<b>Date</b>	<b>Activity</b>	<b>Faculty/Staff/Participants</b>
<b>Mon, July 22</b> Reflecting and Revisioning Research		
9 a.m. – Noon	Open and Guided Group Discussion(s)	Abegunde, Godby Ingalsbe Faculty
1:30 – 4:30 p.m.	Final Project Work	
<b>Tues, July 23</b> Reflecting and Revisioning Research		
9 a.m. – Noon	Open and Guided Group Discussion(s)	Abegunde, Godby Ingalsbe Faculty
1:30 – 4:30 p.m.	Finalize Presentations	
<b>Wed, July 24</b> Project Presentations (30 minutes each)		
9 a.m. – Noon	Participant Presentations (5)	Abegunde, Godby Ingalsbe Faculty
1:30 – 4:30 p.m.	Participant Presentations (5)	Abegunde, Godby Ingalsbe Faculty
7:30 – 9:00 p.m.	Group Social Activity: Evening Concert	Graduate Student Ensembles
<b>Thurs, July 25</b> Project Presentations (30 minutes each)		
9 a.m. – Noon	Participant Presentations (5)	Abegunde, Godby Ingalsbe Faculty
1:30 – 4:30 p.m.	Participant Presentations (5)	

<b>Fri, July 26</b> Project Presentations (30 minutes each)		
9 a.m. – Noon	Participant Presentations (5)	Abegunde, Godby Ingalsbe Faculty Repository and Community Partners
1:30 – 4:30 p.m.	Review, Wrap-up, Evaluation	
5:00 – 7:00 p.m.	Closing Gathering (on campus)	
<b>Sat, July 27</b> Departures		

**Attachment 3: Work Plan**  
**“Content Warning: Engaging Trauma and Controversy in Research Collections”**  
 NEH Institute for Higher Education Faculty

<b>Month</b>	<b>Activity</b>
August 2023	NEH award notification
September 2023	Contact archive and museum partners Compose call for applications Plan website Contact housing partners <ul style="list-style-type: none"> <li>• University Residential Programs and Services</li> <li>• SummerHouse at Indiana</li> </ul>
October 2023	NEH Project Team Meeting Prepare call for applications to circulate based on NEH timeline Build website
November 2023	Complete website construction Hire student assistants 11/17/23 (or date specified by NEH): Disseminate call for applications
December 2023	Website goes live Participant applications open Schedule meeting rooms and collections research space Plan collections tours with repository partners Plan technology access for visiting participants with UITS (University Information Technology Services)
January 2024	Set up institute Facebook page Advertise via social media Answer questions from prospective applicants
February 2024	Online project team meeting with NEH Organize electronic copies of institute readings Create Canvas site and add readings Answer questions from prospective applicants
March 2024	March 1 (or specified NEH deadline): Application period closes March 3: Review committee members given access to applications Week of March 20-24: Participant selection meeting
April 2024	Notify participants of selection on date specified by NEH Collect participant acceptances (2 weeks to accept/decline) Notify applicants not selected Create institute listserv and organize correspondence with participants Add participants to Canvas site
May 2024	Disseminate institute information to participants Register participants into IU vendor system in preparation for stipends Register participants for technology access Meet with institute faculty via Zoom
June 2024	Connect participants and repository partners to plan collections access Submit participant selection report to NEH Prepare Bloomington and campus informational materials <ul style="list-style-type: none"> <li>• Maps</li> <li>• Dining and shopping guide</li> <li>• Upcoming events</li> </ul>

July 2024	Invite participants to institute participant Facebook page July 5-26: Host Institute
August 2024	Process participant surveys and other feedback Debrief with faculty and repository partners Encourage participation in Facebook institute alumni page
September 2024	Follow up with participants Next steps: visiting lectures, webinars, virtual conversation groups, publications, other collaborative projects Prepare final reports
October 2024	Prepare reports for NEH Establish monthly virtual conversation group for institute personnel Share project updates/participant research developments via website and social media
November 2024	Submit Financial Report and Performance Report to NEH Submit final Narrative Report
December 2024	Any final follow-up requested by NEH Year-end fiscal reporting (IU)

Attachment 4: Résumés for Key Personnel  
“Content Warning: Engaging Trauma and Controversy in Research Collections”

# MARIA E. HAMILTON ABEGUNDE

Indiana University Bloomington  
Department of African American and African Diaspora Studies

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## BOOKS

- 2022 *Mentoring as a Contemplative Practice: A Guidebook from The Graduate Mentoring Center*. IU Pressbooks. July 2021.

## BOOK CHAPTERS || \*Peer Reviewed

- 2023 \*"I Chose to Stay Awake." In *SO WE CAN KNOW: Writers of Color on Pregnancy, Loss, Abortion, and Birth*. Edited by Aracelis Girmay. Chicago, IL. Haymarket Press. February 2023.
- 2023 \*"Sister Song: (Re)Making Our Origin Stories," In *Black Women's Liberatory Pedagogies: Resistance, Transformation & Healing!* (Vol. 2). Palgrave MacMillan/Springer's Black Lives Matter Series. Edited by Olivia N. Perlow, Durene I. Wheeler, and Barbara M. Scott. Publication Date: TBD.
- 2022 \*"The Ancestor Abiodun Tells Me about the Time She Forgot Osun." From *The Ariran's Last Life*. In *Trouble the Waters: Tales from the Deep Blue*. Edited by Sheree Renee Thomas, Pan Morigan, Troy Wiggins. Nashville, TN: Third Man Books, January.
- 2021 "Fieldwork." In essay "No one would believe us: An Autoethnography of Conducting Fieldwork in Conflict Zone" by Mintzi Martinez-Rivera. In *Theorizing Folklore from the Margins: Critical and Ethnical Approaches* part of the *Critical Folkloristic: Critical and Ethical Approaches for the 21<sup>st</sup> Century*. Edited by Solimar Otero and Mintzi Martinez-Rivera. Bloomington, IN: Indiana University Press. June.

## EXHIBITIONS // Performances || Poems

- 2022 *Rituals for Getting Free and Staying Free: Poems for Sister Song – 9 New Poems: The Requiem*. Exhibit and Related Programs. Indianapolis, IN. Tube Factory/Big Car. August-November.

## EXHIBITIONS || Artwork

- 2022 *I CHOSE TO STAY AWAKE* in *Sister Song: The Requiem*. Exhibit and Related Programs. Indianapolis, IN. Tube Factory/Big Car. August-November.

## JOURNALS (paper and digital) || Essays and Creative Nonfiction || \*Peer Reviewed

- 2021 \*"Keeper of My Mothers' Dreams: The Life Force of Healing." *FIRE!!!* Association for the Study of African American Life and History (ASALH), Spring.

2021 \**“Memory: Juba Four Years After Leaving.” North Meridian Review, No. 2, Vol. 2, Spring 2021.*

### **PAPER PRESENTATIONS**

2022 *“Navigating Trauma, Healing, and Reconciliation in Research Collections.” American Folklore Society (AFS). October 15. Tulsa, OK. (Panelist).*

2022 *“Sister Song: The Womb is the World to be Healed.” Association for the Study of African American Life and History (ASALH). October 1. Montgomery, AL. (Chair and Panelist).*

### **KEYNOTES**

2021 *Music, Sound, and Trauma: Interdisciplinary Perspectives. Indiana University. February 12-14.*

2020 *Keeper of My Mothers’ Dreams: Creating Healing Through Community Art. Inaugural Art and Writing Symposium. Tennessee State University. November 14.*

### **SPECIAL PROJECTS || Research || Teaching**

2016 *Master’s in Teaching Emergencies Program - Juba, South Sudan (Invited Instructor).*

### **FELLOWSHIPS**

2022 *Black Earth Institute. Black Earth, WI.*

2014 *National Endowment for the Humanities Summer Institute Scholar. Black Aesthetics and African Centered Cultural Expressions: Sacred Systems in the Nexus between Cultural Studies, Religion, and Philosophy. Atlanta, GA: Emory University. (July-August).*

### **GRANTS**

2023-2022 *Collaborative Research Award. “Sister Song: The Requiem.” Institute for Advanced Study (IAS), Indiana University. Award: \$10,000.*

2023-2022 *Stargazing at Wylie House: The Lizzie Breckenridge Project (tentative name). Platform. Indiana University. Award: \$21,000.*

### **PUBLIC SCHOLARSHIP || Trauma and Healing**

2020 *Taskforce. Trauma-Informed Practices for Graduate Students, Faculty, and Staff. University Graduate School (UGS). Indiana University. Spring. (Co-facilitator at the direction of the Dean of UGS).*



## Suzanne Godby Ingalsbe

Associate Director, Indiana University Institute for Advanced Study

624 E. 3<sup>rd</sup> St.  
Bloomington, IN 47405

812.855.3658  
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### EDUCATION

#### **Indiana University, Bloomington**

PhD, Folklore; Minor, Museum Studies; July 2017

Dissertation: *Church Museums as Practice: Religion, Authority, and Narrative*

Master of Library Science/Master of Arts in Folklore; December 2008

Thesis project: *Case Study in Public Sector Folklore: Analysis of the Crafting Sound Project*

Bachelor of Music Education with high distinction and general honors notation; English teaching certification May 1999

Major: Instrumental, choral, and general music teaching all grades

### RELEVANT PROFESSIONAL EXPERIENCE

#### **Indiana University Bloomington** (March 1, 2015 – present)

Associate Director, Institute for Advanced Study; Interim Director, IU IAS (January 1 – June 30, 2020)

#### **Smithsonian Institution**

Program Specialist, Smithsonian Institution's Summer Institute in Museum Anthropology (SIMA) (2011-2015)

National Anthropological Archives Digitization Project Manager, Endangered Language Materials (2014-2015)

Project Coordinator for *RACE: A Pan-Institutional Collaboration* (2011-2013)

Local Arrangements Facilitator for Breath of Life Archival Institute for Indigenous Languages (2011)

#### **Traditional Arts Indiana** (August 2010 – January 2011)

Graduate Assistant overseeing Rotating Exhibits Network and work-study student coordinator

#### **Institute for Digital Arts and Humanities** (September 2008 – May 2010)

Admin Assistant in charge of programming, fellowship coordination, communications, and office management

### CAMPUS PROGRAM ADMINISTRATION

#### **Remak Seminar 2023-24 "Beyond Trauma"**

Convener of interdisciplinary working group exploring care for self and others when engaging trauma in work

#### **Repository Research Fellowship**

Campus residency for external researchers conducting research in campus museum or archive collections

#### **Research in Repositories Lecture Series**

Webinars focusing on collection highlights and issues relating to collections-based research

#### **Themester 2022-23 "Identity/Identification"**

Co-chair of College of Arts and Humanities cross-disciplinary program of courses, lectures, exhibits, films, and other programs organized around the theme of "Identity/Identification"

#### **The Bloomington Symposia**

Program administrator for interdisciplinary working group organized around topic of mutual interest

#### **Recently Tenured Working Group**

Coordinator for interdisciplinary working group of faculty developing long-term research plans

## SELECTED PUBLICATIONS

(b) (4)

(b) (4)

“Folk Arts in Education: A Resource Handbook II (Marsha MacDowell and LuAnne Kozma, eds)” [review] in *Museum Anthropology Review*, Volume 6, no. 1 (2012).

“Ethnographic Exhibits and Collaborative Display: The *Crafting Sound* Case Study” in *Midwestern Folklore* 35 no. 1 (Spring 2009): 31 – 44.

## SELECTED EXHIBITS

*Mathers Museum of World Cultures* (December 2008-December 2009)  
Curator, *Safe and Sound: Protective Devices from Around the World*

*Wylie House Museum, with items from the Elizabeth Sage Historic Costume Collection* (April-June 2008)  
Curator, *What Women Wore: Clothing and Accessories of the 19th Century*

*Traditional Arts Indiana/Bloomington Area Arts Council* (September 2007)  
Curator, *Crafting Sound: Indiana Instrument Builders*

## SELECTED CONFERENCE/WORKSHOP PRESENTATIONS

Chair and organizer of *Navigating Trauma, Healing, and Reconciliation in Research Collections* panel (October 15, 2022) Presented at the American Folklore Society Annual Meeting in Tulsa, Oklahoma

*Ethnographic Interview Techniques for Young Children: Possibilities for Collaborative Community Building* (October 17, 2019) Presented at the American Folklore Society Annual Meeting in Baltimore, Maryland

*IU Institute for Advanced Study Summer Repository Research Fellowship: Fostering Connections in University Collections* (November 27, 2017) Presented at the SIMA Symposium in Washington, DC

*Heritage and the Museum Megaphone: Harnessing Authority for Local Narrative* (October 21, 2016)  
Presented at the AFS/International Society for Folk Narrative Research Meeting in Miami, Florida

*Community Memory and Personal Practice on Display: Sustaining Culture in the Vernacular Museum* (October 18, 2013)  
Presented at the American Folklore Society Annual Meeting in Providence, Rhode Island

*Collaborative Place Making as Vernacular Religious Practice* (May 1, 2011)  
Presented at the Society for the Anthropology of Religion Biannual Meeting in Santa Fe, New Mexico

*Circulating the Past and Future Through Museum Artifacts* (November 20, 2010)  
Presented at the American Anthropological Association Annual Meeting in New Orleans, Louisiana

## CERTIFICATES

Intercultural Competence Certificate (2021), Office of the Vice President for International Affairs

Mental Health First Aid (2021), Prevention Insights, IU School of Public Health

Trauma-Informed Care (in progress), IU Center for Rural Engagement, IU Schools of Public Health and Social Work

## SELECTED AWARDS AND HONORS

*Richard M. Dorson Grant for Dissertation Research* (2016)

*Smithsonian Institution Spot Award* (2011)

*Council for Museum Anthropology Travel Award* (2010)

*Polly Grimshaw Prize, Archives and Libraries Section of the American Folklore Society* (2009)

# LIZA BLACK

[blackli@iu.edu](mailto:blackli@iu.edu)

citizen Cherokee Nation  
UCLA & Indiana University

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## EDUCATION

Ph.D., University of Washington, History  
B.A., University of California, History

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## ACADEMIC APPOINTMENTS

2019-present *Indiana University*  
Associate Professor of History and Native American and Indigenous Studies

2021-2022 *University of California Los Angeles*  
Visiting Scholar  
Lecturer, 2019

2017-19 *University of California Santa Barbara*  
Lecturer

2000-03 *University of Michigan*  
Assistant Professor, History & American Culture

2002 *University of Michigan*  
Director of Native American Studies

1999-2000 *Cornell University*  
Institute of Humanities Fellow

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## PUBLICATIONS

*Picturing Indians: Native Americans in Film, 1941-1960* (Lincoln: University of Nebraska Press. 2020).

*How to Get Away with Murder: A Transnational History of Missing and Murdered Indigenous Women.*

“Native People and American Film and TV,” *Oxford Encyclopedia of American History* (2022).

“Native Mother, Native Daughter, Native Granddaughter: The Murder of Savanna Greywind and the Abduction of Haisley Jo,” *Gender and the American West* (Routledge, 2022).

“Strata of Meaning: Monument Valley in and out of Frame on the Navajo Nation,” *Journal of Arizona History*, With Tommy Rock, Mihio Manus, and Josh Garrett-Davis (2022).

[“The Exiles: Native Survivance & Urban Space in Downtown Los Angeles,”](#) *American Indian Culture and Research Journal* 42 (2018): 155-182.

[“Representing Native Peoples: Native Narratives of Indigenous History and Culture,”](#)  
“We Don’t Share Land Here,” *High Country News* (2022).

“Native TV in 2021: Putting the I in BIPOC,” [American Historical Review: Perspectives on Culture](#) (2022).

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## FELLOWSHIPS, GRANTS & AWARDS

Peggy Renner Award for Teaching and Curricular Innovation, Western Association of Women Historians, 2022.

Outstanding Junior Faculty [Award](#), Office for the Vice Provost for Faculty and Academic Affairs, Indiana University, 2022.

Visiting Scholar, Institute of American Cultures and American Indian Studies Center, UCLA, 2021-22.

Affiliate, Center for Research on Race and Ethnicity in Society, Indiana University, 2021-present.

Trustees Teaching Award, Indiana University, 2021.

Individual Research Award, Institute for Advanced Study, Indiana University, 2020.

Presidential Arts and Humanities Grant, Indiana University, 2020.

Franklin Gable Visiting Scholar, University of Georgia, 2020.

Ford Foundation Postdoctoral Fellowship, University of Michigan, 2002.

Lannan Summer Institute Fellowship, Newberry Library, 2001.

Ludolph Junior Faculty Award, University of Michigan, Department of History, 2001.

Harry Ransom Humanities Research Center Fellowship, University of Texas, 2001.

Mellon Postdoctoral Fellowship, Cornell University, 2000.

Everett Helm Visiting Fellowship, Indiana University, 1997-98.

Ford Foundation Doctoral Fellowship, 1997-98.

Ford Foundation Predoctoral Fellowship, 1994-97.

Graduate School Award in Recognition of Scholarly Excellence and Leadership, University of Washington, 1994-95.

History Faculty Graduate Scholarship, University of Washington, 1996-97.

Mortar Board Scholarship, University of Washington, 1996-97.

Dorothy Danforth-Compton Fellowship, 1998-99 & 1993-94

W. W. Stout Fellowship, University of Washington, 1994-95 & 1992-93.

College, Major, Senior Thesis, and Dean Honors, University of California-Santa Cruz, 1993.

American Essay Prize, University of California-Santa Cruz, 1993.

Cherokee Nation of Oklahoma Higher Education Grant, 1992-93.

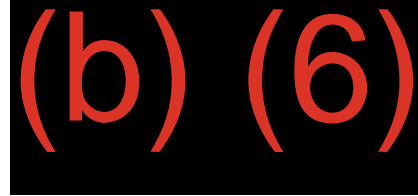
Campus Merit Scholarship, University of California-Santa Cruz, 1992-93 & 1991-92

# Carey Champion

(formerly Beam)

## Office

Morton C. Bradley, Jr. Education Center  
307 E. 2<sup>nd</sup> St.  
Bloomington, Indiana 47401  
(812) 856-2353  
[crbeam@indiana.edu](mailto:crbeam@indiana.edu)



## EDUCATION

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MLS	Indiana University, Bloomington Specialization: Archives & Records Management	May 2012
BA	Indiana University, Sociology Minor: Family Studies & Human Development	May 2001

## PROFESSIONAL EXPERIENCE

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Director, Wylie House Museum  
Indiana University Libraries, Bloomington, Indiana  
September 2014 - Present

Interim Director, Wylie House Museum  
Indiana University Libraries, Bloomington, Indiana  
September 2012 – September 2014

Collections Manager, Monroe County History Center  
Bloomington, Indiana  
March 2012 – November 2012

## Publications

Champion, Carey and Malouchos, Elizabeth Watts. "Exploring Heritage Archaeology at Indiana University: Reporting on a Collaboration between Wylie House Museum and the Glenn A. Black Laboratory of Archaeology," *Museum Anthropology Review*, 15 no. 1 (2021), 1-37. [Peer Reviewed]

Champion, Carey and Martin, Shawn. "Early Indiana Presidents: Incorporating Digital Humanities, Public History, and Community Engagement," *Quick Hits: Teaching with Digital Humanities*, Christopher Young ed. (Indiana University Press, 2020). [Competitively selected]

Schwier, Carrie and Champion, Carey. "Place-based Instruction in Archives: Our Pedagogical Roots," *Comma: International Journal on Archives*, 18 no. 1-2 (2020), 195-204. [Peer Reviewed]

Beam, Carey and Schwier, Carrie. "Learning in Place: The Teaching Archivist and Place-Based Education," *Archival Issues: The Journal of the Midwest Archives Conference*, 39 no. 1 (2018), 7-25. [Peer Reviewed]

"Indiana University's First African-American Student." *200: Indiana University Bicentennial Magazine*, 1.2, 2018, p. 19. [Invited]

## Presentations

"Contemporary Art, Marginalized Voices, and a Historic Space," American Association of Academic Museums and Galleries Annual Conference, June 2020. [Competitively Selected]

"Wylie House, IU Bicentennial Campus Heritage Archaeology," Midwest Campus Archaeology Symposium, Indiana University, Bloomington, Indiana, September 2019.

"Learning from the Local: The Teaching Archivist and Place-Based Education." with Carrie Schwier, Bridget Burke, Virginia Ferris, Jessica Ritchie, Annual Meeting of the Society of American Archivists, Austin, TX, August 2019. [Competitively Selected]

"Searching for Buried Gardens: Indiana University Campus Archaeology and Archives at Wylie House Museum," Midwest Archives Conference, Detroit, Michigan, April 2019. [Competitively Selected]

"Searching for Buried Gardens: Archival Collections and IU Campus Archaeology at Wylie House Museum," Indiana University Libraries Special Collections Series, Indiana University, Bloomington, Indiana, February 2019. [Invited]

"Place-based Instruction in Archives: Our Pedagogical Roots," Section on University and Research Institution Archives of the International Council on Archives Annual Conference, University of Salamanca, Spain, October 2018. [Competitively Selected]

"Searching for Buried Gardens: Campus Archaeology at Wylie House Museum," with Dr. April Sievert, Indiana University, September 2018 for Archaeology Month.

"Getting Outside the Classroom (and into an old house): Practicing Historical Thinking with Teacher Education Students," with Dr. Kristin Hengtgen, International Meaning, Thinking, and Learning in History Conference, University of Jyväskylä, Finland, June 2016. [Competitively Selected]

"Archivists with Class: Teaching Students Primary Source Literacy," with Carrie Schwier and Tracey Grimm, International Federation of Library Associations, Information Literacy Conference, DePaul University, Chicago, Illinois, August 2016. [Competitively Selected]

# LaShawnda Crowe Storm

(b) (6)

www.LaShawndaCroweStorm.com ♦ www.TheLynchQuiltsProject.com ♦ www.ReclaimingCommunity.com

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## EDUCATION

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### **Master of Fine Arts, Sculpture**

School of the Art Institute of Chicago, 2004, Recipient of Graduate Fellowship

### **Bachelor of Art, Communications and English Literature with Creative Writing Sub-Concentration**

The University of Michigan at Ann Arbor, August 1995, Graduated with Honors

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## SELECTED SOLO EXHIBITIONS & PUBLIC PROJECTS

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- 2022 *Sister Song: The Requiem*, Tube Factory Art Space, Indianapolis, IN
- 2021 *redLINES*, Indianapolis International Airport, Concourse A, Indianapolis, IN  
*redLINES: I want my museum...*, Art Activation, Indianapolis Museum of Art / Newfields, Indianapolis, IN
- 2020 *redLINES: Civic Dreams*, Harvest Festival at Newfields, Indianapolis, IN  
*Keeper of My Mothers' Dreams*, Black Cultural Center, Purdue University, Lafayette, IN  
*The Lynch Quilts Project*, University of Alabama at Birmingham, Birmingham, AL
- 2019 *At the Crossroads: A Community Meal*, Indianapolis Museum of Art at Newfields, Indianapolis, IN
- 2017 *Keeper of My Mothers' Dreams*, The Tube, Indianapolis, IN  
*In Search of Laura Nelson*, John Hope Franklin National Symposium on Race Relations, Tulsa, OK  
*The Lynch Quilts Project*, Peace Learning Center MLK Day Celebration, Indianapolis, IN

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## SELECTED GROUP EXHIBITIONS & PUBLIC PROJECTS

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- 2023 *Meet the Artists XXXV*, Central Library, Indianapolis, IN  
*Beyond What Has Happened So Far*, Gallery 924, Indianapolis, IN  
*Embodiment of Legacy: Black Artists of the Diaspora*, Prairie State College, University Heights, IL
- 2022 *Past Is Present: Black Artists Respond to the Complicated Histories of Slavery*, The Galleries at Herron School of Art + Design, Indianapolis, IN  
*Say Your Piece*, National Quilt Museum, Paducah, KY  
*Stitch x Stitch*, Weinberg/Newton Gallery, Chicago, IL
- 2021 *BUTTER Art Fair*, GANGANG, Stutz Art Center, Indianapolis, IN
- 2020 *DeHaan Artists of Distinction Group Exhibition III*, Gallery 924, Indianapolis, IN  
*The Public Collection*, Riverside Regional Park Family Center, Indianapolis, IN
- 2019 *The Public Collection*, Riverside Regional Park Family Center, Indianapolis, IN
- 2018 *The Fabric of Emancipation*, Rokeby Museum, Ferrisburgh, VT  
*The Lynch Quilts Project*, Meet the Artists XXV, Central Library, Indianapolis, IN  
*The Public Collection*, Riverside Regional Park Family Center, Indianapolis, IN
- 2017 *Silence = Betrayal*, LookOut! Art Gallery, Michigan State University, Lansing, MI  
*Requiem of 10,000 Souls*, Seattle, WA

*Thread*, Omega Institute, Women and Power Conference, Rhinebeck, NY  
*Thread and a Story*, Museums of Mississauga, Mississauga, Ontario, Canada  
*The Public Collection*, Riverside Regional Park Family Center, Indianapolis, IN

2016 *The Public Collection*, Marion County Juvenile Detention Center, Indianapolis, IN

2015 *The Public Collection*, Indianapolis Museum of Art, Indianapolis, IN

## SELECTED AWARDS & RESIDENCIES

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2023 Fellowship, Arquetopia, Oxaca, Mexico

2022 *Creative Renewal Fellowship*, Indianapolis Arts Council  
*Puffin Award*, The Puffin Foundation

2021 *Power Plant Grant*, Big Car Art Collective and Andy Warhol Foundation, Indianapolis, IN  
*Artist Ambassador Micro-Grant*, Central Indiana, Community Foundation

2020 *Artist-in-Residence*, Bib & Tucker Sew-op, Birmingham, AL, Indianapolis, IN

2019 *DeHaan Artists of Distinction Award*, Arts Council of Indianapolis, Indianapolis, IN

2016 *National Creative Placemaker's Award*, Art Place America, (\$200K for RECLAIM Project)

2015 *5x5 Award: Arts Innovation Award*, Indiana Humanities & Indy Reads  
*Transformational Impact Award*, Finalist Candidate, Arts Council of Indianapolis  
*Individual Artist Grant*, Indiana Arts Commission

## SELECTED COMMUNITY & PUBLIC WORK

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2022 *More Than a Black Body: A Whole Community Approach to Wellness and Healing*, Association for the Study of African American Life and History National Conference, Presenter, Montgomery, AL

*Writing Your Assessment Story: Stepping Into Our Power As Storytellers, Scholars, And Social Change Agents*, Imagining America National Conference, Presenter, New Orleans, LA

2020 *Powerful Conversations on Race*, Presenter, National Endowment for the Humanities, Virtual Conference

*Corona Dialogues*, Presenter, National Endowment for the Humanities, Virtual Conference

*How to RECLAIM Your Community*, Keynote Speaker, Illinois Library Association, 2020 Virtual Conference

*On Being an Artist*, Missionary Disciples Institute 2020, Marian University, Virtual

*Standing on Bones*, 2020 Juneteenth Celebration, Indianapolis Chapter: Association for the Study of African American Life and History, Virtual

*Design Futures: Youth Engaged Community Design*, Neighbor Power: Indianapolis Neighborhood Resource Center, Marian University, Indianapolis, IN

*Trauma Informed Writing for Educators*, East Central Writing Center Association Conference, Marian University, Indianapolis, IN

*How to Change the World*, Keynote Speaker, Bib & Tucker Sew-op, Birmingham, AL



Irit Dekel

*Assistant Professor, Department of Germanic Studies; Borns Jewish Studies Program  
Indiana University, Bloomington IN*

Director, Olamot Center for Scholarly and Cultural Exchange with Israel

Faculty Fellow: *Institute for European Studies* and the *Center for Research on Race and Ethnicity in Culture*, Adjunct Assistant Professor, Department of Sociology

Dekel earned her PhD in Sociology from the *New School for Social Research* and joined the Germanic Studies Department and Jewish Studies Program at Indiana University in 2020. Previously, she worked in Humboldt University Berlin as a research fellow, and as a postdoctoral fellow at the Hebrew University of Jerusalem.

**Fields of research interest:** memory studies; media and the public sphere; ethnicity and race; contemporary German culture; migration; museums.

Dekel participates in the Institute for Advanced Study, Bloomington Symposia Working Group on the topic of Migration 2021-22

### **Publications: Book**

Irit Dekel 2013 *Mediation at the Holocaust Memorial in Berlin* Palgrave Macmillan Memory Studies Series.

### **Journal Articles (selection)**

Irit Dekel 2022 'Philosemitism in Contemporary German Media' in *Media, Culture & Society* 44(4) 726-743.

Irit Dekel and Esra Özyürek 2021: What Do We Talk About When We Talk about Antisemitism in Germany? *Journal of Genocide Research* 23 (3) 392-399.

Reprinted in DAAD *Einblicke / Insights Jahrbuch 2022 der Zentren für Deutschland- und Europastudien*

Irit Dekel, Bernhard Forchtner & Ibrahim Efe 2020. Circumcising the body: negotiating difference and belonging in Germany, *National Identities*, 22:2, 193-211.

Vinitzky-Seroussi Vered and Dekel I. 2019 "Moving Gender: Home museums and the Construction of their Inhabitants". *European Journal of Women Studies* Vol. 26(3) 274 –292

Irit Dekel 2018 "Quoting and Telling: The mediating techniques of tour guides in German Home Museums *Ethnologica Europaea: a Journal of European Ethnology* 48:2 82-95

Irit Dekel and Vinitzky-Seroussi V. 2017 "A living place: On the sociology of atmosphere in home museums", *European Journal of Cultural and Political Sociology*, 4:3, 336-362.

Irit Dekel and Tota A.L 2017 'Claims to Truth' Editorial, *European Journal of Cultural and Political Sociology*, 4:3, 243-251

### **Book Chapters**

Irit Dekel 2020 "You are My Liberty: On the Negotiation of Holocaust and other Memories for Israelis in Berlin" chapter in *Rebuilding Jewish Life in Germany*. Edited by Jay Geller and Michael Meng, Rutgers University Press

Dekel, I. 2016. "The Void keeps growing": Traumatic space in the Transformation of The Peace and Democracy Watch from Elite to an Enclave". Davidovitch, Alberstein & Zalashik (Eds.) *Trauma's Omen: Israeli studies on Identity, Memory and Representation*. Hakibbutz Hameuchad -Sifriat Poalim Publishing Group [Hebrew].

### **Forthcoming**

Irit Dekel 2023 Introduction: Agent, Structure and Subjectivity in Yifat Gutman, Jenny Wüstenberg, Irit Dekel, Joanna Wawrzyniak, Kaitlin M. Murphy and Kerry Whigham, Benjamin Nienass Eds. *The Routledge Handbook of Memory Activism* [publication date February 2023]

Irit Dekel 2023 "Memory Activism Between Agency and Suspension" in Irit Dekel, Sub-Editor with Jenny Wüstenberg, Yifat Gutman et al. *Handbook of Memory Activism* Routledge (section editor and contributor)

Irit Dekel and Esra Özyurek 2023 "The Logic of the Fight against Antisemitism in Germany in Three Cultural Shifts" in production *Patterns of Prejudice*

### **Other Publications**

die Zeit.de in July 10 2020 with Esra Ozyurek on the Antisemitism Debate in Germany  
<https://www.zeit.de/kultur/2020-07/antisemitismus-debatte-holocaust-deutschland-rassismus-kolonialismus-diskriminierung-10nach8>

Contributor to blogs: [publicseminar.org](http://publicseminar.org); [theconversation.com](http://theconversation.com); [CaMP Anthropology](http://CaMP Anthropology)

### **Media appearances (recent)**

Quoted by the New York Times July 9 2019 [What and Whom Are Jewish Museums For?](#)

Quoted by the New York Times July 13 2022 [History Haunts Ukraine's Undiplomatic Voice in Berlin](#)

### **Recent Grants**

Office of the Vice Provost for Research Faculty Fellowship for Research in Social Science, Course release, Spring 2023 10,000\$.

Institute for Advanced Study, Bloomington 2022- 2023 support of co-organized international workshop: "When Justice Migrates" with Prof. Sara Friedman and Prof. Jayanth Krishnan June 2022 (15,100\$).

PI with Prof. Alice Bloch of Manchester University, Humanities Strategic Investment Fund for internationalization (HSIF), on the topic of *Jewish converts in Germany: Embodiment through body art 2021* (3307 \$)

Institute for Advanced Study, Bloomington Symposia Working Group on the topic of Migration 2021-22 (1000\$)

PI with Prof. Esra Ozyurek of Cambridge University and colleagues in a 3 DAAD workshops on *Entangled and Disentangled Otherings: Critical Perspectives on the Relationship of Antisemitism and racism 2021-23* (33,900 \$)

PI German Israeli Foundation (GIF) Grant "Domesticating Cosmopolitanism: A Comparative Study of Home-Museums in Germany and Israel". The research is a cooperation between Humboldt University Berlin and the Hebrew University in Jerusalem 2014- 2016 150,000 Euro (170,000 \$).

## CHARLENE J. FLETCHER

Historian of Race, Gender, and the American South

(b) (6) | [chfletch@indiana.edu](mailto:chfletch@indiana.edu)

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### EDUCATION

- 2020 **Ph.D., History**, Indiana University–Bloomington  
2014 **MA, History**, Brooklyn College  
2009 **MA, Criminal Justice**, John Jay College of Criminal Justice  
2006 **BS, Criminal Justice**, Martin University

### PROFESSIONAL & TEACHING EXPERIENCE

- 2021-Present Curatorial Director, Conner Prairie Museum, Fishers, IN  
2021-Present Affiliate Faculty, Africana Studies, Indiana University-Purdue University, Indianapolis (IUPUI)  
2020-2021 Emerging Voices Research Associate in Slavery and Justice, Brown University, Providence, RI  
2015-2018 Editorial Assistant, *American Historical Review*, Bloomington, IN  
2017-2018 Adjunct Instructor, Butler University, Global & Historical Studies, Core Curriculum  
2015-2016 Assistant Instructor, Indiana Women’s Prison/Indiana University  
2010-2014 Lecturer/Adjunct Lecturer, LaGuardia Community College-CUNY, Department of Social Science  
2007-2011 Director of Criminal Justice Programs, The Doe Fund, Incorporated, New York, NY

### SELECTED PUBLICATIONS

#### **Manuscript in Progress**

Fletcher, Charlene J. *Confined Femininity: Race, Gender, and Incarceration in Kentucky, 1865-1920*. (Chapel Hill: University of North Carolina Press, under contract).

#### **Book Chapters**

“Home Ain’t Always Where the Heart Is: The Home as a Site of Confinement,” in *Re-visiting My Old Kentucky Home: Slavery and Freedom in the Bluegrass State* (Lexington: The University Press of Kentucky, 2022).

#### **Refereed Journal Articles**

Fletcher, Charlene J., Alessandra LaRocca Link, and Matthew E. Stanley. "Black and Indigenous Histories of the Ohio Valley." *Ohio Valley History* 20, no. 5 (2020): 1-6. [muse.jhu.edu/article/771366](https://muse.jhu.edu/article/771366).

#### **Book Reviews**

Fletcher-Brown, C. Review of *Liberty’s Prisoners: Carceral Culture in Early America*, by Jen Manion, *Register of the Kentucky Historical Society*, 115, no. 3 (Summer 2017): 419-421.

#### **Web-Based Publications**

Fletcher, Charlene. “Looking Back: Convict Leasing and the Trusty System.” *Black Perspectives*. January 14, 2020. <https://www.aaihs.org/looking-back-convict-leasing-and-the-trusty-system/>

Fletcher-Brown, Charlene. “Early Stories of Domestic Violence Raise Awareness, Foster Healing.” *The Blog of the Kentucky Historical Society*. November 4, 2016. <http://history.ky.gov/early-stories-of-domestic-violenceraiseawareness-foster-healing/>

### SELECTED AWARDS & FELLOWSHIPS

2020	ACLS Emerging Voices Postdoctoral Fellowship
2017	Catherine Prelinger Award, Coordinating Council of Women in History
2017	Scholarly Fellowship, Gilder Lehrman Institute of American History
2016	Filson Historical Society Research Fellowship
2016	Scholarly Research Fellowship, Kentucky Historical Society

### SELECTED CONFERENCE PARTICIPATION AND INVITED TALKS

“Mother Love, Mother Loss: Black Women’s Maternal and Mental Health in the 19th Century,” Race, Medicine, and Social Justice Workgroup, Brown University, February 2021

“Police Violence, Mass Incarceration, and the Criminal Justice System,” READ: Racial Education, Activism, and Discussion, University of Illinois – Urbana Champaign, October 2020

“Confined Femininity: Race, Gender, and Incarceration in Kentucky, 1865-1920,” Emerging Scholars Speakers Series, George and Ann Richards Civil War Era Center, Penn State University, January 2020

“All Whiskey Ain’t Bourbon: The Home as a Site of Confinement,” Brandeis School of Law, University of Louisville, February 2020

“Home Ain’t Always Where the Heart Is: Women, Confinement, and Domestic Violence in the Gilded Age Bluegrass,” for the exhibition *Votes for Women: A Portrait of Persistence*, Greenberg Steinhauser Forum in American Portraiture, National Portrait Gallery, Smithsonian Institution, Washington, DC, April 2019

“Talk What You Know Testify What You See: Fannie Keyes Harvey and the 1897 Kentucky Penitentiary Scandal,” on panel “Prison, Power, and Protest in Black History,” Association for the Study of African American Life and History (ASALH) Annual Meeting, October 2018

“Borderland Business: Slavery and Convict Leasing in Civil War Era Kentucky,” Organization of American Historians (OAH) Annual Meeting, Sacramento, CA, April 2018

### UNIVERSITY AND PUBLIC SERVICE APPOINTMENTS

#### **IUPUI Center for Africana Studies and Culture**

2021 – Present Advisory Board Member

#### **Digital Encyclopedia of Indianapolis – IUPUI and Indianapolis Public Library**

2021-2024 Member, Editorial Board

#### **Association of Black Women Historians**

2021-2023 National Publications Director

2017-2019 Graduate Student Representative

### SELECTED PROFESSIONAL MEMBERSHIPS

American Historical Association (AHA)

Association for the Study of African-American Life and History (ASALH)

Organization of American Historians (OAH)

# COLIN R. JOHNSON

Associate Professor of Gender Studies and American Studies  
Adjunct Associate Professor of History  
Affiliate Faculty, Human Biology Program  
Affiliate Faculty, The Kinsey Institute

Department of Gender Studies  
Indiana University Bloomington  
Lindley Hall 201F  
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Bloomington, IN 47405

Tel: (812) 855-6072  
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Email: [crj2@indiana.edu](mailto:crj2@indiana.edu)

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## EMPLOYMENT HISTORY

### INDIANA UNIVERSITY

Associate Professor of Gender Studies and American Studies  
Associate Professor of Gender Studies  
Assistant Professor of Gender Studies

**Bloomington, IN**

2022 – Present  
2013 – 2022  
2005 – 2013

### THE CORCORAN COLLEGE OF ART AND DESIGN

Visiting Assistant Professor of Academic Studies

**Washington, DC**

2004 – 2005

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## EDUCATION

### UNIVERSITY OF MICHIGAN

Doctor of Philosophy in *American Culture*  
Master of Arts in *American Culture*

**Ann Arbor, MI**

December 2003  
December 1997

### University of Chicago, Department of English Language and Literature

Visiting Graduate Student, CIC Traveling Scholars Program

**Chicago, IL**

January-June 2000

### UNIVERSITY OF CHICAGO

Bachelor of Arts in *Law, Letters, and Society* with honors  
Maroon Key Honor Society

**Chicago, IL**

June 1996

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## RESEARCH INTERESTS

Rural Life in the United States  
Gender Studies, Feminist Theory, and the History of Sexuality  
Cultural Geography and the History of Land Use Planning and Design  
American Regional Literatures and the U.S. Historical Novel  
History of Agriculture, Technology, and the Environment

## SELECTED PUBLICATIONS AND WORKS IN PROGRESS

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Refereed publications are marked with an asterisk.

### BOOKS

\* Johnson, Colin R. *Unfriendly Thresholds: Misanthropy and Sexual Difference in American Culture* [In Progress].

\* Johnson, Colin R. *Just Queer Folks: Gender and Sexuality in Rural America*. Philadelphia: Temple University Press, 2013. Published as part of TUP's Sexuality Studies series, Janice Irvine and Regina Kunzel, eds. Finalist for the 2014 Lambda Literary Award in LGBT Studies. Temple University Press 50<sup>th</sup> Anniversary Title. Reviewed in *Contemporary Sociology: A Journal of Reviews*, *American Studies*, *The Journal of the History of Sexuality*, *QED: A Journal of GLBTQ Worldmaking*, *Middle West Review*, *The Journal of Critical Thought and Praxis*, *Agricultural History*, *The American Historical Review*, *Women and Performance*, *The Journal of American Culture*, *The Journal of American History*, *Gender and Society*, *The Journal of Homosexuality*, *Gay and Lesbian Review Worldwide*, *CHOICE*, *Library Journal*, *Times Higher Education*, *Lambda Literary Review*, and *Publishers Weekly*.

### EDITED VOLUMES

\* Mary L. Gray, Colin R. Johnson and Brian Gilley, eds. *Queering the Countryside: New Frontiers in Rural Queer Studies*. New York: New York University Press, 2016. Published as part of NYUP's Intersections series, Michael Kimmel and Suzanna Danuta Walters, eds. *CHOICE* Outstanding Academic Title of 2016. Reviewed in *CHOICE*, *The Journal of Southern History*, *The Journal of American History*, and *Teaching Sociology*.

### JOURNAL ARTICLES

\* Cabana, Ana, Henry French, Colin R. Johnson, Leen Van Molle, Micheline Carino and José Vicente Serrão, "Gender and Rural History: A Roundtable," *Historia Agraria* 85 (December 2021): 1-30. DOI 10.26882/histagar.085d08g

\* Johnson, Colin R. "Funny Farm: Sexuality, Style and the Refashioning of American Rural Life." *European Journal of Cultural Studies* 20.1 (2017) 25-38. DOI 10.1177/1367549416640554

\* Johnson, Colin R. "Casual Sex: Towards a 'Prehistory' of Gay Life in Bohemian America." *Interventions: International Journal of Postcolonial Studies* 10.3 (October 2008): 303-320.

\* Johnson, Colin R. "Homosexuals in Unexpected Places? An Introduction." *American Studies* 48.2 (Summer 2007): 5-8.

\* Johnson, Colin R. "Camp Life: The Queer History of 'Manhood' in the Civilian Conservation Corps, 1933-1937." *American Studies* 48.2 (Summer 2007): 19-36. *Winner of the Stone-Suderman Prize given by the Mid-America American Studies Association in recognition of the best essay published each year in the journal American Studies.*

### BOOK CHAPTERS

\* Johnson, Colin R., Brian Gilley and Mary L. Gray. "Introduction" in *Queering the Countryside: New Frontiers in Rural Queer Studies*, Mary L. Gray, Colin R. Johnson and Brian Gilley, eds. New York: New York University Press, 2016. 1-21.

\* Johnson, Colin R. "Men and Women Like That: Regional Identities and Rural Sexual Cultures in the South and Pacific Northwest" in *Understanding and Teaching U.S. Gay, Lesbian, Bisexual, and Transgender History*, Susan K. Freeman and Leila J. Rupp, eds. Madison, WI: University of Wisconsin Press, 2014. 166-177. Winner of the 2015 Lambda Literary Award for Best LGBT Anthology. Second edition, 2017.

\* Johnson, Colin R. "Unfriendly Thresholds: On Queerness, Capitalism and Misanthropy in 19<sup>th</sup> Century America" in *Unarchived Histories: The 'Mad' and the 'Trifling' in the Colonial and Postcolonial World*, Gyanendra Pandey, ed. London: Routledge, 2013. 110-124

\* Johnson, Colin R. "Homosexuals from Haystacks: Gay Liberation and the Specter of a Queer Majority in Rural California, circa 1970" in *Subalternity and Difference: Investigations from the North and the South*, Gyanendra Pandey, ed. London: Routledge, 2011. 41-56.

\* Johnson, Colin R. "Casual Sex: Subaltern Sexuality 'On the Road' in Early Twentieth Century America" in *Subaltern Citizens and Their Histories: Investigations from India and the United States*, Gyanendra Pandey, ed. London: Routledge, 2010. 63-76.

# SARAH JUNK HATCHER

(b) (6)  
[sahatche@indiana.edu](mailto:sahatche@indiana.edu)

(b) (6)

## MUSEUM EMPLOYMENT

---

<b>Museum of Archaeology and Anthropology, Indiana University</b> Bloomington, Indiana Interim Director	Sept 2022- present
<b>Museum of Archaeology and Anthropology, Indiana University</b> Bloomington, Indiana Head of Programs and Education	2020-present
<b>Mathers Museum of World Cultures, Indiana University</b> Bloomington, Indiana Head of Programs and Education Curator of Education	2013–2020 2011-2013
<b>North Texas History Center/Collin County Historical Society, McKinney, Texas</b> Curator of Education and Museum Manager Assistant Curator of Education	2007–2010 2005-2007

## EDUCATION

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<b>PhD</b> <b>(part-time student)</b>	Indiana University, Curriculum and Instruction Concentration: Social Studies Education Minor: Objects, the Arts, and Learning	Degree anticipated 2024
<b>MS</b>	University of Oregon, Arts Administration Thesis: <i>Why Market? Exploring Resistance to Marketing and Ways in Which Museums Can Market Their Organization</i> Advisor: Janice Rutherford	June 2005
<b>BA</b>	University of North Dakota, History Graduated Magna Cum Laude Minored in English Honors Thesis: <i>The Persecution of the Romany People under Hitler's Third Reich</i>	May 1997
<b>BS.ed</b>	University of North Dakota, Social Studies Education Graduated Magna Cum Laude	May 1997

## SELECTED HONORS AND AWARDS

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<b>Invited Conferee, Fulbright-Leibniz Transatlantic Seminar for Museum Curators and Educators, Smithsonian Institute, Washington, D.C.</b>	November 2019
<b>Preparing for Environmental Change Grant</b>	2018
<b>Themester Co-Curricular Programming Grant</b>	2018

Funding from the College of Arts and Sciences.

<b>Bloomington Professional Council Professional Development Award</b>	2018
<b>New Frontiers Exploratory Travel Fellowship: Exploring the Curricular Use and Impacts of Non-art Museums in Higher Education(with Carey Beam Champion)</b>	2017

#### SELECTED PUBLICATIONS

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**Hatcher, S.J.** (2023). “Why Not a Temple AND a Forum?” In *A New Role for Museum Educators*, edited by Elee Wood. Routledge.

Kampschulte, Lorenz, and **Sarah Junk Hatcher**. (2021) “Changing Museums through Cooperation and Collaboration.” *Journal of Museum Education*, 46(1). <https://doi.org/10.1080/10598650.2020.1842046>

Harris, Heather, **Sarah Junk Hatcher**, and Lorenz Kampschulte. (2021) “Perceptions of Possibilities: An Exploration of Transatlantic Collaboration.” *Journal of Museum Education*, 46(1). <https://doi.org/10.1080/10598650.2020.1834750>.

**Hatcher, Sarah Junk**, Vanessa Hirsch, and Heike Zech. (2021) “Creating Better Transatlantic Understandings: Defining Our Terms.” *Journal of Museum Education*, 46(1). <https://doi.org/10.1080/10598650.2020.1843297>.

#### SELECTED EXHIBITS CURATED

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Mathers Museum of World Cultures, Indiana University, Bloomington, IN  
(2019 February-2020 January). *México Indígena*  
(2018 August-2018 December). *Playing with Animals: Musical Instruments*  
(2018 May-2018 December). *Kids Curate, Kids Create*  
(2017 August-2019 January). *A Snapshot of Pakistan, 1965: The Madge Minton Collection*

#### PROFESSIONAL AFFILIATIONS

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Association of Academic Museums and Galleries, 2016-Present  
Alliance of Indiana Museums, 2011-present  
Museum Education Roundtable, 2010-present

#### PROFESSIONAL SERVICE

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<b>Guest Editor</b> , <i>Journal of Museum Education</i> , 46(1)	February 2021
<b>Conference Co-Organizer</b> , “The Seventh Forum on China-US Folklore and Intangible Cultural Heritage: Collaborative Work in Museum Folklore and Heritage Studies,” Beijing, People’s Republic of China	May 2019
<b>Diversity, Equity, and Inclusion Committee Member</b> , Hoosier Experience, Indiana University	2018– present
<b>Publication Committee</b> , Journal of Folklore in Education	2016–2018



**Amrita Chakrabarti Myers, Ph.D.**  
Ruth N. Halls Associate Professor  
Departments of History and Gender Studies  
Indiana University-Bloomington  
e-mail: [apmyers@indiana.edu](mailto:apmyers@indiana.edu)

### **Education**

**2004** Doctor of Philosophy in History, Rutgers University-New Brunswick

### **Monographs**

*The Vice President's Black Wife: The Untold Life of Julia Chinn* (Forthcoming, Ferris & Ferris Books).

*Forging Freedom: Black Women and the Pursuit of Liberty in Antebellum Charleston* (Chapel Hill: University of North Carolina Press, 2011). Winner of Four Book Awards (see below).

### **Select Honors and Awards**

**2017:** First Place, "Bring it On!" Outstanding Contributions in Reporting Events of Public Importance, Radio Public Affairs, Indiana Chapter of the Society for Professional Journalists, April 2017.

**2013:** Phillis Wheatley Book Prize, North East Black Studies Association.

**2012:** Julia Cherry Spruill Book Prize, Southern Association of Women Historians (SAWH).

**2012:** Anna Julia Cooper-C.L.R. James Book Prize, National Council for Black Studies (NCBS).

**2009:** Letitia Woods Brown Memorial Article Prize- Best Article on African American Women's History, for "The Bettingall-Tunno Family and the Free Black Women of Antebellum Charleston: A Freedom Both Contingent and Constrained," ABWH.

### **Select Additional Publications**

#### **Peer-Reviewed**

- "The Future Looks Bright: Black Women, Slavery, and Freedom, 1780-1865," *An Oxford Companion to American Women's History*, 2<sup>nd</sup> Ed., Nancy Hewitt and Anne Valk, eds. (Wiley-Blackwell, 2021), 107-121. First Author. With Dr. Jessica Millward.

- "Disorderly Communion: Julia Chinn, Richard Mentor Johnson, and Life in an Interracial, Antebellum, Southern Church," *Journal of African American History* 105, No. 2 (Spring 2020): 213-241.

#### **Public-Facing**

- Op-ed, "We Are Not Ok," *Louisville Courier-Journal*, Sept. 17, 2021. [Link to Piece Here](#).

- Article, "Violence in Portland Exposes the Real Purpose Embedded in Law Enforcement," *The Washington Post*, July 28, 2020. [Read Article Here](#).

- Op-ed, "From Slave Patrol to Storm Troopers: America's Police Have an Ugly History," *Louisville Courier-Journal*, July 10, 2020. [Full Story Here](#).

- Blogpost, "Georgey had a Gun: One Woman's Thoughts on Race and Racialized Thinking," (on the Death of Trayvon Martin), Rainbows and Lilacs, July 18, 2013. [Click Here to Read](#).

### **Select Fellowships and Grants**

**2020:** Faculty Fellow for Diversity and Inclusion, College of Arts and Sciences, Indiana University.

**2019:** Academic Leadership Program (ALP), 2019-2020, Indiana University.

**2017:** American Council of Learned Societies (ACLS) Fellowship, 2017-2018.

**2012:** Scholarly Research Fellowship, Kentucky Historical Society.

**2012:** Breaux Fellowship, Filson Historical Society.

**2001-** Mellon Fellowship, Library Company of Philadelphia.

2000- Research Fellowship, Institute for Southern Studies, University of South Carolina.

### **Select Public Talks and Workshops**

- “How Did we get here? Where do we go? The Past, Present, and Future of American Policing,” Speaker, Poverty, Anti-Racism, Coalition Building, and Education (PACE), Berea College, November 2021.
- Panelist, “A Roundtable Discussion On Human Rights Research: Doing Difficult Work During Difficult Times,” Georgia State University, April 2021.
- Speaker, “History of Policing,” IN State Convention, National Organization for Women, August 2020.

### **Select Media Work**

- *Unsung History* Podcast, “Julia Chinn,” Feb. 7, 2022, [Listen Here](#).
- *Dead History*, “Richard M. Johnson (2)- The Vice President's Black Wife,” Oct. 29, 2021. [Watch Here](#).
- Farah Yousry, “Some Black Patients Wait For Days To Get Crucial Blood Transfusions,” *Illinois Newsroom*, July 31, 2021. [Article Here](#).
- Michael Medved, “Column: American Police Designed to ‘Uphold White Supremacy,’” *The Michael Medved Show*, July 30, 2020. [Listen Here](#).
- Henry Jacob, “Festering: Amrita Chakrabarti Myers on the wound of racism,” for “The 1701 Project,” *Yale Historical Review*, July 2020. [Read Here](#).
- RTV6 Indianapolis (ABC), “Racism is Still Alive in Bloomington and Southern Indiana, IU Professor Says,” July 10, 2020. [View Here](#).
- “Fox and Friends,” “The Historical Significance of Juneteenth Explained,” June 19, 2020. [Watch Here](#).
- Fox 59 Morning News, “Juneteenth Gains Momentum in Current Climate,” June 19, 2020. [View Here](#).
- Ricky Jones, “Should the Police be Abolished?” *The Ricky Jones Show*, June 14, 2020. [Podcast Here](#).
- Terri Stacy, “A Lesson on Racism, White Privilege, Policing & More with IU’s Dr. Amrita Myers,” *First Day with Terri Stacy*, June 12, 2020. [Listen Here](#).
- Kara Jillian Brown, “Many Social Justice Movements Have Been Started by Black Women. But History Forgets.” *Well+Good*, June 05, 2020. [Read Article Here](#).
- Elaine Mcardle, “Antiracist Protestors in Purple Costumes Arrested at Farmers’ Market,” *UU World Magazine*, Dec. 02, 2019. [View Here](#).
- Gabriela Martinez, *The Lost Story of Julia Chinn* for “Kentucky Life,” KET-Kentucky Educational Television, Oct. 25, 2019. Aired February 2020. [Watch Here](#).
- Judy Woodruff, “Our Everyday Assumptions Can Hurt Others,” *PBS News*, May 29, 2018. [View Here](#).

### **Select Events Organized and/or Moderated**

- **Lead Organizer**, “Defending Democracy: Confronting Voter Suppression & White Supremacy in the New Millennium,” Campus/Community Social Justice Teach-In and Tabling Fair, Indiana University, Part of the Social Justice in America Series (SJAS), Oct. 2020.
- **Moderator**, “Convention Conversations,” Policing, Structural Racism, and Internal Party Racism, Indiana State Democratic Convention, June 2020.
- **Lead Organizer**, “Borders, Bans, and Babies: America’s War on Immigrants,” Campus/Community Social Justice Teach-In and Tabling Fair, Indiana University, SJAS, March 2019.
- **Moderator**, “Power of the Black Vote, Panel & Town Hall,” Monroe Co. Black Democrats, Oct. 2018.
- **Lead Organizer**, “Violent Intersections: Women of Color in the Age of Trump,” Campus/Community Social Justice Teach-In and Tabling Fair, Indiana University, SJAS, March 2017.
- **Moderator**, “Race and Privilege: A Backyard Perspective,” WFHB Town Hall, Monroe County Public Library, Bloomington, IN, Oct. 2016.
- **Lead Organizer**, “It’s Not So Black and White: Talking Race, From Ferguson to Bloomington,” Campus/Community #BLM Teach-In and Justice Fair, Indiana University, SJAS, March 2015.

## BIOGRAPHICAL SKETCH: Elana Newman , PhD

Elana Newman

POSITION TITLE: McFarlin Professor of  
Psychology, Media Studies Affiliate Faculty, The  
University of Tulsa

### EDUCATION AND TRAINING

INSTITUTION AND LOCATION	DEGREE	YEARS	FIELD
Duke University, Durham, NC	Ph.D.	1993	Clinical Psychology
Duke University, Durham, NC	MA	1988	Clinical Psychology
Washington University, St Louis, MO	BA	1986	Psychology

**Personal Statement:** Throughout my career I have focused on understanding and intervening to prevent or treat trauma-related conditions and training students and professionals about the skills they need to work effectively with people suffering from trauma-related problems. My scholarship has been wide-ranging including assessment and treatment of PTSD, research ethics in studying trauma survivors, identifying trauma competencies, substance abuse, disaster mental health, and occupational health of those exposed to trauma. My current research examines the occupational health of journalists who cover trauma, and the effects of journalistic practices upon consumers and sources. As a result of my research, I have extensive experience working across professions to teach trauma theory, self-care, and trauma-informed practice. Most centrally, I provide training to journalists about trauma science, interviewing survivors, self-care, resilience, interpersonal violence, disaster mental health, sexual assault, occupational health, online harassment, and trauma-related newsroom practices with the Dart Center for Journalism and Trauma. I also consult to lawyers and museums about trauma-related topics. I have a passion for sharing information about resilience, wellness related to trauma to other disciplines. I regularly give workshops, keynotes, guest lectures on self-care and resiliency to those professionals working with traumatic content.

### Positions and Honors

#### Selected Positions and Employment

2003-	<b>Research Director</b> , Dart Center for Journalism and Trauma
2002 (Jan- June)	<b>Director</b> , Dart Center for Journalism and Trauma - Ground Zero, New York City, New York
1993 –1996	<b>Post-doctoral Fellow</b> , National Center for PTSD/Boston Department of Veterans Affairs and Tufts University School of Medicine, Boston, Massachusetts

#### Honors

May, 2019	University of Tulsa University 2019 Outstanding Teacher Award
November, 2009	Frank Ochberg Award for Media and Trauma Study, International Society for Traumatic Stress Studies
May, 2009	Mentor Award, Women’s Studies Program, University of Tulsa
May, 2007	Medicine Wheel Award, University of Tulsa

2006-07 International Society of Traumatic Stress Studies ,President  
June, 2001 President's Medal for Meritorious Service, National Press Photographers  
Association

**Sample publications related to grant proposal (out of 100 peer reviewed articles in scientific journals, 1 edited book, 21 chapters, 31 Professional essays , 2 Public Education pieces)**

- Newman, E., (2020). Managing moral outrage to avoid burnout. *The Investigative Reporters & Editors Journal*, 3, 34.
- Newman, E., (2016, September). Do trigger warnings work? *The New York Times*. Retrieved from <http://www.nytimes.com/roomfordebate/2016/09/13/do-trigger-warnings-work>
- Smith, R, Drevo, S \* and Newman, E. (2017). Covering traumatic news stories: Factors associated with posttraumatic stress disorder among journalists. *Stress and Health*, 34(2), 218 - 226. doi: <http://dx.doi.org/10.1002/smi.2775>
- Newman, E., Shotwell-Tabke, C.\* & Pfefferbaum, B. (2017) Ethical conduct of research in the aftermath of mass shootings In L. C. Wilson (Ed), *The Wiley Handbook of the Psychology of Mass Shooting* (pp. 372-387). Hoboken, NJ: Wiley & Sons.
- Newman, E. & Shapiro, B. (2014). Clinicians and journalists responding to disaster. *Journal of Child and Adolescent Psychopharmacology*, 24(1), 32-38. doi: 10.1089/cap.2013.0068
- Newman, E. & Nelson, S.\* (2012). Reporting on resilience and recovery in the face of disaster and crime: Research and training implications. *Australian Journalism Review*, 34(1), 17-33.
- DePrince, A., & Newman, E. (2011) The art and science of trauma-focused training and education. *Psychological Trauma: Theory, Research, Practice, and Policy*, 3, 213- 214.
- Newman, E. (2011). Teaching clinical psychology graduate students about traumatic stress studies. *Psychological Trauma: Theory, Research, Practice, and Policy*, 3, 235-242. doi: 10.1037/a0024476.
- Newman, E. (1999). Ethical issues in teaching about violence against women. *Women's Studies Quarterly*, 27(1/2), 197-202.

**Sample Talks/Panels/Keynotes**

- Newman, E., Dolph, M., Gant, R., Watkins, K & Yantz, M/ (2020, October 1). The role of memorials, museums & exhibits in healing from historical trauma. Chairperson and moderator at the 2020 Zarrow Symposium Tulsa OK (presented virtually).

**Museum Consultant**

- 2021 Docent training on trauma processing and historical trauma, Greenwood Rising
- 2021 Teacher Institute, Gilcrease Museum: provided consultation on trauma-informed pedagogy, self-care exercise
- 2021 Greenwood Rising Opening June, provided 60 hours of mental health support during opening, docent training on racial trauma, offering support
- 2019 Gilcrease Museum, Pulitzer Prize Exhibition- programming, tours, docent training, advice on creating trauma-informed practice

**CURRICULUM VITAE**  
**SOLIMAR OTERO, PH.D.**  
**PROFESSOR OF FOLKLORE**  
**DEPARTMENT OF FOLKLORE AND ETHNOMUSICOLOGY**  
**INDIANA UNIVERSITY**

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**I. EDUCATION**

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- 2002      Ph.D., Folklore and Folklife, University of Pennsylvania.
- 1997      M.A., Folklore and Folklife, University of Pennsylvania.
- 1994      B.A., Anthropology, University of California, Berkeley, (Suma Cum Laude).

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**II. PROFESSIONAL APPOINTMENTS (EXCERPT)**

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- 2019      Professor of Folklore, Department of Folklore and Ethnomusicology,  
Indiana University, Bloomington.
- 2021-2023      Director, Folklore Institute, Indiana University, Bloomington.
- 2020      Editor, *Journal of Folklore Research*, Indiana University Press.

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**III. HONORS, GRANTS, AND AWARDS**

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- 2021      Folklore Fellow, American Folklore Society.
- 2018      Louisiana State University Distinguished Faculty Award.
- 2013      Ruth Landes Memorial Research Fund Fellowship, Research in Cuba and at the  
Library of Congress, Washington, D.C.
- 2009 – 2010      Research Associate and Visiting Faculty, Women's Studies in Religion Program,  
Harvard Divinity School, 2009-2010 academic year.
- 2000 - 2001      Fulbright IIE Grant for Research in Nigeria.

## IV. PUBLICATIONS (EXCERPT)

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### Books:

*Archives of Conjure: Stories of the Dead in Afrolatinx Cultures*. Series: Gender, Theory, and Religion. Columbia University Press, 2020.

*Afro-Cuban Diasporas in the Atlantic World*. Series: Rochester Studies in African History and the Diaspora, Rochester, NY: University of Rochester Press, 2010.  
Kindle and paperback editions, 2013.

### Edited Collections:

*Theorizing Folklore from the Margins: Critical and Ethical Approaches*, co-edited with Mintzi-Martinez Rivera, Indiana University Press, 2021.

*Yemoja: Gender, Sexuality, and Creativity in the Latina/o and Afro-Atlantic Diasporas*, co-edited with Toyin Falola. Albany: State University of New York Press (SUNY), 2013.  
Short-listed for the 2014 Albert J. Raboteau book prize.

### Book Chapters (2021):

“Afrolatinx Folklore and Representation: Interstices and Anti-Authenticity,” *Theorizing Folklore from the Margins: Critical and Ethical Approaches*, eds. Solimar Otero and Mintzi Martínez-Rivera. Bloomington: Indiana University Press, 2021, pp. 83 - 102.

“Introduction: How does Folklore find its voice in the 21st century? An offering/invitation from the margins,” co-author Mintzi Martínez-Rivera, *Theorizing Folklore from the Margins: Critical and Ethical Approaches*, eds. Solimar Otero and Mintzi Martínez-Rivera. Bloomington: Indiana University Press, 2021, pp 3-21.

“*Yemayá’s Fury: Residual Flows, Ecological Disaster, and Folklore Futures*,” *Advancing Folkloristics*, eds. Kristina Downs, Meredith McGriff, and Jesse Fivecoate. Bloomington: Indiana University Press, 2021, pp. 98-110.

### Journal Articles (in press 2022):

“Rekeying Latinx Performance: Gesture, Ancestors, and Community,” *Journal of American Folklore*, special issue *Latinx Folklore: Transnational WOC Feminist Perspectives*, Spring 2022.

“Performance Review: *Taxonomía of a Spicy Espécimen*,” *Journal of American Folklore*, special issue *Latinx Folklore: Transnational WOC Feminist Perspectives*, Spring 2022.

# L. RENÉE

(b) (6)

| <https://lreneepoems.com/>

## EDUCATION

Indiana University, Bloomington, IN

**M.F.A. Creative Writing**

August 2021

Concentration in Poetry

Columbia University Graduate School of Journalism, New York, NY

**M.S. Journalism**

2008

Dissertation: "A Mother's Work is Never Done: Taking it to the Streets for Their Slain Sons"

Concentration in Magazine Writing,

Roanoke College, Salem, VA

**B.A. English**

2007

Honors Thesis: "Going Back to Get It: Sankofa and Black Cultural Identity in Fiction and in Life"

Concentration in Creative Writing

Graduated *magna cum laude*, Phi Beta Kappa, Sigma Tau Delta English Honor Society.

University of East Anglia, Norwich, UK

Jan. – May 2006

Completed coursework in fiction, pre-1800 women's literature, and Shakespeare while abroad.

## EXPERIENCE

James Madison University, Harrisonburg, VA

**Assistant Director, Furious Flower Poetry Center/Assistant Professor of English**

Aug. 2022 – currently

Planning/managing programs, engaging with students and community members, teaching undergraduate English courses, developing strategic partnerships.

Indiana University Writers' Conference

**Associate Director**

Aug. 2019 – June 2021

Booked faculty, events, venues; managed interns, funding proposal, marketing to attendees.

*Indiana Review***Nonfiction Editor**

Aug. 2019 – Aug. 2020

Solicited writers, read submissions, hosted editorial meetings, edited work, marketed events.

Indiana University Center for Rural Engagement

**Creative Writing Workshop Leader**

Aug. 2019 – Oct. 2020

Taught adults and read poetry at Brown County Public Library in Nashville, IN and taught teens from rural Indiana communities during Coronavirus pandemic in virtual sessions.

Indiana University Delhi Gateway, New Delhi, India and Malpi College in Kathmandu, Nepal

**Creative Writing Workshop Leader**

Dec. 2019

Taught workshops and read poetry to high school and college students as part of fellowship.

Indiana University, Bloomington

**Associate Instructor**

Aug. 2018 – May 2021

Taught undergraduate Introduction to Creative Writing, Literary Editing/Publishing, and Poetry courses.

*Newsday*, Melville, NY**Reporter**

Oct. 2010 – Aug. 2016

Covered arts, entertainment, breaking news, local government.

*Chicago Tribune*, Chicago, IL

**Reporter**

Reported on breaking news, courts, crime, business, metro news, arts and entertainment.

Oct. 2008 – Sept. 2010

**SELECTED POETRY PUBLICATIONS**

"Genealogical Trip to Pulaski, Virginia." <i>Tin House Online</i> .	October 4, 2019
"Some Nights We Have the Moon." <i>New Limestone Review</i> . 2019 Ada Limón Autumn Poetry Contest Runner-up.	January 2020
"Gone" and "Fish Fry." <i>Appalachian Heritage</i> . Vol 48, Issue 2. pp. 108-114.	Spring 2020
"damaged goods." <i>Poet Lore</i> . Volume 115. No 1/2. pp. 15.	Spring/Summer 2020
"Ghazal: Hog Killing Time." <i>Southern Humanities Review</i> . Volume 53.2. pp. 4-5.	Summer 2020
"Green Pea Crisps" and "Green Beans." <i>Poiesis</i> 1.2. pp. 46-47.	Summer 2020
Women of Appalachia Project's anthology <i>Women Speak Vol. 6 and Vol. 7</i> (Sheila-Na-Gig Editions)	2020 and 2021
"sweets." <i>the minnesota review</i> . Issue 96.	Spring 2021
"bone carrier," "The Unmapped Place," and "Tradition." <i>PLUCK! The Journal of Affrilachian Arts &amp; Culture</i> and <i>New Limestone Review</i> . Crystal Wilkinson Creative Writing Prize, 2nd place.	June 2021
"Why Family is a Fraught Term." <i>Water~Stone Review</i> . Vol. 24	Fall 2021
"Exodus, Gilliam Coal Camp, West Virginia, 1949." <i>Rattle Poetry Prize</i> Finalist. Issue 73.	Fall 2021
"Ars Poetica: As Archaeologist." <i>HeartWood Poetry Prize</i> Semi- Finalist. Issue 12.	Fall 2021
"Ode to Plantmomidom," <i>Flyway: Journal of Writing and Environment</i> . Fall/Winter Issue.	Winter 2022
"Exodus, Chatham, VA, 1901," "Revision," "Ode to my Mama's Bathrobe," <i>Still: The Journal</i> .	Summer 2022
"A Ride in Brooklyn," "Becoming," and "Rewombing at the Bottom of the Atlantic." Zora's Den anthology, <i>The Fire Inside, Volume II</i> . (ZD Press)	Fall 2022
"2 Legit," anthology, <i>I Thought I Heard A Cardinal Sing, Ohio's Appalachian Voices</i> , sponsored by Academy of American Poets and Andrew W. Mellon Foundation (Sheila-Na-Gig Editions)	Summer 2022
"Shoes." <i>Rattle Poetry Prize</i> Winner. Issue 78,	Winter 2022
"Embodiment." <i>Obsidian: Literature &amp; Arts in the African Diaspora</i> . Issue 47.1	Winter 2023

**SELECTED HONORS/AWARDS/FELLOWSHIPS**

<i>Rattle International Poetry Prize</i> winner, \$15,000	2022
Cave Canem Fellowship	2021
Emerging Poet Fellowship Winner, The Writers' Colony at Dairy Hollow	2021
Denny C. Plattner Award Winner, <i>Appalachian Review</i>	2021
Inaugural Crystal Wilkinson Creative Writing Prize, 2nd place winner	2021
Best New Poets nomination for "Fish Fry" by <i>Appalachian Review</i>	2021
Pushcart Prize nomination for "Fish Fry" by Sheila-Na-Gig Editions	2020
Indiana University CAHI Award in Support of Research and Creative Activity	2020
Indiana University Guy Lemmon Award in Public Writing	2020
Indiana University Graduate Scholars Fellowship	2019 – 2020
Indiana University Ruth N. Halls College of Arts & Sciences Fellowship	2019 – 2020
Martha's Vineyard Institute of Creative Writing Alumni Award	2018
New York Press Club Award to reporting team, continuing coverage of Superstorm Sandy	2013
Society for Features Journalism Diversity Fellow	2011
Columbia University Joseph Pulitzer II and Edith Moore Fellowship	2007 – 2008
NAACP's Afro-Academic, Technological and Scientific Olympics, National Silver medalist, poetry	2002

**SELECTED GRANTS/SCHOLARSHIPS/RESIDENCIES**

Money for Women/Barbara Deming Memorial Fund Inc. Grant	2021
Oak Spring Garden Foundation 2021 Interdisciplinary Residency Fellowship	2021
Peter Bullough Foundation Residency Fellowship	2021
Charles C. Scrutchin Emerging Writer Scholarship, Minnesota Northwoods Writers Conference	2021
W.K. Kellogg Foundation Collegiate Women of Color Leadership Development Grant	2006



## QUITO J. SWAN, Ph. D

Ballantine Hall 643, Department of African American & African Diaspora Studies, Indiana University, College of Arts & Sciences, 1020 E. Kirkwood Ave, Bloomington, IN 47405/ ☎ (b) (6) ✉ qjswan@iu.edu

### EDUCATION HISTORY

- 2005 Ph.D. African Diaspora History (Caribbean/Latin America). Howard University.  
2000 M.A. African Diaspora History (Caribbean/Latin America). Howard University.  
1997 B.A. Computer Science. Florida A&M University.

### PROFESSIONAL APPOINTMENTS/EMPLOYMENT

- 2021-current Professor of African American and African Diaspora Studies. Indiana University Bloomington.  
2020-2021 Director. William Monroe Trotter Institute. University of Massachusetts-Boston.  
2019-2021 Professor of Africana Studies. UMASS-Boston.  
2017-2019 Professor of History. Howard University.  
2011-2017 Associate Professor of History with tenure. Howard University.  
2006-2011 Assistant Professor of History (African Diaspora). Howard University.

### PUBLICATIONS

#### Books

- 2022 *Pasifika Black: Oceania, Anticolonialism, and the African World*. New York University Press.  
-2023 Finalist. Book Prize. Association for the Study of African American Life and History.  
2020 *Pauulu's Diaspora: Black Internationalism & Environmental Justice*. University Press of Florida.  
-2021 Choice Outstanding Academic Title  
-2021 Pauli Murray Book Prize. African American Intellectual History Society (AAIHS).  
-2021 Open Book Award Fellowship. National Endowment for the Humanities (NEH).  
-2011 Finalist, Sterling Stuckey Book Prize. Association for the Study of the Worldwide African Diaspora.  
-2021 Finalist. Book Prize. Association for the Study of African American Life and History.  
-2021 Honorable Mention. Liberty Legacy Foundation Book Award. Organization of American Historians.  
-2020 Best Black History Books for 2020. AAIHS.  
2010 *Black Power in Bermuda: The Struggle for Decolonization*. Palgrave Macmillan.

#### Refereed Journal Articles & Book Chapters

- 2023 "Reggae, Sound Systems, and Arrested Decolonization in Bermuda." In *The Anticolonial Transnational*. Eds. Erez Manela & Heather Streets-Salter. Cambridge. Cambridge University Press (forthcoming).  
2022 "Toward a Black Pacific: Leo Hannett and Black Power in Papua New Guinea." In *Expanding the Boundaries of Black Intellectual History*. Eds. Russell Rickford, Leslie Alexander and Brandon Byrd. Boston: Northwestern University Press.  
2018 "Giving Berth: Fiji, Black Women's Internationalism and the Pacific Women's Conference of 1975." *Journal of Civil and Human Rights* 4:1 (June 2018): 37-63.  
2018 "Blinded By Bandung? Illuminating West Papua, Senegal and the Black Pacific." Special Issue on the Global South. *Radical History Review* 131 (May 2018): 58-81.

#### Policy Reports

- "Historic Land Grabs in Bermuda." Bermuda Government Commission of Inquiry into Historic Land Losses. 2020.  
"Latinos in Massachusetts: Afro-Latinos." (2020). Mattos, Granberry, and Swan. Gastón Institute Publications. 262.

#### Book Manuscripts in Preparation (under contract)

- 2024 *Born As a Sufferer: Dancehall Music's Insurgent Soundscapes*. Bloomsbury Publishing.  
2024 (b) (4)

### FELLOWSHIPS

- 2021 Summer Fellowship. Radcliffe Institute for Advanced Study. Harvard University.  
2020-2021 Visiting Scholar in Residence. Humanities Institute. Pennsylvania State University.  
2020 Indigenous Collections Library Fellowship. Fryer Library, University of Queensland. Brisbane, Australia.  
2018-2019 Global Sustainability and Resilience Fellow. Wilson International Center for Scholars. Washington DC.  
2017-2018 American Council for Learned Societies Frederick Burkhardt Fellowship.  
2016 Research Fellowship. Harry Ransom Center for the Humanities. University of Texas, Austin.  
2014 National Endowment for the Humanities Fellowship for University Faculty.

- 2014 Project for African Decolonial and Indigenous Knowledges Fellowship. Kansas State University and African Institute for Capacity Development. Jomo Kenyatta University. Juja, Kenya.
- 2013 Short-Term Residential Fellowship. African Studies Collections. Indiana University Bloomington.
- 2013 Andrew Mellon Summer Fellowship. Moorland-Spangarn Research Center. Howard University.
- 2004-2005 Sasakawa Peace Foundation Dissertation Writing Fellowship. Howard University.

#### **AWARDS & HONORS**

- 2022 *Pauulu's Diaspora*. Choice Outstanding Academic Title.
- 2022 *Pauulu's Diaspora*. Daniel Literary Award. Atlantic Publishing House. Bermuda.
- 2021 *Pauulu's Diaspora*. Pauli Murray Book Prize. African American Intellectual Heritage Society.
- 2021 *Pauulu's Diaspora*. National Endowment for the Humanities Fellowship Open Book Award.

#### **GRANTS**

- 2020-2021 *Black Boston & Climate Change Activism*. Sustainable Solutions Lab. UMass-Boston.
- 2020-2021 Intro to Africana Studies K-12 Course Design (Ethnic Studies). Boston Public School System.
- 2020 Expert Consultant. Bermuda Government Commission of Inquiry into Historic Land Losses.
- 2019 *Towards a Black Pacific Exploratory Seminar*. Radcliffe Institute, Harvard University.
- 2018 *Digital Diaspora*. Technology Grant. Office of Provost for Research. Howard University.
- 2010 Afro-Venezuela/Howard University Exchange Initiative. Summer Travel Grant.
- 2007 New Faculty Research Grant. Howard University.

#### **ADMINISTRATIVE EXPERIENCE, PUBLIC POLICY & PROFESSIONAL LEADERSHIP**

- Member, History and Legacy Working Group, Ministry of Education, Government of Bermuda, 2021-present.
- Expert Witness. Bermuda Government Commission of Inquiry into Historic Land Losses. November 2020.
- Co-Editor (with Keisha Blain). "Special Issue on Black Internationalism." *Journal of African American History* 106:4 (Fall 2021).
- Co-Editor (with Keisha Blain). Black Internationalism Book Series. University of Illinois Press. 2018-current.

#### **INVITED ACADEMIC TALKS/KEY NOTES**

- 2023 "Born as a Sufferer." *Endeavors*. African American Studies Department. Yale University.
- 2023 "The Black Pacific." Global Africa Meets Global Asia Workshop, NYU Abu Dhabi, United Arab Emirates.
- 2022 "Dark Waters: Black Pacifics." *Unmoored, Adrift, Ashore*. Or Gallery, Emily Carr University of Art + Design, Vancouver, Canada.
- 2022 "Pasifika Black." African American Studies Department. Yale University.
- 2022 "The Soundtrack of Racial Justice and Environmental Justice." Prince George Community College, African American Studies Institute.
- 2021 "Pauulu's Diaspora." Department of Studies in Race, Colonialism, and Diaspora." Tufts University.
- 2021 "Mining a Black World." Swiss Federal Institute of Technology Zurich. Zurich, Switzerland.
- 2021 "Pauulu's Diaspora." Africana Studies Department. Cornell University.
- 2021 "Black Trans-Pacific Mobility." Pacific World Seminar. University of California, Irvine.
- 2021 "Black Compass: Navigating New Directions in Africana Studies." African, African American, and Diaspora Studies Interdisciplinary Conference. James Madison University.
- 2021 "Black Lives Matter in Global Perspective." Lecture Series. University of New Mexico.
- 2021 "Rights and Citizenship in Small Axe," Africana Film Festival, Morgan State University.
- 2021 "Rude Boy International: Sound Systems, Dancehall and Diasporas." Global History Seminar. Department of History, Harvard University.
- 2021 "Black Studies Matters Series." Prince George's Community College, Trotter Institute and Morgan State University.

#### **NATIONAL AND INTERNATIONAL MEDIA APPEARANCES/PODCASTS**

- 2022 "Pasifika Black." *New Books in African American Studies*.
- 2022 "Bermuda | Quito Swan." *Race Beyond Borders*. Atlantic Fellows for Racial Equity. <https://racebeyondborders.libsyn.com/bermuda-quito-swan>.
- 2022 "Black Science as Black Power: Dr. Quito Swan on the Life of Pauulu Kamarakafego." Asia Art Tours.
- 2022 "Black internationalism from Bermuda and Africa to the Oceanian Struggles." *The Funambulist Podcast* E1477.
- 2022 "The Black Pacific w/ Dr. Quito Swan." *The Last Dope Intellectual*.

#### **TEACHING & CURRICULUM DEVELOPMENT**

African American History/Black Diaspora/Black Internationalism/Intro to African American Studies/US History/Rebel Music/Pasifika Black/Islam, the Indian Ocean and the African Diaspora/Global Black Power /Social Movements in the African Diaspora/Race and the Global City/Black Women's Internationalism/African Diaspora Theory & Methods

## Jakobi Williams

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Diaspora Studies  
Indiana University, Ballantine Hall 514  
1020 E. Kirkwood Avenue  
Bloomington, IN 47405  
812-855-3903  
jakowill@indiana.edu

History Department  
Indiana University  
Ballantine Hall 742  
1020 E. Kirkwood  
Bloomington, IN 47405  
812-855-3903

### Education

**2008 Doctorate of Philosophy in History, University of California, Los Angeles**

Dissertation: "*Racial Coalition Politics in Chicago: A Case Study of Fred Hampton, the Illinois Chapter of the Black Panther Party, and the Origin of the Rainbow Coalition.*" Committee: Brenda Stevenson (Chair), Scot Brown, Mark Sawyer, and Edward Alpers

**2002 Master of Arts in African American Studies, University of California, Los Angeles**

Thesis: "*A Panic in All This Country': Nat Turner's Complex and Dynamic Religious Background.*" Committee: Brenda Stevenson (Chair), Robert Hill (Marcus Garvey Papers), and Richard Yarborough

**2000 Bachelor of Arts in History, Southern Illinois University, Carbondale**

Senior Thesis: "*The Effects of Nat Turner's Vicious Rebellion.*" Committee: Joseph Brown SJ, Pamela Smoot, Kay Carr, and John Simon (Ulysses S. Grant Papers)

### Endowed/Named Chair Professor Positions

2018-Present **Ruth N. Halls Professor, Associate Professor** of African American and African Diaspora Studies (AAADS) and History, Indiana University.

### Administrative Positions

2021-present Department Chair, AAADS.

2016-2021 Director of Graduate Studies, AAADS.

2017-2018 Interim, Director of Atkins Living Learning Center, Indiana University.

2011-2013 Director, African American and Africana Studies Program, University of Kentucky.

### Selected Grants and Awards

**2020:** Black Metropolis Research Consortium Fellowship.

**2019:** The Summer Institute on Tenure and Professional Advancement (SITPA), Andrew W. Mellon Foundation, at Duke University.

**2017:** Palestinian American Research Center, Faculty Development Fellowship.

**2016:** National Endowment for the Humanities (NEH) Fellowship.

**2016:** National Humanities Center Fellowship.

## Books

- 2013 *From the Bullet to the Ballot: The Illinois Chapter of the Black Panther Party and Racial Coalition Politics in Chicago* (Chapel Hill: University of North Carolina Press). John Hope Franklin Series in African American History and Culture.
- 2003 Co-Editor, with Dionne Bennett, Candace Moore, and Ulli K. Ryder. *Revolutions of the Mind: Cultural Studies in the African Diaspora Project, 1996-2002* (Los Angeles: UCLA Center for Afro-American Studies Publications).

## Books in Progress

(b) (4)

(b) (4)

## Peer Reviewed Articles and Book Chapters

- 2019 “Power to the People: A Curriculum for Teaching the Black Panther Party and the Transition from Civil Rights to Black Power”, in Hasan Jeffries, ed., *Understanding and Teaching the Civil Rights Movement*, The Harvey Goldberg Series for Understanding and Teaching History, University of Wisconsin Press, November. P. 185-196.
- 2019 “You can kill the revolutionary, but you can’t kill the revolution”: A Reflection on Deputy Chairman Fred Hampton’s Life and Legacy 50 Years after his Assassination, *Harvard Blackletter Law Journal*, Volume 35, Spring, p. 77-83.
- 2019 “The Legacy of King’s Influence From Black Power to Black Lives Matter”, in *How Far Have We Come?: Dr. King’s Legacy in the 21<sup>st</sup> Century*, The National Civil Rights Museum, p. 72-77. <https://www.civilrights museum.org/compendium>
- 2018 “Black Power and the Gendered Imaginary”, *Journal of Civil and Human Rights* (University of Illinois Press), Vol. 4, No. 2, Fall/Winter, p. 95-99.
- 2018 “Black Power to Black Lives Matter”, in *MLK50 Where Do We Go From Here?*, by The National Civil Rights Museum. <http://mlk50.civilrights museum.org/50-voices-50-years/posts/the-legacy-of-kings-influence-from-black-power-to-black-lives-matter>
- 2016 “‘We Need to Unite with as Many People as Possible’: The Illinois Chapter of the Black Panther Party and the Young Lords Organization in Chicago”, in Brian D. Behnken, ed., *Beyond Civil Rights: African American and Latino/a Activism in the Twentieth Century United States*, University of Georgia Press, p. 105-126.
- 2016 “The Black Power Movement, The Black Panther Party, and Racial Coalitions”, in Sylviane A. Diouf and Komozi Woodard, eds., *Black Power 50*, The New Press, p. 29-50.
- 2012 “Don’t No Woman Got to do Nothing She Don’t Want to do’: Gender, Activism, and the Illinois Black Panther Party”. *Black Women, Gender, and Families*, (Champaign-Urbana: University of Illinois Press), Vol. 6, No. 2, Fall: 29-54.
- 2012 “Nat Turner: The Complexity of His Religious Background”, *Journal of Pan-African Studies*, Vol. 4, No. 9, January: 113-147.

Attachment 5: Letters of Commitment and Support  
“Content Warning: Engaging Trauma and Controversy in Research Collections”

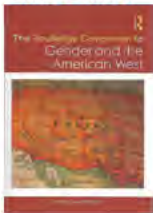
**From:** [Black, Liza](#)  
**To:** [Godby Ingalsbe, Suzanne](#)  
**Subject:** commitment  
**Date:** Sunday, January 29, 2023 1:16:12 PM

---

Dear NEH Committee Panel,

I write to show my deep commitment to our project, "Content Warning: Engaging Trauma and Controversy in Research Collections." We intend to enact our project from July 5-26 in 2024. The NEH Institute for Higher Education Faculty would be doing us a great service in choosing our project for funding. I am enthusiastic and committed to our project.

All the best,  
Liza Black



**From:** [Champion, Carey](#)  
**To:** [Godby Ingalsbe, Suzanne](#)  
**Cc:** [Hamilton Abegunde, Maria Eliza](#)  
**Subject:** Project Support  
**Date:** Wednesday, January 25, 2023 6:42:50 PM

---

Dear Suzanne,

I am writing to confirm my commitment to the “Content Warning: Engaging Trauma and Controversy in Research Collections” project (July 5 – 26, 2024) and its submission to NEH Institute for Higher Education Faculty.

Sincerely,  
Carey

\*\*\*\*\*

Carey Champion (she/her)  
Director, Wylie House Museum  
Indiana University Libraries  
317 E. Second St.  
Bloomington, IN 47401  
(812) 856-2353 email: [crchamp@indiana.edu](mailto:crchamp@indiana.edu)  
<https://libraries.indiana.edu/wylie-house-museum>

**From:** [LaShawnda Crowe Storm](#)  
**To:** [Godby Ingalsbe, Suzanne](#)  
**Subject:** [External] Re: Letter of commitment for NEH Institute for Higher Ed Faculty  
**Date:** Monday, January 30, 2023 11:46:22 AM

---

Hi Suzanne and Abegunde!

I am excited to be invited to participate in the upcoming institute. I am firmly committed to supporting this project and bringing my skills, experience and community connections to the table.

Again, thank you so much for this opportunity.

With gratitude,

LaShawnda Crowe Storm



**From:** [Dekel, Irit](#)  
**To:** [Godby Ingalsbe, Suzanne](#)  
**Subject:** Re: letter/email of commitment needed for submission of "Content Warning" NEH Institute grant  
**Date:** Friday, January 27, 2023 10:57:29 AM  
**Attachments:**

---

Hi Suzanne,

I hereby state my commitment and great interest in participating in the NEH Institute for Higher Education Faculty "Content Warning: Engaging Trauma and Controversy in Research Collections" July 5 – 26, 2024.

I will contribute to the institute and look forward to learning with and from its participants and leaders on the important and timely topic of engaging trauma and controversy in research collections.

Best wishes,

Irit Dekel

\*\*\*

Irit Dekel, PhD  
Assistant Professor  
Germanic Studies and Borns Jewish Studies Program  
Director, Olamot Center for Scholarly and Cultural Exchange with Israel  
Global and International Studies Building, 3128  
Indiana University, Bloomington  
[Website](#)

---

**From:** [Charlene Fletcher](#)  
**To:** [Godby Ingalsbe, Suzanne](#)  
**Subject:** [External] Re: Letter of commitment for NEH Institute for Higher Ed Faculty  
**Date:** Friday, January 27, 2023 12:50:08 PM

---

This message was sent from a non-IU address. Please exercise caution when clicking links or opening attachments from external sources.

Hi Suzanne,

Yes! I'm looking forward to taking part in this project! I supplied my CV, but please let me know if you need any additional materials and I'll get them right over to you.

Cheers,  
Charlene

Get [Outlook for iOS](#)

---



**DEPARTMENT OF  
GENDER STUDIES**

INDIANA UNIVERSITY  
College of Arts and Sciences  
Bloomington

January 26, 2023

Dear Drs. Hamilton Abegunde and Godby Ingalsbe,

Thank you so much for your message inviting me to serve as a member of the resident faculty for the NEH Summer Institute you are proposing. It would be a pleasure and an honor to do so, if your proposal proves to be successful.

Please do let me know if you require any additional information from me.

Sincerely,

A handwritten signature in black ink that reads "Colin R. Johnson". The signature is written in a cursive style with a horizontal line at the end.

Colin R. Johnson  
Associate Professor of Gender Studies and American Studies  
Adjunct Associate Professor of History  
Faculty Affiliate, Human Biology Program  
Faculty Affiliate, The Kinsey Institute  
President-Elect, Bloomington Faculty Council  
Indiana University Bloomington

**From:** [Hatcher, Sarah Junk](#)  
**To:** [Godby Ingalsbe, Suzanne](#)  
**Subject:** Content Warning  
**Date:** Friday, January 27, 2023 9:39:46 AM  
**Attachments:** [image001.png](#)

---

Dear Suzanne,

It is my great pleasure to be a part of the proposed NEH Institute for Higher Education Faculty: Content Warning: Engaging Trauma and Controversy in Research Collections. This project is a natural extension of the discussions around museums as sites of difficult dialogues that I have been part of. As the museum educator and current interim director I feel honored to be included in the proposal, and I feel that the museum's collections lend themselves well to the types of conversations this Institute will engender. The time period of the proposed institute, July 5-25, 2024, works well for both myself and the museum and I look forward to participating.

Should there be other ways that the IU Museum of Archaeology and Anthropology might be of service as part of this institute please don't hesitate to ask. As always our staff is happy to work with you and the IAS.

Sincerely,  
Sarah

**Sarah Junk Hatcher**

Head of Programs and Education  
Pronouns: She/Her  
IU Museum of Archaeology and Anthropology  
812.855.0197  
[sahatche@iu.edu](mailto:sahatche@iu.edu)



**INDIANA UNIVERSITY**  
BLOOMINGTON

**From:** [Myers, Amrita](#)  
**To:** [Godby Ingalsbe, Suzanne](#)  
**Subject:** Re: Your 2022 2-pg CV  
**Date:** Wednesday, January 25, 2023 2:29:09 PM

---

This is fine, Suzanne.

Please consider this my email confirming continued participation in the project as well.

Best,  
Amrita

---

Amrita Chakrabarti Myers, Ph.D.  
Director of Graduate Studies, Department of History  
Ruth N. Halls Associate Professor of History and Gender Studies  
Indiana University, Bloomington

We acknowledge that Indiana University was built on the ancestral grounds of the Delaware, Kickapoo, Miami, Potawatomi, and Shawnee Peoples, the past and future caretakers of these lands.

Author of [\*Forging Freedom: Black Women and the Pursuit of Liberty in Antebellum Charleston\*](#).

Author Page: <https://www.pandeliterary.com/amrita-chakrabarti-myers>.

Twitter: @CountessCanuck

Instagram: amritamyers

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THE UNIVERSITY *of*  
**TULSA**

*Henry Kendall College of Arts & Sciences • Department of Psychology*

Suzanne Godby Ingalsbe & Maria Hamilton Abegunde  
Indiana University Bloomington  
624 E 3rd Street Bloomington, IN 47405

Dear Professors & Abegunde & Godby Ingalsbe,

I would be delighted to serve as a visiting faculty member for the NEH Summer Institute on Content Warning, if the proposal is accepted. I think the seminar is an excellent idea and a very timely one as more and more professions who work with traumatic material .are acknowledging the risks and determining mitigation strategies. Increasingly I am asked by curators, museum education specialists, and executive directors to talk to staff and docents about managing personal and audience reactions to trauma materials. I think the topic is very important and you have assembled a perfect team. I will be able to augment your team with my extensive knowledge of trauma-informed pedagogy, the science of risks and protective factors for the development of trauma-related workplace psychological injuries, and my general knowledge about trauma and content warnings. I also look forward to learning from the participants.

Let me tell you a little bit about my experience with trauma-informed pedagogy and teaching. Since graduate school I have been helping colleagues in women studies with [pedagogical issues in addressing violence](#). Since that time I have become active in training law students about self-care and trauma-informed interviewing each semester and once I accompanied law students who provided legal assistance to women and children at a [detention center](#). A psychology student under my supervision and I provided psychological support to clients and the legal team. I have also edited a [special issue](#) on trauma education and [written about training issues](#). I have consulted on educational grants to improve the training of [child advocacy students and professionals](#). Finally a colleague and I spearheaded the acceptance of [trauma competencies](#) by the American Psychological Association through the use of a nominal group technique of consensus-building among a very divided group of professionals. Hence I think I can be helpful in the general pedagogical structure structuring of activities, breaks and pacing of the seminar.

Second, I believe I can help with specifics of content. I know the occupational health literature in relationship to trauma-related mental health. I conduct research about the [risk and protective factors](#) for trauma-related mental health problems and disseminate information [about the status of the science](#) and [coping tips](#). I regularly give [keynotes](#),

lectures, [interviews](#), and [workshops, mental health, coping](#), self-care, [wellness](#), and resiliency. I serve on [panel discussions](#) about these issues. I also go into news organizations after difficult stories or deaths of colleagues. Second, I also have specific interests in content and trigger warnings. I have reviewed several books prior to publication about content and trigger warnings and was invited by the NYTimes to comment on [course trigger warnings](#). I currently serve on an expert panel for the dissemination of the National Child Traumatic Stress Network's core competencies which include [competencies regarding secondary traumatic stress](#). I am known for helping professionals consider what tools in their world can be used to enhance well-being. For example, the use of rituals, preparation before interacting with artifacts and documents, and other task may be useful for cultural anthropologists. For doctors, washing their hands before each client might be accompanied with a self-affirmation. Hence I look forward to exploring the best way to help

Finally, I can be a general resource in traumatic stress studies including science-based wellness, self-care, and resilience studies. I have helped organizations become trauma-informed interventions at the systems level ([schools, criminal](#) justice and news organizations) or increase competency with a particular trauma-exposed group. With respect to wellness, I have extensive experience providing lectures and workshops across disciplines on these matters. I have served as faculty on these issues at special retreats such as [The War Horse Writing Seminars](#). I have brought in museum directors, curators and educators into mental health community discussions about the role of museums in collective healing. The University of Tulsa Institute of Trauma, Adversity, and Injustice, where I serve as a co-director, just received a NEH award to create a minor in historical trauma. I will be offering lectures on different approaches to trauma and trauma pedagogy to this group of scholars. I have worked extensively across disciplines and continue to enjoy this work. I have worked with some of your colleagues when I attended a working a conference with cultural anthropologists, ethnographers, folklorists, survivors, and public health professionals at Rockefeller Foundation Bellagio Conference which culminated with the establishment of the International Commission for Survivor-Centered Disaster Recovery. I look forward to this opportunity to join with a similar group of colleagues on another issue dear to my heart.

Sincerely,



Elana Newman, Ph.D.

McFarlin Professor of Psychology

Research Director, Dart Center for Journalism & Trauma

Co-Director, The Tulsa Institute of Trauma, Adversity, and Injustice.

**From:** [Otero, Solimar](#)  
**To:** [Godby Ingalsbe, Suzanne](#); [Hamilton Abegunde, Maria Eliza](#)  
**Subject:** Statement of Commitment and Support for NEH Summer Institute  
**Date:** Wednesday, January 25, 2023 1:53:54 PM

---

Dear Colleagues,

This is a message to affirm my commitment to participating and supporting the NEH Institute for Higher Education Faculty, "Content Warning: Engaging Trauma and Controversy in Research Collections" on July 5 - 26, 2024.

Sincerely,  
Solimar Otero

Dr. Solimar Otero (she, her, hers)  
Professor, Department of Folklore and Ethnomusicology  
Professor, Department of Gender Studies  
Editor, [Journal of Folklore Research](#)  
Editor, Underground Cultures Book Series, Indiana University Press  
Indiana University, Bloomington, IN 47405  
[solioter@iu.edu](mailto:solioter@iu.edu), 812-855-2732  
Author of [Archives of Conjure](#), Columbia University Press  
*Winner of the 2021 Albert J. Raboteau Prize for the Best Book in Africana Religions*





Indiana University, Bloomington  
107 S. Indiana Avenue  
Bloomington, IN 47405

January 27, 2023

Dear Dr. Suzanne Godby Ingalsbe and Dr. Maria E. Hamilton Abegunde,

It is my great delight to reaffirm my commitment to the NEH Institute for Higher Education Faculty project, entitled "Content Warning: Engaging Trauma and Controversy in Research Collections," which is to be held July 5-26, 2024 at Indiana University Bloomington.

As you know, I'm great admirers of your work and your scholarship on trauma studies and uses of the archive. I'm excited to be part of this tremendous project, and to contribute my creative work and scholarship on oral history collection, Black Appalachian subjectivity, and poetics.

I've copied a short bio below, since I've moved to a new position since our last correspondence. Please let me know if you need any further information from me.

**L. Renée** is a poet and nonfiction writer living in Harrisonburg, Virginia, where she works as Assistant Director of Furious Flower Poetry Center—the nation's first academic center dedicated to Black poetry—and Assistant Professor of English at James Madison University. Nominated for *Best New Poets*, Best of the Net and a Pushcart Prize, her work has been published in *Obsidian*, *Tin House Online*, *Poetry Northwest* and elsewhere. The granddaughter of proud Black Appalachians, she won the international 2022 Rattle Poetry Prize and *Appalachian Review's* Denny C. Plattner Award, among others. A recipient of fellowships from Cave Canem Foundation and the Watering Hole, L. Renée also holds an MFA in Creative Writing from Indiana University, an MS in Journalism from Columbia University, and a BA with honors in English from Roanoke College. [reneepoems.com](http://reneepoems.com)

Kind regards,

**L. Renée**

Assistant Director, Furious Flower Poetry Center  
Assistant Professor, English  
James Madison University



MSC 3802, 500 Cardinal Dr.  
Harrisonburg, VA 22801  
Phone: 540-568- 6310  
Fax: 540-568-8888  
E-mail: [harri6lr@jmu.edu](mailto:harri6lr@jmu.edu)  
[www.jmu.edu/furiousflower](http://www.jmu.edu/furiousflower)

**From:** [Swan, Quito Jame](#)  
**To:** [Godby Ingalsbe, Suzanne](#)  
**Subject:** Re: resumes/bio statements needed for resubmission of "Content Warning" NEH Institute grant  
**Date:** Wednesday, January 25, 2023 4:20:17 PM  
**Attachments:** [SwanCV2023 Jan2.pdf](#)

---

Suzanne,

Please accept this email as my commitment to the proposed NEH Institute for Higher Education Faculty "Content Warning: Engaging Trauma and Controversy in Research Collections," to be held from July 5 – 26, 2024.

My bio is below.

Quito J. Swan is Professor of African American and African Diaspora Studies at Indiana University Bloomington. An historian of Black internationalism, his latest book is *Pasifika Black: Oceania, Anticolonialism, and the African World* (New York University Press, 2022).

Quito Swan, Ph.D  
Professor, Department of African American and African Diaspora Studies  
Indiana University  
Ballantine Hall 677  
1020 East Kirkwood Ave.  
Bloomington, IN 47405

Author: [Pasifika Black: Oceania, Anticolonialism and the African World](#) (NYU Press, 2022)

Author: [Pauulu's Diaspora: Black Internationalism and Environmental Justice](#) (University Press of Florida, 2020).

2021 Pauli Murray Book Prize, African American Intellectual History Society.  
2021 National Endowment for the Humanities Fellowship Book Award Prize.  
Finalist. 2021 Association for the Study of African American Life and History Book Prize.  
Finalist. 2021 Sterling Stuckey Book Prize. Association for the Study of the World Wide African Diaspora  
Honorable Mention. 2021 Organization of American Historians Liberty Legacy Foundation Book Award.

---

**From:** [Williams, Jakobi](#)  
**To:** [Godby Ingalsbe, Suzanne](#)  
**Subject:** Re: Letter of commitment for NEH Institute for Higher Ed Faculty  
**Date:** Friday, January 27, 2023 12:41:21 PM

---

I Jakobi Williams am committed to the NEH Institute for Higher Ed Faculty, “Content Warning: Engaging Trauma and Controversy in Research Collections,” proposed for July 5 – 26, 2024.

---

Jakobi Williams, Ph.D  
Chair, Department of African American and African Diaspora Studies  
Ruth N. Halls Associate Professor  
Department of History  
Indiana University  
Ballantine Hall 644  
1020 East Kirkwood Ave.  
Bloomington, IN 47405  
Office: 812-855-3903  
Email: [jakowill@indiana.edu](mailto:jakowill@indiana.edu)  
Faculty Webpages: AAADS, <https://aaads.indiana.edu/about/faculty/williams-jakobi.html>  
History, [https://history.indiana.edu/faculty\\_staff/faculty/williams\\_jakobi.html](https://history.indiana.edu/faculty_staff/faculty/williams_jakobi.html)  
Author of *[From the Bullet to the Ballot: The Illinois Chapter of the Black Panther Party and Racial Coalition Politics in Chicago](#)*

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## INDIANA UNIVERSITY

OFFICE OF THE VICE PRESIDENT FOR RESEARCH

Office of Research Administration

1/30/2023

National Endowment for the Humanities

Indiana University is pleased to submit this proposal on behalf of Drs. Suzanne Godby Ingalsbe and Maria Hamilton Abegunde for the NEH Institutes for Higher Education Faculty application entitled, *Content Warning: Engaging Trauma in Research Collections*. This proposal has been administratively reviewed and approved by the appropriate institutional officials.

If this proposal is successful, the University will ensure compliance with all pertinent federal regulations and policies. Administrative questions regarding this proposal should be directed to:

Trustees of Indiana University  
Office of Research Administration  
509 E. 3<sup>rd</sup> Street  
Bloomington, IN 47401-3654  
Phone: (317) 278-3473  
Email: [iuaward@iu.edu](mailto:iuaward@iu.edu)

Please contact the project directors, Dr. Suzanne Godby Ingalsbe at [sgodby@indiana.edu](mailto:sgodby@indiana.edu) and Maria Hamilton Abegunde at [maehamil@iu.edu](mailto:maehamil@iu.edu), regarding the technical aspects of this proposal.

We look forward to your favorable review.

Sincerely,

Steven Allen Martin  
Associate Vice President for Research Administration  
Trustees of Indiana University

  
**INSTITUTE FOR  
ADVANCED STUDY**  
INDIANA UNIVERSITY  
Bloomington

January 30, 2023

Dear Review Committee Members,

I am writing in support of the NEH Institute for Higher Education Faculty proposal on the topic of “Content Warning: Engaging Trauma and Controversy in Research Collections,” submitted by Dr. Suzanne Godby Ingalsbe and Dr. Maria Hamilton Abegunde. Indiana University’s Institute for Advanced Study is pleased to support this initiative and serve as the administrative home for the project. As such, we are prepared to provide financial oversight and processing, staff support, and assistance with publicity. We regularly run large-scale interdisciplinary working groups and are experienced with bringing visitors to campus, so this fits very much within our comfort zone and purview.

This program is an appropriate and exciting opportunity for IUIAS for three additional reasons. First, it builds naturally from our well-established Repository Research Fellowship program, which brings external scholars to campus each year to conduct research in the collections of one of our dozen repository partners. Our collaborators at the IUB archives, libraries, and museums are enthusiastic about this institute opportunity and see potential for lasting impact and future collaborations.

Second, we are preparing to launch a Remak Seminar – an interdisciplinary working group of IUB faculty – on the topic of trauma. Dr. Godby Ingalsbe will be organizing the seminar, which provides infrastructure for a regular discussion group and resources to bring in one or more guest lecturers or visiting scholars. Third, this NEH Institute is an excellent example of the type of radically interdisciplinary work that we strive to foster. We have had the opportunity to support a collaborative project of Dr. Abegunde’s before, and we have seen her excellent work connecting the academy to the wider community and bridging disciplines and modalities of teaching and learning. This is sure to be a fruitful partnership, especially involving so many other colleagues.

We look forward to seeing the outcomes of the institute and the ongoing impact of the cohort it creates.

Sincerely,



Patricia Clare Ingham  
Martha Biggerstaff Jones Professor of British Literature  
Director, IU Institute for Advanced Study



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center  
Financial Management Portfolio  
Cost Allocation Services

1301 Young Street, Room 732  
Dallas, TX 75202  
PHONE: (214) 767-3261  
FAX: (214) 767-3264  
EMAIL: CAS-Dallas@psc.hhs.gov

May 20, 2019

Ms. Anna Jensen  
VP for Finance and Controller  
Indiana University  
Bryan Hall #212  
Bloomington, IN 47405-1201

Dear Ms. Jensen:

A copy of the indirect cost Rate Agreement is being sent to you for signature. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for F&A and fringe benefit costs on grants and contracts with the Federal Government.

Please have the Agreement signed by an authorized representative of your organization, email to me, retaining a copy for your files. Our email address is [cas-dallas@psc.hhs.gov](mailto:cas-dallas@psc.hhs.gov). We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

The Office of Management and Budget (OMB) has requested that we reach an agreement with each institution on components for the published F&A cost rates. The attached form(s) are provided for that purpose. Please sign the form(s) and return them with the agreement.

An F&A cost proposal, together with supporting information, are required to substantiate your claim for F&A costs under grants and contracts awarded by the Federal Government. Thus your next F&A cost proposal for fiscal year ending June 30, 2022 is due in our office by December 31, 2022.

Sincerely,

Arif M. Karim -  
S

Digitally signed by Arif M. Karim - S  
DN: cn=US, o=U.S. Government, ou=HHS,  
ou=PMSC, ou=People, cn=Arif M. Karim - S,  
c=US, email=arif.m.karim@psc.hhs.gov,  
Date: 2019.05.20 08:54:14 -0500

Arif Karim  
Director  
Cost Allocation Services

Enclosures

PLEASE SIGN AND RETURN VIA EMAIL A COPY OF THE RATE AGREEMENT

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1356001673A1

DATE:05/20/2019

ORGANIZATION:

FILING REF.: The preceding agreement was dated 06/15/2015

Indiana University

Bryan Hall 212

Bloomington, IN 47405-1201

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

---

**SECTION I: Facilities And Administrative Cost Rates**

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RATE TYPES:      FIXED                  FINAL                  PROV. (PROVISIONAL)      PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2017	06/30/2019	57.50	On Campus	Organized Research
PRED.	07/01/2015	06/30/2019	47.50	On Campus	Instruction
PRED.	07/01/2015	06/30/2019	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2019	26.00	Off Campus	All Programs
PRED.	07/01/2019	06/30/2023	58.50	On Campus	Organized Research
PRED.	07/01/2019	06/30/2023	46.50	On Campus	Instruction
PRED.	07/01/2019	06/30/2023	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2019	06/30/2023	26.00	Off Campus	All Programs
PROV.	07/01/2023	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2023.

ORGANIZATION: Indiana University

AGREEMENT DATE: 5/20/2019

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\*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.



ORGANIZATION: Indiana University

AGREEMENT DATE: 5/20/2019

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

FRINGE BENEFITS:

FICA	Retirement
Life Insurance	Tuition Remission
TIAA/CREF	Worker's Compensation
Health Insurance	Unemployment Insurance
Long Term Disability	Fringe Benefit Administration
Employee Fee Courtesy (Faculty & Staff Fee Discount)	

The next proposal based on actual costs for the fiscal year ending 06/30/2022 is due in our office by 12/31/2022.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000.

ORGANIZATION: Indiana University

AGREEMENT DATE: 5/20/2019

**SECTION III: GENERAL**

**A. LIMITATIONS:**

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

**B. ACCOUNTING CHANGES:**

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

**C. FIXED RATES:**

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

**E. OTHER:**

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Indiana University

(INSTITUTION)



(SIGNATURE)

John A. Sejdinaj

(NAME)

VP Chief Financial Officer

(TITLE)

May 22, 2019

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -S

Digitally signed by Arif M. Karim -S  
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC,  
ou=People, cn=Arif M. Karim -S,  
0.9.2842.19200305.100.1.1=2000212895  
Date: 2019.05.20 08:53:23 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

5/20/2019

(DATE) 3631

HHS REPRESENTATIVE:

Ernest Kinneer

Telephone:

(214) 767-3261

**COMPONENTS OF PUBLISHED F&A COST RATE**

INSTITUTION: **Indiana University**  
FY COVERED BY RATE: **July 1, 2019 through June 30, 2023**  
APPLICABLE TO: **ORGANIZED RESEARCH**

<u>RATE COMPONENT:</u>	<u>ON CAMPUS</u>	<u>OFF CAMPUS</u>
Building Depreciation	5.5	
Equipment Depreciation	3.7	
Interest	1.8	
Operation & Maintenance	19.6	
Library	1.9	
Administration*	<u>26.0</u>	<u>26.0</u>
TOTAL	<u>58.5</u>	<u>26.0</u>

\* Reflects provisions of Appendix III to Part 200 of Uniform Guidance—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.8. dated December 26, 2013.

CONCURRENCE:

Indiana University  
(Institution)

  
(Signature)

John A. Sejdinaj  
(Name)

VP Chief Financial Officer  
(Title)

May 22, 2019  
(Date)

RESEARCH & RELATED BUDGET - Budget Period 1

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

UEI: (b) (4)

Enter name of Organization: Trustees of Indiana University

Budget Type:  Project  Subaward/Consortium

Budget Period: 1 Start Date: 10/01/2023 End Date: 12/31/2024

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
	Suzanne		Godby Ingalsbe	Ph.D.	(b) (6)	1.50			(b) (6)	(b) (6)	(b) (6)

Project Role: PD/PI

	Maria		Hamilton Abegunde	Ph.D.	(b) (6)	0.00	1.50		(b) (6)	(b) (6)	(b) (6)
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Project Role: PD/PI

Additional Senior Key Persons:

[Add Attachment](#) [Delete Attachment](#) [View Attachment](#)

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

Total Senior/Key Person 30,882.00

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)	
		Cal.	Acad.	Sum.				
	Post Doctoral Associates							
	Graduate Students							
3	Undergraduate Students	4.25			13,600.00	0.00	13,600.00	
	Secretarial/Clerical							
8	Institute Faculty	1.64			18,000.00	4,565.00	22,565.00	
11	<b>Total Number Other Personnel</b>						<b>Total Other Personnel</b>	36,165.00

**Total Salary, Wages and Fringe Benefits (A+B)** 67,047.00

### C. Equipment Description

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

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

### D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs ( Incl. Canada, Mexico and U.S. Possessions)	10,956.00
2. Foreign Travel Costs	<input type="text"/>
<b>Total Travel Cost</b>	10,956.00

### E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	71,250.00
3. Travel	<input type="text"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text"/>	<input type="text"/>
<input type="text" value="25"/> Number of Participants/Trainees	
<b>Total Participant/Trainee Support Costs</b>	71,250.00

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

1. Materials and Supplies	3,110.00
2. Publication Costs	
3. Consultant Services	12,500.00
4. ADP/Computer Services	
5. Subawards/Consortium/Contractual Costs	
6. Equipment or Facility Rental/User Fees	
7. Alterations and Renovations	
8. Printing Expenses	750.00
9. Conner Prairie group admission, facility and AV rental, catering	2,500.00
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
<b>Total Other Direct Costs</b>	<b>18,860.00</b>

**G. Direct Costs****Funds Requested (\$)****Total Direct Costs (A thru F)** 168,113.00**H. Indirect Costs**

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
MTDC	32.00	96,863.00	30,996.00
<b>Total Indirect Costs</b>			<b>30,996.00</b>

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

D.H.H.S., Arif Karim, 214-767-3261

**I. Total Direct and Indirect Costs****Funds Requested (\$)****Total Direct and Indirect Institutional Costs (G + H)** 199,109.00**J. Fee****Funds Requested (\$)****K. Total Costs and Fee****Funds Requested (\$)****Total Costs and Fee (I + J)** 199,109.00**L. Budget Justification**

(Only attach one file.)

1234-justification.pdf

Add Attachment

Delete Attachment

View Attachment

## RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
<b>Section A, Senior/Key Person</b>		30,882.00
<b>Section B, Other Personnel</b>		36,165.00
Total Number Other Personnel	11	
<b>Total Salary, Wages and Fringe Benefits (A+B)</b>		67,047.00
<b>Section C, Equipment</b>		
<b>Section D, Travel</b>		10,956.00
1. Domestic	10,956.00	
2. Foreign		
<b>Section E, Participant/Trainee Support Costs</b>		71,250.00
1. Tuition/Fees/Health Insurance		
2. Stipends	71,250.00	
3. Travel		
4. Subsistence		
5. Other		
6. Number of Participants/Trainees	25	
<b>Section F, Other Direct Costs</b>		18,860.00
1. Materials and Supplies	3,110.00	
2. Publication Costs		
3. Consultant Services	12,500.00	
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1	750.00	
9. Other 2	2,500.00	
10. Other 3		
11. Other 4		
12. Other 5		
13. Other 6		
14. Other 7		
15. Other 8		
16. Other 9		
17. Other 10		

<b>Section G, Direct Costs (A thru F)</b>	168,113.00
<b>Section H, Indirect Costs</b>	30,996.00
<b>Section I, Total Direct and Indirect Costs (G + H)</b>	199,109.00
<b>Section J, Fee</b>	
<b>Section K, Total Costs and Fee (I + J)</b>	199,109.00



## Budget Justification

### Content Warning: Engaging Trauma and Controversy in Research Collections

#### Senior/Key Persons: Co-Directors Maria Hamilton Abegunde and Suzanne Godby Ingalsbe

We are limiting the co-director salary budget request to the 6 weeks in which both co-directors will focus solely on the institute, although we will be putting in much more time over the course of the project. These are the 2 weeks leading up to the institute for preparation, the 3 weeks of the institute, and 1 week after the institute for documentation and wrap up. All calculations have been carried out according to the university's assigned formulas, utilizing the base salary of each co-director and the designated fringe rate of 39.94%. Additional program administration will be carried out through the Institute for Advanced Study, utilizing the Institute's staff. This additional staff time is not included in the budget request and will be absorbed into the Institute's regular annual budget.

Co-director Abegunde (b) (6) salary + (b) (6) fringe (27.66% summer rate) = Total (b) (6)  
Co-director Godby Ingalsbe (b) (6) salary + (b) (6) fringe (39.94% exempt rate)  
= Total (b) (6)

#### Institute Faculty

We have selected twelve faculty members who will each participate formally in three days of the institute and additionally be available for individual or small group consultations throughout the program. These colleagues have research and personal expertise in the topics included in our program as well as detailed knowledge of museum and archival collections at IUB, in the surrounding community, and elsewhere. Including more faculty whose presentations are scheduled over shorter amounts of time throughout the institute allows us to address a wider array of research topics, boost active participant engagement, and increase flexibility in scheduling consultations and participant presentations.

Our faculty roster establishes the interdisciplinary nature of the group. While we could successfully design a program focused on any one of these research areas, institute personnel will benefit from learning what approaches are used in fields other than their own, and the final outcomes will be richer for the cross pollination. With this group of colleagues sharing their experience and leading discussions, we are prepared to support faculty participants who are focusing on their own research, navigating how to assist student researchers, or training collections professionals. This large and varied group of faculty will also help us with recruitment, as they can forward our calls for applications to colleagues in their disciplines, post to their professional organizations, and share with friends at other institutions.

#### *2024 Institute Local & Short-term Faculty*

Liza Black, IU Native American & Indigenous Studies and History  
Carey Champion, Wylie House Museum  
LaShawnda Crowe Storm, Community Artist  
Irit Dekel, IU Germanic Studies and Borns Jewish Studies Program  
Charlene J. Fletcher, Conner Prairie  
Colin R. Johnson, IU Gender Studies and American Studies  
Sarah Junk Hatcher, IU Museum of Archaeology and Anthropology  
Amrita Chakrabarti Myers, IU History  
Solimar Otero, IU Folklore  
L. Renée, JMU Furious Flower Poetry Center  
Quito J. Swan, IU African American and African Diaspora Studies  
Jakobi Williams, IU History and African American and African Diaspora Studies

Because these faculty members have equal investment in and time commitment to the program, we have set a uniform compensation rate of \$2,000 each. This is below the daily rate of \$750 mentioned in the NOFO for this program. This compensation plan avoids recreating inequitable fiscal and power

hierarchies reflected in varying base salary levels. The calculation for the 8 IU faculty members has been completed according to the university's required formulas, including the summer fringe rate of 27.66%. The calculation for Sarah Junk Hatcher, IU staff, has been figured at the administrative supplemental fringe rate of 6.96%. We have added a travel allowance for L. Renée, but anticipate she will stay with local friends.

Local & short-term faculty

8 IUB faculty members @ \$2,000 + 27.66% fringe = \$20,426 (included under personnel)

1 IUB staff member @ \$2,000 + 6.96% fringe = \$2,139 (included under personnel)

3 Non-IU employees @ \$2,000 = \$6,000 (included in consultant services)

*2024 Institute Visiting Faculty*

We welcome Elana Newman, Ph.D. to our institute as a visiting faculty member. Dr. Newman is Research Director for the Dart Center for Journalism and Trauma and Co-Director of the Tulsa Institute of Trauma, Adversity, and Injustice. She has trained lawyers, journalists, museum staff members, and others in trauma-informed practice and trauma mitigation. She is an active member of the International Society of Traumatic Stress Studies and conducts prison and immigration trauma assessments. In addition to being an avid researcher in the area of trauma effects and health, Dr. Newman has advanced trauma education, providing trainings and consultations and leading self-care exercises. Her expertise in preventing or treating trauma-related conditions and training practitioners to work with others suffering from trauma-related problems will help institute participants develop their plans for preparation, resilience, understanding, and healing as they relate to traumatic research encounters.

Having a clinical practitioner who specializes in trauma and PTSD on our faculty is fantastically beneficial for greater understanding of how trauma operates in and on mind and body and for becoming more familiar with the range of treatments and care options. We have asked Dr. Newman to participate actively in the entire three-week institute, as well as in planning activities. This will allow participants maximum time to consult with her as they build their plans. We have budgeted for her travel and lodging, as well as compensation of \$6,000. In addition to sharing her expertise and supporting the work during the institute, we envision later collaboration between Dr. Newman and the co-directors to develop guides and tools for use by archives, museums, and humanities scholars who are incorporating controversial and/or painful collection materials into their research, teaching, or exhibitions.

1 Visiting faculty member (all 3 weeks) @ \$6,000 = \$6,000 (incl in consultant services)

Hourly Student Assistants

We have budgeted for 680 student work hours at \$20/hr. We plan to hire three students in programs of study related to the topics of this institute. In addition to anthropology, history, gender studies, African American and African Diaspora Studies, American Studies, folklore, and other discipline-specific departments, IU has programs in archival management, curatorship, and library science from which interested student hourly workers may be recruited. We anticipate that our local faculty members will be of great assistance in identifying potential candidates.

These students will help with program promotion and administrative arrangements leading up to the institute and will assist faculty and participants during the institute by handling room and tech set up, making hospitality arrangements, coordinating repository research appointments, and tracking down requested resources. Having multiple student workers will be helpful, particularly when institute participants are working in different research repositories and need assistance at different sites on campus.

3 student assistants: 680 hrs (total) \* \$20/hr = \$13,600

### Travel

As directed in the grant guidance, we have allocated funds for both directors to travel to the NEH Directors Meeting.

2 RT flights IND to DCA @ \$549 = \$1,098

2 bag fees @ \$60 RT = \$120

2 shared rides between Bloomington & IND @ \$152 = \$304

2 RT Uber rides between DCA and hotel @ \$60 = \$120

5% COLA adjustment for rate increases in 2024

2 per diem @ GSA DC rate of \$79/non-travel day, \$59.25/travel day = \$276.50 x2 = \$553

Shared hotel room, 3 nights @ DC GSA October rate \$257 = \$771

Total for Co-directors' travel to DC for NEH meeting in October: \$3,048

Travel for L. Renée, non-local short-term faculty member = \$960

(\$596 airfare SHD – IND; RT bag fee \$60; car to and from airports \$304)

(We anticipate this faculty member will stay with friends in Bloomington)

Travel for Elana Newman, visiting faculty (attending whole institute) = \$3,807

Air travel TUL – IND \$989 (RT ticket + \$60 bag fee + 10% COLA for fare increase)

Car to and from airports \$304

SummerHouse at Indiana for 26 days (planning/prep, institute, wrap up) @ \$95/day = \$2,514

Total travel for Visiting Faculty: \$3,806

### Participant Stipends

25 participants will join us for our residential three-week institute. Their stipends have been calculated at the \$2,850/participant rate established by NEH.

25 participants \* \$2,850 = \$71,250

### Selection Committee

Two members of the faculty will be asked to serve with the co-directors as members of the selection committee. We will select two faculty members whose research expertise complements that of the co-directors, also considering their availability for the application review and deliberation meeting. For their service each will receive \$250 as allowed in NEH guidelines.

2 committee members @ \$250 = \$500 (included in consultant services)

### Program Materials

We have budgeted for participants and faculty members to have research supplies including institute-branded tote bags, journals, folders, and pencils for work in collections. We have also included an allowance for reading materials, which will be used to offset the cost of any materials not available to participants free of charge. The amounts were determined by checking prices from multiple vendors and taking the median, which should allow for cost increases.

The breakdown of anticipated materials costs is as follows:

\$1,500 reading materials

\$1,050 journals, pencils, folders, institute-branded labels/stickers

\$560 tote bags

Total \$3,110 (included in materials and supplies)

### Printing Expenses

We have allotted \$750 for printing expenses, which will be used primarily for recruitment materials and copies of final project materials to be distributed to institute personnel and our partner repositories.

### Conner Prairie Day Trip

We will spend a day at Conner Prairie, Indiana's living history museum. The site interprets Indiana communities between 1836 and 1863 and includes a Lenape Indian village, a 19<sup>th</sup>-century central Indiana village, and a Civil War experience. Conner Prairie has been recognized for its education initiatives around fraught histories and efforts to diversify the stories shared about Hoosier lives in the 1800s.

This visit will allow us to meet with faculty member Charlene Fletcher and her staff at their site, as well as to invite our community partners from Indianapolis to join us for tours and dialogue. The consideration of site interpretation and how to approach locations and built environments connected with traumatic experiences are important aspects of our institute's topic, so this will provide an opportunity to explore this on site with professionals who regularly do this in a public setting.

The charter bus rental rate is derived from quotes from local companies that provide transportation between Bloomington and Indianapolis. This would cover a bus large enough to transport all institute participants, faculty, and staff.

\$3,142 (included under domestic travel)

Conner Prairie group admission rates are currently \$15/adult. We have calculated admission for the institute participants, project directors and faculty members, student assistants, and community partners, with a modest allowance to cover potential rate increases.

\$850 (included under other direct costs)

The facility fee schedule and meeting equipment rental prices were provided by the Conner Prairie events coordinator.

\$900 (included under other direct costs)

The breakdown of this is

\$600 meeting room rental (non-profit rate)

\$100 projection package

\$50 for wireless handheld microphone or lavalier and podium,

\$50 portable speaker with stand

\$25 flipchart kit

\$75 allowance for price increases in 2024

Conner Prairie has an approved list of caterers who work with groups for onsite events, and there are also lunch vendors who sell to museum visitors. We have allotted funds for food from an approved vendor during the meeting portion of our visit day.

\$750 (included under other direct costs)

### Indirect Costs

This proposal uses Indiana University's 32% Other Sponsored Activities indirect cost rate based on modified total direct costs (MTDC). Modified total direct costs exclude equipment, capital expenditures, charges for patient care, tuition remission, rental costs of off-site facilities, scholarships, and fellowships, as well as the portion of each subcontract in excess of \$25,000. IU's rate was negotiated with the Department of Health and Human Services on 5/22/2019; point of contact is Arif Karim at 214-767-3261.