

NEH Application Cover sheet (EH-293737)

Institutes for Higher Education Faculty

PROJECT DIRECTOR

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Field of expertise: Non-Western Philosophy

INSTITUTION

Northeastern University
Boston, MA 021155005

APPLICATION INFORMATION

Title: *Institute for Higher Education Faculty on Native American, Indigenous, and Land-Based Social and Political Philosophy*

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

Project field(s): Non-Western Philosophy; Ethics; Philosophy, General

Description of project: The philosophy profession lacks diversity, and a core curriculum focused on Western Anglo-European philosophy is a major contributor to this problem. Many philosophy teachers are not familiar with underrepresented areas of philosophy, making it difficult for them to competently teach those areas in their courses. To help address this issue, Northeastern University will host an Institute for Higher Education Faculty on Native American, Indigenous, and Land-Based Social and Political Philosophy. The program aims to provide a cohort of philosophy instructors from colleges and universities across the country with a deep understanding of Indigenous knowledge traditions and the social and political issues facing Indigenous peoples of North America, which will help them successfully integrate this new material into their undergraduate philosophy courses. The program team includes five Indigenous philosopher-educators who will design and run the curriculum.

BUDGET

Outright request	119,827.00	Cost sharing	0.00
Matching request	0.00	Total budget	119,827.00
Total NEH request	119,827.00		

GRANT ADMINISTRATOR

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Institute for Higher Education Faculty on Native American, Indigenous, and Land-Based Social and Political Philosophy

A. NATURE OF THE REQUEST

The Ethics Institute at Northeastern University requests funds for a Summer Institute for Higher Education Faculty on the theme of “*Native American, Indigenous, and Land-Based Social and Political Philosophy*” in 2024. The one-week, residential program, to be held from June 24-28 at Northeastern University’s Boston campus, will explore social and political philosophy from an Indigenous perspective, focusing on issues specifically affecting the Indigenous peoples of North America. The workshop aims to endow a cohort of 28 philosophy instructors from colleges and universities across the country with enough familiarity with these knowledge traditions – far too often omitted from core curricular offerings in philosophy – so they can successfully integrate the material into their undergraduate social and political philosophy courses. The program will harness the scholarly expertise of five Indigenous philosopher-educators, each with a unique range of knowledge, perspective, and interests, in order to design and run a week’s curriculum that will teach participants how to share the knowledge. This program will be the 2024 return of the **Northeast Workshop to Learn About Multicultural Philosophy (NEWLAMP)**, which the Ethics Institute started using various seed funding sources in the summer of 2022 on the topic of African and Africana Social and Political Philosophy, with unequivocal success.

B. INTELLECTUAL RATIONALE

The lack of diversity in the philosophy profession is well documented.¹ A core curriculum centered on “Western,” Anglo-European philosophy is a significant part of the problem; most undergraduate students in North America only read and discuss Western philosophy in their philosophy courses.² Yet, in our experience, students are hungry for more diverse and inclusive content; they want to learn about what Van Norden calls “multicultural philosophy.”³ Most philosophy teachers are not familiar with, and so cannot competently teach, the areas of multicultural philosophy that tend to be underrepresented in undergraduate philosophy courses, such as African/Africana philosophy, Asian philosophy, Latinx/Latin American philosophy, Islamic philosophy, and Native American/Indigenous/land-based philosophy.

This competency problem is difficult to address on one’s own, even for highly motivated teachers, given the time and effort it would take for any individual to gain sufficient understanding of an underrepresented area and to develop confidence in one’s ability to teach it. This is especially true for those who are pre-tenure, have insecure employment, or teach heavy course loads. So, the problem isn’t caused by philosophy instructors being simply unwilling to teach traditionally underrepresented work; rather, **the problem is that most instructors can’t find the opportunity to become familiar with these traditions in the normal**

¹ American Philosophical Association (2017). *State of the Profession 1967–2017 and Beyond: Institutions and Faculty*. Available at: <https://www.apaonline.org/page/stateofprofession>

² See, e.g., Jacquart, Melissa, et al. (2019). ‘Diversity Is Not Enough: The Importance of Inclusive Pedagogy.’ *Teaching Philosophy*, 42: 107–139; Thompson, M. (2017). “Explanations of the Gender Gap in Philosophy.” *Philosophy Compass* 12: 1-12.

³ Van Norden, Bryan W. 2019. *Taking Back Philosophy: A Multicultural Manifesto*. Columbia University Press.

course of their professional lives. They lack prior exposure to philosophical work in underrepresented areas, making the past history of neglect for underrepresented areas in our field self-reinforcing.

NEWLAMP was designed to address this problem. Launched in the summer of 2022 - using seed funding from non-NEH sources - the program brings together philosophy instructors from a wide range of institutions across North America to learn about an underappreciated area of multicultural philosophy from esteemed experts who introduce participants to work in the area. These experts present lesson plans on primary sources so that instructors can go on to revise their syllabi to teach that material in their own classes.

The main goal of NEWLAMP is to expand the undergraduate social and political philosophy curriculum to include traditionally underrepresented and marginalized multicultural philosophy. Northeastern's proposed summer institute for 2024 will do this for **Native American, Indigenous and Land-Based Social and Political Philosophy** by pursuing four central aims:

1. **Knowledge:** Participants will gain substantive familiarity with Native American, Indigenous and Land-Based Social and Political Philosophy. They will acquire the foundational knowledge they need both to competently teach and to continue exploring this knowledge tradition on their own.
2. **Resources:** Participants discover introductory background readings necessary to begin exploring Indigenous thought. They are exposed to quality texts and authors they can integrate into units of their existing courses. They end the week with sketches of specific modules, lecture plans, student assignments, and revised syllabi on the tradition.
3. **Competency:** Participants gain the comfort to integrate the material into their regular course loads, increased motivation to do so, and the competence to do so effectively.
4. **Community:** Participants obtain access to experts' syllabi, teaching lessons, assignments, tools, and overall expertise, as well as their recommendations on additional primary and secondary literature needed to design and teach courses on the tradition. During and after the summer institute, participants create a community to workshop ideas, revise syllabi, offer text suggestions, and provide other feedback.

The potential impact that the NEWLAMP project could have on the inclusiveness and diversity of our field is substantial. A cohort of 28 philosophy faculty, coming from a wide range of institutions, will teach a very large and diverse collection of undergraduate students about this knowledge tradition that has traditionally been omitted from most philosophy curricula. In due time, thousands of undergraduate students will read not just about liberalism, Marxism, and libertarianism in their social and political philosophy courses, but also about, say, the concepts of Tribal sovereignty and Indigenous cultural reclamation that these students would otherwise have never encountered. **Professors who participate in the NEWLAMP NEH Summer Institute will thus contribute to building a better curriculum and a broader canon in social and political philosophy.** This is likely to have many positive downstream effects on the field, as more undergraduate students, especially those with Indigenous ties, will be more likely to study philosophy further, eventually join the profession, and work to transform it.

The expert scholar team for 2024 will be led by Co-Director Shelbi Nahwilet Meissner and will also include Joseph Miller, Yann Allard-Tremblay, and Kyle Whyte. These Indigenous

philosophers bring a range of expertise, interests, and perspectives both on Native American philosophy, and how best to teach it, and on the specific issues facing their own Indigenous communities. Utilizing a multi-expert instructional team makes running the workshop less burdensome for each expert, creates more points of contact for participants, and allows participants to learn from different philosophers who have different backgrounds, life experiences, and teaching styles.

We will recruit participants from across the country and select the 28 philosophy instructors on the basis of several criteria (discussed more below), with the aim of both fostering a rich and dynamic group discussion at the workshop and having an ultimate impact on a very large and diverse collection of undergraduates across the country.

C. PROJECT DEVELOPMENT

Using one-time seed funding from the American Philosophical Association, New England Humanities Consortium, and Marc Sanders Foundation, co-director Delmas organized the inaugural NEWLAMP meeting in the summer of 2022 on the topic of African and Africana Social and Political Philosophy. Although this project was not previously funded by the NEH, we will nonetheless share what we learned in this section.

In their exit surveys, participants described the program as “transformative,” “superb in all respects,” “really excellent and very helpful,” “fascinating and important,” and “eye-opening.” All respondents were very positive about the impact of the program at its completion. As one participant put it:

*This was transformative. It changes the way I think about philosophy first, and so it naturally changes the way I think about teaching. I think I went into it thinking I'd learn how to incorporate *units* that wouldn't serve as mere commentary. I was unprepared for the way it changed the way I see *the project of philosophy.* Rather than thinking in terms of units, I am thinking differently about how I want to address the *questions* and *issues* I generally cover in my classes.*

That this kind of shift in an educator's perspective can be gained through a one-week program shows the promise of this approach. The concrete impact that NEWLAMP 2022 will have on participants' courses is still unfolding - syllabi developed during summer 2022 will be collected in summer 2023, so that participants who teach their social and political philosophy courses in spring 2023 will be included in the survey. Nonetheless, some participants have relayed that the workshop has already made a concrete and positive impact on their courses. After just one semester, hundreds of students have been taught work from a neglected knowledge tradition they wouldn't have otherwise encountered.

Due to the feedback we received, we plan to retain most of the basic structure of the 2022 program for the proposed 2024 NEH Summer Institute. For example, we are bringing in a group of experts who will each run portions of the workshop, since participants reported appreciating hearing the diverse perspectives on both philosophy and pedagogy. And the program will be residential-only, since participants commented on the open and safe atmosphere that emerged among the group over the week, which is absolutely critical when discussing marginalized knowledge traditions, politically charged topics, and sensitive classroom experiences.

We also learned a great deal about how the program can improve in 2024. First, in 2022 we only received 26 applications for 20 spots, which left little room for selection based on

geographic, institutional, and demographic diversity. Since most participants reported hearing of the program either from word of mouth or the website DailyNous, it's clear we need to improve our publicity, by increasing web announcements, utilizing social media, and directly targeting a wider range of schools, including Minority Serving Institutions. Second, a number of participants suggested that having the readings further ahead of time would have been helpful, which has motivated us to budget the cost of background texts, so that they can be sent directly to participants upon accepting their slot. Third, participants suggested the need for a session at the end of the workshop to brainstorm with other participants on how best to integrate the new material into their courses, which we have now included in the program. Finally, although we understand the benefits that would come with a multi-week program, a number of participants commented on how they appreciated the intensive one-week format, since their other life commitments would have precluded them participating in a longer program. We have thus decided to keep the one-week format for accessibility reasons.

D. FORMAT AND PROGRAM OF STUDY

The curriculum for this Institute focuses on Indigenous social and political philosophy by centering on 5 key threshold concepts within Indigenous philosophy⁴: Sovereignty, Land, Decolonization, Indigenous Feminisms, and Cultural Reclamation. This institute is designed to give participants the tools to approach contemporary social and political issues in Indigenous communities through the lenses of these 5 key concepts in Indigenous philosophy. It will achieve this goal through (1) giving participants enough background on Indigenous thought to prepare them for grasping the concepts, (2) carefully walking through each concept in daily modules, and (3) integrating this new knowledge into their course offerings. Each day of the workshop will contain one or two modules covering the five threshold concepts. These modules will be combined with discussions on how the material engages with certain "metaphilosophical" concerns, how the insights gained can be best conveyed in the classroom, and how participants can best support their students' learning journeys.

Background

Participants prepare for the summer institute by reading not only the primary texts that will be discussed during the workshop, but also some primary literature that serves as background to immerse oneself in Indigenous thought. After they accept their position in the program, participants will be sent a total of five texts that will form the backbone of the program, hereafter referred to as the "Text List":

- Cordova, V. F., and Linda Hogan. 2007. *How It Is: The Native American Philosophy of V. F. Cordova*. University of Arizona Press.
- Maracle, Lee. 1996. *I Am Woman: A Native Perspective on Sociology and Feminism*. Press Gang Publishers.
- Gilio-Whitaker, Dina. 2020. *As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*. Beacon Press.
- Hernandez, Jessica. 2022. *Fresh Banana Leaves: Healing Indigenous Landscapes through Indigenous Science*. North Atlantic Books.
- The Red Nation. 2021. *The Red Deal: Indigenous Action to Save Our Earth*. Common Notions.

⁴ Moodie, Nikki. 2019. "Learning about Knowledge: Threshold Concepts for Indigenous Studies in Education." *The Australian Educational Researcher* 46 (5): 735–49.

Day 1

The morning session of day 1 will frame how to integrate Indigenous philosophy into academic philosophy in a way that fully respects Indigenous knowers and knowledge systems, aiming to help participants understand what is truly at stake in introducing Indigenous philosophy into their classrooms. We will introduce concepts like Indigenous conceptions of incommensurability, research ethics, and knowledge exchange protocols. The afternoon session will be dedicated to cultivating a set of community norms, both to foster an inclusive and healthy learning environment during the week and to provide a model participants can follow in their own classrooms. **Readings:** Session 1, Jeffredo-Warden (1999) and Rasmussen & Akulukjuk (2009); Session 2, excerpts from Meissner (2022), Smith (2021) and *Text List* excerpts.

Day 2

The second day will focus entirely on the threshold concept of **sovereignty**. There are two approaches to sovereignty, as a technical legal framework inherited specifically in the form of tribal sovereignty in the US context, and a more abstract, social political philosophical concept. It is important that participants understand both approaches to sovereignty, as they are interrelated. They will gain this understanding through covering both primary readings and discussing case studies. **Readings & Media:** Session 1, Single & Fletcher (2019) and *Text List* excerpts; Session 2: excerpts from Smith (2021) and *Text List* excerpts. **Case Studies:** Indian Child Welfare Act (ICWA), Violence Against Women Act (VAWA), Native American Graves Protection and Repatriation Act (NAGPRA), Clean Water Act.

Day 3

The third day will be split into two parts, the first being dedicated to the concept of **Land**, the second being dedicated to the concept of **Decolonization**. These are the readings participants should have the most familiarity with from the pre-program readings, and thus can be covered in a somewhat more condensed form. **Readings:** Session 1, Whyte (2017) and *Text List* excerpts; Session 2, Tuck & Yang (2012) and *Text List* excerpts. **Case Studies:** Land Back, Land Grab Universities.

Day 4

On the fourth day, participants will focus on **Indigenous Feminisms** in the morning session and **Cultural Reclamation** in the afternoon session. For Indigenous feminisms, we will introduce participants to Indigenous conceptions of gender and sexuality, Two Spirit activism, and toxic traditionalism, through case studies and activities. In the afternoon session, participants will explore the connections between Indigenous feminisms, and the contemporary work being done by scholars and activists to reclaim and revitalize Indigenous languages, religious practices, ceremonies, and economies. **Readings:** Miranda (2010) and *Text List* excerpts. **Case Studies:** Navajo Nation Ban on Same Sex Marriage, Gerald Vizenor's Trickster Hermeneutics, "How to Steal a Canoe" by Simpson, "I Lost My Language," by Maracle.

Day 5

The final day will be an opportunity to reflect upon the concepts encountered and how to successfully integrate them in the classroom. We will revisit the concepts of incommensurability and the metaphilosophical implications of integrating Indigenous philosophy into the classroom. We will also organize a brainstorming session during which

participants can share ideas about how they will integrate which primary texts into their syllabi. The afternoon session will be dedicated to a closing ceremony where the Indigenous hosts will facilitate a talking circle. We will conclude this circle by thanking the participants and enact with them Indigenous knowledge sharing protocols. This closing ceremony is an important part of Indigenous research methods, and an important way by which Indigenous hosts bid farewell to their guests.

Expected outcomes from this program of study are discussed below in *Participants and Project Dissemination*. For a complete sketch of daily activities and readings, see *Attachment 2: Academic Schedule*.

E. PROJECT TEAM

The NEWLAMP 2024 team will be composed of three parts: an **Administrative Team**, an **Expert Scholars Team**, and a **Steering & Selection Team**. The program will be led by Co-Directors, one who will lead the administrative team and one who will lead the expert scholar team, and each Co-Director has assigned a Replacement Co-Director from their team. In cases of irreconcilable differences between the two main teams, the steering committee will be consulted to find a resolution. But since the two teams are in charge of different aspects of the program, conflict is unlikely, and the huge success of the 2022 program shows the promise of this command structure.

Program Co-Directors

Candice Delmas, who will serve as *Co-Director: Administrative Team*, is an Associate Professor at Northeastern University jointly appointed in the Departments of Philosophy and Religion and Political Science. She was the program director for the inaugural NEWLAMP meeting in 2022 and has been Associate Director of Northeastern's Politics, Philosophy, and Economics Program since 2015, giving her the administrative experience to organize and lead a successful event. She received the College's Outstanding Teaching Award in 2019-20 and is committed to teaching multicultural philosophy in her classes. Her research on the ethics of civil and uncivil disobedience is informed by an intersectional, decolonizing perspective.

Shelbi Nahwilet Meissner, who will serve as *Co-Director: Expert Scholar Team*, is an Assistant Professor in the Department of Philosophy at Georgetown University. Meissner is Payómkawichum and Kúupangaxwichem (Luiseño and Cupeño), and a first generation descendant of the La Jolla Band of Luiseño Indians. Her research is in American Indian and Indigenous philosophy, feminist and non-western epistemology, and philosophy of language. Meissner is one of approximately 20 Native Americans who hold a PhD in philosophy, and one of the very few Indigenous professors teaching in a doctoral granting philosophy program. Meissner has designed Indigenous philosophy curricula for both undergraduate and graduate students, for K-12 students, and for practicing social workers in Indian Country. Meissner has dedicated her career to building ethical, reciprocal relationships between Indigenous communities and research institutions. Meissner's recent publications include pieces on incommensurability, research and teaching ethics, and Indigenous epistemologies.

Expert Scholar Team

Each member of the Expert Scholar Team has agreed to consult with Co-Director Meissner to finalize the curriculum (as needed), lead one day of the program, and participate in workshop discussions.

Joseph Len Miller, an enrolled member of Muscogee Nation of Oklahoma, will serve as the *Replacement Co-Director: Expert Scholar Team*. He is an Assistant Professor in the Department of Philosophy at West Chester University whose research is centered around questions concerning the composition and acquisition of moral knowledge within Native American frameworks. Recently, he has been awarded a Diversity and Inclusion grant for \$10,000 from the American Philosophical Association to promote the study of the epistemic injustices of the structures and practices of U.S. Boarding School curricula. He has extensive experience integrating Native American philosophy into a range of courses. His publications include articles and chapters on Native American ethical frameworks, foundational ethical concepts within those frameworks, and addressing concerns those frameworks raise regarding moral epistemology. Overall, his aims for teaching and research include giving space to Native American thought and pedagogical practices within U.S. academia.

Yann Allard-Tremblay, a member of the Huron-Wendat First Nation, is an Assistant Professor in the Department of Political Science at McGill University. His transdisciplinary research explores the decolonization and Indigenization of political theory. Centering Indigenous lifeways and political practices in his scholarship, he challenges ongoing colonial dynamics in political thought that silence and distort Indigenous views. His research is notably included in the Indigenous Content Syllabus Resources from the Canadian Political Science Association. Allard-Tremblay is actively involved in making and creating spaces for Indigenous peoples and perspectives in research and teaching: he is directing the Antiracism and Decolonization flagship theme of the interuniversity research center, the Centre for Research on Ethics; he was involved in the creation of the York University Centre for Indigenous Knowledges and Languages; at McGill he is involved in the internal advisory committee of the Indigenous Studies and Community Engagement Initiative, in the development of an Institute for Indigenous Research and Knowledges, and he teaches in the Indigenous Studies Program. He will consult with Co-Director Meissner to finalize the curriculum and lead one day of the program.

Kyle Powys Whyte, an enrolled member of the Citizen Potawatomi Nation, is the George Willis Pack Professor at University of Michigan. He is the Faculty Director of the Tishman Center for Social Justice and the Environment, the Principal Investigator of Energy Equity Project, and the Specialization Coordinator for University of Michigan's Environmental Justice Graduate Specialization. He is appointed in the School for Environment and Sustainability and an Affiliate Professor of Native American Studies and Philosophy. Whyte serves on the White House Environmental Justice Advisory Council and is the Chapter Lead Author of the Tribes and Indigenous Peoples chapter in the upcoming U.S. National Climate Assessment and was also recently named a U.S. Science Envoy by the Department of State. He has published over 100 scholarly works that collectively have been cited more than 7000 times.

Administrative Team

Getty Lustila, an enrolled citizen of the Choctaw Nation of Oklahoma, will serve as the *Replacement Co-Director: Administrative Team*. He is an Assistant Teaching Professor in the Department of Philosophy and Religion at Northeastern University. His research is dedicated to expanding the philosophical canon by recovering the voices of women and other underrepresented figures writing in the 17th and 18th centuries. Recently, Lustila's work has turned to Indigenous philosophy and pedagogy. He is the founder of the Indigenous Studies Circle (ISC) at Northeastern, which is dedicated to exploring the history and thought of Indigenous traditions from around the globe. As the founder of the ISC, Lustila has forged connections with urban Indigenous communities in Boston and has partnered with the North American Indian Center of Boston (NAICOB) for events and direct action. Lustila is also piloting the first Indigenous philosophy course to be offered at Northeastern University. He

will be involved in all administrative aspects of the program, which will prepare him to assume lead of the administrative team if necessary.

Matthew Kopec is Associate Director for Program Development, Coordination & Assessment at The Ethics Institute at Northeastern. He has served as project manager for over \$1 Million in funded research and teaching projects, including a number of residential summer programs, and he is currently responsible for tracking the effectiveness of Institute programs and initiatives. His Senior Fellowship with the Higher Education Academy was focused on inclusive pedagogy, and he has led workshops on inclusive pedagogy at programs such as University of Colorado-Boulder, Northwestern University, and Australian National University. He will provide project management and assessment assistance to the team, a role he filled for NEWLAMP in 2022.

Steering & Selection Team

Each member of the steering committee will provide occasional advice on various aspects of the program, conduct the selection of the program participants, and help resolve any disputes between co-directors (if necessary). This team of external social and political philosophers will lighten the overall workload on the Indigenous scholars on the team, while also providing a voice for a wider range of institutions in shaping the program.

Nancy Bauer is Professor of Philosophy at Tufts University and a core faculty member in Women's, Gender, and Sexuality Studies. She is a founding member of MIT's ongoing Workshop on Gender and Philosophy, inaugurated more than 20 years ago. From 2012 to 2022, she served as a dean in the School of Arts and Sciences at Tufts, supervising departments in every area of the curriculum.

Helena de Bres is Associate Professor and Chair of Philosophy at Wellesley College. She has taught political, legal and moral philosophy at the undergraduate level for over fifteen years, for Wellesley's Philosophy department and Peace and Justice Studies program, Stanford, and MIT.

Alexander Guerrero, is Professor of Philosophy at Rutgers University - New Brunswick, with a secondary appointment at Rutgers Law School. He regularly teaches a new undergraduate course in African, Latin American, and Native American Philosophy at Rutgers. He recently finished a three-year term on the American Philosophical Association's Committee on Native American and Indigenous Philosophers, created and organized three meetings of the Latinx Philosophy Conference, and served as Director of the Rutgers Summer Institute for Diversity in Philosophy in 2019 and 2020.

Gina Schouten, is a Professor of Philosophy at Harvard University. She writes on issues of justice and political legitimacy, including issues of economic, gender, racial, and educational injustices. She has published academic and public-facing work on diversity in academic philosophy, justice in higher education, and inclusive pedagogy. She has taught in the Summer Program for the Advancement of Women in Philosophy at UC San Diego and served on the steering and advisory committees for the Mentoring Program for Women in Philosophy.

F. INSTITUTIONAL RESOURCES

The 2024 program will be hosted by Northeastern University's Ethics Institute, which will provide the administrative support structure to organize and execute the workshop. The Institute has three full-time, 12-month staff, including an Program Officer and Administrative

Assistant, who will provide support on finance and logistics, and an Associate Director (Matthew Kopec, above) who will provide overall project management support. The Ethics Institute team has successfully managed over \$2.5 Million in funded research and education projects over the current and previous four fiscal years. The Ethics Institute team has a particular history of successfully developing and delivering summer training programs with an emphasis on community building and inclusion, including a previous version of this program. Post award assistance with tracking and reporting will be provided by the Research Administration team in the College of Social Sciences and Humanities. NU's *Office of Diversity, Equity and Inclusion (OEDI)* will provide the support necessary to make this event accessible and welcoming to all visitors, and NU's *Center for Spirituality, Dialogue and Service* will provide support for those with religious observances, including providing access to a number of worship spaces available to people of all faiths.

The workshop itself will be held in Room 909 located on the ninth floor of the Renaissance Park Building on Northeastern's Boston campus. The room is a multi-use educational and meeting space, with flexible, accessible seating that can be rearranged for small group discussion or workshopping syllabi. Since this building also houses the administrative offices for the College of Social Science and Humanities, the accessibility standards of the building far exceed ADA standards. The building has multiple van accessible parking spaces within 150 feet of the rear entrance, four elevators that run between the ground floor, fourth floor, and ninth floor, and a 24-hour front desk attendant to assist with any unforeseen building accessibility concerns. There are accessible restrooms available on the ninth floor, and there is a passcode protected lactation room on the fourth floor of the building (with access to a refrigerator/freezer in the adjacent department kitchenette). Room 909 has a full suite of audio-visual equipment, which can be used to provide access to any participants with visual or auditory impairments. During the workshops, participants will also have access to the sound-insulated, semi-light-controlled seminar room in the Department of Philosophy and Religion on the fourth floor.

We will reserve a collective block of rooms through NU's conference housing, which provides reasonably priced accessible rooms that also provide common spaces that participants can use to continue the dialogue. To increase the accessibility of the event for participants from lower resourced institutions, we hope to provide catering and most meals during the workshop, both to decrease participant costs and to allow for more time for discussion. Fully accessible restaurants will be chosen for any outside meals we can provide.

G. PARTICIPANTS AND PROJECT DISSEMINATION

This project is specifically designed for U.S. philosophy instructors who very regularly teach undergraduate courses in social and political philosophy. In order to reach a wide audience, the summer institute will be advertised on social media (Twitter, Facebook, Instagram), on philosophy blogs (e.g., Daily Nous, APA Blog, Philosopher's Cocoon, PEA Soup, Crooked Timber), through the American Philosophical Association listserv, and on sites such as PhilEvents that aggregate calls for applications and academic events. We will especially encourage applications from faculty at Tribal Colleges and Universities, Native American-Serving Non-Tribal Institutions, Hispanic Serving Institutions, Historically Black Colleges & Universities, and Predominantly Black Institutions, by directly emailing the chairs of all philosophy departments at such institutions (per U.S. Department of Education designation). Per NEH requirements, we will reserve 20% of available spaces for non-tenured/non-tenure track faculty (6 spots out of 28) and 10% of available spaces for advanced graduate students (3 spots).

A digital application, built on the current NEWLAMP website, will include the following:

- 1-page statement of interest in NEWLAMP 2024, including a statement of how their background and perspective will contribute to a diverse and inclusive program;
- list of recent and expected courses, including the topic, level, and typical enrollment;
- curriculum vitae; and
- Teaching Portfolio (20-page max) including: a statement of teaching philosophy, one social and political philosophy syllabus, at least one sample student assignment, and course evaluation summaries.

Co-director Delmas will lead the selection committee, which will include all Steering & Selection Team members (Bauer, de Bres, Kelly, Schouten, Guerrero). Selection will be based on the following criteria:

- enthusiasm about the summer institute and intrinsic motivation to learn more about Indigenous philosophy;
- number of students expected to benefit from their newly gained competency in the year(s) following the institute;
- demographic diversity and minority representation of students at their institution; and
- expected contribution the participant will make to a diverse and inclusive program.

Background texts will be shipped to each participant's preferred address within two weeks of their accepting the invitation, free of charge, and participants will also gain access to the project Dropbox folder which will contain any other materials to be covered during the program.

The following will be used to measure the success of NEWLAMP 2024:

- 1) **An exit survey:** We will require participants to complete a survey at the end of the workshop that will include questions designed to judge the success of the program on each of the aims discussed above, as well as open-ended questions inviting participants to share their feedback on the program.
- 2) **Syllabi and course data:** In order to measure actual integration of the material, we will contact participants after the spring semester in 2025 to collect revised course syllabi and details on course offerings over the previous year.
- 3) **Student surveys:** We will also encourage participants to distribute a survey (of our creation) to any of their courses that integrate material from the program, so that we can assess how well the material was integrated from the students' perspectives.

All of the data collected will be analyzed and presented to future NEWLAMP organizers and expert committees, so as to inform revisions to future iterations of the program.

To disseminate the results of the program, we will post all syllabi collected from participants who had integrated material related to the workshop into the course, or from new courses based on the material. We will also ask participants to send us a brief testimonial for how well the material worked, given the overall topic, structure, and pedagogical strategy of the course, and post those blurbs along with syllabi on the website. Any participants who report success with the integration will be encouraged to also post those syllabi to the "Indigenous Philosophy" section of the **American Philosophical Association's diversity and inclusiveness syllabus collection**.

Academic Schedule

BACKGROUND TEXTS

As noted in the narrative above, participants will be sent each of the following five texts upon accepting their spot in the program, and will be asked to choose two to read carefully:

Cordova, V. F., and Linda Hogan. 2007. *How It Is: The Native American Philosophy of V. F. Cordova*. University of Arizona Press.

Maracle, Lee. 1996. *I Am Woman: A Native Perspective on Sociology and Feminism*. Press Gang Publishers.

Gilio-Whitaker, Dina. 2019. *As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*. Beacon Press.

Hernandez, Jessica. 2022. *Fresh Banana Leaves: Healing Indigenous Landscapes through Indigenous Science*. North Atlantic Books.

The Red Nation. 2021. *The Red Deal: Indigenous Action to Save Our Earth*. Common Notions.

These five texts represent a wide swath of Indigenous philosophy over recent decades, from senior and junior scholars. In addition, the expert team selected these texts because they all share one very important trait: teachability. The team has taught these texts many times and they have been very well-received by students. Thus, even if the participants don't have the time to deeply engage with each text before the institute, they will be able to return to them afterward and use them effectively in their classrooms.

DAY 1: MONDAY

To start the workshop, the team will introduce concepts like Indigenous conceptions of incommensurability, research ethics, and knowledge exchange protocols. Here we will discuss incommensurability using Jeffredo-Warden’s “Expressing the Sacred” and Derek Rasmussen’s “My father was told to talk to the environment first before anything else.” These short readings emphasize the commitments that Indigenous communities often have to incommensurability or the untranslatability between Indigenous and non-Indigenous worlds.

The afternoon session will be dedicated to cultivating a set of community norms. Not only will these community norms serve as ways of fostering an inclusive and healthy learning environment at NEWLAMP, they will also provide examples about how to lead these discussions and implement these activities in the classrooms of the participants. Community norms are a well-established way to create equity in the classroom and in organizing spaces (Bowen et al 2022). In the session we will also discuss the connections between community norms and research ethics by focusing on readings from Linda Tuhiwai Smith, Cordova, and Meissner.

Morning (9-12)	Situating Indigenous Philosophy Key Concepts: <i>Indigenous Conceptions of Incommensurability; Research Ethics; Knowledge-Exchange Protocols</i> Readings to Discuss: <ul style="list-style-type: none">• Jeffredo-Warden, Lousie V. 1999. “Perceiving, Experiencing, and Expressing the Sacred: An Indigenous Southern Californian View.” In <i>Over The Edge</i>, 329–38. University of California Press.• Rasmussen, Derek, and Tommy Akulukjuk. 2009. “My Father Was Told to Talk to the Environment First Before Anything Else: Arctic Environmental Education in the Language of the Land.” In <i>Fields of Green: Restorying Culture, Environment, and Education</i>, 285–98.
Afternoon (2-5)	Norm-Setting Activities Community Norms Case Studies Readings to Discuss: <ul style="list-style-type: none">• Meissner, Shelbi Nahwilet. forthcoming. “‘World’-Traveling in Tule Canoes: Indigenous Philosophies of Language & An Ethic of Incommensurability,” <i>Hypatia</i>.• Excerpts from Smith, Linda Tuhiwai. 2021. <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>. 3rd edition. Bloomsbury publishing.• Cordova, V. F., and Linda Hogan. 2007. (See Background Texts)

DAY 2: TUESDAY

The second day is focused entirely on the threshold concept of **Sovereignty**. The first session will be dedicated to Federal Indian Law and the technical legal conceptions of sovereignty, including tribal sovereignty, federal recognition, plenary power. We will engage the participants in activities around specific acts of Congress that pertain to Indigenous communities. These case studies will be helpful in showing participants the contemporary political stakes of theorizing about sovereignty. Here, we will discuss readings from Single and Fletcher, as well as Gilio-Whitaker.

The afternoon session of day two will be dedicated to the more abstract conception of sovereignty. Here, we will talk about data sovereignty and epistemic sovereignty as two examples of sociopolitical frameworks used in theorizing anticolonial political movements. We will continue to discuss Linda Tuhiwai Smith. We will also address a documentary called *Tending the Wild*. This documentary contains very teachable examples of Indigenous knowledge, and how it is being contemporarily integrated into environmental management projects.

Morning (9-12)	<p>Threshold Concept #1: Sovereignty 1</p> <p>Key Concepts: <i>Tribal Sovereignty, Federal Indian Law, Federal Recognition, Plenary Power</i></p> <ul style="list-style-type: none">• Case Studies Activity: Indian Child Welfare Act (ICWA), Violence Against Women Act (VAWA), Native American Graves Protection and Repatriation Act (NAGPRA), Clean Water Act <p>Readings to Discuss:</p> <ul style="list-style-type: none">• Fletcher, Matthew, and Wenona Singel. 2019. <i>American Indian Law: When Two Sovereigns Collide</i>. Reasonably Speaking Podcast.• Gilio-Whitaker, Dina. 2020. (See Background Texts)
Afternoon (2-5)	<p>Threshold Concept #1: Sovereignty 2</p> <p>Key Concepts: <i>Data Sovereignty, Epistemic Sovereignty</i></p> <p>Readings to Discuss:</p> <ul style="list-style-type: none">• Excerpts from Smith, Linda Tuhiwai. 2021. <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>. Bloomsbury publishing• Yuan, Christine, dir. 2017. <i>Tending The Wild</i>, PBS. Documentary.

DAY 3: WEDNESDAY

The third day will be split between the two concepts of **Land** and **Decolonization**. The morning session, dedicated to land, will explore key concepts of relationality, the covenant of reciprocity, and the role of governance value in Indigenous knowledge systems. Here we will discuss the readings by Hernández, Gilio-Whitaker, as well as policy documents from the Red Deal. We will also focus on work from Kyle Whyte.

The afternoon session of day three will focus on Decolonization. This unit will be devoted to a close reading of a seminal piece called “Decolonization is Not a Metaphor” by Tuck and Yang. The Tuck and Yang article will prompt an activity around certain case studies of land return in the United States. These case study activities will prompt a deeper understanding of key concepts under decolonization, such as LANDBACK, incommensurability with reparations, Indigenous futurity and settler futurity.

Morning (9-12)	<p>Threshold Concept #2: Land</p> <p>Key Concepts: <i>relationality, covenant of reciprocity, governance value</i></p> <p>Readings to Discuss:</p> <ul style="list-style-type: none">• Hernández, Jessica. 2022. (See Background Texts)• Gilio-Whitaker, Dina. 2019. (See Background Texts)• The Red Nation. 2021. (See Background Texts)• Whyte, Kyle. 2018. “What Do Indigenous Knowledges Do for Indigenous Peoples?” in <i>Traditional Ecological Knowledge: Learning from Indigenous Practices for Environmental Sustainability</i>, 57-82. Cambridge University Press.
Afternoon (2-5)	<p>Threshold Concept #3: Decolonization</p> <p>Key Concepts: <i>LANDBACK, incommensurability with reparations, Indigenous futurity, Settler futurity</i></p> <ul style="list-style-type: none">• Case Studies: Land Back, Land Grab Universities <p>Readings to Discuss:</p> <ul style="list-style-type: none">• Tuck, Eve, Marcia McKenzie, and Kate McCoy. 2014. “Land Education: Indigenous, Post-Colonial, and Decolonizing Perspectives on Place and Environmental Education Research.” <i>Environmental Education Research</i> 20: 1–23.• The Red Nation. 2021. (See Background Texts)

DAY 4: THURSDAY

Day four will focus on the concepts of **Indigenous Feminisms** and **Cultural Reclamation**. For Indigenous feminisms, we introduce participants to Indigenous conceptions of gender and sexuality, Two Spirit activism, and toxic traditionalism, through case studies and activities. In the afternoon session, participants will discuss contemporary work being done by scholars and activists to reclaim and revitalize, Indigenous languages, religious practices, ceremonies, and economies. Here we will provide case studies and activities for the participants to engage with based specifically on the Navajo Nation’s ban on same-sex marriage. This case study provides participants with an eye-opening example of how concepts of sovereignty, traditionalism, gender, heteropatriarchy intersect in contemporary issues in Indigenous communities.

In the afternoon session, participants will think about the connections between Indigenous feminisms, and the contemporary work being done by scholars and activists to reclaim and revitalize, Indigenous languages, religious practices, ceremonies, and economies. Here we will focus very closely on a reading by Deborah Miranda, called “Extermination of the Joyas,” which connects to Indigenous feminisms as well as the reclamation of ancestral concepts of gender in places like colonial archives. We will also look at some case studies in a close-reading activity featuring the poem by Leanne Betamosake Simpson “how to steal a canoe,” as well as the poem by Lee Maracle “Language.”

Morning (9-12)	<p>Threshold Concept #4: Indigenous Feminisms</p> <p>Key Concepts: <i>Indigenous Conceptions of Gender and Sexuality, Two-Spirit Activism, toxic traditionalism</i></p> <ul style="list-style-type: none">• Case Study: Navajo Nation Ban on Same Sex Marriage <p>Readings to Discuss:</p> <ul style="list-style-type: none">• Miranda, Deborah. 2010. “Extermination of the Joyas: Gendercide in Spanish California.” <i>GLQ: a Journal of Lesbian and Gay Studies</i> 16: 253–84.• Maracle, Lee. 1996. (See Background Texts)
Afternoon (2-5)	<p>Threshold Concept #5: Cultural Reclamation</p> <p>Key Concepts: <i>Reclamation v. revitalization, archival sovereignty, Repatriation v. Rematriation, trickster hermeneutics</i></p> <ul style="list-style-type: none">• Case Study: Gerald Vizenor’s Trickster Hermeneutics, “How To Steal a Canoe,” a poem by Leanne Betasamosake Simpson, “I Lost My Language,” a poem by Lee Maracle <p>Readings to Discuss:</p> <ul style="list-style-type: none">• Miranda, Deborah. 2010. (above)

DAY 5: FRIDAY

The final day will function as an opportunity to zoom out and reflect upon the concepts encountered and how to successfully integrate them in the classroom. We will return to the initial concepts of incommensurability and the meta-philosophical implications of integrating Indigenous philosophy into the classroom. We will also organize a brainstorming session during which participants can share ideas about how they will integrate which primary texts into their syllabi.

The afternoon session will be dedicated to a closing ceremony where the Indigenous organizers will facilitate a talking circle. We will conclude this circle by thanking the participants and enact with them Indigenous knowledge sharing protocols. This closing ceremony is an important part of Indigenous research methods, and an important way by which Indigenous hosts bid farewell to their guests.

Morning (9-12)	Situating Indigenous Philosophy & Incommensurability <ul style="list-style-type: none">• Indigenous Philosophies of Education• Application in the Classroom
Afternoon (2-5)	Closing Ceremony

WORK PLAN

October 2023

- **Required project team meeting with NEH.**

December 2023

- NEWLAMP 2024 **project website goes live, participant applications open.**
- Call for participant applications is widely disseminated.

January 2024

- Course-buyouts for Co-Director Delmas and Replacement Co-Director Lustila for spring semester 2024 begin.
- Semi-weekly meetings of the Administrative Team begin.

February 2024

- **Required online project team meeting with NEH.**
- On campus participant lodging is confirmed.

March 2024

- **Participant application deadline, team reviews applications and selects participants.**
- Job advertisement for Part Time Undergraduate Project Assistant is posted.
- Monthly virtual meetings of the Expert Scholar Team begin.
- Administrative Team meetings change from semi-weekly to weekly.

April 2024

- **Applicants are notified and selected participants have two weeks to accept or decline.**
- Applicants that accept are shipped the background readings to their preferred address.
- Official list of readings and the full academic schedule are shared with participants.
- Part Time Undergraduate Project Assistant begins, joins Administrative Team meetings.

May 2024

- All travel plans for Expert Scholar Team are finalized.

June 2024

- Virtual Expert Scholar Team meetings change from monthly to weekly.
- Institute runs from June 24-28.

July 2024

- Exit surveys administered.

September 2024

- All financials are reconciled.
- Final report for NEH is prepared.

*Items in **BOLD** are set and required by NEH.*

Candice Delmas

c.delmas@northeastern.edu ▪ <https://candicedelmas.weebly.com>

EMPLOYMENT

- 2015 – Associate Professor, Departments of Philosophy and Religion and Political Science (Tenure awarded 2020)
Associate Director of the Politics, Philosophy, and Economics Program
Northeastern University
- 2012–15 Assistant Professor of Philosophy (Tenure-Track)
Director of the Law, Liberty, and Justice Program
Clemson University

AREAS OF SPECIALIZATION

Legal, Social, and Political Philosophy

AREAS OF COMPETENCE

Moral Philosophy, Black Political Thought,
Feminist Theory, and Bioethics

EDUCATION

- 2012 Ph.D. in Philosophy, Boston University
- 2006 M.A. in Philosophy, Georgia State University
- 2006 Master 2 in Ethics and Politics, Université Paris IV-Sorbonne (France)
- 2002 Maîtrise de Philosophie, Université Paris X-Nanterre (France)
- 2000 Lettres Supérieures Modernes, Lycée Fénelon, Paris (France)

FELLOWSHIPS AND AWARDS

- 2022–23 Collegium de Lyon (Institute for Advanced Study). Residential Fellowship.
- 2019–20 College of Social Sciences and Humanities Outstanding Teaching Award.
- 2019–20 Humanities Center Fellowship, Northeastern University. Course Release.
- 2016–17 Dworkin-Balzan Fellowship, Center for Law and Philosophy, New York University School of Law. Postdoctoral Visiting Fellowship.

SELECTED PUBLICATIONS

▪ Books

2018. *A Duty to Resist: When Disobedience Should Be Uncivil*, New York: Oxford University Press. Paperback with new preface, 2020. Mandarin translation (China Times Publishing Company, January 2020); French translation (Éditions Hermann, 2022).

▪ Articles and Book Chapters

- Forthcoming. With Sean Aas, “Homophobia and Conversion Therapies,” in *The Routledge Handbook of Philosophy of Sex and Sexuality*, Clare Chambers, Brian Earp, and Lori Watson (eds.), Routledge.
2021. With Kimberley Brownlee, “Civil Disobedience,” *The Stanford Encyclopedia of Philosophy* (Summer 2021 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/sum2021/entries/civil-disobedience/>.
2021. “(In)Civility,” in *The Cambridge Companion to Civil Disobedience*, William Scheuerman (ed.), Cambridge University Press, chap. 8

2020. "Uncivil Disobedience," *NOMOS LXII: Protest and Dissent*, Melissa Schwartzberg (ed.), New York: New York University Press, pp. 9–44.
2015. "The Ethics of Government Whistleblowing," *Social Theory and Practice* 41(1): 77–105.
- **Public-Facing Philosophy (French and English)**
2022. "A Weapon of Last Resort," *Inquest* (December 6).
2022. "La désobéissance incivile au musée," *Esprit*, print issue (December): 17–21.
2022. "De la non-violence," *AOC* (September 29).
2021. "Quand les pro-Trump tentent d'assimiler l'assaut du Capitole et Black Lives Matter," *Huffington Post* (January 26).
2020. "Uncivil Disobedience in Hong Kong," *Boston Review* (January 13).

RECENT TEACHING AT NORTHEASTERN

POLS 2332 Contemporary Political Thought

PHIL 2303 Social and Political Philosophy

PHIL 2301 Philosophical Problems of Law and Justice

ROLE/ACTIVITIES RELEVANT TO THE PROPOSAL

- Philosophy Profession
 - Organizer, Northeast Workshop to Learn About Multicultural Philosophy (NEWLAMP), July 2022
- Awarded a Diversity and Inclusiveness Grant by the American Philosophical Association (\$10,000) and a New England Humanities Consortium Seed Grant (\$5,000)
- Mentor, Job Candidate Mentoring Program for Women in Philosophy, 2015–18
- Professional Development
 - Participant, Workshop on Teaching and Learning in Philosophy, Salem State, April 2017
 - Participant, Neuroscience Boot Camp, University of Pennsylvania, Center for Neuroscience & Society, Summer 2014
 - Participant, Mentoring Project for Pre-Tenure Women Faculty in Philosophy, University of Massachusetts at Amherst, May 2013
 - Editing
 - Associate Editor, *Analysis Reviews* (2021–) and *Res Publica* (2018–22)
 - Public Outreach
 - Festival ARTE / France Culture *Et maintenant ?*, October 2022
 - Philosophy in the Library (Brooklyn Public Library), December 2021
 - Public Philosophy Week (Vermont's Center for Rights and Democracy), June 2019
 - Democracy Talks (Watertown Public Library), November 2018
 - Student-community engagement, Clemson University, 2012 – 2015
 - Worked closely with the South Carolina Legal Services to open a client triage center on campus and organize workshops on student debt
 - Created student internships in Congress, the Solicitor's Office, the Public Defender's Office, and the Guardian ad Litem Program

Shelbi Nahwilet Meissner
Curriculum Vitae Spring 2022

Department of Philosophy
Georgetown University
Washington D.C.

Email: sm3551@georgetown.edu
Phone: (517) 488-8844

Academic Positions:

Assistant Professor of Philosophy, Georgetown University (2019—present)

University of California Presidential Postdoctoral Fellow, University of California at San Diego, Ethnic Studies (Summer 2019)

Adjunct Instructor of Native American Studies, Saginaw Chippewa Tribal College (2017-9)

Academic Degrees:

Ph.D.: 2019, Michigan State University, East Lansing, Michigan, in philosophy with graduate affiliation in American Indian and Indigenous Studies.

- Dissertation: "Téelamal//Every Word In Our Language Is A Little Prayer: Weaving Together Indigenous Philosophies of Language"

B.A.: 2014, New Mexico State University, Las Cruces, New Mexico, in philosophy and English. Supplemental: linguistics.

Articles and Chapters: In Print

1. "World Traveling in Tule Canoes: Indigenous Philosophies of Language & An Ethic Of Incommensurability," *Hypatia*, (In press, 2022).
2. "Teaching Reciprocity: Gifting and Land-Based Ethics in Indigenous Philosophy," *Teaching Ethics*, (2022).
3. Shelbi Nahwilet Meissner and Bryce Huebner, "Outlaw Epistemologies: Resisting the Viciousness of Country Music's Settler Ignorance," *Philosophical Issues*, (2022).
4. "Reclaiming Rainmaking from Damming Epistemologies: Indigenous Resistance to Settler Colonial Contributory Injustice," *Environmental Ethics*, (2021).
5. "'laxwalxwash potamáay súnkaan 'áawq // to be between the blind snake's teeth': Indigenous Language Reclamation Between The Fangs Of A (Simulated) Dilemma," *Routledge Handbook of Social and Political Philosophy of Language*, eds. Rachel Sterken and Justin Khoo, (2021).
6. Whyte, Kyle and Shelbi Nahwilet Meissner (2021) "Decolonizing American Philosophy Is Impossible," *Decolonizing American Philosophy*, eds. Corey McCall and Phillip McReynolds.
7. "The Moral Fabric of Linguicide: Un-weaving Trauma Narratives and Dependency Relationships in Indigenous Language Reclamation," *Journal of Global Ethics*, (2018).
 - "The Moral Fabric of Linguicide: Un-weaving Trauma Narratives and Dependency Relationships in Indigenous Language Reclamation," reprinted in *Reconciliation, Transitional and Indigenous Justice*, eds. Krushil Watene and Eric Palmer, (2020).
8. "How does the consideration of Indigenous identities in the U.S. complicate conversations about tracking folk racial categories in epidemiologic research?," *Synthese*, (2018).

9. Meissner, Shelbi Nahwilet and Kyle Powys Whyte, "Theorizing Indigeneity, Gender, and Settler Colonialism," *Routledge Companion to the Philosophy of Race*, eds. Paul C. Taylor, Linda Martín Alcoff, Luve Anderson, 152-167. (2018).

Selected Presentations

- "Teaching Reciprocity," Philosophy of Science Association (PSA) 2022, Pittsburgh, PA, (November 2022)
- "The Land Acknowledgment That Is Not A Land Acknowledgement," The Gathering 2022, Georgetown University, Washington DC, USA (May 2022) <https://www.eventbrite.com/e/the-land-acknowledgment-that-isnt-a-land-acknowledgment-workshop-tickets-326008188267?aff=odcleoeventsincollection>
- "The Philosophy and Practice of Land Acknowledgment: A Facilitated Conversation with Hayden King," Voices of the Environment Series, Georgetown University (April 2022)
- "Indigenous Resilience and *Trauma-Informed Climate Praxis," Philosophy and Race Speaker Series, Siena College (April 2022)
- "Indigenous Philosophy + Sustainability," Presentation and Facilitated Dialogue with Georgetown Department of Sustainability, Georgetown University (April 2022)

Indigenous Curriculum Design Projects

My Two Aunties (2020-present). I serve as a cultural consultant, writer, and training facilitator in the co-creation and implementation of this Indigenized social work curriculum. In partnership with Center for Native Child and Family Resilience (CNFCR), Tribal Law and Policy Institute, and Rincon Band of Luiseño Indians Indian Health Center.

Resilience Informed Care for Tribal Child Welfare Programming. (2020-present) I serve as a cultural consultant, writer, and training facilitator in the co-creation and implementation of this Indigenized social work curriculum, in partnership with Center for Native Child and Family Resilience (CNFCR),

Critical Indigenous Thinking (2021). I designed a culturally competent curriculum for a unique

Indigenized critical thinking course commissioned to bridge the gap between philosophy and Indigenous studies, in partnership with CSU San Marcos American Indian Studies.

Selected Fellowships, Awards, and Grants

- American Philosophical Association (APA) Diversity and Inclusiveness Grant Recipient, Co-Coordinator with Joey Miller, *Savage Education: Epistemic Injustices of Native American Boarding Schools*, (2022)
- Hypatia AE Diversity Prize, with Alanna Cronk, *Co-TheoriZine Feminist Coalitions Between Indigenous Philosophy and Philosophy of Disability* (2022)
- Gender+Justice Initiative Fellowship, *Problematizing Trauma, Dreaming of Resilience: An Anti- Carceral Indigenous Feminist Framework for Care Work*, Georgetown University, (2021-2022). <https://genderjustice.georgetown.edu/gji-fellowship/shelbi-nahwilet-meissner/>
- Doyle Engaging Difference Seminar designation for "PHL 418: Topics in Anti-Colonialism" Georgetown University, (Spring 2022).
- Ethics Lab Faculty Fellowship, Georgetown University, (2021-2022).

JOSEPH LEN MILLER

West Chester University Anderson Hall 227
725 S. Church Street West Chester, PA 19383
(610) 436-2844 office, JMiller4@wcupa.edu

EMPLOYMENT

West Chester University, Assistant Professor, August 2022 – present

EDUCATION

University of Washington, Seattle (UW)	PhD, Philosophy, August 2021 MA, Philosophy June 2016
Virginia Tech (VT)	MA, Philosophy, May 2012
University of Minnesota Duluth (UMD),	BA, Philosophy (Applied Ethics Emphasis) May 2009 BASc, Psychology, May 2009

RESEARCH AND TEACHING INTERESTS

Areas of Specialization	Native American/American Indian Philosophy and Ethics
Areas of Competence	Applied Ethics, Political Philosophy, and Philosophy of Science

PUBLICATIONS

Journal Articles

“Metaethical Agnosticism: Practical Reasons for Acting When Agnostic About the Existence of Moral Reasons.” *The Journal of Value Inquiry* 54(1), March 2020: 59-75.

“Decolonizing the Demarcation of the Ethical.” *Philosophical Studies* (2019 Pacific APA Special Issue) 177(2), February 2020: 337-352.

Book Chapters

“What Do We Need to Know to Live in Harmony with Our Surroundings?” in *Ways of Being in the World: An Introduction to Indigenous Philosophy*, Andrea Sullivan-Clarke, ed. Peterborough: Broadview Press, *forthcoming*.

“Etemeyaske Vpokat (Living Together Peacefully): How the Muscogee Concept of Harmony Can Provide a Structure to Morality” in *Comparative Metaethics: Neglected Perspectives on the Foundations of Morality*, Colin Marshall, ed. New York: Routledge Press, 2019: 81-101.

Book Reviews

“Review: Indigenizing Philosophy Through the Land: A Trickster Methodology for Decolonizing Environmental Ethics and Indigenous Futures by Brian Burkhart.” *APA Newsletter on Native American and Indigenous Philosophy* 19(2), April 2020: 7-11.

PRESENTATIONS

- “Grounding the Ethical in Mvskoke Philosophy” (Online, University of Toronto, Apr. 2023), **Global Philosophy Research Interest Group**
- Commentary on “Race, Spirituality, & Food Injustice” by Dr. Christopher Carter (West Chester University, Mar. 2023), **4th Spirituality & Sustainability Colloquium**
- Participant (Online, Georgetown University, Nov. 2022), **CoTheoriZine Indigenous and Disability Sovereignty Online Workshop**
- “Storytelling, Thought Experiments, and Moral Cognition” (Virtual), **2021 Pacific APA**
- “Harmony as an Epistemic Guide for Relationships” (Waterloo, ON, CA, 2020), **FEMMSS 8: Changing Cultures, Changing Sciences** [*Conference Cancelled due to COVID-19*]
- “The Role of Harmony in Native American Philosophy” (Chapel Hill, NC, 2020), **Sharing Philosophy: Philosophy Café** [*Postponed due to COVID-19*]
- “Storytelling, Thought Experiments, and Moral Cognition” (San Francisco, CA, 2020), **2020 Pacific APA** [*Conference Cancelled due to COVID-19*]
- “Decolonizing the Demarcation of the Ethical and the Empirical: Using the Concept of Harmony Instead of Cooperation to Delineate Moral and Non-Moral Problems” (Vancouver, BC, 2019), **2019 Pacific APA**
- “Etemeyaske Vpokat (Living Together Peacefully): How the Muscogee Principle of *Harmony* Can Provide a Structure to Morality” (Seattle, WA, 2018), **Lost Voices at the Foundations of Ethics**

AWARDS

American Philosophical Association (APA), Diversity and Inclusiveness Grant (\$10,000), 2022

ADMINISTRATIVE AND ADVISING SERVICE

American Philosophical Association (APA), Associate Chair, APA’s Committee on Native American and Indigenous Philosophers, 2022-pres.

Co-editor (Newsletter on Native American and Indigenous Philosophy), 2019-pres.

Mellon Grant Program Assistant, 2017-2018

YANN ALLARD-TREMBLAY
yann.allard-tremblay@mcgill.ca

ACADEMIC POSITIONS

- 2020-08 – Assistant professor. Political science. McGill University.
2017-07 – 2020-07 Assistant professor. Sociology and political science. Glendon College. York University.
2016-08 – 2017-05 Indigenous Project Manager. Exeko (non-academic position).
2016-09 – 2016-12 Course Lecturer. Philosophy. Université du Québec à Montréal (UQAM).
2014-03 – 2016-04 Postdoctoral Fellow. Research Group on Constitutional Studies. McGill University.
2013-09 – 2014-03 Postdoctoral Fellow. Centre for Research in Ethics (CREUM). Université de Montréal.
2013-01 – 2013-06 Teaching Fellow. Philosophy. University of St Andrews.

EDUCATION

- PhD (2009-2012) University of St Andrews and University of Stirling,
Joint Program in Philosophy
Thesis title: *Epistemic theories of democracy, constitutionalism and the procedural legitimacy of fundamental rights*
MA (2007-2009) Université de Montréal
Philosophy (Research Option)
BA (2004-2007) Université de Montréal
Political Science and Philosophy

RESEARCH

Articles:

2022. "Braiding Liberation Discourses; Dialectical, Civic, and Disjunctive Views about Resistance and Violence." *Canadian Journal of Political Science*. 1-20. doi:10.1017/S0008423922000191
2022. "The Two Row Wampum: Decolonizing and Indigenizing Democratic Autonomy." *Polity* 52(2): 225-249. <https://doi.org/10.1086/718331>
2021. "Harnessing Distrust and the Power of Intercession for the Separation of Powers." *Constitutional Forum* 3(4): 37-44. *Not peer reviewed. <https://doi.org/10.21991/cf29428>
2021. Coauthored* with Elaine Coburn. "The Flying Heads of Settler Colonialism; or the Ideological Erasures of Indigenous Peoples in Political Theorizing." *Political Studies*. <https://doi.org/10.1177/00323217211018127>
2021. Online first 2019. "Rationalism and the silencing and distorting of Indigenous voices". *Critical Review of International Social and Political Philosophy* 24(7): 1024-1047. doi:10.1080/13698230.2019.1644581
2018. "The Modern and the Political Pluralist Perspectives on Political Authorities". *The Review of Politics* 80(4): 675-700. doi:10.1017/S0034670518000517
2018. "The Differentiation of citizenship; from negotiated differences to corrupted liability". *Politics, Groups, and Identities* 6(1): 3-19. doi:10.1080/21565503.2017.1354038
2017. "Divide and Rule Better; on Subsidiarity, Legitimacy and the Epistemic Aim of Political Decision-Making". *Journal of Applied Philosophy* 34(5): 696-710. doi:10.1111/japp.12179
2015. "Trust and Distrust in the Achievement of Popular Control". *The Monist* 98(4): 391-406. doi:10.1093/monist/onv019
2015. "Human Rights, Specification and Communities of Inquiry". *Global Constitutionalism* 4(2): 254-287. doi:10.1017/S2045381715000052
2014. "Political Corruption as Deformities of Truth". *Les Ateliers de l'éthique/The Ethics Forum* 9(1): 28-49. doi:10.7202/1024293ar

2013. "Proceduralism, Judicial Review and the Refusal of Royal Assent". *Oxford Journal of Legal Studies* 33(2): 379-400. doi:10.1093/ojls/gqt003
2013. "La Fonction constructive de la délibération; de l'accord à l'ajustement" (The Constructive Function of Deliberation; from Agreement to Trimming). *Philosophiques* 40(2): 321-349. doi:10.7202/1023700ar
2012. "The Epistemic Edge of Majority Voting over Lottery Voting". *Res Publica* 18(3): 207-223.

Forthcoming:

- Accepted. "For Those Who Will Follow; Earth Marred and Renewing Relationships." *Constellations*.
2023. "Politicizing Indigenous Self-Determination; The UNDRIP, Legal and Political Constitutionalism." Under press for the edited volume *Futures of Federalism* with University of Toronto Press.

Podcasts:

Title to be determined. Hosted by Olivier Samson. Philopolis. Recorded but publication delayed. "Décolonisation et Indigénisation." En marges. Comité Équité - Société de philosophie du Québec. 29 June 2022. http://www.equite.laspq.org/decolonisation-indigenisation-marges/?fbclid=IwAR1dltfIIKESWsOZ4aTCP8x4p_sbSmjMso_EbvbWH1vKdczn0gcXkqRZkA

GRANTS

As principal investigator:

- 2022-2026 "Disjuncture: Indigenous redirections in political theory." SSHRC Insight Grant: \$79 227.
- 2022-2025 "Les Têtes Volantes du Colonialisme d'Établissement" (2023-NP-310457). FRQSC. Soutien à la recherche pour la relève professorale. \$54 952.
- 2020-2022 "Disjunctive Indigenous Resistance and the Transformation of Political Thought." SSHRC Insight Development Grant. \$44 943.

RECENT TEACHING AT MCGILL

POLI 617: Problems in Political theory: Transcending Coloniality. 2022(W).

POLI 365: Democratic Theory. 2021(F), 2022 (F).

POLI 622: Advanced Topics in Canadian Politics: Indigenous Resistance and Activism. 2021(W).

INDG 200: Introduction to Indigenous Studies. 2020(F), 2021(F), 2022 (F)

ROLE/ACTIVITIES RELEVANT TO THE PROPOSAL

Member of the subcommittee of the Mellon Internal Advisory Committee authoring a proposal for an Institute for Indigenous Research and Knowledges (2021-...). McGill University.

Member of the Indigenous Studies and Community Engagement Initiative (ISCEI) Internal Advisory Committee (2020-...). McGill University.

Co-lead applicant for a new Organized Research Unit in Indigenous Knowledges and Languages (2019-2020). York University.

2022-2023: Proposing, with Didier Zúñiga, the panel "Disruptive decolonial methodologies: from incommensurabilities to intelligible redirections" for the American Political Science Association Annual Conference. Los Angeles. 2023-09.

2021—2022 Co-organizer with Catherine Lu of the international conference *Transcending Settler Colonialism: Decolonization, Reconciliation, and Transformation* held on May 26-27, 2022.

2020-....: Directing the 'Thème Phare' *Antiracism and Decolonisation* for the Centre de Recherche en Éthique.

2018-2019 Co-organizer, with Elaine Coburn and Vanessa Watts, of the panel *Sociological and Political Thought Indigenous Perspectives* jointly held by the Canadian Sociological Association and the Canadian Political Science Association at the 2019 Congress of the Humanities and Social Sciences at the University of British Columbia.

Kyle Whyte, Ph.D.

School for Environment & Sustainability
University of Michigan
440 Church St.
Ann Arbor, MI 48109

Email: kwhyte@umich.edu
LinkedIn: [in/kylepowyswhyte](https://www.linkedin.com/in/kylepowyswhyte)
Website: kylewhyte.seas.umich.edu

Academic Positions

University of Michigan (UM)

2022- Faculty Director, Tishman Center for Social Justice and the Environment
2022- Affiliate Professor of Philosophy
2020- Professor, School for Environment & Sustainability (SEAS)
2020- Affiliate Professor of Native American Studies
2020- George Willis Pack Professor, SEAS
2020- Faculty, SEAS Environmental Justice Specialization

Michigan State University (MSU)

2019-20 Professor, Department of Philosophy and Department of Community Sustainability
2015-20 Timnick Chair in the Humanities
2016-18 Associate Professor, Department of Community Sustainability
2015-18 Associate Professor, Department of Philosophy
2011-14 Assistant Professor, Department of Philosophy
2009-10 Visiting Assistant Professor, Department of Philosophy

Education

Stony Brook University, Department of Philosophy
May 2009 Ph.D. Philosophy

University of Memphis, Department of Philosophy
May 2004 M.A. Philosophy

Babson College, Management Division
May 2001 B.S. Business Administration

Select Publications

Over 100 scholarly works, collectively have been cited more than 7000 times (Google Scholar).

Whyte, K., 2018. Indigenous science (fiction) for the Anthropocene: Ancestral dystopias and fantasies of climate change crises. *Environment and Planning E: Nature and Space*, 1(1-2), pp.224-242.

Whyte, K., 2018. Settler colonialism, ecology, and environmental injustice. *Environment and Society*, 9(1), pp.125-144.

- Whyte, K., 2017. Indigenous climate change studies: Indigenizing futures, decolonizing the Anthropocene. *English Language Notes*, 55(1), pp.153-162.
- Whyte, K., 2017. The Dakota access pipeline, environmental injustice, and US colonialism. *Red Ink: An International Journal of Indigenous Literature, Arts, & Humanities*, (19.1).
- Whyte, K.P., 2016. Is it colonial déjà vu? Indigenous peoples and climate injustice. In *Humanities for the Environment* (pp. 102-119). Routledge.
- Whyte, K.P., Brewer, J.P. and Johnson, J.T., 2016. Weaving Indigenous science, protocols and sustainability science. *Sustainability Science*, 11(1), pp.25-32.
- Whyte, K.P., 2014. Indigenous women, climate change impacts, and collective action. *Hypatia*, 29(3), pp.599-616.
- Whyte, K.P., 2013. On the role of traditional ecological knowledge as a collaborative concept: A philosophical study. *Ecological processes*, 2(1), pp.1-12.
- Whyte, K.P., 2013. Justice forward: Tribes, climate adaptation and responsibility. In *Climate change and indigenous peoples in the United States* (pp. 9-22). Springer.

Recent Grants, Fellowships & Awards

- 2021-23 Curriculum Lead, Indigenous Student Climate Resilience Summer Program, funded by Bureau of Indian Affairs and Bay & Paul Foundations, American Indian Higher Education Consortium (fiduciary)
- 2020 Community Engagement Scholarship Award, Michigan State University
- 2020 Distinguished Partnership Award for Community-Engaged Research, MSU
- 2019 PI (for MSU). Tangata Whenua Tangata Ora. Health Research Council of New Zealand. Project PI: H.M. Barnes (Massey University/SHORE & Whāriki Research Centre). August 2019-August 2024.
- 2018 PI (for MSU). Indigenous Climate Change Studies: Indigenous Expertise meets Western Technological Design and Innovation. Swedish Research Council for Sustainable Development. Project PI: M.B. Öhman (Uppsala University). January 2019-December 2021.
- 2016-19 PI (for MSU). Integrating Indigenous and Western Knowledge to Transform Learning and Discovery in the Geosciences. National Science Foundation. Project PI: Carolyn Brinkworth (National Center for Atmospheric Research). October 2016-September 2019.

Recent Formal Academic & Public Service

- 2021- Advisor, Environmental Justice Research, Analysis, Collaboration and Program Implementation Support, Environmental Protection Agency
- 2021- Member, White House Environmental Justice Advisory Council
- 2021- Expert, Expert Group of Senior Indigenous Researchers, United Nations Office for Disaster Risk Reduction & the International Science Council
- 2020- Associate Editor, Environmental Ethics

GETTY L. LUSTILA

Northeastern University
Department of Philosophy & Religion
360 Huntington Ave, 401 Renaissance Park #430
Boston, MA 02115

email: g.lustila@northeastern.edu
website: <https://gettylustila.com/>
phone: (617) 373-3636

APPOINTMENTS

Assistant Teaching Professor of Philosophy, Northeastern University, 2022-current.

Visiting Lecturer of Philosophy, Northeastern University, 2020-2022.

Teaching Post-Doctoral Fellow of Philosophy, Stonehill College, 2019-2020.

RESEARCH

Areas of Specialization: Modern European Philosophy, Ethics, Native American Philosophy

Areas of Competence: Political Philosophy, Environmental Philosophy, Ancient Greek Philosophy

EDUCATION

Ph.D., Philosophy, Boston University, September 2019.

M.A., Philosophy, Georgia State University, August 2012.

B.A., Winona State University, History, June 2009.

PUBLICATIONS

Journal Articles:

(b) (4)

“Adam Smith and the Stoic Principle of Suicide.” *European Journal of Philosophy* 28.2 (2020): 350-63.

“Catharine Trotter Cockburn’s Democratization of Moral Virtue.” *Canadian Journal of Philosophy* 50.1 (2020): 83-97.

“John Gay and the Birth of Utilitarianism.” *Utilitas* 30.1 (2018): 86-106.

“Is Hume’s Ideal Moral Judge a Women?” *Hume Studies* 43.2 (2017): 79-102.

Book Chapters:

“Equality and Moral Progress in Grouchy’s *Letters on Sympathy*,” in *Routledge Handbook of Women and Early Modern European Philosophy*, edited by Lisa Shapiro and Karen Detlefsen. New York: Routledge, forthcoming.

“A Minimalist Account of Love,” in *Love, Justice, Autonomy: Philosophical Perspectives*, edited by Rachel Fedock, Michael Kühler, Raja Rosenhagen. New York: Routledge, 2021: 61-78.

Book Reviews:

“Samuel Fleishhacker, *Adam Smith* and John McHugh, *Adam Smith’s ‘The Theory of Moral Sentiments’: A Critical Commentary*,” *Journal of Scottish Philosophy* 20.3 (2022): 277-283.

“Samuel Fleishhacker, *Being Me, Being You: Adam Smith and Empathy*,” *Society* 59.2 (2022): 213-215.

“Ryan Patrick Hanley, *Adam Smith: His Life, Thought, and Legacy*,” *The Review of Metaphysics* 70.1 (2016): 131-132.

TEACHING

Northeastern University, 2020-current

PHIL 2325: Ancient Philosophy and Political Thought

PHIL 2330: Modern Philosophy

PHIL 1180: Environmental Ethics

PROFESSIONAL ACTIVITIES

Member, Diversity Advisory Council, Northeastern University, 2022-current.

Member, APA Committee on Native American and Indigenous Philosophy, 2022-current.

Founder, Indigenous Studies Circle, Northeastern University, 2022-current.

Instructor, Clemente Course in the Humanities. Brockton, MA Chapter, 2020-current.

Referee, Cambridge University Press; *History of Philosophy Quarterly* (x2); *The Southern Journal of Philosophy*; *Utilitas*; *Intellectual History Review*; *Philosophical Quarterly*; *Philosophical Psychology*; *Hume Studies*; *Journal of Modern Philosophy*, 2019-current.

Participant, Minnesota Center for Canon Expansion and Change Pilot Summer Program, University of Minnesota, Twin Cities, 2022.

Participant, Extending New Narratives Workshop: Early Modern European Women Philosophers, University of Pennsylvania, 2022.

Associate Director for Program Development,
Coordination & Assessment
The Ethics Institute, Northeastern University

m.kopec@northeastern.edu
ORCID: 0000-0002-6475-4368

EDUCATION & QUALIFICATIONS

2019 Senior Fellow of the Higher Education Academy
2012 Ph.D. (Philosophy), University of Wisconsin at Madison, USA
2006 M.A. (Philosophy), Virginia Tech, USA
2000 B.A. *Magna Cum Laude* (Philosophy), St. Mary's College of Maryland, USA

ACADEMIC POSITIONS

2020 - Associate Director for Program Development, Coordination & Assessment,
Ethics Institute, Northeastern University, Boston, USA
2020 - Adjunct Research Fellow, Practical and Public Ethics Research Group, Charles
Sturt University, Wagga Wagga, AUS
2018 - 20 ARC Discovery Early Career Researcher Award Fellow, Research School of
Social Sciences, Australian National University, AUS
2017 Honorary Lecturer/Sessional Faculty, School of Philosophy, Australian National
University, AUS
2015 - 17 Research Fellow/Assistant, Centre for Applied Philosophy and Public Ethics,
Canberra, AUS
2014 - 15 Mellon Postdoctoral Research Fellow, Northwestern University, Evanston,
USA
2012 - 14 Instructor, Philosophy Department, University of Colorado, Boulder, USA

SELECT PUBLICATIONS

Peer Reviewed Journal Articles

Kopec, M. & J. Bruner. 2022. "No Harm Done? An Experimental Approach to the Nonidentity Problem." *Journal of the American Philosophical Association* 8: 169-189.
Kopec, M. 2021. "Deceptive Omissions, Half-Truths and the Moral Exemplar in Clinical Ethics." *American Journal of Bioethics* 21: 33-35.
Kopec, M. 2017. "Game Theory and the Self-Fulfilling Climate Tragedy." *Environmental Values* 26: 203-221.
Kopec, M. 2014. "A New Use of 'Race': The Evidence and Ethics of Forensic DNA Ancestry Profiling." *Journal of Applied Philosophy* 31: 237-253.

Chapters in Peer Reviewed Edited Volumes

Titelbaum, M. G. & **M. Kopec.** 2019. "When Rational Reasoners Reason Differently" in M. Balcerak Jackson & B. Balcerak Jackson (eds.), *Reasoning: Essays on Theoretical and Practical Thinking*, Oxford University Press: 205-231.

GRANT FUNDING & PROJECT MANAGEMENT SYNOPSIS

- Total Value of Contributed Grant Writing: > \$1.15 Million
- Personal Grant & Award Funding: > \$320K (~85% External)
- Collaborative Grant Funding as Lead or Co-lead Writer: > \$685K (~87% External)
- Total Value of Externally Funded Projects Managed (Past & Current): > \$1 Million

PROJECT MANAGEMENT

- 2022- National Science Foundation: "Research Community Development Grant: Summer Training Program to Expand the AI and Data Ethics Research Community" (\$299,374 project)
- NU Transforming Interdisciplinary Experiential Research (TIER) 1: Seed Grant/Proof of Concept Program: "Building AI and Data Ethics Infrastructure" (\$50,000 project)
- 2021-22 Northeast Workshop to Learn About Multicultural Philosophy, "NEWLAMP" (\$42,000 Project)
- Mozilla Responsible Computer Science Challenge, Stage 2: "Spreading and Scaling Northeastern's Value Sensitive Design Curriculum" (\$53,866 project)
- 2020- Facebook Reality Labs: "Ethics for Research in Emerging Technology" (\$80,000+ project)
- 2021-22 Facebook Inc.: "The Ethics and Epistemology of Online Content Labeling" (\$175,000 project)
- 2020-21 Mozilla Responsible Computer Science Challenge, Stage 1: "Integrating Value Sensitive Design Training Throughout the CS Curriculum" (\$148,348 project)
- 2018-20 Australian Research Council, Discovery Early Career Researcher Award: "Making more effective groups: A philosophical and empirical examination" (~\$250,000 USD project)

SELECT TEACHING EXPERIENCE (Sole leadership, unless otherwise noted)

Northeastern University

- Theory of Knowledge
- Research Ethics (online only, pre-developed course)
- Environmental Ethics (2x: Hybrid online/in-person and in-person only)
- Information Ethics (Mixed grad/undergrad, online only)

Australian National University

- Fundamental Ideas in Philosophy: An Introduction (enrollment over 350, 5 TAs)
- Logic & Critical Thinking (enrollment over 300, 5 TAs)

Northwestern University

- Grad Seminar in Philosophy of Science: Science, Rationality & Group Decision Making
- Climate Change & Sustainability

University of Colorado

- Grad Seminar in Philosophy of Science: Philosophy, Economics & the Environment
- Symbolic Logic (6x)
- Environmental Ethics
- Philosophy & the Sciences
- Critical Thinking-Contemporary Topics
- Philosophy & Society (2x)

NANCY BAUER

Department of Philosophy
Miner Hall
Tufts University
Medford, MA 02155

(b) (6)

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EDUCATION

Harvard University, PhD in Philosophy
Harvard University, PhD candidate in the Study of Religion
Harvard Divinity School, Master of Theological Studies
Harvard and Radcliffe Colleges, AB, Social Studies, *magna cum laude*

ADMINISTRATIVE AND LEADERSHIP EXPERIENCE

2016—2022: **Dean, School of the Museum of Fine Arts at Tufts University (SMFA)**
2012—2018: **Dean of Academic Affairs for Arts and Sciences, School of Arts and Sciences, Tufts**

ACADEMIC CAREER at Tufts University

2014—present: **Professor of Philosophy**
2008—2011: **Chair, Department of Philosophy**
2005—2014: **Associate Professor of Philosophy** (with tenure)
2001—2008: **Director of Graduate Studies, Department of Philosophy**
1999—2005: **Assistant Professor of Philosophy**
1998—1999: **Visiting Assistant Professor of Philosophy**

AREAS OF SPECIALIZATION

Intersectional feminism and feminist philosophy; existentialism and phenomenology; philosophy and film; ordinary language philosophy

SELECT PUBLICATIONS

MONOGRAPHS

How to Do Things With Pornography (Cambridge, MA: Harvard University Press, 2015).
Simone de Beauvoir, Philosophy, and Feminism (New York: Columbia University Press, 2001).

EDITED VOLUMES

Stanley Cavell, *Here and There: Sites of Philosophy*, edited by Nancy Bauer, Alice Crary, and Sandra Laugier. (Cambridge, MA: Harvard University Press, 2022).
A Companion to Simone de Beauvoir, edited by Laura Hengehold and Nancy Bauer (Oxford: Blackwell, 2017)

PEER-REVIEWED ARTICLES

“Simone de Beauvoir on Motherhood and Destiny.” *The Blackwell Companion to Simone de Beauvoir*, edited by Laura Hengehold and Nancy Bauer (Oxford: Blackwell, 2017).
“The First Rule of Fight Club.” *Fight Club* (“Philosophers on Film” Series), edited by Thomas Wartenberg (New York: Routledge, 2012).
“Beauvoir on the Allure of Self-Objectification,” *Feminist Metaphysics: Explorations in the Ontology of Sex, Gender and the Self*, edited by Charlotte Witt (Springer, 2011), 117-129.

"How to Do Things With Pornography," *Reading Cavell*, edited by Sanford Shieh and Alice Crary (New York: Routledge, 2006).

"On Human Understanding," *Wittgensteinian Fideism*, edited by Kai Nielsen and D. Z. Phillips (Norwich, England: SCM Press, 2006).

"Beauvoir's Heideggerian Ontology," *The Philosophy of Simone de Beauvoir: Critical Essays*, edited by Margaret A. Simons (Indiana University Press, 2006).

"Cogito Ergo Film: Plato, Descartes, and *Fight Club*," *Film as Philosophy: Essays on Cinema After Wittgenstein and Cavell*, edited by Rupert Read and Jerry Goodenough (Florence, KY: Palgrave Macmillan, 2005).

"Must We Read Simone de Beauvoir?" *The Legacy of Simone de Beauvoir*, edited by Emily Grosholz (New York: Oxford University Press, 2004).

"Being-with as Being-against: Heidegger Meets Hegel in *The Second Sex*." *Continental Philosophy Review*, Vol. 34, No. 3 (July 2001).

"First Philosophy, *The Second Sex*, and the Third Wave," *Labyrinth*, Vol. 1, No. 1 (Winter 1999). Reprinted in *Simone de Beauvoir: 50 Jahre nach Dem Anderen Geschlecht*, edited by Yvanka B. Raynova and Susanne Moser (Vienna: Institute for Axiological Research, 1999).

SELECT GRANTS AND FELLOWSHIPS

Scientific Coordinator, *Ordinary language philosophy and ordinary conceptions in the social sciences*, collaboration between Tufts and La Centre National de la Recherche Scientifique, Université de Picardie Jules Verne, Université Paris I Panthéon-Sorbonne, Johns Hopkins University, Università Degli Studi Di Roman "La Sapienza," Universidade do Porto, Jan 2013 - June 2016. (3.5-year project funded at roughly \$75,00 per year.)

Radcliffe Institute Summer Fellow-in-Residence, June 2013

Radcliffe Exploratory Seminar Grant (with Toril Moi), "Feminist Theory and Ordinary Language Philosophy," funded January 2012 for a seminar in April 2013 (A grant to conduct a three-day exploratory seminar at Harvard with 16 international scholars.)

Faculty Fellow, Center for Excellence in Teaching and Learning, Tufts University, Fall 2011

Radcliffe Institute Fellowship, 2002 - 2003

Tufts University, Faculty Summer Curriculum Development Grant, 1999

COURSES TAUGHT

- **Seminars:** The Ontology of Gender, Philosophy and Film, Freud, Wittgenstein, Topics in Feminist Philosophy, Heidegger's *Being and Time*, The Legacy of Simone de Beauvoir, Stanley Cavell and the Philosophy of the Ordinary, Graduate Writing Seminar
- **Undergraduate:** From Hegel to Nietzsche, Phenomenology and Existentialism, Descartes and His Legacy, Ancient Philosophy, Feminist Philosophy, Introduction to Ethics, Philosophy and Film, Problems of Philosophy, Epistemology and Feminism, The Problem of Other Minds

HELENA DE BRES

CONTACT

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<https://sites.google.com/wellesley.edu/helenadebres/>

EMPLOYMENT

Wellesley College, Wellesley, Massachusetts

- Associate Professor of Philosophy (2008-present)
- Chair, Department of Philosophy (2021-present)

Stanford University, Stanford, California

- Postdoctoral Fellow, Program on Global Justice (2007-2008)

EDUCATION

M.I.T., Cambridge, Massachusetts

- PhD in Philosophy (2007)

Victoria University of Wellington, Wellington, New Zealand

- B.A. (Hons.) in Philosophy (2000)
- B.A. in Philosophy and French (1999)

AWARDS

- ACLS Burkhardt Fellowship for Recently Tenured Scholars, Stanford University (2019-20)
- M.I.T. Goodwin Medal for Excellence in Teaching

SELECTED PUBLICATIONS

BOOK

- *Artful Truths: The Philosophy of Memoir*, University of Chicago Press, 2021

PAPERS and CHAPTERS

- "Exploitation in International Trade" in Debra Satz and Annabel Lever (eds.), *Ideas That Matter: Essays In Honor of Joshua Cohen* (Oxford University Press, 2020)
- "Trade and International Justice", *Philosophy Compass* 11:10 (2016), pp. 570-579
- "How Association Matters for Distributive Justice", *Journal of Moral Philosophy* 13 (2016), pp. 161-186

- “Local Food: The Moral Case” in Anne Barnhill, Mark Budolfson and Tyler Doggett (eds.), *Food, Ethics and Society* (Oxford University Press, 2016)
- “Justice in Transnational Governance”, *Journal of Applied Philosophy* 32 (2015), pp. 275-292
- “Risse on Justice in Trade”, *Ethics and International Affairs* 28:4 (2014), pp. 489-499
- "Disaggregating Global Justice", *Social Theory and Practice* 39:3 (2013), pp. 422-448
- "The Many, not the Few: Pluralism about Global Distributive Justice", *Journal of Political Philosophy* 20:3 (2012), pp. 314-340
- "What's Special about the State?", *Utilitas* 23:2 (2011), pp. 140-160
- "The Cooperation Argument for Fairness in International Trade", *Journal of Social Philosophy* 42:2 (2011), pp. 192-218

SELECTED TEACHING

Introduction to Moral Philosophy

Philosophy of Law

Justice

Global Justice

Environmental Ethics

Inequality (with David Lindauer, Economics)

Seminar: International Ethics: Trade, Immigration, War

Seminar: Liberalism

OTHER RELEVANT ACTIVITIES

- Member, Advisory Committee on Minority Recruitment, Hiring and Retention, Wellesley College
 - Member, Advisory Board, Peace and Justice Studies Program, Wellesley College
 - Member, Editorial Committee, *The Raven* (a public philosophy magazine, edited by David Velleman and David Johnson)
 - Mentor, Job Mentoring Program for Women in Philosophy (2014-2016)
 - “The Ethics of Immigration” (faculty lecture), Mellon School of Theater and Performance, Harvard University (2019)
 - Referee: *Journal of Value Inquiry*, *Journal of Applied Philosophy*, *Political Studies*, *Journal of Political Philosophy*, *Respublica*, *American Political Science Review*, *Law and Philosophy*, *Politics*, *Philosophy and Economics*, *Social Theory and Practice*
-

ALEXANDER A. GUERRERO

alex.guerrero@rutgers.edu

www.alexguerrero.org

EMPLOYMENT RUTGERS UNIVERSITY – Professor of Philosophy, 2021 – present

RUTGERS UNIVERSITY – Henry Rutgers Term Chair, Associate Professor of Philosophy, 2016 - 2021

UNIVERSITY OF PENNSYLVANIA – Assistant Professor of Philosophy, 2012 – 2016, Secondary Appointments: (1) Perelman School of Medicine, Medical Ethics & Health Policy, (2) University of Pennsylvania Law School

AOS Political Philosophy, Legal Philosophy, Epistemology, Moral Philosophy
AOC African Philosophy, Native American Philosophy, Applied Ethics

EDUCATION NEW YORK UNIVERSITY, Ph.D. in Philosophy, 2012
NEW YORK UNIVERSITY SCHOOL OF LAW, J.D., with honors, 2008
HARVARD UNIVERSITY, A.B. in Philosophy, *summa cum laude*, 2001

SELECTED PUBLICATIONS

BOOKS

(b) (4)

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ARTICLES

“Worldviews and Ways of Living: Introducing Wub-e-ke-niew’s *We Have the Right to Exist: A Translation of Aboriginal Indigenous Thought*,” in NEGLECTED CLASSICS OF PHILOSOPHY, VOLUME 2 (ed. by Eric Schliesser, Oxford University Press, forthcoming 2021)

“The Epistemology of Consent” in APPLIED EPISTEMOLOGY (ed. by Jennifer Lackey, Oxford University Press, 2021), pp. 348-388

“Against Elections: The Lottocratic Alternative,” PHILOSOPHY AND PUBLIC AFFAIRS, Vol. 42, pp. 135-178 (2014)

“The Paradox of Voting and the Ethics of Political Representation,” PHILOSOPHY AND PUBLIC AFFAIRS, Vol. 38, pp. 272-306 (2010)

“Don’t Know, Don’t Kill: Moral Ignorance, Culpability, and Caution,” PHILOSOPHICAL STUDIES, Vol. 136, pp. 59-97 (2007)

OTHER WRITING

“[A Brief History of a New Course at Rutgers University: Philosophy 366—African, Latin American, and Native American Philosophy](#),” APA NEWSLETTER ON NATIVE AMERICAN AND INDIGENOUS PHILOSOPHY, Vol. 17, 2 (2018)

RECENT TEACHING

Rutgers University

- Philosophy 255: Introduction to Social and Political Philosophy, Fall 2020
- Philosophy 366: African, Latin American, and Native American Philosophy, Spring 2019
- Philosophy 583 (with Frances Kamm): Rights, Fall 2020
- Philosophy 583: Social and Political Philosophy—Elections, Lottocracy, and the Challenges of 21st Century Democracy: Ignorance, Identity, and Inequality

GRANTS

American Philosophical Association Small Grant for “Beyond Borders: Bringing Latinx Undergraduates into Philosophy” (with co-PI Caroline Arruda), 2018 (\$5000)

RELEVANT SERVICE

Profession of Philosophy

- Member, American Philosophical Association Committee on the Status and Future of the Profession, 2020 – present

Organizing

- Organizer: Reading Group on African, Latin American, & Native American Philosophy – at Rutgers (2020) and over Zoom (international, 2021)
- Organizer: Latinx Philosophy Conference (national conference), 2017, 2018, 2019
- Organizer: Legal Philosophy Workshop (international conference), 2018 - present
- Member of Steering Committee, Political Epistemology Network, 2018 – present
- Member of American Phil. Association Committee on Philosophy and Law, 2013 – 16

Diversity in Philosophy/Mentoring

- Director, Rutgers Summer Institute for Diversity in Philosophy, 2019, 2020
- Member, American Philosophical Association Committee on Native American and Indigenous Philosophers, 2018 - 2021
- Mentor, Philosophy Cocoon Mentoring Project, 2015 – present
- Faculty Mentor, Minorities and Philosophy (MAP), 2013 – present
- Faculty Mentor, Mellon Mays Fellows Professional Network (for PhD students from underrepresented groups), 2012 – present

Rutgers University Department of Philosophy

- Director, Graduate Admissions, 2018 - present
- Faculty Advisor, Departmental Climate Committee, Spring 2017 – Spring 2018
- Chair, Committee on Hiring Procedure, Fall 2016 – Fall 2018

Editing and Refereeing

- Editor-in-Chief, PHILOSOPHY COMPASS, 9/2018 – present
- Associate Editor, ETHICS, 7/2020 – present
- Advisory Board, OXFORD STUDIES IN POLITICAL PHILOSOPHY, 9/2018 - present

GINA SCHOUTEN

Department of Philosophy
Harvard University
25 Quincy Street
Cambridge, MA 02138

gschouten@fas.harvard.edu
ginaschouten.com

(b) (6)

ACADEMIC EMPLOYMENT:

Harvard University

2020-present Associate Professor (TT), Philosophy
2016-2020 Assistant Professor (TT), Philosophy

Illinois State University

2013-2016 Assistant Professor (TT), Philosophy
2014-2016 Affiliate Professor, Women's and Gender Studies

AREAS OF SPECIALIZATION:

Political Philosophy, Ethical Theory, Feminist Philosophy, Philosophy of Education, Social Philosophy, Applied Ethics

AREAS OF COMPETENCE:

Epistemology

EDUCATION:

Ph.D.	2013	Philosophy	University of Wisconsin-Madison
M.A.	2010	Philosophy	University of Wisconsin-Madison
B.A.	2006	Philosophy, Spanish (<i>Summa Cum Laude</i>)	Ball State University

BOOKS

- *Liberalism, Neutrality, and the Gendered Division of Labor*, Oxford University Press, 2019

CHAPTERS AND ARTICLES

- "Philosophy as a Helping Profession?" in *Philosophy by Women: 22 Philosophers Reflect on Philosophy and its Value*, Elly Vintiadis, ed. Routledge (2020).
- "Justice and Legitimacy in Caregiver Support: A Proposal for Managing Tradeoffs between Gender Egalitarian and Economic Egalitarian Social Aims," in *Caring for Liberalism*, Amy Baehr and Asha Bhandary, eds. Routledge (2020)
- "Political Liberalism and Autonomy Education: Are Citizenship-Based Arguments Enough?" *Philosophical Studies* [vol. 175 no. 5] 2018, pp. 1071-1093
- "On Meeting Students Where They Are: Teacher Judgment and the Use of Data in Higher Education," *Theory and Research in Education* [vol. 15 no. 3] 2017, pp. 321-338

- “Fetuses, Orphans, and a Famous Violinist: On the Ethics and Politics of Abortion,” *Social Theory and Practice* [vol. 43 no. 3] 2017, pp. 637-665
- “Philosophy in Schools: Can Early Exposure Help Solve Philosophy's Gender Problem?” *Hypatia* [vol. 31 no. 2] 2016, pp. 275-292
- “Is the Gendered Division of Labor a Problem of Distribution?” *Oxford Studies in Political Philosophy* [vol. 2], Peter Vallentyne, David Sobel, Steven Wall, eds. Oxford University Press (2016), pp. 185-206
- “The Stereotype Threat Hypothesis: An Assessment from the Philosopher’s Armchair, for the Philosopher’s Classroom,” *Hypatia*, [vol. 30 no. 2] 2015, pp. 450-466

PUBLIC-FACING WRITING

- Regular contributor at [Crooked Timber](#)
- “[The Pandemic May Set Gender Equality Back by Decades. Should Liberal Feminism Declare Bankruptcy?](#)” Public Ethics Blog, January 12, 2021
- “[Democratic Deliberation after Trump, Philosophers on the 2020 U.S. Presidential Election.](#)” Daily Nous, November 10, 2020
- “[Flexible Family Leave Is Lousy Feminism.](#)” *Boston Review* 2019.
- “[Justice in Higher Education: Why We Must Move beyond Admissions Policy](#)” Harvard Law and Policy Review Blog, December 17, 2019.
- “[Preparing to Trust One’s Judgment](#)” APA Teaching Blog, January 19, 2017.

TEACHING: Harvard University

- Introduction to Feminist Political Philosophy
- Educational Justice
- Egalitarianism
- Social Justice and the Family

OTHER RELEVANT EXPERIENCE:

Seminar on the Ethics of Discrimination (2019)

Instructor for one-week intensive seminar (Central European University, Budapest)

Workshop on Ethical Responsibilities of Universities (2018)

Hosted by Radcliffe Institute for Advanced Study (Harvard University)

Fair Access and Higher Education (2018)

A two-day workshop orchestrated by The Center for Ethics and Education (Chicago, IL)

Workshop on Educational Ethics (2017)

Hosted by Radcliffe Institute for Advanced Study (Harvard University)

The Right to a Quality Public College Education (2016)

A two-day workshop orchestrated by The Center for Ethics and Education (Chicago, IL)

American Philosophical Association/American Association of Philosophy Teachers Seminar on Teaching and Learning (2012)

Selective seminar providing pedagogical training to prospective philosophy professors.

Mentor, Job Candidate Mentoring Program for Women in Philosophy 2014-present

Steering Committee Member, Mentoring Program 2016-2017

Advisory Committee Member, Mentoring Program 2015-2016



McGill

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Candice Delmas
Associate Professor of Philosophy & Political Science
Northeastern University

13 January 2023

Dear Prof. Delmas,

I would be very pleased to serve as a member of the Expert Scholar Team for your proposed NEH Institutes for Higher Education Faculty grant project entitled “**Institute for Higher Education Faculty on Native American, Indigenous, and Land-Based Social and Political Philosophy**” if funded.

My previous work in political theory and Indigenous political thought makes this particular project of great interest to me and complements my own work on decolonizing and Indigenizing political theory. In my research, I seek to understand the zones of encounter and of frictions between Indigenous and Western political traditions. I am particularly interested in how Indigenous political thought allows the envisioning of ways of being, doing, and knowing that offer redirections from dominant lifeways, which may better serve human and other-than-human flourishing. As such, working on this project would allow me to further these aspects of my work and to work with like-committed scholars.

Should the NEH fund this project, I commit to attending all Expert Scholar Team meetings, consulting with Co-Director Meissner to finalize the curriculum (as needed), leading one day of the program, and participating in workshop discussions for the duration of the program.

Please let me know if there is anything further I can do to support this project; I thank you for the opportunity to participate.

Sincerely,

Yann Allard-Tremblay
Assistant Professor
Political Science
McGill University



January 16, 2023

Candice Delmas
Associate Professor of Philosophy & Political Science
Northeastern University

Dear Candice,

I would be very pleased to serve as a member of the Steering & Selection Team for your proposed NEH Institutes for Higher Education Faculty grant project entitled “Institute for Higher Education Faculty on Native American, Indigenous, and Land-Based Social and Political Philosophy” if funded.

My previous work in feminist philosophy and in metaphilosophy—specifically, exploring what philosophy is good for in the real world—makes this particular project of great interest to me and complements my own goals as a professor of Philosophy and of Women’s, Gender, and Sexuality Studies. All of my work focuses on philosophical inquiry as a tool to combat the allure of objectification and self-objectification. In the Anthropocene, philosophical conversation is one of the few modes of discourse that consistently challenges the Zeitgeist and leads us away from what I call the allure of self-objectification. My students feel that tug, and they lament it, as well. They are starving for help in envisioning a way of re-humanizing the human being. They are thinking hard about how we need to go on.

When I make these claims, I am talking not just from the point of view of a scholar-researcher. For ten years, from 2012 to 2022, I served as a dean at Tufts University. I was responsible at one point or another for almost every department in the School of Arts and Sciences and also shepherded Tufts’ acquisition of the historic School of the Museum of Fine Arts, Boston, when the school was on the verge of bankruptcy in 2015. At SMFA, I saw first-hand and up close the transformative power of self-expression when it is channeled toward the social good.

Should the NEH fund this project, I commit to providing occasional advice and counsel on various aspects of the program, participating in the selection of program participants and helping to resolve any disputes between the program co-directors (if necessary).

I thank you for the opportunity to participate!

Sincerely yours,

A handwritten signature in black ink, appearing to read "Nancy Bauer", with a long, sweeping flourish extending to the right.

Nancy Bauer

Wellesley College



Department of Philosophy
106 Central Street
Wellesley, Massachusetts 02481
(781) 283-2620

Candice Delmas
Associate Professor of Philosophy & Political Science
Northeastern University

January 13, 2022

Dear Candice,

I would be very pleased to serve as a member of the Steering & Selection Team for your proposed NEH Institutes for Higher Education Faculty grant project entitled "**Institute for Higher Education Faculty on Native American, Indigenous, and Land-Based Social and Political Philosophy**" if funded.

This project is of great interest to me, due to my long-standing teaching and research interests in political philosophy, and my commitments to diversity, equity and inclusion on campus and off. I have published many papers on distributive justice in global politics, and regularly teach undergraduate classes in domestic and international political philosophy, philosophy of law and moral philosophy. I serve on my college's committee for minority recruitment, hiring and retention, chair our faculty advisory board for students with disabilities, and informally mentor many queer students on campus. As chair of the Wellesley philosophy department, I have continued our faculty's long-term commitment to supporting, advising and celebrating students of color, in our teaching, department events and advising. I would love to extend these commitments outside my own campus, by collaborating with other philosophy faculty who care about representation and inclusion in their teaching. I strongly support the excellent idea behind this project: that faculty who wish to decolonize their teaching need in-depth, expert support to do it right, and to do it sustainably. I am excited about the potential this project has to truly revolutionize the teaching of political philosophy in the United States.

Should the NEH fund this project, I commit to providing occasional advice and counsel on various aspects of the program, participating in the selection of program participants, and helping to resolve any disputes between the program co-directors (if necessary). I would also plan to attend the workshop in person and offer any on-the-ground assistance needed.

Please let me know if there is anything further I can do to support this project; I thank you for the opportunity to participate.

Sincerely,

A handwritten signature in cursive script that reads "Helena deBres".

Associate Professor and Chair of Philosophy

Candice Delmas
Associate Professor of Philosophy & Political Science
Northeastern University

January 10, 2023

Dear Prof. Delmas,

I would be very pleased to serve as a member of the Steering & Selection Team for your proposed NEH Institutes for Higher Education Faculty grant project entitled **"Institute for Higher Education Faculty on Native American, Indigenous, and Land-Based Social and Political Philosophy"** if funded.

My previous work on expanding the philosophical canon and teaching Native American and Indigenous Philosophy makes this particular project of great interest to me and complements my own current project researching the Haudenosaunee Confederacy and the political philosophy embodied in the Great Law of Peace. I have created and taught new courses on African, Latin American, Native American, and Chinese Philosophy, and I have published work on the Ahnishinahbæótjibway philosopher Wub-e-ke-niew. I also am Editor-in-Chief of *Philosophy Compass* and in that role I created new subsections in African, Indian, Latinx and Latin American, and Native American and Indigenous Philosophy. I served for three years on the American Philosophical Association Committee on Native American and Indigenous Philosophers (from 2018 to 2021). This project would be invaluable in helping my goals both of expanding the teaching and research of Native American and Indigenous Philosophy, along with the goal of engaging academic philosophical discussions with Native American and Indigenous communities more directly.

Should the NEH fund this project, I commit to providing occasional advice and counsel on various aspects of the program, participating in the selection of program participants, and helping to resolve any disputes between the program co-directors (if necessary).

Please let me know if there is anything further I can do to support this project. I thank you for the opportunity to participate.

Sincerely,



Alexander Guerrero
Professor of Philosophy
Rutgers University - New Brunswick
alex.guerrero@rutgers.edu



Northeastern University

College of Social Sciences and Humanities

Matthew Kopec PhD SFHEA
M.Kopec@Northeastern.edu

Associate Director for Program Development,
Coordination & Assessment

The Ethics Institute, 401 Renaissance Park, 360 Huntington Ave, Boston, MA 02115

Candice Delmas
Associate Professor of Philosophy & Political Science
Northeastern University

Dear Candice,

I would be delighted to serve as a member of the Administrative Team for your proposed NEH Institutes for Higher Education Faculty grant project entitled "*Institute for Higher Education Faculty on Native American, Indigenous, and Land-Based Social and Political Philosophy*" if funded.

My previous work in inclusive pedagogy makes this particular project of great interest to me and complements my own goals of broadening participation in the field of philosophy. Inclusive pedagogy formed the basis of my candidacy for *Senior Fellow of the Higher Education Academy*, and I am particularly interested in how programs like yours might have a positive long term impact on how welcoming the field of philosophy feels to students from traditionally marginalized groups. I believe that I will gain a great deal from tracking the impact of the program on the educational outputs of participants, and then from thinking more about how a program like this can be scaled and spread to new locations, covering additional underappreciated areas of philosophy.

Should the NEH fund this project, I commit to providing project management and assessment assistance to the team, both of which are roles that I currently fill for Ethics Institute projects in my capacity as Associate Director for Program Development, Coordination and Assessment.

Please let me know if I can be of further help in any way, and I look forward to helping you run a successful program in 2024!

Sincerely,

A handwritten signature in black ink, appearing to read "M. Kopec".

Dr. Matthew Kopec, PhD SFHEA



Northeastern University

College of Social Sciences and Humanities

Department of Philosophy and Religion
Northeastern University
406 Renaissance Park
360 Huntington Ave
Boston, MA 02115

Candice Delmas
Associate Professor of Philosophy & Political Science
Northeastern University

Dear Candice,

I would be very pleased to serve as a member of the Administrative Team and as Replacement Co-Director of the Administrative Team for your proposed NEH Institutes for Higher Education Faculty grant project entitled "**Institute for Higher Education Faculty on Native American, Indigenous, and Land-Based Social and Political Philosophy**" if funded.

My previous work in Native American and Indigenous thought makes this project of great interest to me and complements my own teaching and interests in field-building. As a citizen of the Choctaw Nation of Oklahoma and one of very few Native Americans with a PhD in philosophy, I see it as a privilege and an obligation to promote greater awareness of Native American and Indigenous thought in the field of philosophy. My involvement in this project will increase my confidence as a teacher and an ambassador of Native American and Indigenous philosophy. This project will also help to build greater bonds of trust and community between Native and non-native scholars who are committed to making philosophy a place where Native American and Indigenous thought can flourish.

Should the NEH fund this project, I commit to being involved in all administrative aspects of the program, including attending all administrative team meetings, and assisting you with various administrative tasks as needed. Finally, should the need arise, I commit to stepping in as Co-Director and Lead of the Administrative Team, thus taking over leadership over all administrative aspects of the program.

Please let me know if there is anything further, I can do to support this project; I thank you for the opportunity to participate.

Sincerely,

A handwritten signature in black ink, appearing to read "Getty Lustila".

Getty Lustila



GEORGETOWN UNIVERSITY

Department of Philosophy

Candice Delmas
Associate Professor of Philosophy & Political Science
Northeastern University

January 11th, 2023

Dear Prof. Delmas,

I would be very pleased to serve as Co-Director of your proposed NEH Institutes for Higher Education Faculty grant project entitled “**Institute for Higher Education Faculty on Native American, Indigenous, and Land-Based Social and Political Philosophy**” if funded.

My previous work in Indigenous and American Indian philosophy makes this particular project of great interest to me and complements my own. I am eager to join this project as it centers teaching and pedagogy. I personally have been designing curricula in American Indian and Indigenous philosophy many years and am excited for this opportunity to collaborate with other subject matter experts and to workshop new ideas with other educators. Many of my own teaching and research goals overlap with this project, especially my work on infusing anti-colonial work into traditional classroom spaces.

Should the NEH fund this project, I commit to leading the Expert Scholar Team, including overseeing all curriculum development and revision, leading regular meetings of the Expert Scholar Team, managing any differences in pedagogical perspective among the team, and leading the presentations and discussions on a number of days over the course of the program.

Please let me know if there is anything further I can do to support this project; I thank you for the opportunity to participate.

Sincerely,

Shelbi Nahwilet Meissner, PhD
Assistant Professor of Philosophy
Georgetown University

JOSEPH LEN MILLER
ASSISTANT PROFESSOR
(610) 436-2844
JMILLER4@WCUPA.EDU

Dear Prof. Delmas,

I would be very pleased to serve as a member of the Expert Scholar Team and as Replacement Co-Director of the Expert Scholar team for your proposed NEH Institutes for Higher Education Faculty grant project entitled “**Institute for Higher Education Faculty on Native American, Indigenous, and Land-Based Social and Political Philosophy**” if funded.

My previous work in Native American philosophy makes this particular project of great interest to me and complements my own research and teaching projects. Currently, my research is focused on the composition and acquisition of moral knowledge within Native American frameworks on two different levels. On a theoretical level, I’m interested in questions concerning the nature of moral epistemology. On a practical level, I’m interested in moral questions concerning access to, and the structure of, institutions where such knowledge is shared and stored (e.g., educational institutions). Overall, I aim to help give space to Native American thoughts and clarify the injustices that exist within contemporary institutions of knowledge. This project would provide me with an opportunity to identify and promote practices within academia that make Native American philosophy more accessible and approachable by respectfully helping non-Natives to engage with and understand Native American philosophy.

Should the NEH fund this project, I commit to being involved in all curricular aspects of the program, including attending all Expert Scholar Team meetings, and assisting Co-Director Meissner with various curricular tasks as needed. And as a team member, I commit to leading one day of the program, and participating in workshop discussions for the duration of the program. Finally, should the need arise, I commit to stepping in as Co-Director and Lead of the Expert Scholar Team, thus taking over leadership over all curricular aspects of the program.

Please let me know if there is anything further I can do to support this project; I thank you for the opportunity to participate.

Sincerely,



Joseph Len Miller



Candice Delmas
Associate Professor of Philosophy & Political Science
Northeastern University

Dear Prof. Delmas,

I would be very pleased to serve as a member of the Steering & Selection Team for your proposed NEH Institutes for Higher Education Faculty grant project entitled "**Institute for Higher Education Faculty on Native American, Indigenous, and Land-Based Social and Political Philosophy**" if funded.

My previous work in political philosophy and diversity within the discipline of philosophy makes this particular project of great interest to me and complements my own commitment to expanding teaching in political philosophy beyond what is presently regarded as canonical. Personally, I am eager to develop my own course on Native American and Indigenous philosophy, and this project offers the ideal opportunity to do just that.

Should the NEH fund this project, I commit to providing occasional advice and counsel on various aspects of the program, participating in the selection of program participants, and helping to resolve any disputes between the program co-directors (if necessary).

Please let me know if there is anything further I can do to support this project; I thank you for the opportunity to participate.

Sincerely,

Gina Schouten
Professor of Philosophy
Harvard University

Dr. Kyle Whyte
George Willis Pack Professor
Faculty Director, Tishman Center for Social Justice and the Environment
Principal Investigator, Energy Equity Project
Specialization Coordinator, Environmental Justice Graduate Specialization
School for Environment and Sustainability
Affiliate Professor of Native American Studies and Philosophy
College of Literature, Science, and the Arts
University of Michigan

To: Candice Delmas
Associate Professor of Philosophy & Political Science
Northeastern University

January 16, 2023

Dear Candice,

I would be very pleased to serve as a member of the Expert Scholar Team for your proposed NEH Institutes for Higher Education Faculty grant project entitled “Institute for Higher Education Faculty on Native American, Indigenous, and Land-Based Social and Political Philosophy” if funded.

My previous work in Indigenous philosophy makes this particular project of great interest to me and complements my own work to cultivate a larger research community that focused on the relationships among land, society, and politics. I regularly support student-led and Indigenous-led projects on landback, food hubs, land restoration, and Indigenous land education. I work diversely with Tribal colleges and universities, Indigenous organizations, and Tribal nations and Indigenous governments. Even within practical work, philosophical and humanistic knowledge, issues, and problems is critical, yet often under supported. Hence the importance of this humanities institute.

Should the NEH fund this project, I commit to attending all Expert Scholar Team meetings, consulting with Co-Director Meissner to finalize the curriculum (as needed), leading one day of the program, and participating in workshop discussions for the duration of the program.

Please let me know if there is anything further I can do to support this project; I thank you for the opportunity to participate.

Sincerely,





Northeastern University
College of Social Sciences
and Humanities

Office of the Dean
420 Renaissance Park
360 Huntington Avenue
Boston, MA 02120
617-373-5173

January 24, 2023

Dear Members of the Review Committee:

I am pleased to write this letter in support of the proposal for a 2024 NEH Summer Institute for Higher Education Faculty on "Native American, Indigenous, and Land-Based Social and Political Philosophy" at Northeastern University. The Institute is designed to expand the capacity of undergraduate social and political philosophy instructors to include Native American, Indigenous and Land-Based works and perspectives in their courses.

Having seen the quality of both the conceptualization and execution of the Ethics Institute's 2022 summer institute (funded by non-NEH sources) on African and Africana Social and Political Philosophy, I am pleased to see the Ethics Institute focus on another marginalized tradition, Indigenous philosophy. Professor Candice Delmas who led the 2022 institute is well positioned to lead the Administrative Team as the 2024 Summer Institute Co-Director; her experience as Associate Director of Northeastern's Politics, Philosophy, and Economics Program and the intersectional, decolonizing perspective she brings to her research make her an excellent scholar to co-lead this Institute. Delmas will be joined by Getty Lustila from Northeastern who is making Indigenous philosophy one of his teaching specializations. Further, Delmas has recruited Professor Shelbi Nahwilet Meissner of Georgetown University, an emerging top Indigenous philosopher, as Co-Director of the Institute and lead of the Expert Scholar Team. Delmas and Meissner have brought in other experts to ensure that Native American and Indigenous voices are deeply involved in shaping the overall curriculum for this Institute.


Northeastern University's College of Social Sciences and Humanities is dedicated to centering issues of diversity, equity, inclusion, and belonging in all our pursuits, and this Summer Institute proposal aligns seamlessly with that philosophy. Both the College and the Ethics Institute are committed to ensuring that the meeting space, technology, and logistical support described in the proposal will be made available to Professor Delmas and the entire Institute team as they prepare to welcome participants from around the country. The staff in the Ethics Institute has extensive experience hosting institutes of similar scope and duration and their understanding of the required pre-event preparation and on-site participant support needs are ready to be deployed for the summer of 2024.

On behalf of the Ethics Institute and the College, I enthusiastically support this application and will ensure it receives the resources and support it requires should NEH

Native American, Indigenous, and Land-Based
Social and Political Philosophy
January 24, 2023
Page 2

funding be granted. I look forward to working with Professor Delmas, Professor Meissner, Professor Lustila, the rest of the team, and the NEH on this important educational program. Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Uta Poiger". The signature is written in black ink and is positioned to the left of the typed name.

Uta Poiger
Dean

RESEARCH & RELATED BUDGET - Budget Period 1

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

UEI: (b) (4)

Enter name of Organization: Georgetown 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.			
	SheIbi	Nahwilet	Meissner		(b) (6)			1.00	(b) (6)	(b) (6)	10,124.00

Project Role: PD/PT

Additional Senior Key Persons: Total Funds requested for all Senior Key Persons in the attached file
Total Senior/Key Person 10,124.00

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Total Number Other Personnel Total Other Personnel
Total Salary, Wages and Fringe Benefits (A+B) 10,124.00

C. Equipment Description

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

Equipment item

Funds Requested (\$)

Additional Equipment:

Add Attachment

Delete Attachment

View Attachment

Total funds requested for all equipment listed in the attached file

Total Equipment

D. Travel

Funds Requested (\$)

1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)

2. Foreign Travel Costs

Total Travel Cost

E. Participant/Trainee Support Costs

Funds Requested (\$)

1. Tuition/Fees/Health Insurance

2. Stipends

3. Travel

4. Subsistence

5. Other

Number of Participants/Trainees

Total Participant/Trainee Support Costs

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

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

G. Direct Costs**Funds Requested (\$)****Total Direct Costs (A thru F)** 10,124.00**H. Indirect Costs**

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
MTDC	35.50	10,124.00	3,594.00

Total Indirect Costs 3,594.00

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

I. Total Direct and Indirect Costs**Funds Requested (\$)****Total Direct and Indirect Institutional Costs (G + H)** 13,718.00**J. Fee****Funds Requested (\$)****K. Total Costs and Fee****Funds Requested (\$)****Total Costs and Fee (I + J)** 13,718.00**L. Budget Justification**

(Only attach one file.)

RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
Section A, Senior/Key Person		10,124.00
Section B, Other Personnel		
Total Number Other Personnel		
Total Salary, Wages and Fringe Benefits (A+B)		10,124.00
Section C, Equipment		
Section D, Travel		
1. Domestic		
2. Foreign		
Section E, Participant/Trainee Support Costs		
1. Tuition/Fees/Health Insurance		
2. Stipends		
3. Travel		
4. Subsistence		
5. Other		
6. Number of Participants/Trainees		
Section F, Other Direct Costs		
1. Materials and Supplies		
2. Publication Costs		
3. Consultant Services		
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1		
9. Other 2		
10. Other 3		
11. Other 4		
12. Other 5		
13. Other 6		
14. Other 7		
15. Other 8		
16. Other 9		
17. Other 10		

Section G, Direct Costs (A thru F)

10,124.00

Section H, Indirect Costs

3,594.00

Section I, Total Direct and Indirect Costs (G + H)

13,718.00

Section J, Fee

--

Section K, Total Costs and Fee (I + J)

13,718.00

Budget Justification – Georgetown University

PERSONNEL

Shelbi Nahwilet Meissner, PhD – Subaward Principal Investigator – 1.0 Summer Month

Professor Meissner will serve as a co-director for the project entitled, “NorthEast Workshop to Learn About Multicultural Philosophy (NEWLAMP).” She will dedicate 1.0 Summer Month to the project, working closely with Professor Kopec and other project personnel to oversee the design and conduct of the program. Funds for one summer month of salary are budgeted.

Fringe benefits are budgeted at (b) (6), in accordance with Georgetown University’s DHHS-approved F&A and Fringe Benefits Rate Agreement dated 04/20/2022.

INDIRECT COSTS

Indirect Costs are budgeted at Georgetown’s Other Sponsored Activities rate of 35.50%, in accordance with its DHHS-approved F&A and Fringe Benefits Rate Agreement dated 04/20/2022.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1041679980A1

DATE:07/28/2022

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
07/22/2021

Northeastern University

249 Richards Hall

Boston, MA 02115-5000

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: INDIRECT COST RATES

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>
Final	7/01/2020	6/30/2022	57.00	On-Campus	Research
Pred.	7/01/2022	6/30/2023	57.00	On-Campus	Research
Pred.	7/01/2023	6/30/2024	59.50	On-Campus	Research
Pred.	7/01/2024	6/30/2025	60.00	On-Campus	Research
Final	7/01/2020	6/30/2022	26.00	Off-Campus	Research
Pred.	7/01/2022	6/30/2025	26.00	Off-Campus	Research
Prov.	7/1/2025	Until Amended			Use the same rates as those cited for fiscal year ending June 30,2025.

*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: Northeastern University

AGREEMENT DATE: 7/28/2022

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2022	6/30/2023	25.50	All	Fully Benefited Emp.
FIXED	7/1/2022	6/30/2023	7.65	All	Temp/Part-Time Emp.
PROV.	7/1/2023	Until Amended			Use the same rates as those cited for fiscal year ending June 30,2023.

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

ORGANIZATION: Northeastern University

AGREEMENT DATE: 7/28/2022

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) 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.

1) The fringe benefit rate consists of health insurance, dental insurance, life insurance, disability insurance, pension plan, FICA, unemployment insurance, tuition, worker's compensation, and unused vacation pay out for non-Faculty employees.

*Effective 7/1/99 tuition support for dependents of Northeastern University employees is no longer an allowable fringe benefit expense and is not included in the approved rates.

** A fringe benefit proposal for fiscal year ending June 30, 2022 is due by December 31, 2022.

** A facilities and administrative proposal for fiscal year ending June 30, 2024 is due by December 31, 2024.

This rate agreement applies to Kostas Research Institute(KRI LLC) at Northeastern University.

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 \$5,000.

ORGANIZATION: Northeastern University

AGREEMENT DATE: 7/28/2028

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:

Northeastern University

(INSTITUTION)

DocuSigned by:

Thomas E. Nedell

FF062479C14A4DA...

(SIGNATURE)

Thomas E. Nedell

(NAME)

Senior VP and Treasurer

(TITLE)

8/25/2022

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

AGENCY

Darryl W. Mayes
S

Digitally signed by Darryl W. Mayes -S
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC,
ou=People, 0.9.2342.1.9200300.100.1.1=2000131669,
cn=Darryl W. Mayes -S
Date: 2022.08.19 07:46:44 -0400

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

7/28/2022

(DATE) 5072

HHS REPRESENTATIVE:

Lucy Siow

Telephone:

(301) 492-4885

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 15-30196603A

DATE:04/20/2022

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
01/28/2021Georgetown University
2121 Wisconsin Avenue, NW
Suite 431
Washington, DC 20007

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: INDIRECT COST RATES

 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.	07/01/2022	06/30/2026	56.00	On-Campus	Organized Research
PRED.	07/01/2022	06/30/2026	44.00	On-Campus	Instruction
PRED.	07/01/2022	06/30/2026	35.50	On-Campus	Other Sponsored Activities
PRED.	07/01/2022	06/30/2026	26.00	Off-Campus	All Programs
PROV.	07/01/2026	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2026.

*BASE

ORGANIZATION: Georgetown University

AGREEMENT DATE: 4/20/2022

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each sub-grant and subcontract in excess of \$25,000.

ORGANIZATION: Georgetown University

AGREEMENT DATE: 4/20/2022

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2022	6/30/2023	23.40	All	Full-Time Employees
FIXED	7/1/2022	6/30/2023	24.70	All	University Fellows
FIXED	7/1/2022	6/30/2023	7.70	All	Temporary Workers
FIXED	7/1/2022	6/30/2023	0.60	All	Other
PROV.	7/1/2023	Until amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2023.

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

ORGANIZATION: Georgetown University

AGREEMENT DATE: 4/20/2022

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) 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: The off-campus rate will apply for all activities: a) Performed in facilities not owned by the institution and where these facility costs are not included in the F&A pools; or b) Where rent is directly allocated/charged to the project(s). Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Fringe Benefits include: FICA, Retirement, Disability Insurance, Life Insurance, Employee Tuition Remission, Group Hospitalization, Labor Union, Sabbatical Leave, Workers' Compensation, Unemployment Insurance, Dental Insurance, FAS No. 106 Post Retirement Benefits other than Pension and Fringe Benefit Administration.

Fringe benefit rates exclude student salaries and wages.

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.

This rate agreement provides a four year extension of current F&A rates in accordance with 2 CFR 200:414 (g).

A Fringe Benefit rate proposal for FYE 06/30/2022 is due in our office by 12/31/2022. Next F&A rate proposal for FYE 06/30/2025 is due in our office by 12/31/2025.

ORGANIZATION: Georgetown University

AGREEMENT DATE: 4/20/2022

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:

Georgetown University

(INSTITUTION) DocuSigned by:

Willem Roos

(SIGNATURE) 87DAD5AD83774BF...

Willem Roos

(NAME)

Controller

(TITLE)

5/2/2022

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Darryl W. Mayes -S

Digitally signed by Darryl W. Mayes -S
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC,
ou=People, 0.9.2342.19200300.100.1.1=2000131669,
cn=Darryl W. Mayes -S
Date: 2022.04.28 08:10:28 -0400

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

4/20/2022

(DATE) 3149

HHS REPRESENTATIVE:

Lucy Siow

Telephone:

(301) 492-4855

RESEARCH & RELATED BUDGET - Budget Period 1

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

UEI: (b) (4)

Enter name of Organization: Northeastern 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.			
	Candice		Delmas		(b) (6)		0.80		(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											
	Getty		Lustila		(b) (6)		0.80		(b) (6)	(b) (6)	(b) (6)
Project Role: Replacement PD											

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

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	Undergraduate Students	0.75	<input type="text"/>	<input type="text"/>	1,768.00	135.00	1,903.00
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	Total Number Other Personnel					Total Other Personnel	1,903.00
						Total Salary, Wages and Fringe Benefits (A+B)	26,470.00

C. Equipment Description

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

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

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	11,220.00
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	11,220.00

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	36,400.00
3. Travel	<input type="text"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text"/>	<input type="text"/>
<input type="text"/> Number of Participants/Trainees	
Total Participant/Trainee Support Costs	36,400.00

F. Other Direct Costs

Funds Requested (\$)

1. Materials and Supplies	3,304.00
2. Publication Costs	
3. Consultant Services	11,500.00
4. ADP/Computer Services	
5. Subawards/Consortium/Contractual Costs	13,718.00
6. Equipment or Facility Rental/User Fees	
7. Alterations and Renovations	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
Total Other Direct Costs	28,522.00

G. Direct Costs

Funds Requested (\$)

Total Direct Costs (A thru F) 102,612.00

H. Indirect Costs

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
IDC based on MTDC	26.00	66,212.00	17,215.00
Total Indirect Costs			17,215.00

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

Department of Health and Human Services, Lucy Siow, 301-492-4885

I. Total Direct and Indirect Costs

Funds Requested (\$)

Total Direct and Indirect Institutional Costs (G + H) 119,827.00

J. Fee

Funds Requested (\$)

K. Total Costs and Fee

Funds Requested (\$)

Total Costs and Fee (I + J) 119,827.00

L. Budget Justification

(Only attach one file.)

1234-budgetjustification.pdf

Add Attachment

Delete Attachment

View Attachment

RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
Section A, Senior/Key Person		24,567.00
Section B, Other Personnel		1,903.00
Total Number Other Personnel	1	
Total Salary, Wages and Fringe Benefits (A+B)		26,470.00
Section C, Equipment		
Section D, Travel		11,220.00
1. Domestic	11,220.00	
2. Foreign		
Section E, Participant/Trainee Support Costs		36,400.00
1. Tuition/Fees/Health Insurance		
2. Stipends	36,400.00	
3. Travel		
4. Subsistence		
5. Other		
6. Number of Participants/Trainees		
Section F, Other Direct Costs		28,522.00
1. Materials and Supplies	3,304.00	
2. Publication Costs		
3. Consultant Services	11,500.00	
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs	13,718.00	
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1		
9. Other 2		
10. Other 3		
11. Other 4		
12. Other 5		
13. Other 6		
14. Other 7		
15. Other 8		
16. Other 9		
17. Other 10		

Section G, Direct Costs (A thru F)	102,612.00
Section H, Indirect Costs	17,215.00
Section I, Total Direct and Indirect Costs (G + H)	119,827.00
Section J, Fee	
Section K, Total Costs and Fee (I + J)	119,827.00

Budget Justification

Senior Key Personnel

Tenured and tenure-track faculty salaries are calculated based on an 8-month appointment with eligibility of off-contract salary up to 3.2 months during the months of May through August.

Candice Delmas, Project Director (Effort: 0.8 Academic months) The funds will be used as a course buy-out for the spring semester of 2024, when the administrative requirements of the project will peak. She will be oversee all administrative aspects of the program, including leading the leading team meetings, hiring and onboarding the undergrad RA, designing the project website, designing the application portal, publicizing the application call, collecting applications, leading the selection team to select applicants, organizing travel and lodging arrangements for the Expert Scholar Team, securing room blocks for participants, designing exit surveys for participants, collating, analyzing, and delivering all those results to future NEWLAMP organizers, and writing the final report on the project for NEH.

Total inclusive of 25.5% fringe: (b) (6)

Getty Lustila, Replacement PD (Effort: 0.8 Academic months) The funds will be used as a course buy-out for the spring semester of 2024, when the administrative requirements of the project will peak. He will shadow Prof. Delmas in all of efforts above, sharing the administrative load for duties that can be split, in order to prepare him to take over administrative leadership of the program in the unlikely event that Prof. Delmas must step out of the leadership role.

Total inclusive of 25.5% fringe: (b) (6)

Other Personnel

Undergrad Research Assistant/Co-op (Effort: .75 Calendar months) The RA will assist with minor program logistics, uploading all materials into the program dropbox, photocopying all print materials, assisting with travel details. The Research Assistant will be paid an hourly rate of \$17/hr.

Total inclusive of 7.65% fringe: \$1,903

Fringe Benefits

Northeastern University calculates its fringe benefits at a rate of 25.5% for full-time employees and 7.65% for part-time employees and students, per the rate agreement dated 7/28/2022. A standard 3% cost-of-living increase on all salaries is applied, beginning in Year 1.

Travel

Travel Domestic:

- A total of \$900 is requested for Co-Director Delmas to travel to the required NEH Directors meeting in Washington D.C. in October 2023. The estimated costs are: \$300 for airfare from Boston to WAS, \$270/day x 2 days for lodging, and \$60 for taxi fare. (NB: Co-Director Meissner is already located in Washington D.C., so no travel costs are required for her to participate in the meeting.)
- A total of \$9,720 is requested for the Expert Scholar Team (Co-Director Meissner, Miller, Allard Tremblay and Whyte) to travel to the workshop in Boston. The estimated costs are \$600 x 4 for

airfare from their locations to BOS, 255/night x 6 days x 4 for lodging, \$300 x 4 for airport shuttle costs (\$75 average, 4 trips total).

- A total of \$600 is requested to provide 6 days of accessible taxi fare between lodging, workshop, and any communal dinners (estimated at \$100 per day), so that any team members with mobility concerns will have access to all aspects of the event.

Total: \$11,220

Participant Costs

28 Participants will receive a predetermined stipend of \$1,300 each which is based upon the duration and format of the institute.

Total: \$36,400

Other Direct Costs

1. Materials and Supplies \$3,304

\$118 x 28, book purchases for participants, with shipping; required in order to ensure that all participants, regardless of income, have easy access to the background texts well ahead of time.

2. Consultant Services \$11,500

A total of \$10,500 (\$3500 each) is requested for honoraria for three external experts in Native American and Indigenous Social & Political Philosophy who will assist the Academic Co-director during the Institute – Joseph Len Miller, Yann Allard-Tremblay, and Kyle Powys Whyte - all of whom are members of Indigenous communities. Their presence is necessary at the Institute in order to provide a diversity of perspectives from both different philosophical traditions and different indigenous communities.

An additional \$1,000 Honorarium is included for Joseph Len Miller, as Replacement Co-Director: Expert Scholar Team, for any additional work that may be needed to prepare for assuming Co-Director Meissner's role if the latter must step down.

3. Subawards/Consortium \$13,718

Subaward to Georgetown University for one month of summer salary for Co-Director Meissner (\$8,204 in Salary & Fringe, \$1,920 Overhead at 35.5%)

Total: \$28,522

Indirect Costs

Northeastern University does not have either an “Other Sponsored Activities” or an “Instruction” rate. Due to the nature of work performed under this grant, Northeastern University deems the use of the “Research” rate as not applicable and elects to calculate total allowable indirect costs using an administrative rate of 26% of modified total direct costs, per 2 CFR 200 Appendix III (c) 8. A copy of Northeastern University’s rate agreement negotiated with DHHS and signed on 7/28/22 is attached.

Direct Cost: \$102,612

Indirect Cost based on MTDC: \$17,215

Total Cost: \$119,827