

# NEH Application Cover sheet (GE-293134)

## Exhibitions: Planning

### PROJECT DIRECTOR

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**Field of expertise:** Public History

### INSTITUTION

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Rutgers, The State University of New Jersey  
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### APPLICATION INFORMATION

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**Title:** *Climates of Inequality Discussions*

**Grant period:** From 2023-09-01 to 2025-08-31

**Project field(s):** Public History

**Description of project:** Climates of Inequality Discussions will bring together scholars, students, and diverse publics in 8 communities across the country for humanities conversations centering “frontline” communities -- those living in areas historically impacted by environmental destruction, now disproportionately vulnerable to the impacts of climate change. Discussions will explore how local histories of environmental inequality can help us understand the global shape of climate impacts to come; and how local communities who have struggled with environmental degradation over generations have developed resilience strategies from which we all can learn. Grounded in HAL's national public memory project, Climates of Inequality: Stories of Environmental Justice, COI Discussions bring history to the climate fight in two ways: increasing communities' knowledge of histories that help guide a path through the climate crisis, and building skills to practice public history as a resiliency strategy.

### BUDGET

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|                          |            |                     |            |
|--------------------------|------------|---------------------|------------|
| <b>Outright request</b>  | 498,599.00 | <b>Cost sharing</b> | 0.00       |
| <b>Matching request</b>  | 0.00       | <b>Total budget</b> | 498,599.00 |
| <b>Total NEH request</b> | 498,599.00 |                     |            |

### GRANT ADMINISTRATOR

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## CLIMATES OF INEQUALITY APPLICATION NARRATIVE

**Nature of the Request:** The [Humanities Action Lab](#) (HAL) requests \$498,598 over a 2-year period for a Humanities Discussions Implementation grant. NEH funds will support *Climates of Inequality* (COI) Discussions, humanities-driven conversations across the country centering “frontline” or “environmental justice” communities -- those living in areas historically impacted by environmental destruction, now disproportionately vulnerable to the impacts of climate change. Discussions will explore how local histories of environmental inequality can help us understand the global shape of climate impacts to come; and how local communities who have struggled with environmental degradation over generations have developed resilience strategies from which we all can learn. *Climates of Inequality* Discussions bring history to the climate fight in two ways: increasing communities’ knowledge of histories that help guide a path through the climate crisis, and building skills to practice public history as a resiliency strategy.

HAL is a [consortium of universities, community organizations, and cultural institutions in over 30 cities](#), led by Rutgers University-Newark, that since 2012 has collaboratively produced national, multi-year public humanities projects on urgent social issues. HAL’s ground-breaking participatory public memory process not only builds public historical knowledge, but its infrastructure of curricula, collective exhibit frameworks, and dialogue designs builds the capacity of universities and communities to co-create high quality public projects on their local histories that reach a national audience. HAL’s latest project, [Climates of Inequality: Stories of Environmental Justice](#), brings its resources to the climate crisis.

*What We Have:* *Climates of Inequality* Discussions build on a strong foundation of university-community partnerships across the country, and the nationally traveling, multi-media exhibition they created to share their communities’ histories, based in significant and ongoing investment from Rutgers-Newark and HAL university partners. Starting in the fall of 2017, HAL brought together nearly 1000 people – students and residents of frontline communities, scholars, and environmental leaders in 21 cities – to dig into the local histories of environmental justice and how they are shaping experiences of climate change. HAL brought together their local stories into [Climates of Inequality](#) (COI), a digital platform and national traveling exhibit exploring the roots of environmental and climate inequalities in their communities, and raising open questions about how to forge an equitable climate future (see Walkthrough). The exhibit launched in fall 2019, with hopes for local discussions at each stop. Soon after, the pandemic hit, ravaging HAL’s frontline communities hardest, while giving rise to new community strategies for mutual aid and resilience. The physical exhibit went into storage; and face-to-face community dialogues ceased.

*What NEH funding will do:* NEH funds will enable HAL to activate COI for public audiences, engaging new communities with the COI exhibition and bringing them together -- locally and with others across the country -- for discussions in the following formats (see Walkthrough for details):

- **Core community partners: co-creating “pop-up” installations:** students and frontline community members engage in 1-2 semester collaborations to co-create “pop-up” installations, complementing the national exhibition by being able to go to multiple, smaller community sites; and by updating local environmental histories since the pandemic.
- **Local publics: Community discussions that foreground frontline community experiences:** Building on designs tested by local university-frontline community teams while creating the COI exhibit, scholars and community members share historical knowledge and practices around the lessons local environmental histories can provide for the climate crisis.
- **National audiences: Linking local discussions into National Conversation:** a national series of virtual programs that bring together local scholars, environmental leaders, students, and communities into conversation across communities, as well as targeted in-person exchange among site hosts.

To help coordinate this, HAL requests a **Position in the Public Humanities** to travel to the communities hosting the project, document and evaluate local programs, and facilitate exchange among local teams.

## Humanities Content

November 2022 marked a critical moment for the humanities in the global effort to confront the climate crisis. The nations gathered at the COP27 summit centered their discussions on “loss and damage”, or how generations of emissions by the countries in the Global North are now negatively impacting countries in the Global South, and how that history should guide our actions for the future (Harvey 2022). This discussion placed history -- even more than science -- at the center of climate negotiations. Vulnerable nations had been demanding this historical approach since 1992; but high-emitting countries like the US and the EU had consistently refused to face their pasts, fearing that acknowledging their role in climate change would require them to assume an impossible level of liability for it. The battle over facing history had brought global climate talks to an impasse, until this year, when Global North nations agreed to create a “loss and damage” fund to support those countries who contributed the least to the climate crisis but suffered its worst effects.

What does this new global framework mean for Americans? Through *Climates of Inequality* (COI) Discussions, audiences across the US will understand that climate is not only impacting different countries unequally, but is impacting communities unequally within our own country. US communities of color have been far more likely to live near toxic facilities and suffer health impacts from them. Since the 1987 publication of the seminal “Toxic Waste and Race” by the United Church of Christ, which for the first time mapped how toxic waste is disproportionately located within communities of color across the United States, decades of research has demonstrated that race, even more than class, is the strongest predictor of whether someone lives in a polluted environment (United Church of Christ 1987, Bullard 1990, Mohai 2009). But the research failed to shape public understanding and policy: two decades later, a 2008 study indicated that, on average, communities of color still composed 56% of the population living near Toxic Release Inventory facilities (Bullard et. al 2008). Climate change is increasingly exacerbating these uneven outcomes. Low-income communities are more likely to be exposed to climate change threats, such as floods, storms, and droughts, due to inadequate housing and infrastructure (U.S. EPA 2017). Communities of color living in coastal areas are more vulnerable to severe storms, sea level rise, and storm surges (Wailoo et al. 2010). Indigenous populations' subsistence farming practices are being constrained by climate change threats (Jantarasami 2018). Since much of this research remains outside of popular consciousness, COI Discussions hope to help audiences understand environmental inequality and its implications for climate change, by sharing both scholarship and community narratives.

Today’s climate inequalities can only be understood, and addressed, by understanding the history that formed them. COI Discussions seek to hold up history as a tool that’s as important for tackling the climate crisis as technology. The tension between a scientific and historical approach has too long divided environmental leaders. “Most climate activists are primarily concerned with addressing the technological challenges of climate change. They frame climate change in terms of a scientific problem,” explained one 2009 report on the environmental movement, “They tend to overlook the ways in which climate change is linked to historical exploitation and injustice” (Park 2009, 11). But in the last year, a host of federal agencies began working together to “address the intersectionality of underinvestment, environmental injustice, and the climate crisis”, by facing history: they seek to “confront decades of underinvestment in... communities that have been overburdened by legacy pollution and environmental hazards.” (The White House, accessed on December 15, 2022). Mainstream organizations like the Sierra Club and the League of Conservation voters have called for reckoning with histories of inequality as a required step for building an equitable climate future (Hinkson 2022).

But what does reckoning look like? Climate policy leaders and environmental lawyers fighting to win restitution for past environmental harms have recently begun arguing that legal and financial tools are inadequate on their own for bringing justice to impacted communities, or building a sense of collective responsibility for the environment. Instead, some have called for a broader approach to grappling with

histories of environmental justice and their impact on climate change, focusing on sharing stories of human impact and memorials or other forms of public acknowledgment (Kaiman 2016).

Yet, most Americans still believe that climate change is primarily a scientific issue (Hulme 2009). This presents a critical opportunity to help Americans think historically about climate, by linking histories of environmental justice not only to current climate impacts but also future solutions (McNeil 2008). Environmental historians in particular have long excavated the ways that the legacies of history continue to shape environmental outcomes. During the field's early years, however, as Martin Melosi has documented, most practitioners did not center communities of color in their environmental histories (Melosi, 2005. For examples see Worster 1979, White 1996, Cronon 1991, Merchant 1980). This approach shifted in the early 1990s, as a second generation of scholars began turning their attention to minority and working class communities on the frontlines of environmental degradation (Hurley 1995, Jacoby 2001, Washington 2005, Andrews 2008). More recently such scholarship has shifted once again to focus more explicitly on questions of justice, ranging from documenting uranium mining practices in Navajo Country to exploring contests over urban renewal programs and their disproportionate impact on Black communities (Voyles 2015, Gioielli 2014, Needham 2015). These shifts in discourse pose particular opportunities and obligations for humanities scholars and environmental justice community knowledge bearers to work together, exchanging expertise and approach. By inviting communities to explore the local histories they can see around them and personally remember, COI discussions will seek to 1) help diverse US communities understand climate change historically, 2) equip them to use tools of historical inquiry and dialogue to forge an equitable path through the climate crisis.

**Themes and Content:** Over the course of their collaboration to date, the hundreds of scholars, students, and frontline community residents who created the *Climates of Inequality* national exhibit identified three key themes of shared concern, and explored those themes through their own local histories. These themes now appear on panels in the exhibit that frame the 21 local story modules partners created (see walkthrough for description). Participants will be invited to engage in humanities discussions through these overall themes, with local stories providing specific learning and catalysts for conversation.

COI Discussion student-community teams participating in this project are majority Black and Latinx, with local stories shaped by those historical experiences. Through values and strategic discussions at HAL annual convenings led by HAL Indigenous partners that recognized the uniquely important history and experience of Indigenous peoples for understanding environmental and climate pasts and futures, the COI coalition committed to centering Indigenous knowledge and perspectives, and its relationship to other frontline community histories, in local history projects and discussions.

**Theme 1:** *Nature doesn't discriminate. How can climate change be unjust?*

Audiences will understand the ways a "Climate Gap" and "Environment Gap" continue to shape lived experiences in the United States (Frosch 2018). In particular, they will explore how histories of environmental degradation from toxic waste and natural disasters are socially and culturally dependent phenomena. As scholars of such events have illustrated, structural discrimination plays a fundamental role in shaping these experiences (Davis 1995, Valencius 2013, Chansky 2021). In the context of the Mississippi River, for instance, Richard Mizelle and Ted Steinberg have shown how floodings, ranging from the 1927 flood to the more recent failure of the levee system after Hurricane Katrina, are not "acts of god" but rather instances of environmental racism. For Black residents of the river's floodplains, surviving the flood meant navigating "both the environmental world and their second-class status as citizens" (Mizelle 2014, 10, Steinberg 2000). Such historical excavations of the lived experiences of survivors of such environmental disasters will offer audiences crucial context for considering how to face these kinds of events -- which are happening more and more frequently due to the changing climate. While natural disasters bring inequities to the surface in often spectacular and instantaneous fashion, audiences will also learn how the "slow violence" of generations of pollution, or "violence that occurs

gradually and out of sight,” similarly impacts communities in disproportionate ways. As Rob Nixon argues, “Climate change, the thawing cryosphere, toxic drift, biomagnification, deforestation, the radioactive aftermaths of wars, acidifying oceans, and a host of other slowly unfolding environmental catastrophes” demand the creation of new modes of discourse and narration (Nixon 2013, 2).

*Local partner examples:* COI partners have and continue to explore the connections between environmental pollution and climate impacts in their localities. As students at the University of New Orleans and their partners at the Louisiana Bucket Brigade illustrated, residents of Gordon Plaza lived on ground on which the experience of “natural” disasters were literally layered on top of histories of environmental degradation. Gordon Plaza homes were built on top of a former toxic waste dump; when Hurricane Katrina swept through the area, flooding brought toxins to the surface and rendered the community unlivable. Similarly, as students at Rutgers-Newark and their partners at the Ironbound Community Corporation demonstrated, in Superstorm Sandy, residents of the Ironbound community were more likely to face flooding than other, wealthier, parts of the city; and this flooding surfaced layers of toxins in the ground, created by generations of waste from producing Agent Orange and other substances.

Students in Riverside and San Bernadino shared stories of ways their lives have been dominated by the pollution produced by moving goods through the port of LA, the busiest in the US. “At home,” they wrote, “we breathe air polluted by diesel trucks, trains, and planes, which continually move goods through the area. Over time, these conditions enact a slow violence damaging both bodies and minds.”

**Theme 2:** *Why does the past matter? Don't we need to focus on the future?*

Audiences will explore how histories of environmental racism shape communities' unequal experiences of climate change -- how the past is shaping the future. Through the diverse experiences of local partners, as well as the work of participating scholars, audiences will learn the myriad ways that environmental inequities are the legacy of redlining, Jim Crow segregation, urban renewal, and industrial siting (Pellow 2002; Sze 2006; Taylor 2014). From conflicts over the siting of landfills in Chicago to struggles against lead poisoning in public housing projects in Detroit, histories of environmental justice offer critical insights into the transportation, housing, and energy infrastructures that continue to structure daily life and experiences with a changing climate (Pellow 2002; Rector 2022).

Histories for the climate crisis are not only those that document harm and reveal its legacies; they are those that document generations of resilience and reveal lessons for how to face the challenges to come (Whyte 2016; Estes 2019; Park and Ruiz 2020). Audiences will learn from frontline communities that have been experiencing, and surviving through, the crises that we all will soon face. They will learn how these communities have developed infrastructures of community support; sustainable living and cooking practices; and other models of resilience.

*Local Story Examples:* In Greensboro, NC, a diaspora of more than 2,000 residents from Princeville, NC, displaced due to increased flood activities over the past twenty years, have taken up residence. Forced to leave their town, originally established in 1865 as a refuge for formerly enslaved peoples, residents are reactivating the freedom roads between Princeville and Greensboro in the pursuit of environmental justice. In connecting their history to this legacy of struggles for freedom, Princeville communities are working with students and faculty at UNC-Greensboro to meet basic community needs and preserve their town's history. In Newark, students have responded to the city's water crisis by collaborating with the Newark Water Coalition to share stories of resilience strategies developed over generations of navigating environmental degradation during the process of delivering clean water, while also sharing information about other resources available to the community. In this way they are integrating public history into the practice of mutual aid.

**Theme 3:** *Climate change happens globally. What can we achieve by acting locally?*

The goal of *Climates of Inequality* is not only to help audiences think historically about climate change, but to equip local communities to use historical practices as strategies for climate resilience. Through the curatorial process, COI partners have developed methods for incorporating oral and public history as part of disaster response and mutual aid -- not only to document these processes, but to aid in the knowledge sharing and community connections crucial to resilience in these moments.

Building on the strengths of each local community, COI's unique *translocal* approach -- exploring specific local histories and connecting them -- surfaces and showcases the unique knowledge and experiences of each community while building a shared learning space. Distinct from a national approach, translocal public history identifies shared historical roots and common contemporary experiences across localities without homogenizing them into a single "national" story; and it opens an important platform for solidarity and strategy exchange (Sevcenko 2022). This approach builds on recent efforts among historians of the Civil Rights Movement to disarticulate the "trite binaries and simple anecdotes" that have tended to inform public memory of this history of activism. By moving away from a "Master Narrative," and instead placing grassroots struggles, in which everyday people are the drivers of change, *COI* seeks to disrupt the standard timeframes and geographies that have come to define the climate crisis as a universal experience (Jeffries 2019, 4). Acknowledging this more varied history of environmental activism demonstrates the myriad ways that environmental justice has and can be defined at the grassroots level. Discussion audiences in each locality will be connected to other participating communities through the stories that appear in the exhibit, and speakers from other communities who will share their stories virtually and in person at each program.

*Local Story Examples:* At the University of Puerto Rico at Mayagüez, students have become "citizen responders" through "Mi María", a project that emerged in the immediate aftermath of Hurricane Maria that supported disaster response through sharing stories. By inviting students and their families and communities to exchange and record what they had seen and experienced, the project provided a multi-layered resource including healing from trauma; circulating vital information for survival; citizen science documentation of impacts and needs; and organizing to demand justice (Chansky 2021). Similarly, students at the University of Wisconsin-Milwaukee used public history zines in the early days of the pandemic as a tool of building community and knowledge exchange. Working with partners at the Peace Garden Project MKE, students created zines on neighborhood histories of housing/food segregation as well as community food projects, combined with information on where residents could access food and other urgently needed resources, and distributed them throughout the focal community.

**Project Formats (see Walkthrough for details)**

For the last decade, HAL has developed an interpretive philosophy of participatory public memory (Sevcenko 2022). HAL's initiatives mobilize thousands of people from disparate locations and perspectives to grapple with history -- and its implications for building a more just and equitable society -- together. By collectively creating local public histories and integrating them into national projects, this process pursues public history as more than a catalyst for civic engagement, but as its own form of democratic participation, strengthening local and national cultures of democracy. HAL's latest initiative, [\*Climates of Inequality\*](#) (COI) brings participatory public memory to the climate crisis. The goals of *Climates of Inequality* Discussions are to:

- *Use community-based histories to connect experiences with environmental and climate justice:* Discussions will bring together frontline communities with other residents in the region to explore local histories and how they can provide lessons for confronting the climate crisis. Lessons include both how land has been shaped by past pollution and intervention, and how communities have developed and maintained traditions and practices of adaptation, resilience, and sustainability. A key focus will be on how communities in the past have built a civic infrastructure of mutual support, and how humanities practices can support such a structure as we face increasingly severe disasters.

- *Share how history and memory practices can be resilience strategies:* training and modeling by experienced community leaders will demonstrate how exchanging stories in the aftermath of disaster can help heal from trauma, and strengthen community support networks; and how passing down community historical traditions of resilience and sustainability can be resources for new generations.
- *Build local capacity and translocal community:* HAL provides university and community partners a robust collective infrastructure that amplifies their local work, from the national exhibition to curricula to partnership MOUs to dialogue designs. In addition, it offers ongoing trainings, peer workshops, and annual national convenings to build local capacity in a variety of areas. Finally, the public discussions build translocal understanding by connecting participants across local communities to exchange knowledge about historical linkages between their experiences, and exchange historical methods that can support resilience and sustainability.

COI Discussions support all three key goals of NEH’s new American Tapestry initiative. They seek to **strengthen our democracy** by facilitating civic dialogue within diverse communities, and puncturing local “bubbles” by facilitating dialogue across communities, from New Jersey to New Mexico. They seek to **advance equity for all** by centering the stories of communities that have been marginalized in the historical record, facilitating conversations about climate equity, and training frontline community students to assume positions of humanities and climate leadership. And it will **address our changing climate** by launching an ongoing national conversation on local historical traditions of resilience and sustainability that can form the foundation of a collective path through the climate crisis.

*What We Have:* COI began in 2017 with university-community partnerships in over 20 cities across the US. Local teams are made up of student and community stakeholders from frontline communities: those bearing the greatest burdens from climate change due to long histories of environmental racism. Because of their generations of experience living through environmental harms, frontline communities also have rich memories and historical traditions of resilience. Guided by faculty and consulting humanities scholars, and using a shared, step-by-step curriculum, local teams created multi-media portraits that expose the roots of current environmental injustice, and share frontline communities’ strategies for facing disasters, both those in the past and those soon to come. Using a common design, HAL integrated these local stories into a collective, multimedia, [national exhibition and web platform](#) intended to travel to each of the communities that created it, integrating more community partners and their stories along the way (Sevcenko 2022; Kryder-Reid 2022). Framed by a video following local teams as they uncovered their environmental histories, the exhibit features immersive “nooks” that share local histories through virtual reality “visits” to key sites; short videos; audio testimony from community residents; View-Master 3d slide shows; and historical images. The exhibit launched in late 2019; soon after, the pandemic hit, ravaging HAL’s frontline communities hardest and eviscerating our capacity for anything but immediate relief work. The physical exhibit went into storage; and face-to-face community dialogues ceased. But in organizing support around the pandemic, participating communities began developing new ways to use story exchanges and community memories of surviving environmental disaster to support mutual aid. For its part, the HAL Hub sustained local partnerships and its translocal community through virtual programs and workshops exchanging learning about public history for mutual aid. These local partnerships, and the public histories they created, now provide a powerful foundation for humanities discussions.

*What NEH funding will do:* Now, NEH funding will bring COI back into public life, bringing frontline communities’ stories back into the public square, and bringing their learning about public history for mutual aid to the climate crisis. While student and community partner teams are majority Black and Latinx, with climate experiences rooted in those histories; but recognizing the unique place of Indigenous peoples and knowledges in environmental justice and sustainability, HAL’s partners in the California Indian Culture and Sovereignty Center at California State University San Marcos and California Indian Museum and Cultural Center, as well as our Lenape and Pico local partners, are serving as humanities

scholars to guide the project's overall framing and consult on local Indigenous partnerships. Funding will enable discussions in the following formats (see walkthrough for detailed designs):

Student-community discussions to create local “pop-up” history installations: Through the pandemic, HAL has learned a great deal about the potential as well as the limitations of the national exhibition: while the national exhibition powerfully amplified communities' local stories, it was too large and labor intensive for many smaller community spaces and could not provide the kind of rapid response that communities in crisis need. With NEH support, as a complement to hosting the national exhibition, local teams will produce multimedia “pop-up” installations and digital media, exploring local histories and contemporary questions in greater depth than in the tiny “nooks” of the national exhibition, including a greater diversity of voices and perspectives than what is currently displayed there. “Pop-ups” will be lighter and more portable, to be brought to local community centers and outdoor spaces where the main exhibit cannot be accommodated, reaching more local community audiences in spaces they frequent. The co-creation process will involve a sustained, 1-2 semester dialogue between scholars, students and local frontline communities sharing personal experiences, exploring what histories to include, and identifying key questions to raise in humanities discussions. This dialogue is as important as the exhibit that is ultimately produced. The process is guided by a curricular resource and design template developed by HAL staff, partner faculty, scholars, and designers, already used in over 20 cities to produce each local team's “nook” in the national exhibition. National and local scholars shape every step of the way: framing brainstorming discussions, reviewing draft texts and images, identifying humanities questions for community conversations, and more.

Using the graphic and digital design templates already created for the national exhibit's local story “nooks” (see additional documentation for images), “pop-ups” will use lighter and more portable hardware to create similarly immersive environments that can include low-tech colorful Zines and/or higher tech virtual reality headsets or audio and video testimony on I pads, depending on what local teams choose to create and on the security of local spaces. “Pop-ups” then serve as the catalyst for local humanities discussions with a wider public. “Pop-ups” and local discussions will also serve as an invitation to the larger national exhibition and symposia, for translocal humanities discussions with participating communities around the country. “Pop-ups” will remain with communities after the national exhibition has moved to the next site, and all material will be integrated into the digital exhibition space at [climatesofinequality.org](https://climatesofinequality.org) to be accessed by teachers, students, and community leaders around the country.

Local Frontline Community Discussions: NEH funding will support local partners to bring their communities together for discussions in the formats below. These formats were originally designed and piloted, and evaluated locally by individual HAL partners; now all partners will be trained to adapt and implement them in their own contexts. Through their work with HAL to date, local partners already have extensive facilitation experience, but through virtual workshops organized by the HAL Hub they will train and have peer support in these shared formats. These formats equip discussion leaders and participants with historical knowledge *and* humanities skills critical for surviving the climate crisis:

- *Activating Historical Traditions of Resilience:* Frontline communities have been navigating the “slow violence” of environmental degradation for generations, and have rich historical perspective and practical knowledge for facing ongoing climate changes. Environmental and Climate Justice (ECJ) Dialogues are a model developed by HAL partners at the Rafael Cintrón Ortiz Latino Cultural Center at the University of Illinois-Chicago with support from the International Coalition of Sites of Conscience. ECJ dialogues invite groups of frontline community members and/or students to explore the frontline community histories in the COI exhibition, share their own stories of environmental justice and resilience, and learn from scholars and knowledge bearers how those stories fit into broader histories. Using a carefully scaffolded sequence, facilitators identify shared assets and strategies within the group and the communities they are part of, emerging from their stories and those in the COI exhibit, and help the group identify and share how those assets can be



built on to address the increasingly severe impacts of climate change. Selected stories from dialogues are then integrated back into the exhibit, to inspire future local and national audiences.

- *Using storytelling as disaster relief:* In addition to surviving “slow violence”, HAL partner communities are too often struck by sudden environmental disasters. Mass Listening Events are a model of using storytelling to navigate the aftermaths of destruction, that have been developed by HAL partners at the University of Puerto Rico Mayaguez in the aftermath of Hurricane Maria. Mass Listening Events Mass listening days are held at community centers and other frontline neighborhood sites, in which residents share their stories of environmental or climate harms, as well as the historical traditions of environmentalism and resilience they have developed to survive, often in the process of exchanging aid and information. Mass listening stations are facilitated by students who themselves come from frontline communities and have experienced the same event, and who have been trained in trauma-informed mutual interviewing. Mass listening days include a framing presentation, featuring contextualization by a humanities scholar and/or knowledge bearer, followed by narrators who have previously recorded interviews sharing brief pieces of their stories and inviting audiences to share theirs at the listening stations. In addition to exchange of aid, Mass listening days include artmaking, performances, food, and other community-building activities. Like ECJ dialogues, stories from these events can be integrated into the COI traveling exhibition and website. Partners that already have suffered disasters are planning in advance to host these events (see work plan); but because all partners will be trained in them, all will have them in reserve should they be hit by a disaster during the grant period.

#### National Exhibition audience engagement (supported by cost share, but only if NEH funding is granted)

- *Hybrid Symposia:* Large, day-long events around the national traveling exhibition engaging audiences from across multiple local communities that hosted the pop-ups and smaller dialogues. Using a model revised and refined through nearly a decade of HAL convenings (see additional supporting documentation). Sessions begin with remarks from scholar-framers, frontline storytellers, and community leader-respondents, sitting in a partial circle. Other responders then join the circle to share how their experiences resonate. Finally, members of the larger audience are invited to respond. Representatives from other participating communities join virtually and in person.
- *Exhibit visit with self-guided interactives:* The COI exhibit features multi-media local stories created by students and frontline community members from each participating locality, including VR “visits” to key sites of environmental justice. It also includes three self-guided interactives, specific to each locality, such as a “Sense Your Place” interactive map that invites visitors to share their environmental experiences on a map of their locality.

#### Translocal Exchange

- *Capacity building and Peer Support:* Quarterly virtual trainings and peer program design workshops for all participating university and community partners to share ideas and challenges in their humanities discussions. In addition to building local team capacity for the future, trainings ensure consistent quality of program design and implementation across sites, and provide mechanisms for evaluation. Trainings for COI Discussions will build on HAL’s broader peer resources, funded through cost share, such as annual in-person convenings and extensive on-line resources (curricula, exhibit development models, partnership designs, interview guides, and more).
- *Virtual Public Programs:* HAL will host quarterly translocal discussions featuring humanities scholars, frontline community leaders, and frontline students across participating communities. Based on two successful virtual program series piloted during the pandemic by HAL partners in Chicago (“[COI Public Presentations](#)”) and Milwaukee (“[Taking Back Our Worlds](#)”), these programs will pair a humanities scholar and local frontline environmental/climate leader across 3 communities around a common history and/or humanities question, such as narratives in the aftermath of disaster, history making and sharing through community gardens, or translocal citizen science/narrative projects like counting trucks passing through overpolluted areas in Chicago, Newark, and the Inland

Empire of California and sharing stories around air quality. Similar to the in-person symposia, after presentations by the scholar-leader pairs in each locality, a first “ring” of responses and questions will be led by students from each local community.

- *Translocal program exchanges*: each local host will welcome a representative from another participating community to participate in one of their programs in person. This representative will come from a site that will be later hosting *Climates of Inequality*, so that they may observe humanities discussions and apply what they learn to their own hosting. They will also share their community’s story and perspective with local publics

### **Project Resources**

To create their local stories, teams of scholars, students, and community leaders co-created and worked from a shared curriculum and extensive bibliography, and mined diverse local and national repositories for historical multimedia content. Further, they created new archival material by conducting first-of-their-kind interviews with local frontline community residents from Newark to North Carolina to New Orleans about the memories of coping with environmental and climate harms, which, especially when collected together, provide unique insights and perspectives that have been marginalized in the historical record.

The exhibit and website are themselves critical resources for humanities discussions. Their content serves as the common “text”, or material, for all community conversations. The exhibit comprises 21 “nooks”, each featuring a local environmental justice history conveyed through text, historical images and digitized ephemera, oral histories, storymaps, View-Master 3D slide shows, and virtual reality “visits” to key local sites, with accompanying explanatory audio and oral histories. The images, interviews, videos, and text on experiences of environmental damage and climate change, and the provocative questions posed about them, provide rich fodder for dialogue. All programs start with an exhibit visit or screening of its media.

Now, COI partners, including new generations of students, will build on these resources, using them to develop new local “pop-up” installations, inspire new contributions to the collective interview collection, and share stories as the foundation of humanities discussions.

### **Project History**

The Humanities Action Lab (HAL) is a [coalition of universities, issue organizations, and exhibiting spaces in 40 cities, and growing](#), led from Rutgers University-Newark, that collaborate to produce collective, community-curated public history projects on urgent social issues (see organizational history). Since 2012, HAL has developed an extensive infrastructure -- of people, pedagogies, practices, and projects -- rooted in a commitment to surface more complete and accurate historical narratives, by building public humanities leadership among people who have been marginalized from the field. Projects have brought together nearly 2000 students and community members in over 40 cities to co-create three internationally traveling installations accompanied by over 200 public events, engaging nearly 1,000,000 people, including [States of Incarceration: A National Dialogue of Local Histories](#) (SOI), and [Climates of Inequality: Stories of Environmental Justice](#) (COI). In 2017-18, NEH funded humanities discussions around the SOI traveling exhibit, in 8 communities. Over the course of that project, HAL developed effective strategies for opening meaningful dialogue within diverse communities on deeply contentious issues; building partnerships between universities and community organizations to help audiences engage with contemporary issues in non-partisan ways; and creating collective program designs across disparate communities that honor local issues while maintaining group standards. The project inspired *Museums & Social Issues* to dedicate an issue of its journal to the project and the models of public humanities it developed (Reick 2017). By enabling such deep engagement, NEH’s investment inspired other communities to host exhibits and programs beyond the grant period: after an initial planned run of 2 years, SOI has been traveling for over 6 years, engaging 10 new communities in telling their stories, with yet another request arriving during the writing of this proposal. The web platform is used in secondary

and university classrooms, with communities continually adding oral histories and other materials. Other impacts include new permanent courses at participating universities and new lasting partnerships between universities and correctional facilities and criminal justice organizations.

HAL's newest project, *Climates of Inequality*, was created through university-community organization collaborations in 21 cities from 2017-2019. The exhibit launched in October 2019 and traveled to four cities before being shut down by the pandemic. HAL adjusted by growing our already robust on-line community of practice and public programming, and focusing resources on local teams hit hardest by the pandemic, the same environmental justice communities on the frontlines of the climate crisis. Through a coveted grant from the Mellon Foundation, HAL created fellowships for university faculty and students at 10 Minority Serving Institutions (MSIs) to develop environmental public history courses with frontline community leaders. Now, with NEH support, HAL can bring together this cohort of frontline university-community partners, and the students and community members participating in their courses, to host the national COI exhibit and discussions around it, and create new local public history projects. Partners have scheduled the exhibit and discussions, pending NEH funding, through at least 2025, with new partners signing on all the time (most recently UNC Charlotte).

### **Audience, marketing, and promotion**

With NEH funding, this project will build a lasting infrastructure for ongoing humanities discussions at participating sites and others who join in the future. Our goal is not only to reach a large audience once, but to equip host communities to draw on the humanities to face new climate challenges as they arise. Within the grant period, *Climates of Inequality's* exhibition and humanities discussions will take place in 8 localities, at multiple community sites within each locality reaching different local audiences. Each locality's discussions will serve both in person audiences and others participating virtually from across other partner localities. To estimate audience numbers, for reference, HAL's previous, similarly-structured project, *States of Incarceration* (SOI) reached over 500,000 people with over 100 "community conversations". COI expects to reach audiences far beyond each humanities discussion's place and duration. For reference, SOI was originally scheduled to travel to 20 cities over 3 years; NEH funded the project's first year and a half of humanities discussions in 8 communities (the same number as requested for COI in this proposal). That NEH funding bore fruit far past the grant period. Six years later, SOI has traveled to nearly 30 cities, accompanied by over 100 humanities discussions, and is still being requested. Local SOI hosts embedded discussions as ongoing activities through permanent courses, community partnerships, and new local memory projects that build on a community's local story. In COI, the multimedia stories generated by each local team with NEH funding will be integrated into the traveling exhibition, which will be seen by audiences far beyond the grant period: it is already scheduled to go to at least 5 more cities after the grant period, with more signing on all the time. They will also contribute to local pop-ups, which will remain in the communities long after the grant period. Both will therefore reach thousands more people after the grant period. Finally, HAL's collective infrastructure -- the national exhibition, program designs, partnership guidelines, curricula, media training, and more -- builds local university-community partners' capacity to reach national audiences as well as continue local work.

The Project seeks to engage a broad national public. That said, it will also target the following groups, as both authors and audience: 1) students and community residents from frontline communities who have experienced environmental degradation and climate impacts and may not be connected with the structural histories behind them; and who have traditions of resilience they may not recognize as valuable resources; 2) local residents who are not yet as deeply impacted and may have different perspectives; and 3) students and scholars of climate science, law, and other fields addressing climate change from their own vantage points, who could benefit from integrating humanities approaches.

Audiences will be engaged through expanding circles of engagement: first, the inner circle of frontline students and community members in each of the 8 localities, collaborating to identify and share local

histories of environmental and climate justice through the local “pop-up” installation and digital media. Second, the local publics to which the inner circle is connected, engaged through discussion formats such as mass listening days and environmental and climate justice dialogues. Third, the larger publics in each locality gathering at the national exhibition and symposia around it. And finally, the translocal coalition of participants connecting across communities, through regular virtual program design workshops among local lead organizers (faculty and community leaders), and in-person participation in each local program by one representative of another locality, to share experiences and identify common resilience strategies. These interconnected circles will build a lasting foundation for ongoing programming and engaging new audiences over the long term through:

- **Community partner organizations:** In each community, the local organizations that have been working with HAL-affiliated universities since fall of 2017 will recruit frontline community leaders and residents to collaborate with students on developing additional local “pop-up” installation content to augment the national exhibition. In many cases, these will be the same people who already worked with students to develop the one local panel that is already traveling with the national exhibition. Community partner organizations will also identify and recruit speakers and participants for humanities discussions. These may also be some of the same people who have been working with the students on the local exhibit. Finally, community partner organizations will publicize humanities discussion events through their networks. This includes both those they are hosting locally, and those their representatives may be featured in at other localities.
- **University partners:** The majority of participating university partners have student bodies that are majority “frontline,” meaning they have grown up and/or still reside in local environmental justice communities. Those that do not have established long partnerships with frontline/environmental justice organizations. Universities will publicize to their networks, including students, faculty, staff, and mailing lists that include other local university communities. HAL Hub staff provides local partners with draft press releases and press contacts, and liaises with them to garner local press for each opening and to be placed in local listings.
- **Student and community curator networks:** Students and local residents who worked on the national or local “pop-up” installations in each venue will each invite friends, family, and other social networks to come see their work and learn more about their process.
- **Host venues:** will publicize to their base public program audiences.
- **HAL Hub:** the HAL Hub will promote events on its social media platforms, and share the stories and conversations happening in each community.

### **Evaluation of the project’s impact**

COI partners have worked with the HAL Hub leadership and evaluators Patty Clayton and Joe Bandy, two members of Imagining America's Assessing Practices of Public Scholarship (APPS) Research Group, to develop an evaluation plan to assess every stage of the project and all categories of participants. HAL is adopting an approach to evaluation articulated in the APPS Research Group’s white paper “Democratically Engaged Assessment: Reimagining the Purposes and Practices of Assessment in Community Engagement.” Emerging from work around creating equitable partnerships between higher education institutions and community organizations, DEA “draws on the knowledge, expertise, experience, and perspectives of everyone involved in any particular partnership — community members, students, faculty, staff — and insists that all have a voice, not only in identifying questions and goals and designing projects of community engagement but also in all of the phases of assessment” (Bandy 2018, 18). Through a series of virtual workshops and two national in-person convenings, COI partners have worked together to develop assessment priorities, and sustainable mechanisms for measuring them. HAL brings together 4 categories of participants: the students who participate in HAL courses and in building the local “chapters” of the national exhibition; the faculty who guide the students through this process; the community organizations and their constituents who partner with students and faculty to build the local “chapters”; and the publics the projects ultimately engage. Within these groups, through several mechanisms the project’s evaluation plan measures 4 levels of impact on individual participants:

- ***Deepen knowledge and generate new forms/types of knowledge:*** Do participants better understand the unequal impacts of climate and environmental degradation, and their historical relationships to other inequalities (e.g., housing, structural racism, immigration, labor)? Can participants develop new understanding of their own life experiences in larger historical context? How have participants been able to connect academic humanities with other types of knowledge (e.g. traditional ecological knowledge and generational observations passed down through oral traditions) to produce new frameworks and pedagogies for public history and/or environmental justice?
- ***Build new humanities skills for the climate crisis:*** Do participants demonstrate new confidence and capacities in non-extractive approaches to listening and telling (story sharing), facilitating dialogue across diverse partners and audiences, local environmental history research?
- ***Build new relationships and perspectives:*** Does the process build stronger trust, understanding, and willingness to continue collaboration among participants coming from different institutional locations? Can participants articulate new understanding of the experiences of people in different communities (within or across cities), and how those experiences shape their perspectives? Which specific humanities activities/dialogue formats provided the most new perspectives?
- ***Develop civic capacity and democratic participation.*** To what extent do participants increase confidence in their own efficacy to support their communities through the climate crisis, and knowledge of specific actions and forms of democratic participation? Which specific humanities activities/dialogue formats contributed most to this?

At this stage in the project, HAL has designed instruments and methodology, and assessed learnings from the dialogues that took place among the 1000+ students, faculty, and community participants in 25 different cities during the process of creating *Climates of Inequality* from 2017-22. For the purposes of future humanities discussions, evaluations sought to surface the key fault lines that divided people; the “aha moments” that led to new perspectives; the most generative – and the most troubling – questions they grappled with; and the kinds of historical material that inspired the best dialogue. The project is now using this learning to structure the most productive dialogues with the broader public that will engage with the exhibit as it travels. Instruments included pre- and post-semester surveys for students; analysis of qualitative responses from students throughout the semester (blog posts about their learning and discoveries); and formal debriefs with faculty and community partners.

#### **Key learnings included:**

- Many frontline community students and other BIPOC youth participants felt disconnected from “environmentalism” and climate change, which they did not feel were associated with the issues they experienced; dialogues with local environmental leaders showed how environmental and climate justice are linked to other issues they care about and inspired them to become involved.
- Dialogues surface and affirm communities’ unrecognized environmentalist assets and practices.
- Dialogues helped connect people across difference in identity and place in environmental systems (for instance, one area’s trash is shipped and processed in another area).
- Dialogues should explore histories of environmental harm **and** strategies for resilience.
- Community partners need resources to run dialogues, including compensation for community organizations’ time implementing the project, as well as community members’ time participating.

With support from the NEH, HAL will be able to evaluate the impact of humanities discussions specifically in diverse local settings through: 1) surveys of exhibit visitors and humanities discussion participants; 2) analysis of environmentalist assets and collective suggestions generated in Environmental and Climate Justice dialogues; and 3) analysis of stories recorded in Mass Listening Events.

#### **Organizational profile**

The [Humanities Action Lab](#) (HAL) is a [coalition of universities](#), cultural institutions, and community organizations in nearly 40 cities and growing that collaborate to produce community-curated, nationally

traveling public history projects on questions of shared concern. HAL's 9 founding partners have been working together since 2011; the coalition was formally launched in 2014, and has since grown to over 30 university partners that have collaborated to produce three nationally traveling public humanities projects created by over 2000 students and community members and reaching over 1,000,000 audience members in nearly 40 cities across the country.

HAL's coordinating hub is at Rutgers University-Newark. A Minority-Serving Institution, RU-N has been ranked as the nation's most diverse national university by *U.S. News and World Report* for the last 19 years. 60% of undergraduates qualify for Pell grants; a third are first-generation college-going in their families; and many are first-generation Americans. In addition to embedding HAL in all university systems, SAS-N supplies an annual budget to support salaries for the Director and another senior staff member; as well as office space, convening space, and other in kind support. HAL's budget for university classroom activities and pedagogical resources across the network is supported by the Mellon Foundation, which has invested multiple grants in HAL since 2016. NEH is the only funding source for HAL's public humanities programming.

The HAL Director and staff support and coordinate among all [university-community partnerships](#) and national scholar advisors. The Position in Public Humanities will serve as the operational/administrative backbone of this coordination. The HAL Hub creates a collective frame and consistent design across all local programs. This frame has been developed through discussion among all local partners; and draws on program models piloted and perfected by individual local partners. But the Hub then carefully facilitates adaptation of these models across local sites, and documents, evaluates, and revises program design to ensure consistency and ongoing improvement. University partners form and lead local collaborations with community and venue partners (see below). The HAL Hub oversees and supports physical and digital exhibit development by creating curricular, content and design guidelines; recruiting exhibit advisors and overseeing their review of local content; and supervising production and shipping. It also provides workshops and other resources on forming effective university-community partnerships. The Hub oversees documentation and evaluation and helps promote local events through national and local press and social media. It connects local dialogues into a national conversation through its translocal platforms, including virtual trainings across the network, physical and digital exhibits connecting local stories, support for partners to participate in each other's programs in person and staff that will travel to each site (see Walkthrough and Position in the Public Humanities). HAL comprises:

**University Partners:** The majority of university partners participating in this project are Minority Serving Institutions, with student bodies that are majority from frontline communities. Those that do not have the MSI legal designation have demonstrated a structure of equitable co-creation with local frontline community members (see walkthrough and Letters of Commitment for universities' names and collaboration history). These universities have been working with each other through HAL since at least 2017. Through contractual agreements with Rutgers University-Newark, university partners commit to teaching courses using the project's shared curriculum; collaborating with community organizations representing frontline community residents to create their local portions of the national exhibition as well as additional local "pop-up" installations; hosting the national exhibition in a local public space; and hosting public dialogues around the exhibit. Using HAL content and design guidelines, students enrolled in courses at partner universities collaborate – in locally-determined ways – with constituents of community organizations to curate multimedia public humanities projects. In the Fall of 2017, they created one panel of the nationally traveling exhibit; in this project, they will create additional multi-media content on local histories, to be integrated into the national traveling exhibit when it comes to their town as well as displayed through flexible "pop-ups" at smaller community venues.

**Local Community Partners:** organizations supporting "frontline" communities that have been working with University partners since at least the fall of 2017 (see walkthrough and Letters of Commitment).

With NEH funding, Community Partners will identify people to collaborate with students on developing their local story “pop-up” installations; identify and coordinate with community spaces for “pop-up” installation and discussions; send facilitators to HAL’s virtual program workshops for training; and recruit storytellers and audiences for humanities discussions. NEH funds will support the costs of these organizations’ staff time and constituents’ participation time.

**Venue Partners:** public spaces that host the exhibit and/or public programs. University partners are responsible for identifying and securing venues, ranging from public libraries to community arts centers to major museums, with some on-campus spaces (see Project Walkthrough for current list of venues). Humanities Discussions will take place in two types of spaces in each locality: larger, central spaces for hosting the full national traveling exhibition and large-scale symposia; and smaller, community-based spaces for “pop-up” installations and smaller dialogues.

## Project Team

**Leadership team (cost share):** **Liz Sevcenko**, Humanities Action Lab Director, will lead the overall project. Sevcenko was Founding Director of the [International Coalition of Sites of Conscience](#) from 1999-2010, where she developed and facilitated dialogue programs on deeply contested issues in the US and across the world. Based on the success of a pilot she launched in 2012, she founded HAL in 2014, and oversaw its growth from 9 university partners to a coalition of universities, community organizations, and exhibition spaces in over 40 cities, and led 3 collaboratively-created national projects, including the NEH-funded [States of Incarceration](#). She has taught public history and has served on the board of the National Council on Public History. Her new book, *Public History for a Post-Truth Era: Fighting Denial through Memory Movements* (Routledge), analyzes her decades of experiences in public history, and she has published on her work in a variety of fields, from the forthcoming *Oxford Handbook of Public History* to *American Quarterly* to the *International Journal of Transitional Justice*. She received her BA from Yale University and her MA (ABD) from New York University. **Regina Campbell** leads HAL’s operations and supports strategic planning and staff oversight. As co-director of the Rikers Public Memory Project, an ongoing initiative that emerged from States of Incarceration, Campbell led the collection of over 100 oral histories (and counting). She brings a wealth of private, non-profit, and government experience in organizational development and planning, implementing, and monitoring programs, and counsels students with a variety of learning abilities. She has an MBA in Organizational Management from Georgia State University Robinson College of Business, Atlanta. **Wilmarie Medina-Cortes**, Exhibitions and Program Manager, will manage the exhibit and program schedule and national exhibit shipping; manage the production of local “pop-up” installations; manage the budget; support evaluation efforts; and coordinate all day-to-day activities. Medina-Cortes was a student in the Chicago team’s Climates of Inequality program before supervising other student contributors at UIC’s Latino Cultural Center, where she also managed UIC’s community partnerships and supported the Environmental and Climate Justice Dialogues.

**NEH-funded hires:** **Position in Public Humanities** (see attachment for description); **Administration and Communications Manager:** NEH funding will allow this position to be hired, to manage contracts and payments with local partners, support web updates and social media, and local event promotion.

**Consultants:** **Stingray Studios**, working with design firm MTWTF, produced all graphic panels for the Climates of Inequality nationally traveling exhibit, and will produce the local “pop-up” installations. **Corey Tegeler** programmed the COI website and will update it with new digital material from local partners. **Kudos Design Collaboratory** created the HAL app which provides the interface for all digital media in the COI installation; and will update the app to feature new digital material from local partners. **Joe Brady and Patti Clayton**, members of Imagining America’s Assessing Practices of Public Scholarship Research Group, will oversee the project’s evaluation. They worked with participating HAL

teams to develop collective assessment goals and initial strategies. They run workshops on assessment for a wide variety of clients, with special experience around university-community partnerships.

**Humanities scholars and consultants:** *Local framers collaborate with community partners on specifics of local programs, and provide humanities framing at events; they were university hosts and/or lead local partners on the COI exhibition:* **Federico Almarez**, Professor, Department of English, Doña Ana Community College; **Rosa Cabrera**, Director, Rafael Cintrón Ortiz Latino Cultural Center, adjunct faculty, Department of Latino and Latin American Studies, Museum and Exhibition Studies, University of Illinois-Chicago; **Ricia Chansky**, Professor, Dept of English, Dir, Oral History Lab, U of Puerto Rico Mayagüez; **Jennifer Feather**, Associate Professor, Department of English, UNC Greensboro; **Cathy Gudis**, Associate Professor, Department of History, University of California Riverside; **Valerie Ann Johnson**, Dean of the School of Arts, Sciences & Humanities, Shaw University; **Chief Vincent Mann**, Turtle Clan of the Ramopough Lenape Nation; **Lisa Sun-Hee Park**, Professor, Department of Asian American Studies, UC Santa Barbara; **Stevie Ruiz**, Associate Professor, Dept of Chicana+Chicano Studies, Cal State U Northridge; **Adam Tinkle**, Assistant Professor of Media & Film Studies; Director of Documentary Studies, Skidmore College; **Angela Beallor-Press**, MDOCS Documentarian in Community Co-Creation, Skidmore College; **Arijit Sen**, Associate Professor, Public History and Architecture, University of Milwaukee. **Jack Tchen**, Director, Clement A. Price Institute on Ethnicity, Culture, and the Modern Experience, Professor, Department of History, Rutgers-Newark and appointee to the NYC Panel on Climate Change. *National advisors help shape discussion designs, review pop-up installation material, and provide humanities framing in live events; many served as content reviewers and framers for the COI exhibition:* **Elizabeth Kryder-Reid**, Chancellor's Professor, Anthropology and Museum Studies Director, Cultural Heritage Research Center, IU School of Liberal Arts Indiana University, Indianapolis (IUPUI), author of "An Environmental Justice Lens on Indianapolis's Urban Ecosystem: Collaborative Community Curation" and currently editing *Toxic Heritage*, an edited collection of essays, both of which are based on her collaboration with the Kheprw Institute on the *Climates of Inequality* exhibit.; **Neil Maher** (also local framer), Professor of History, Federated History Department, Rutgers University-Newark and NJIT, has written on the New Deal, NASA, and is currently working on a history of environmental justice in Newark that emerged from his teaching and community engagement work. It analyzes the connections between racial and environmental discrimination in Newark during the post-World War II period; **Diego Medina** is an artist, poet, and educator from Las Cruces, New Mexico. His family is one of the original families from the historic Mesquite district, the Pueblo for the Piro-Manso-Tiwa tribe. In 2021, Medina was a Story Maps Fellow at the Santa Fe Art Institute, where he created visual narratives, often accompanied by poetry, that supplant the cultural history and imagery within the present landscape. His art also honors the history and culture of our Piro/Manso/Tiwa people of Las Cruces, a history that is harshly overlooked, and preserves our history and culture through visual documentation; **Esme Murdock**, Professor of Philosophy, Associate Director, Institute for Ethics and Public Affairs, San Diego State University, is currently completing "Blood, Bone, and Land," a project of public ecological (re)memory anchored in the understanding that land has memory; **Joely Proudfit**, Department Chair of American Indian Studies, Professor of American Indian Studies, and Director of California Indian Culture & Sovereignty Center at California State University-San Marcos, is the editor of *On Indian Ground: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education* and *Beyond the American Indian Stereotype: There's More to Me Than What You See*. Alongside her academic work, Dr. Proudfit has recently formed The Native Networkers, an alliance to promote American Indian representation throughout the film industry; **Julie Sze**, Professor, American Studies, UC Davis, is author of *Noxious New York: The Racial Politics of Urban Health and Environmental Justice* (MIT Press, 2007), *Fantasy Islands: Chinese Dreams and Ecological Fears in an Age of Climate Crisis* (U. California Press, 2015), and, most recently, *Environmental Justice in a Moment of Danger* (U. California Press, 2020).





## **Climates of Inequality Discussions Resumes and Letters of Commitment**

### Project Team

- **Liz Ševčenko** (Director, Humanities Action Lab, Rutgers University-Newark)
- **Regina Campbell** (Administrative and Program Manager, Humanities Action Lab, Rutgers University-Newark)
- **Wilmarie Medina-Cortes** (Exhibitions and Program Manager, Humanities Action Lab, Rutgers University-Newark)

### National Scholars

- **Elizabeth Kryder-Reid** (Chancellor's Professor, Anthropology and Museum Studies Director, Cultural Heritage Research Center, IU School of Liberal Arts Indiana University, Indianapolis)
- **Neil Maher** (Professor of History, Federated History Department, Rutgers University-Newark and NJIT) (also serving as local framer)
- **Esme Murdock** (Professor of Philosophy, Associate Director, Institute for Ethics and Public Affairs, San Diego State University)
- **Joely Proudfit** (Department Chair of American Indian Studies, Professor of American Indian Studies, and Director of California Indian Culture & Sovereignty Center at California State University-San Marcos)
- **Julie Sze** (Professor, American Studies, UC Davis)
- **Diego Medina** (Artist and Educator, Piro-Manswa-Tribe)

### Local Scholars, Community Partners, and Venues (grouped by locale)

#### Northridge/Riverside, CA

- **Stevie Ruiz** (Associate Professor, Department of Chicana and Chicano Studies, California State University Northridge)
- **Lisa Sun-Hee Park** (Professor, Department of Asian American Studies, University of California Santa Barbara)
- **Rosa Rivera** (Professor and Chair, Chicana/o Studies, California State University Northridge, Founder Parent Pioneers/Padres Pioneros)
- **Kristen Hayashi** (Director of Collections Management & Access and Curator, Japanese American National Museum)
- **Cathy Gudis** (Associate Professor, Department of History, University of California Riverside)

#### Milwaukee, WI

- **Arijit Sen** (Professor, Department of Urban Planning (Moving to Public History program in 2023), University of Wisconsin Milwaukee)
- **Reggie Jackson** (Community and Humanities Expert, Public Historian, Nurturing Diversity Partner)
- **William Schmitt** (Executive Director, Methodist Children Services of WI, Inc)

Mayagüez, PR

- **Ricia Chansky** (Professor, Department of English and Director, Oral History Lab, University of Puerto Rico Mayagüez)

Chicago, IL

- **Rosa Cabrera** (Director, Rafael Cintrón Ortiz Latino Cultural Center, Adjunct Faculty, Department of Latino and Latin American Studies, Museum and Exhibition Studies, University of Illinois Chicago)
- **Oscar Chacon** (Executive Director, Alianza Americas)
- **Edith Tovar** (Senior Just Transition Organizer, Little Village Environmental Justice Organization)

Newark, NJ

- **Anthony Diaz** (Founder and Director, Newark Water Coalition)

Las Cruces, NM

- **Federico Almarez** (Professor, Department of English, Doña Ana Community College)
- **Lamaia Vaughn** (Professor of Film and Media Arts, Co-producer 10x25 Conference, Doña Ana Community College)
- **Michelle Valverde** (Manager/Facilitator, LAB Learning Action Buffet)

Greensboro, NC

- **Jennifer Feather** (Department Head, Associate Professor, Dept of English, UNC Greensboro)
- **Glenda Lawrence-Knight** (Princeville Town Manager, Town of Princeville, NC)

Albany, NY

- **Adam Tinkle** (Assistant Professor of Media & Film Studies; Director of Documentary Studies, Skidmore College)
- **Angela Beallor-Press** (MDOCS Documentarian in Community Co-Creation, Skidmore College)
- **Megan Bove** (Assistant Director of Conferences & Events, John B. Moore Documentary Studies Collaborative, Skidmore College)
- **Merton Simpson** (Co-Chair, Sheridan Hollow Alliance for Renewable Energy)
- **Ruth Foster** (Co-Chair, Sheridan Hollow Alliance for Renewable Energy)
- **Sina Basila Hickey** (Programming Coordinator, The Sanctuary for Independent Media)
- **David Publow** (Treasurer, Lights Out Norlite)

Consultants

- **Seth Harris** (Principal, Stingray Studio)
- **Patti Clayton** (Independent Practitioner-Scholar and Consultant, PHC Ventures)
- **Joe Bandy** (Interim Director, Center for Teaching, Vanderbilt University)

# LIZ ŠEVČENKO

## EMPLOYMENT

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2013-pres [Humanities Action Lab](#), Rutgers-Newark Newark, NJ

*Founding Director*

Coalition of universities, issue organizations, and exhibiting spaces in 40 cities, and growing, that collaborate to produce community-curated public history projects on urgent social issues. Local teams of students and stakeholders – people directly impacted and on the frontlines of visioning change -- explore a single issue of shared concern from different local perspectives, exploring the deep roots, long legacies, and potential futures of the issue in their own communities. Together they produce a collective public history project that travels to public spaces in each of the communities that helped create it, engaging growing audiences through dialogues and actions at each stop. Projects include [Climates of Inequality: Stories of Environmental Justice](#); [States of Incarceration: A National Dialogue of Local Histories](#), the [Rikers Public Memory Project: A Community Truth and Healing Process](#), and the [Guantánamo Public Memory Project](#). This collaborative process -- engaging over 1000 people across more than 20 cities to reach over 500,000 new people per project -- approaches public memory as a social movement, training public humanists as civic leaders and change agents.

1999-2010 [International Coalition of Sites of Conscience](#) New York, NY

*Founding Director*

Global network of historic sites, museums and memory initiatives that connects past struggles to today's movements for human rights. Now with over 300 members in 65 countries, the Coalition builds the capacity of these vital institutions through grants, networking, training, transitional justice mechanisms and advocacy. These members and partners remember a variety of histories and come from a wide range of settings – including long-standing democracies, countries struggling with legacies of violence, as well as post-conflict regions just beginning to address their transitional justice needs – but they are all united by their common commitment to connect past to present, memory to action.

1999-2005 [Lower East Side Tenement Museum](#) New York, NY

*Vice President for Interpretation*

- Developed programmatic mission and Museum-wide Strategic Plan.
- Oversaw education, public programs, and curatorial departments, and development of permanent exhibits.
- Integrated diverse approaches to dialogue on contemporary issues with a wide range of audiences throughout museum programs and publications.
- Built project-based and ongoing collaborations with diverse organizations addressing contemporary issues raised through the Museum's history from differing perspectives, from community centers to labor unions.

(b) (6)

# LIZ ŠEVČENKO

## SELECT PUBLICATIONS

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- (forthcoming) “Toxic Heritage and Reparations: Activating Memory for Climate Justice,” in Liz Kryder-Reid and Sarah May, eds, *Toxic Heritage: Legacies, Futures, and Environmental Injustice* (Routledge)
- (2022) *Public Memory for a Post-Truth Era: Fighting Denial Through Memory Movements* (Routledge)
- (2017) “Public Histories for Human Rights: Sites of Conscience and the Guantánamo Public Memory Project.” In Jim Gardner, ed., *Oxford Handbook of Public History* (Oxford University Press)
- (2017) “Remembering the Age of Mass Incarceration,” *Museums and Social Issues*, Spring 2017, Volume 12, Issue 1
- (2016) “Prison Public Memory in the Era of Mass Incarceration,” *American Quarterly*, September 2016, Volume 68, Number 3, 823-834
- (2016) “Riding Preservation’s New Wave: How to Build on Movements for Memoria,” in Max Page and Marla R. Miller, eds., *Bending the Future: Fifty Ideas for the Next Fifty Years of Historic Preservation in the United States* (University of Massachusetts Press, 2016)
- (2016) “Dialogue as a Resource for Heritage Management: Stories from Sites of Conscience,” in David Myers, Stacie Nicole Smith, and Gail Ostergren, eds., *Consensus Building, Negotiation, and Conflict Resolution for Heritage Place Management* (Getty Conservation Institute, 2016)
- (2011) “Sites of Conscience: Heritage of and for Human Rights.” In Helmut K Anheier and Yudhishthir Raj Isar (eds), *Cultures and Globalization: Heritage, Memory and Identity* (SAGE, 2011), pp.114-123.
- (2011) “Sites of Conscience: Lighting Up Dark Tourism.” In Marianne Hirsch and Nancy Miller (eds) *Rites of Return: Diaspora Poetics and the Politics of Memory* (Columbia University Press, 2011).
- (2011) “Sites of Conscience: Reimagining Reparations,” *Change Over Time: An International Journal of Conservation and the Built Environment* Spring 2011 (v. 1, no. 1) pp. 6-33.
- (2011) with Jack Tchen. “The ‘Dialogic Museum’ revisited: A Collaborative Reflection.” In Bill Adair, Benjamin Filene, and Laura Koloski (eds), *Letting Go? Sharing Historical Authority in a User-generated World* (Pew Center for Arts and Heritage, 2011) pp. 80-97.
- (2010) with Brandon and Ereshnee Naidu. “Utopian Dreams or Practical Possibilities? The Challenges of Evaluating the Impact of Memorialization in Societies in Transition,” *International Journal of Transitional Justice*, November 2010 (v. 4, no. 3) pp.397-420.
- (2008) with Maggie Russell-Ciardí. Foreword and guest editors. “Sites of Conscience: Opening Historic Sites for Civic Dialogue,” *The Public Historian* February 2008 (v. 30, no. 1) pp. 9-16.
- (2007) with Sebastian Brett, Louis Bickford, and Marcela Rios. “Memorialization and Democracy: State Policy and Civic Action.”

## EDUCATION

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- |           |  |               |
|-----------|--|---------------|
| 1996-2001 | New York University                                      | New York, NY  |
| ■         | M.A., ABD, American History, Minor in Public History     |               |
| 1991-1994 | Yale University  | New Haven, CT |
| ■         | B.A., History. Graduated Phi Beta Kappa, Magna Cum Laude |               |

(b) (6)

# REGINA D.J. CAMPBELL

(b) (6)

• regina@create-forward.com

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## EDUCATION

December 1998      University of Maryland, College Park  
B.S. in Civil Engineering with an Environmental Engineering Concentration

August 2006      Georgia State University Robinson College of Business, Atlanta  
MBA in Organizational Management

Additional Training: NYC Opportunity Managing for Innovation Course. Various Media, Community Involvement, Environmental Justice, Public Participation, Risk Communication, and Leadership Trainings.

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## CORE COMPETENCIES

- Leadership and Organizational Management
- Research and Professional Writing
- Grant Writing and Fundraising
- Teambuilding and Training
- Written and Oral Communication
- Community Outreach and Service Learning
- Staff, Project, and Event Management
- Curriculum Development

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## PROFESSIONAL EXPERIENCE

9/2021 – Present      *Rikers Public Memory Project (RPMP), Humanities Action Lab @ Rutgers Univ*      **Director**

- Provide overall project management and acts as initial point of contact for RPMP.
- Organize oral history collection events, collaborating with other organizations who serve directly impacted people.
- Maintain the internal archive of oral history audio, transcripts, and interviewee photos.
- Recruit and train volunteers to conduct interviews and transcribe them; and recruit and supervise college interns to create digital media based in the oral histories.
- Coordinate RPMP Advisory Board: Schedule meetings with RPMP advisory board; prepare agenda and materials for advisor meetings; and send email updates to advisors.
- Identify project needs and seek grant funding.
- Assists the HAL Director and staff with administration of programs and public humanities projects, including arranging and coordinating events and workshops; preparing and processing payments to community partners, media consultants, student workers, and other vendors; organizing and integrating community-created content onto existing platforms; and managing event communications and website updates.

6/2018 – Present      *Self-Employed*      **Independent Consultant - Educational Consulting**

- Provide individualized and direct academic and social supports to students who struggle with various learning differences, executive dysfunction, and/or social skill deficits.
- Assist students in the development of executive functioning skills and accessing and utilizing accommodations.

9/2016 – 6/2018      *Phipps Neighborhoods. Bronx, New York*      **Assistant Director**

- Developed and maintained partnerships with key stakeholders related to the growth and success of Adult Literacy programs, including community members, external partners and educational institutions.
- Oversaw the implementation of strategic planning, implementation of recruitment strategies, retention initiatives, curriculum development and continuous improvement efforts throughout the division.
- Directly supervised, trained, observed and evaluated instructors to insure instructional excellence aligned with the organization's standards and expectations.
- Convened and facilitated regular meetings with partners to assess progress, identify challenges and determine solutions to address them productively.
- Monitored program performance and progress via data collection and reporting including making changes for improvement.

8/2014 – 9/2016      *buildOn. Bronx, New York*      **Bronx Zone Manager**

- Managed Bronx team towards US Programs strategic plan by building strong relationships with teachers and admin at our partner schools, recruiting students into the buildOn program, and setting up meaningful service opportunities.
- Supervised and coached 4 program staff to create 7 successful programs (over 20,000 service hours and almost 7,000 education hours). Ensured consistency and quality of programming. Provided professional development opportunities.
- Created curriculum activities that guide student engagement through meaningful action in service to their community.
- Lead recruitment for Trek for Knowledge and support students' participation in the complete Trek experience of constructing schools in some of the poorest countries of the world.

- 5/2012 – 6/2014      *Young Women Christian Association. Belize City, Belize*      **Project Coordinator**
- Developed, implemented and delivered program that worked to create economic opportunities for rural women and youth to generate income and employment through enterprise development and market access.
  - Managed the day-to-day affairs of the project including planning, programming, operation, and procurement ensuring outputs are documented and targets are met on schedule.
  - Represented the Project in its relationships with the European Union Development Fund (EDF).
  - Managed on-going relationships with grantees – from initial contact, workshops, receipt of grant proposal to grant close.
  - Ensured the rational use of project funds in order to achieve project goals, establishing the necessary controls.
  - Drafted or oversaw the preparation and presentation of all necessary administrative, technical and financial reports.
  - Coordinated the hiring and management of staff and consultants in remote areas of the country, in accordance with EDF.
- 1/2008 – 9/2009      *Georgia Department of Natural Resources (DNR), Atlanta, GA.*      **Program Manager I**  
*Environmental Protection Division (EPD), Hazardous Waste Management Branch*
- Managed compliance officers in overseeing the investigation and cleanup of hazardous waste sites.
  - Established goals, objectives and workload allocations for staff and monitor progress towards achievement of those assigned goals and responsibilities on both an individual and unit basis.
  - Managed the administration of program budget and federal funding so that available financial resources are used wisely and program needs are met within budgetary constraints.
  - Provided training for staff within unit to improve quantity and quality of work performed.
  - Interacted with all levels of local, state, and federal governments in a way that encourages cooperation and contributes to excellent performance.
  - Worked together with developers and communities to promote the protection and sustainability of our environment.
  - Recognized for ability to deal efficiently and effectively with consultants, clients, and the community.
- 5/2004 – 5/2007      *Community Empowering Legacy, Inc. Fayetteville, GA*      **Co-Founder and Executive Director**
- Provided leadership and support to this non-profit organization in offering enrichment and educational services to youth, and developing partnerships within the community.
  - Managed the day-to-day affairs of the organization including the program budget, and activities of volunteers.
  - Recruited, supported, and trained volunteer tutors and mentors to work with at-risk youth.
  - Planned special events and programs. Gathered data, evaluated, and documented program and youth progress.
  - Developed strategic plans and program manuals for providing services to youth in the community.
  - Fundraised and prepared grant proposals.
  - Supported operations and administration of Board by advising and informing Board members. Recommended yearly budget for Board approval. Served on the Board of Directors.
- 2/2003 – 1/2008      *Georgia DNR EPD, Hazardous Waste Management Atlanta, GA.*      **Environmental Engineer**
- Managed large, complex cleanup projects and contractors to ensure that contractors develop deliverables consistent with the assigned contract scope and budget and in accordance with applicable regulatory requirements. Monitored compliance schedules. Ensured that public participation requirements were met.
  - Performed and documented compliance, enforcement, listing, contractor oversight, and complaint site inspections.
  - Served as complaint duty officer and referred, resolved, or prepared enforcement instrument for all complaints in a professional and expeditious manner.
  - Provided technical assistance to Prospective Purchasers participating in the Brownfield Revitalization Program.
  - Served on Employee Development Advisory Council to develop initiatives to foster better communication, enhance job satisfaction, and improve employee morale. Drafted recommendations to the Director's office.
  - Recognized for ability to deal efficiently and effectively with consultants, clients, and the community.
- 7/2002 – 2/2003      *Georgia DNR EPD, Water Protection Branch*      **Environmental Outreach Coordinator**  
*Total Maximum Daily Load (TMDL) Implementation Program*
- Developed and implemented targeted outreach/education programs designed to effectively achieve water pollution reduction and to raise the level of public awareness of environmental issues.
  - Developed a network of stakeholder network to promote public participation and attainment of program goals.
  - Activities also included managing data on program goals, objectives and outreach activities; conducting administrative support activities; and recruiting and training volunteers.

# Wilmarie Medina-Cortes

(b) (6) | [wm340@rutgers.newark.edu](mailto:wm340@rutgers.newark.edu)

## Employment

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### Rutgers University Newark

*Exhibition and Program Manager, Humanities Action Lab (HAL)* August 2022 – Present

- Coordinate an ongoing grant-based program: *Climates of Inequality: Building Leadership in Minority Serving Institutions*, including facilitating workshops, leading semester convenings, conducting assessments, and reporting with cohorts composed of faculty, community leaders, and students.
- Manage States of Incarceration traveling exhibit and *Climates of Inequality* traveling exhibit as it travels nationally to new and current partners.
- Organize scopes, statements of work, and payment for vendors working along with Rutgers business staff.
- Manage and upload content across HAL websites and social media platforms using platforms such as WordPress, Wix, Instagram, Facebook, and Twitter.

### University of Illinois at Chicago

*Research Assistant, Rafael Cintrón Ortiz Latino Cultural Center (LCC)* August 2021 – May 2022

- Facilitated student understanding of project goals, ethnographic collection, and role of project mentors.
- Mentored a group of 4 students on podcasting, which was used to answer questions of the *Latinx Foodways: Stories and Recipes linking Environmental Justice* project.
- Constructed a Recipes and Stories Book based on ethnographic data and community collaboration from the *Latinx Foodways* project.
- Co-created and uploaded updated descriptions for the [Climates of Inequality](#) project on LCC website.

*Graduate Assistant, Crossing Latinidades Climate Pilot, Office of Diversity* January 2021 - May 2021

- Researched scholars to invite to cohort from 16 R1 HSI universities and designed asset mapping surveys for them.
- Managed pilot cohort meetings, listserv, and shared documents on the cloud.
- Assisted in the creation and presentation of a virtual 2-part symposium: [Crossing Latinidades Climate Pilot Symposium](#).

*Graduate Assistant, Rafael Cintrón Ortiz Latino Cultural Center* August 2020 - May 2021

- Co-designed and published social media posts based on the Fall 2020 *Climates of Inequality (COI) Virtual Presentation Series*.
- Transcribed the Fall 2020 *Climates of Inequality (COI) Virtual Presentation Series*.
- Collaborated and assisted LCC staff and student organizations on the implementation of the *RealTea Talks* public program.

## Education

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**University of Illinois at Chicago (UIC), Chicago, IL** May 2022

*MA in Museum and Exhibit Studies*

MA Capstone: *Resistant Community Archives: Diasporic Experiences of Puerto Ricans in Chicago as Represented in El Archivo*

Advisor: Emmanuel Ortega, PhD. Art History, UIC

Jorge Felix, Archives/Exhibition/Visual Arts Program Director, Puerto Rican Arts Alliance



Roosevelt University (RU), Chicago, IL  
*BA in Sustainability Studies*

May 2019

### Research Interests

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Puerto Rico and Identity, Puerto Rican Diasporas, Museum Anthropology, Environmental Anthropology, Museums and Environmental/Climate Justice, Museums and Sustainability, Podcasts/Audio Stories in Digital Humanities, and Archives.

### Awards and Honors

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#### Museum and Exhibition Studies Department, UIC

Social Justice Award

May 2022

#### Humanities Action Lab

June 2021 – May 2022

Student Fellow, *Climates of Inequality: Building Leadership in Minority Serving Institutions COVID-19*

### Publications

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(b) (4)

Escobar, Raquel; Medina-Cortes, Wilmarie. "Climates of Inequality: Community Co-Curation and Action-Oriented Public Humanities at Minority Serving Institutions." Routledge *Handbook of Publicly Engaged Humanities*. Forthcoming

CURRICULUM VITAE

**Elizabeth Kryder-Reid, Ph.D.**

Professor, Anthropology and Museum Studies  
Indiana University Purdue University, Indianapolis (IUPUI)

<https://iupui.academia.edu/ElizabethKryderReid>

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**Contact**

433 Cavanaugh Hall, IU School of Liberal Arts  
425 University Blvd. Indianapolis, IN 46202  
PH: 317-274-1406; Email: ekryderr@iupui.edu

**Education**

A.B. 1984 Harvard University, cum laude, Anthropology high honors  
M.A. 1987 Brown University, Department of Anthropology  
Ph.D. 1991 Brown University, Department of Anthropology

**Research Interests**

Toxic heritage, cultural heritage, museum studies, landscape history, environmental humanities

**Academic Appointments:** IU School of Liberal Arts, Indianapolis (IUPUI)

2019-present Chancellor's Professor, IUPUI  
2015-present Professor, Department of Anthropology and Museum Studies  
2003-2015 Associate Professor, Department of Anthropology and Museum Studies  
1998-2003 Assistant Professor, Department of Anthropology and Museum Studies

**University Administrative appointments**

2013-present Director, Cultural Heritage Research Center, IU School of Liberal Arts  
1998-2013, 2017-2020 Director, Museum Studies Program, IU School of Liberal Arts

**Teaching Experience (selected)**

|                                  |                                    |                       |
|----------------------------------|------------------------------------|-----------------------|
| Archaeology Field School         | Intro. to New World Archaeology    | Museum Administration |
| Current Topics in Museum Studies | Interpreting Environmental Justice | Museum Colloquium     |
| Environmental Justice Research   | Interpreting Incarceration         | Museum Internship     |
| Introduction to Museum Studies   | Issues in Cultural Heritage        | Museum Methods        |

**Publications: Selected**

- In Press Elizabeth Kryder-Reid and Sarah May, editors. *Toxic Heritage: Legacies, Futures, and Environmental Justice*. London: Routledge.
- 2022 **Elizabeth Kryder-Reid**, Laura Holzman, Aghilah Nadaraj, and Leah Humphrey, "Legacies of Environmental Justice in Indianapolis: Collaborative Community Curation." In *The City as Ecosystem: Sustainable Education, Policy, and Practice*. Edited by Deborah Mutnick, Margaret Cuonzo, Carole Griffiths, Timothy Leslie, Jay M. Shuttleworth. DOI: 10.4324/9781003217442-20
- 2021 Laura Holzman, Modupe G. Labode, and **Elizabeth B. Kryder-Reid**, "The Afterlife of E Pluribus Unum", *Teachable Monuments: Using Public Art to Spark Dialogue and Confront Controversy*, edited by Sierra Rooney, Jennifer Wingate, and Harriet F. Senie, pp.209-222. New York: Bloomsbury Publishing.
- 2021 **Elizabeth Kryder-Reid**, Gabriel Filippelli, with Phyllis Boyd, Paula Brooks, Aghilah Nadaraj, Alvin Sangsuwagul, Leah Humphrey, "EJ Stories: Exploring University-Community Collaborations." *Engage!* Vol. 3 No. 1 <https://journals.iupui.edu/index.php/ENGAGE/article/view/25724> DOI: <https://doi.org/10.18060/25724>
- 2019 "Do the Homeless Have Heritage? Archaeology and the Pedagogy of Discomfort." *Pedagogy and Practice*

*in Heritage Studies*, edited by Phyllis Messenger and Susan Bender. University Press of Florida.

- 2017 Elizabeth Kryder-Reid, Jeremy W. Foutz, Elizabeth Wood, Larry J. Zimmerman, "I just don't ever use that word': Investigating Stakeholders' Understanding of Heritage." *International Journal of Heritage Studies* 24 (7): 743-763 <https://doi.org/10.1080/13527258.2017.1339110>
- 2016 Elizabeth Kryder-Reid, *California Mission Landscapes: Race, Memory, and the Politics of Heritage*. (Minneapolis: University of Minnesota Press). [Foundation for Landscape Studies John Brinckerhoff Jackson Book Prize (2017); Abbott Lowell Cummings Prize, Vernacular Architecture Forum (2018); Norman Neuerburg Prize, Historical Society of Southern California (2019); Society of Architectural Historians Elisabeth Blair MacDougall Book Award (2019)].
- 2013 Modupe Labode, Elizabeth Kryder-Reid, and Laura Holzman, "Hybrid Discourse: Exploring Art, Race, and Space in Indianapolis" *Public: A Journal of Imagining America* (2013), vol.1, no.1-2.
- 2010 Therese O'Malley, with contributions by Elizabeth Kryder-Reid and Anne Helmreich, *Keywords in American Landscape Design*. New Haven: Yale University Press in cooperation with the Center for Advanced Study in the Visual Arts, National Gallery of Art, Washington, DC.

#### Digital Scholarship

- 2021 Environment and Race: Dry Cleaning and Environmental Justice in Indianapolis. StoryMap. <https://arcg.is/1i09jm0>
- 2021 Elizabeth Kryder-Reid and Paula Brooks, "'A malodorous, septic stream': An environmental justice approach to the architectural history of Indianapolis' urban waterways." StoryMap, August 19, 2021 <https://storymaps.arcgis.com/stories/1a810a7e8d58400ca799f5fdf5cc9355>
- 2020 Toxic Heritage. Website and blog. <https://toxicheritage.com/>

#### Public Scholarship Collaborative Projects, Selected

- 2017-2020 *Climates of Inequality: Stories of Environmental Justice*; Humanities Action Lab. International collaboration; Exhibit in Indianapolis, January-February 2020. <http://climatesofinequality.org/>
- 2014-2017 *Global Dialogues on Incarceration*, Humanities Action Lab. A national collaboration of twenty universities in seventeen states to explore the roots of mass incarceration in our communities and to open national dialogue on what should happen next. (served as faculty participant, course instructor, public programming facilitator, and coordinator of States of Incarceration exhibit's run in Indianapolis, April-May, 2017) <http://statesofincarceration.org/>
- 2011-2015 *Guantanamo Public Memory Project*, a national dialogue and traveling exhibit designed to seeks to build public awareness of the long history of the US naval station at Guantánamo, Bay and foster conversation on the future of this place and the policies it shapes. <http://gitmomemory.org/about/>
- 2012-2013 *Art, Race, Space: Interdisciplinary perspectives on art, race, and civic space*. Collaborative project including a public symposium, online forum, and scholarly publications. (Coordinated project as PI for grant funding, organized symposium, co-author of a publication about the project).

#### Grants and Fellowships, Selected

- Toxic Heritage; International Perspectives on Sites of Environmental Injustice, IUPAH, 2020-2022
- Social and Environmental History of Dry Cleaning, IAHA, 2020



December 28, 2022

Dear Members of the Review Panel for the National Endowment of the Humanities' Public Humanities Projects Program:

I am proud to support and collaborate on the project titled Climates of Inequality Discussions. This project is being proposed by the Humanities Action Lab as a Humanities Discussion Implementation grant.

My understanding is I am committing to the partnership described in the proposal:

- To help shape the framing questions and themes that could be posed at local discussion events.
- To review the existing exhibit and identify ways that it could be employed as a resource for dialogue, as well as identify additional resources that would support deeper engagement on topics related to climate and environmental justice.
- Provide framing and facilitation at one or more local programs in person.
- Provide framing and facilitation at one or more virtual programs that connect local stories around shared issues.

I lead the initial construction of the Indianapolis chapter Climates of Inequality national exhibit, "Inequity Along the River: Local Advocacy for Change, and am currently editing a book, Toxic Heritage, based on this work. I also hosted a series of local programs in Indianapolis around the exhibit in 2020 and have since drafted a chapter, "An Environmental Justice Lens on Indianapolis's Urban Ecosystem," that reflects on these experiences. I look forward to providing expert scholarly consultation on the development of community dialogues by other project partners.

I believe the community-driven and translocal work of the Climates of Inequality Discussions project builds the necessary capacities to address national concerns around climate and environmental justice and I am committed to supporting the development of this programming. It would be an honor to continue supporting the Humanities Action Lab and their community collaborators in implementing a series of dialogues around this important topic.

Sincerely,

Elizabeth Kryder-Reid  
Chancellor's Professor and Director, Cultural Heritage Research Center

# NEIL M. MAHER

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Federated History Department  
NJIT-Rutgers, Newark  
Newark, NJ 07102  
maher@njit.edu  
[neilmaher.com](http://neilmaher.com)

## ACADEMIC APPOINTMENTS

Federated Department of History NJIT-Rutgers University, Professor of History, 2017-present.  
Rutgers University, New Brunswick, Graduate Faculty in History, 2002-present.  
Rutgers University, Newark, Graduate Faculty in American Studies, 2004-present.  
Rutgers University, New Brunswick, Affiliate Faculty, Rutgers Climate Institute, 2019-present.

## EDUCATION

Ph.D. History, New York University, January 2001.  
B.A. History, Dartmouth College, June 1986.

## SELECTED PUBLICATIONS

### Books:

*Apollo in the Age of Aquarius*. Harvard University Press, 2017.

*Nature's New Deal: The Civilian Conservation Corps and the Roots of the American Environmental Movement*. Oxford University Press, 2008.

### Edited Volumes:

"Special Issue: History, Politics, and the Environment," co-editor with Dave Kinkela, *Radical History Review*, 107 (Spring, 2010).

*New Jersey's Environments: Past, Present, and Future*, editor. Rutgers University Press, 2006.

### Refereed Articles:

"The Green (and Environmentally Just) New Deal," *LA+ Interdisciplinary Journal of Landscape Architecture*, no. 15 (Spring 2022): 85-93.

"Graphic History and the Art of Collaboration," *Reviews in American History*, 48 (2020): 112-118.

"Bringing the Environment Back In: A Transnational History of Landsat," in *How Knowledge Moves: Writing the Transnational History of Science and Technology*, John Krige, ed., University of Chicago Press, 2019: 201-224.

"Whole Earth Without Borders: Earth Photographs, Space Data, and the Importance of Visual Culture Within Environmental History," in *A Field on Fire: Essays on the Future of Environmental History*, Mark Hersey and Theodore Steinberg, eds., University of Alabama Press, 2019: 189-208.

"Grounding the Space Race," special feature essay on the Apollo 11 moon landing in the inaugural edition of *Modern American History*, 1, no. 1 (March 2018): 141-146.

### Editorials and Essays:

"Biden Needs to Go Big to Rebuild America," *Yes! Magazine*, 7 December 2020 ([read](#)).

"The Keys to Ensuring That a Green New Deal Succeeds," *Washington Post*, 7 August 2019 ([read](#)).

“Not Everyone Wanted a Man on the Moon,” *New York Times*, Op-Ed, 16 July 2019 ([read](#)).

“How Many Times Does a River Have to Burn Before It Matters?,” *New York Times*, 22 June 2019 ([read](#)).

## SELECTED HONORS AND AWARDS

### Writing:

Eugene M. Emme Book Award, American Astronautical Society, 2019, for *Apollo in the Age of Aquarius*.

Charles A. Weyerhaeuser Book Award, Forest History Society, 2009, for *Nature’s New Deal*.

### Research:

Janice B. and Milford D. Gerton Arts and Letters Foundation Fellow, Dorothy and Lewis B. Cullman Center for Writers and Scholars, New York Public Library, 2022-2023.

Senior Fellow, Rachel Carson Center for Environment and Society, Ludwig Maximilian University-Munich, 2019.

Distinguished Research Award, College of Science and Liberal Arts, NJIT, 2019.

Charles Warren Center Fellowship for Studies in American History, Harvard University, 2013-2014.

History of the Scientific Exploration of Earth and Space Research Award, Science Mission Directorate, National Aeronautics and Space Administration (NASA), 2008-2011.

John W. Kluge Center Research Fellowship, Library of Congress, 2008-2009.

Verville Fellowship, Smithsonian Institution’s National Air and Space Museum, 2004-2005.

### Teaching:

Excellence in Graduate Education Award, College of Science and Liberal Arts, NJIT, 2021.

Master Teacher, NJIT, 2019. This designation is the highest distinction given by the NJIT Provost to tenured faculty for teaching excellence.

Robert W. Van Houten Award for Teaching Excellence, NJIT, 2009.

Excellence in Advising Award: NJIT Undergraduate Student Senate, 2008-2009.

## SELECTED INVITED TALKS

Stover Lecture, Purdue University

Lerner Lecture, Claremont McKenna College

Rachel Carson Center, Ludwig- Ludwig-Maximilian University, Munich, Germany

Warren Center for Studies in American History, Harvard University

Program in Agrarian Studies, Yale University

John W. Kluge Center, Library of Congress

Smithsonian Institution’s National Air and Space Museum

## DIGITAL HUMANITIES & PUBLIC HISTORY

Environmental Justice History Digital Archive and Mapping Project, Developer, 2018-present ([visit](#)).

“Our Green New Deal: An Accelerator Workshop for Local Communities in New Jersey,” Organizer and Moderator, Rutgers-Newark, 2021 ([learn more](#)).

“Making Change: Moving from Facts to Political Action on Climate Change and Environmental Justice,” Moderator, Murray Center for Women and Technology, NJIT, 2021.

“Rich People Are Going to Colonize Mars Without You,” Interviewee, VICE TV, 2020 ([watch](#)).

*Newark’s Lead Water Crisis: A Conversation with Women about Race, Equity, and Environmental Justice*, Organizer and Moderator, NJIT, 2020 ([watch](#)).

NJIT Distributed Technology Museum, Co-Director, 2019-present ([read](#)).

*At Home in Newark: Stories from the Queer Newark Oral History Project*, Co-Curator, NJIT, 2019 ([watch](#)).



**Federated History Department**  
Rutgers University-Newark &  
New Jersey Institute of Technology  
University Heights  
Newark, NJ 07102-1982



December 13, 2022

Dear Members of the Review Panel for the National Endowment of the Humanities' *Public Humanities Projects* Program:

I am proud to support and collaborate on the project titled *Climates of Inequality Discussions*. This project is being proposed by the Humanities Action Lab as a Humanities Discussion Implementation grant.

My understanding is I am committing to the partnership described in the proposal:

- To help shape the framing questions and themes that could be posed at local discussion events.
- To review the existing exhibit and identify ways that it could be employed as a resource for dialogue, as well as identify additional resources that would support deeper engagement on topics related to climate and environmental justice.
- Provide framing and facilitation at one or more local programs in person.
- Provide framing and facilitation at one or more virtual programs that connect local stories around shared issues.

I advised on the initial construction of the *Climates of Inequality* national exhibit and look forward to continuing to provide expert scholarly consultation in this capacity through 2025. My research and teaching examine environmental history, political history, and the environmental justice history of 20<sup>th</sup>-Century America, and during the 2022-2023 academic year I am a fellow at the New York Public Library's Dorothy and Lewis B. Cullman Center for Writers and Scholars, where I am researching and writing an environmental justice history of Newark, New Jersey in the post-World War II period. I have published two other books, *Nature's New Deal* (Oxford University Press, 2009) and *Apollo in the Age of Aquarius* (Harvard University Press, 2017), and edited a collection of essays titled *New Jersey's Environments* (Rutgers University Press, 2006).

I believe the community-driven work of the *Climates of Inequality Discussions* project builds the necessary capacities to address national concerns around climate and environmental justice and I am committed to supporting the development of this translocal programming. It would be an honor to continue supporting the Humanities Action Lab and their community collaborators in implementing a series of dialogues around this important topic.

Sincerely,

Neil M. Maher  
Professor of History  
Federated Department of History  
NJIT—Rutgers, Newark



**Esme Greene Murdock**

Department of American Indian Studies/College of Arts & Letters  
San Diego State University  
5500 Campanile Drive  
San Diego, CA 92182-6036  
(619) 594-6991  
emurdock@sdsu.edu  
<https://ais.sdsu.edu/faculty.htm>  
<https://sdsu.academia.edu/EsmeMurdock>

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**EDUCATION**

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|---------------|--|
| 2016<br>Ph.D. | Michigan State University<br>Philosophy            |
| 2010<br>B.A.  | Barnard College, Columbia University<br>Philosophy |

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**AREAS OF SPECIALIZATION & COMPETENCE**

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AOS: Environmental Justice, Indigenous/Afro-descended Environmental Ethics (especially North American), Settler Colonial Theory

AOC: Philosophy of Race & Gender, Decolonial Theory, Indigenous and Black Feminisms, Food Sovereignty

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**TEACHING POSITIONS**

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|  |  |
|--|--|
| 2021-Present<br>San Diego State University | Assistant Professor<br>American Indian Studies |
| 2018- 2021<br>San Diego State University   | Assistant Professor<br>Philosophy              |
| 2016- 2018<br>Morehouse College            | Visiting Assistant Professor<br>Philosophy     |

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**RESEARCH POSITIONS**

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|--|--|
| 2020-2021<br>The Pennsylvania State University | Mellon Postdoctoral Fellow<br>Philosophy |
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**PUBLICATIONS**

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**Journal Articles**

1. Murdock, E.G. 2022. "Indigenous Governance Now: Settler Colonial Injustice Is Not Historically Past." *Critical Review of International Social and Political Philosophy* 25 (3), 411-426.
2. Murdock, E.G. 2022. "Territories: Colonialism's Built Environments as Structural Disablement." *Critical Philosophy of Race* 10 (1), 106-127.



3. Murdock, E.G. 2021. "Conserving Dispossession? A Genealogical Account of the Colonial Roots of Western Conservation." *Ethics, Policy & Environment* 24 (3), 235-249.
4. Murdock, E.G. 2020. "This Land Was Made for...: (re)Appearing Black/Brown Female Corporeality, Life, and Death." *Hypatia: A Journal of Feminist Philosophy* 35 (1), 190-203.
5. Noll, S., and E.G. Murdock. 2020. "Whose Justice Is It Anyway? Mitigating the Tensions Between Food Security and Food Sovereignty." *Journal of Agricultural and Environmental Ethics* 33, 1-14.
6. Mungwini, P., A. Creller, M. Monahan, and E.G. Murdock. 2019. "Why Epistemic Decolonization?" *Journal of World Philosophies* 4 (2), 70-105.
7. Murdock, E.G. 2018. "Storied with Land: 'Transitional Justice' on Indigenous Lands." *Journal of Global Ethics* 14 (2): 232-239.
8. Murdock, E.G. 2018. "Unsettling Reconciliation: Decolonial Methods for Transforming Social-Ecological Systems." *Environmental Values*. 27 (5): 513-533.

### Book Chapters

1. Murdock, E.G. *In Press (Release in 2023)*. "Indigenous Ecologies." In *Reconsidering Political Thinkers* edited by S. Choat and M. Ramgotra. Oxford: Oxford University Press.
2. Murdock, E.G. *In Press (Release in 2023)*. "Indigenous Governance Now: Settler Colonial Injustice Is Not Historically Past." In *Rectifying Injustice: Debating the Supersession Thesis* edited by L. H. Meyer and T. Waligore. Abingdon, Oxon ; New York, NY: Routledge.
3. Murdock, E.G. 2021. "How Does the Monoculture Grow? A Temporal Critique of Code's 'Ecological Thinking.'" In *Lorraine Code: Thinking Responsibly, Thinking Ecologically*, edited by A. Doucet and N. McHugh, 243-262. Albany: SUNY Press.
4. Murdock, E.G. 2021. "Land(point) Epistemologies: Theorizing the Place of Epistemic Domination." In *Making the Case: Feminist and Critical Race Theorists Investigate Case Studies*, edited by H. Grasswick and N. McHugh, 211-239. Albany: SUNY Press.
5. Murdock, E.G. 2020. "Storied with land: 'transitional justice' on Indigenous lands." In *Reconciliation, Transitional and Indigenous Justice*, edited by K. Watene and E. Palmer, 110-117. Abingdon, Oxon; New York, NY: Routledge.
6. Murdock, E.G. 2020. "A History of Environmental Justice: Foundations, Narratives, and Perspectives." In *Environmental Justice*, edited by Brendan Coolsaet, 6-17. Abingdon, Oxon ; New York, NY: Routledge.
7. Murdock, E.G. 2019. "Nature Where You're Not: Rethinking Environmental Spaces and Racism." *The Routledge Handbook of Philosophy of the City*, 301-13. New York: Routledge.
8. Murdock, E.G., and Noll, S. 2015. "Beyond Access: Integrating Food Security and Food Sovereignty Models for Justice." In *Know Your Food: Food Ethics and Innovation*, edited by Helena Rocklinsberg and Per Sandin. Netherlands: Wageningen Academic Publishers.

### Book Reviews

1. Murdock, E.G. 2021. "As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock (Dina Gilio-Whitaker)." *New Mexico Historical Review* 96 (3): 378-79.
2. Murdock, E.G. 2020. "Nitinikiau Innusi: I Keep the Land Alive (Tshaukuesh Elizabeth Penashue)." *Transmotion* 6 (1): 303-6.

### Web-based and Other Publications

1. Murdock, E.G. 2021. "On Telling the Truth Unflinchingly: Climate Catastrophe and Colonialism." *Atmos*. <https://atmos.earth/climate-crisis-colonization-environmental-justice/>
2. Murdock, E.G. 2020. "Troubling Ecological Citizenship: Expanding Our Minds and Hearts to See the More-Than-Human World as Our Relations." *Minding Nature* 13 (2): 36-41. <https://www.humansandnature.org/troubling-ecological-citizenship>
3. Murdock, E.G. 2019. "Mirroring Nature." *Earth Island Journal*, 2019. <http://www.earthisland.org/journal/index.php/magazine/entry/mirroring-nature/>
4. Murdock, E.G. 2018. "Unsettling Reconciliation: Towards Decolonising Land and Rights Relations in Canada." *Whitehorsepress* (blog). September 24, 2018. <https://whitehorsepress.blog/2018/09/24/unsettling-reconciliation-towards-decolonising-land-and-rights-relations-in-canada/>.

20 December 2022

Dear Members of the Review Panel for the National Endowment of the Humanities' *Public Humanities Projects* Program:

I am proud to support and collaborate on the project titled *Climates of Inequality Discussions*. This project is being proposed by the Humanities Action Lab as a Humanities Discussion Implementation grant.

My understanding is I am committing to the partnership described in the proposal:

- To help shape the framing questions and themes that could be posed at local discussion events.
- To review the existing exhibit and identify ways that it could be employed as a resource for dialogue, as well as identify additional resources that would support deeper engagement on topics related to climate and environmental justice.
- Provide framing and facilitation at one or more virtual programs that connect local stories around shared issues.

I advised on the initial construction of the *Climates of Inequality* national exhibit and look forward to continuing to provide expert scholarly consultation in this capacity through 2025. My research and teaching examine environmental justice, Indigenous and Afro-descended environmental ethics, settler colonial theory, and decolonization as land/resource rematriation. I believe the community-driven work of the *Climates of Inequality Discussions* project builds the necessary capacities to address national concerns around climate and environmental justice and I am committed to supporting the development of this translocal programming. It would be an honor to continue supporting the Humanities Action Lab and their community collaborators in implementing a series of dialogues around this important topic.

Sincerely,

*Esme Murdock*

Esme G. Murdock

Assistant Professor of American Indian Studies

San Diego State University

*Curriculum Vitae*

**JOELY PROUDFIT, PH.D.**

*Professor and Department Chair • Department of American Indian Studies  
California State University San Marcos  
333 S. Twin Oaks Valley Road • San Marcos, CA 92096  
Office: 760.760.4619 • Cell: (b) (6)  
Email: jproudfi@csusm.edu*

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Tribal Affiliation: *Luiseño/Payómkawichum*

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**EDUCATION**

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Ph.D. (Political Science, American Politics and Policy)—Northern Arizona University, 2000  
M.A. (Political Science, Public Policy)—Northern Arizona University, 1995  
B.A. (Political Science, Public Law)—California State University, Long Beach, 1993

**ACADEMIC APPOINTMENTS**

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Professor, Department of American Indian Studies, CSUSM, (Tenured) 2015-present  
Professor, Department of Sociology, CSUSM, (Tenured) 2008–2015  
Associate Professor, Department of Public Administration, CSUSB, (Tenured) 2004–2008  
Lecturer, Department of Political Science & International Relations, University of San Diego, 2003–2005  
Associate Professor, Department of American Indian Studies, San Francisco State University, (Tenured) 1996–2004  
Lecturer, Department of American Indian Studies, CSULB, 1995, 1996

**ADMINISTRATIVE APPOINTMENTS**

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Chair, American Indian Studies Department, CSUSM, 2015-present  
Director, California Indian Culture and Sovereignty Center, CSUSM, 2009–present  
Director of Native American Academic Strategic Planning, CSUSM, 2008–2015  
Program Coordinator, Native Studies, CSUSM, 2008–2015  
Director, Tribal Government, Management and Leadership, MPA Program, CSUSB, 2004–2008  
Interim Chair, Department of American Indian Studies, SFSU, 1999–2000  
Director, American Indian Studies Community Service Learning, SFSU, 1998–2002

**PROFESSIONAL POSITIONS**

---

- President/Owner, Naqmayam Communications (Native American Public Relations Firm), 2000-present
- President/Owner, Native Media Strategies (Native American Television and Film Consultant), 2019-present
- Co-President/Co-Founder, The Native Networkers, 2016-2018
- Lead Consultant, 2010 Census for the Los Angeles Region American Indian Alaskan Native (AIAN) outreach campaign, 2009–2010
- Special Advisor to the Honorable Cruz M. Bustamante, Lieutenant Governor of California for California Sovereign Nations, 2002 Campaign Committee

## UNIVERSITY/COLLEGE/SCHOOL SERVICE

---

CSUSM, Chair, Anti-Racism, Anti-Colonialism, Social Justice Senate Standing Committee, 2021-present  
CSUSM, Academic Senate, 2020-present  
CSUSM, Member, General Education Committee (GEC), CSUSM, 2010–present  
CSUSM, Faculty Learning Center, Fall 2019  
CSUSM, Provost’s Space Advisory Committee, Fall 2018, 2021-present  
CSUSM, Curriculum and Academic Planning Committee (CAPC), Fall 2018  
CSUSM, American Indian and African American Recruitment Work Group, Spring 2018-present  
CSUSM, Advisory Committee, Master of Public Health, 2016-present  
CSUSM, University Curriculum Committee (UCC), Fall 2017-Present  
CSUSM, Hiring and Academic Planning Committee (HAPC), Fall 2017-Spring 2018  
CSU Office of the Chancellor, Member, CSU Native American Initiative Steering Committee, 2015-present  
CSUSM, Search Committee, Master of Public Health Hiring Committee, Fall 2014-Spring 2016  
CSUSM, American Indian Studies Task Force, 2014–2015  
CSUSM, Lessons in Cultural Intelligence and Humanity Committee, 2014-2015  
CSUSM, Faculty Learning Community on Cultural Intelligence, 2013-2015  
CSUSM, Diversity Mapping Committee, 2014-15  
CSUSM, Member, Community Engagement Faculty Advisory Committee (CEFAC), 2013–2016  
CSUSM, Member, General Education Committee (GEC), CSUSM, 2013–2017  
CSUSM, Chair, American Indian Studies Advisory Committee, 2013–present  
CSUSM, CICSC Steering Committee Chair, 2010–present

## FELLOWSHIPS, GRANTS AND AWARDS

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Recipient, Newman’s Own Foundation: *Southern California Tribal Food Sovereignty Toolkit*, \$50,000, Fall 2022.  
Recipient, Bill & Melinda Gates Foundation: *CICSC Capacity Building Support*, \$400,000, Fall 2022.  
Recipient, Bill & Melinda Gates Foundation: *Test-Optional Admissions Policies and Indigenous Students*, \$195,000, Fall 2022.  
Recipient, Spencer Foundation: *Asking the Right Questions: Designing Educational Research to Advance Equity for Indigenous People in California*, \$50,000, Fall 2022.  
Recipient, California Arts Council: *General Operations Support*, \$30,000, Fall 2022.  
Recipient, Humanities Actions Lab: *COVID Crisis: Building Leadership a Minority Serving Institutions Fellowship*, \$15,650, Fall 2022.  
Recipient, CSU Chancellor’s Native American Initiative Grant: *Respecting Indigenous Student Excellence (RISE)*, \$50,000, Spring 2020.  
Recipient, Entertainment Educator of the Year, Variety Magazine, March 2022  
Recipient, Exceptional Assigned Time Committee (EATC) of the Academic Senate, 2021.  
Recipient, CSU Chancellor’s Native American Initiative Grant: *Indigenous Pathway Student Success Guide*, \$5,000, Spring 2020.  
Recipient and Co-PI, University of California San Diego Tobacco Research Study Grant, \$150,000, Spring 2019.  
Recipient, U.S. Department of Education: *Grow Your Own Professional Development Grant*, \$65,000, Spring 2018.  
Recipient, W.M. Keck Foundation Grant: *American Indian Digital Media and Culture Project*, \$250,000, Fall 2015  
Recipient, National Endowment for the Humanities Grant: *Bridging the Gap between the Academy and American Indians—Building a 21<sup>st</sup> Century AIS Program Workshops*, \$99,605, Fall 2015.



California Indian Culture and Sovereignty Center California State University San Marcos

333 S. Twin Oaks Valley Road San Marcos, CA 92096-0001

Tel: 760.750.3535 [cisc@csusm.edu](mailto:cisc@csusm.edu) [www.csusm.edu/cisc](http://www.csusm.edu/cisc)

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12/20/2022

Dear Members of the Review Panel for the National Endowment of the Humanities' *Public Humanities Projects* Program:

I am proud to support and collaborate on *Climates of Inequality Discussions*, proposed by the Humanities Action Lab as a Humanities Discussion Implementation grant.

My understanding is I am committing to serve as a national scholar consultant as described in the proposal, including to:

- Help shape the framing questions and themes that could be posed at local discussion events.
- Share resources related to my current *Climates of Inequality* project on developing a toolkit to support local engagement with tribal leaders and communities on issues of environment and climate justice.
- Review the existing exhibit and identify ways that it could be employed as a resource for dialogue, as well as identify additional resources that would support deeper engagement on topics related to indigenous leadership in climate and environmental justice.
- Provide framing and facilitation at one or more local programs in person.
- Provide framing and facilitation at one or more virtual programs that connect local stories around shared issues.

My research and teaching seek to foster collaborative study and community service relationships among the faculty, staff and students and members of Tribal communities, for the purpose of developing and conducting research projects that support the maintenance of sovereignty and culture within those communities. I also consult and produce on representation through Native Media Strategies, to promote American Indian representation throughout the film industry. It would be an honor to continue supporting the Humanities Action Lab and their community collaborators in implementing a series of humanities-based dialogues around climate and environmental justice.

Sincerely,

Joely Proudfit, PhD  
Director, California Indian Culture & Sovereignty Center  
Chair, American Indian Studies Department  
California State University San Marcos  
[jproudfi@csusm.edu](mailto:jproudfi@csusm.edu)/760.750.4619

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**Julie Sze**  
Department of American Studies  
University of California at Davis  
jsze@ucdavis.edu

**POSITION:**

Chair, American Studies Dept., UC Davis, 2016-2017, Director, American Studies Program, 2011-2016  
Professor, 2015-Present, Associate Professor, 2008-2015, Assistant Professor, 2003-2008  
Founding Director, Environmental Justice Project, John Muir Institute for the Environment, U.C. Davis, 2006-2011  
Faculty Advisor for Bouncing Back (<https://public.imagingamerica.org/journalcontent/2018/5/1/281/index.html>) and  
Voices from the Valley (<http://www.voicesfromthevalley.org/>)

**PUBLICATIONS:**

**Books**

*Environmental Justice in a Moment of Danger*. Berkeley: University of California Press, 2020.  
*Fantasy Islands: Chinese Dreams and Ecological Fears in an Age of Climate Crisis*, University of California Press, 2015.  
*Noxious New York: The Racial Politics of Urban Health and Environmental Justice*. Cambridge: MIT Press, 2007.  
Edited collection: *Sustainability: Approaches to Environmental Justice and Social Power*. Editor, New York: NYU Press, 2018.

**Journal Articles and Book Chapters (most recent, since Promotion to Full)**

(#60) The Changing Same, Feminist Ecologies: Women Studies at 50, *Women's Studies Journal*

(#59) [The White Dog and Dark Water: Police Violence in the Central Valley](#), *Violent Order: Essays on the Nature of Police*, edited by Tyler Wall and David Correia, Haymarket Books, 2021. 89-110.

(#58) With Raoul Lievanos, Stockton Isn't Flint, or Is It? Race and Space in Comparative Crisis Driven Urbanization, *Geographies of Indifference: At the Intersections of Environmental Racism and Neoliberal Austerity Governance*. Cassano and Benz, Eds. 2021. Brill. 80-119.

(#57) With Megan Bayles, Making American Studies Great Again? Teaching the Nation under Trumpism, in *American Studies Pedagogy* edited by Rebecca Hill, Elizabeth Duclos-Orsello, and Joseph Entin, University Press of Kansas, Summer 2021, 216-226.

(#56) [Monsters in a Moment of Danger- Global Climate Justice and U.S. Obligations](#) *AMERIKASTUDIEN/AMERICAN STUDIES*, Special Issue on Election 2021, 259-264.

(#54) Climate Justice, Satire and Hothouse Earth, *Routledge Companion to Contemporary Art, Visual Culture, and Climate Change*, Edited by T.J. Demos, Emily and Subhankar Bannerjee, Feb. 2021, 173-181.

(#53) Interview by Salvatore Rosa, ["Sul ruolo della giustizia ambientale oggi: una conversazione con Julie Sze."](#) *Diacronie. Studi di Storia Contemporanea*: Can the Subaltern Speak» attraverso l'ambiente?, 44, 4/2020, 29/12/2020,

(#52) Nature, with [\\*June Wayee Chau\\*](#), *Keywords on American Cultural Studies*, edited by Glenn Hendler and Bruce Burgett (New York: NYU Press, Fall 2021).

(#51) Reimagining Urban Environmentalisms: A Comparative Framework in Urban Ethics, *Urban Ethics: Conflicts Over the Good and Proper Life in Cities*, ed. Moritz Ege and Johannes Moser. (October 2020: Routledge Studies in Urbanism and the City), 215-225.

(#50) Perpetual Motion: Energy and American Studies, with Natasha Zaretsky and Mike Ziser, Special Issue on Energy Pasts and Futures, *American Quarterly*, Sept. 2020.

#49 Sustainability and Environmental Justice. *Environmental Justice: Key Issues in Environment and Sustainability*, edited by Brendan Coolsaet. (2020: Routledge).

#49 Environmental Justice in New York City. *Remaking Radicalism: A Grassroots Documentary Reader of the United States, 1973-2001*, co-edited by Dan Berger and Emily Hobson. (2020: University of Georgia Press).

(#48) De-Normalizing Embodied Toxicity: The Case of Kettleman City. *Racial Ecologies*, co-edited by Leilani Nishimi and Kim Hester Williams. (2018: University of Washington Press), 106-122.

(#47) With Lindsey Dillon, Equality in the Air We Breathe: Police Violence, Pollution, and the Politics of Sustainability, *Sustainability: Approaches to Environmental Justice and Social Power*, edited by Julie Sze. (2018: NYU Press), 246-270.

(#46) Introduction Julie Sze with Anne Rademacher, Tom Beamish, Liza Grandia, Jonathan London, Beth Rose Middleton, Liza Grandia, Louis Warren, Mike Ziser. *Sustainability: Approaches to Environmental Justice and Social Power*, edited by Julie Sze. (2018: NYU Press). 1-25.

(#45) With Elizabeth Yeampierre. Towards a Just Transition: Climate Justice, Development and Community Resilience for *Just Green Enough: Urban Development and Environmental Gentrification*, edited by Winifred Curren and Trina Hamilton, Routledge. (2018). 61-73.

(#44) With Jonathan London and Mary Cadenasso, Environmental Justice Studies and Interdisciplinary Pathways: Crossroads, Labyrinth, or Maze in the *Handbook of Environmental Justice*, edited by Ryan Holifield, Jayajit Chakraborty, and Gordon Walker, Routledge (2017). 252-263.

(#43) Stories from the Field: Public Engagement through the Environmental Humanities and Allied Disciplines  
Julie Sze, Julie Anand, Netra Chhetri, and Tracy Perkins for *Resilience: A Journal of Environmental Humanities*. 5:2. 2018. 49-73.

(#42) Earth Citizens and Sky Cities: Sustainability and Scale in Urban China. *Kongjian Yu: Letters to the Mayors of China*. 2017 (Urban Research Press/ Terraform). 174-183.

(#39) Environmental Justice and Environmental Humanities in the Anthropocene. *America After Nature: Democracy, Culture, Environment*. Edited by Catrin Gersdorf and Juliane Braun, 2016, Heidelberg, 83-96.

(#38) With Lindsey Dillon, Police Power and Particulate Matters: Environmental Justice and the Spatialities of In/securities in U.S. Cities, *English Language Notes*, December 2016  
Media coverage in *City Lab*, *SF Examiner*, and *Colorlines*.

(#37) Exploratory Concepts, Case Studies and Keywords for Teaching Environmental Justice and Climate Change from the Humanities, *Teaching Climate Change in Literary and Cultural Studies*, (Routledge) edited by Stephanie LeMenager, Stephen Siperstein and Shane Hall, 2016, 184-190

(#36) Engaging Contradictions: Teaching and Pedagogy in American Studies, Convener and Editor for Forum on Teaching and Pedagogy in American Studies, *American Quarterly*, 68: 2, June 2016, 341-345.

(#35) Scale, *Keywords for Environmental Studies*. Edited by Joni Adamson, William Gleason and David Pellow. NYU Press, February 2016, 178-180.

(#34) Environmental Justice and Anthropocene Narratives: Recognition and Representation in Kivalina, *Resilience: A Journal of Environmental Humanities* Vol. 2:2, Fall 2015

### **RELEVANT SERVICE ACTIVITIES - Public Humanities/ Engagement**

Leading and Learning Initiative: Fortifying Public Scholarship in the Arts, Design, and Humanities, Funded from the Mellon Foundation, Imagining America, 2019-2020

Faculty Co-Convener for Bouncing Back: Isao Fujimoto, a Life. Imagining America, Davis CA, October 2018

System-wide. Member of the UC Center –Sacramento, Faculty Council, 2015-2017,

Fellowship Reviewer and Social Science Selection Committee Member, UC President’s Postdoctoral Fellowship Program

Fellowship Reviewer, Center for Engaged Scholarship (<http://cescholar.org/about/>)

Governing Council, Center for Collaborative Research for an Equitable California Multi-Campus Research Program, 2010-2011  
Steering Committee, Consortium for Humanities Centers and Institutes “Networking the Global Humanities 2016

Faculty Advisor for Public Scholars Program, Davis Humanities Institute, 2016

Interim Co-Director of the Mellon Funded Environmental Humanities Initiative, 2012-2013

# UNIVERSITY OF CALIFORNIA, DAVIS

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SANTA BARBARA • SANTA CRUZ

AMERICAN STUDIES  
One Shields Avenue  
Davis, California 95616  
(530) 752-3377

November 24, 2022

Dear Members of the Review Panel for the National Endowment of the Humanities' *Public Humanities Projects* Program:

I am proud to support and collaborate on the project titled *Climates of Inequality Discussions*. This project is being proposed by the Humanities Action Lab as a Humanities Discussion Implementation grant.

My understanding is I am committing to the partnership described in the proposal:

- To help shape the framing questions and themes that could be posed at local discussion events.
- To review the existing exhibit and identify ways that it could be employed as a resource for dialogue, as well as identify additional resources that would support deeper engagement on topics related to climate and environmental justice.
- Provide framing and facilitation at one or more local programs in person.
- Provide framing and facilitation at one or more virtual programs that connect local stories around shared issues.

I believe the community-driven work of the *Climates of Inequality Discussions* project builds the necessary capacities to address national concerns around climate and environmental justice and I am committed to supporting the development of this translocal programming. My research and teaching examine climate justice and community-based work with a focus on public humanities. It would be an honor to continue supporting the Humanities Action Lab and their community collaborators in implementing a series of dialogues around this important topic.

Sincerely,

A handwritten signature in cursive script that reads "Julie Sze".

Julie Sze  
Professor and Chair of American Studies,  
UC Davis



Stevie Ruiz, Ph.D.  
Department of Chicana and Chicano Studies  
California State University, Northridge  
18111 Nordhoff Street, Northridge, CA 91330-8246  
Email: stevie.ruiz@csun.edu

**ACADEMIC POSITIONS**

---

2015-present Associate Professor  
Chicana/o Studies  
California State University, Northridge

**EDUCATION**

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2015 Ph.D. in Ethnic Studies, University of California, San Diego

**CONTRIBUTIONS TO THE FIELD**

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**Book Manuscript**

Ruiz, Stevie. “Stewards of the Land: Race, Space, and Environmental Justice.”  
Chapel Hill: University of North Carolina Press, under contract.

**Peer Reviewed Journal Articles**

- 2020 Stevie Ruiz with Long Bui, “Unearthing Racial Histories of Sexology in the Global South,” *Ethnic Studies Review* 43(1), Spring 2020.
- 2019 Stevie Ruiz. “The Double Life: Respectability Politics and Spatial Formation in Femicide Films” in *Chicana/Latina Studies: The Journal of Mujeres Activas en Letras y Cambio Social*, Fall 2019.
- 2019 Stevie Ruiz with Michelle Aranda Coss, Jesus Jimenez, and Renée Martínez. “Indigenous Approaches to Climate Resilience: A Roundtable Discussion with the ‘Digital Environmental Humanities Lab,’ for Invited Special Issue of “Imagining Alternatives,” in *Resilience: A Journal of Environmental Humanities*, Winter 2019.
- 2019 Stevie Ruiz. “Redressing Injustice: *Las Madres de Las Desaparecidas*’ Fight Against Femicide in Ciudad Juárez,” *Epistemological Others, Languages, Literatures, Exchanges and Societies (EOLLES)* in *Groupe De Recherche Identités et Cultures (GRIC)*, Université Le Havre Normandie, France, July 2019.
- 2019 Stevie Ruiz. “Another University is Possible: Student Activism Against Colonial Education in the California State University system,” in *About Campus*, June 2019.
- 2017 Stevie Ruiz with Maira Areguin, Eduardo Estrada, Jesus Jimenez, Diane Lopez, Karla Sanchez, and Janet Valenzuela. “Radicalizing the Digital Humanities: Reimagining Environmental Justice Research and Teaching,” for Invited Special Issue of “Toward Public Pedagogies: Teaching Outside Traditional Classrooms,” in *Radical Teacher: A Socialist, Feminist, and Anti-Racist Journal on the Theory and Practice of Teaching* no. 109, Fall 2017, 29-37.

**RESEARCH FELLOWSHIPS**

2021 UCLA Institute for American Cultures Visiting Scholar Award

- 2021           Huntington Library Long Term Fellowship
- 2019           Water Resources and Policy Initiatives (WRPI) Faculty Research Incentive Award, Fall 2019
- 2016-2019     Research Associate, National Museum of American History, Smithsonian Institution

**GRANTS**

- 2020-2021     Humanities Action Lab Climates of Inequality & the COVID Crisis: Building Leadership at Minority Serving Institutions (MSIs) Grant, Funded by the Andrew W. Mellon Foundation Faculty Fellowship (\$500,000)
- 2019-2020     PI, Research and Graduate Studies, Summer Grants Program, (\$3,000)
- 2019-2022     Co-PI, California Humanities, Humanities for All Grant Award, Project Title: “Environment, Migration, and the Search for Sanctuary,” (\$15,000)
- 2017           Co-PI, National Fish & Wildlife Foundation Award, Project Title: “Children’s Forest Watershed Learning Laboratory,” (\$40,000)
- 2017           Co-PI, Resources Legacy Fund, Project Title: “Latina/o Community Plastic Pollution Education Project Proposal 2017-18,” (\$15,000)
- 2016           Co-PI, California Releaf Grant, Project Title: “Social Equity Tree Granting Plant Program at San Fernando Elementary School,” (\$25,000)
- 2012-2013     Dissertation Research Grant, 2 years of support, University of California Institute for Mexico and United States (UC MEXUS)
- 2011-2012     Graduate Student Research Grant, University of California Center for New Racial Studies (UCCNRS)
- 2010           Book project grant for Another University is Possible, co-principal investigators included Luis Alvarez, Roberto Alvarez, Cutler Edwards, Stevie Ruiz, Elizabeth Sine and Maki Smith, University of California Center for New Racial Studies (UCCNRS)

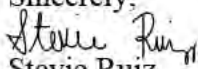
**AWARDS**

- 2018           NSF Early Careers Scholars, Race, Ethnicity, and Place Conference, Austin, TX
- 2018           Trail Blazer Award for Environmental Justice Leadership, People of the Global Majority, Oakland, CA
- 2018           Exceptional Levels of Service to Students Award, Personnel Planning and Review Committee

November 20, 2022

Dear National Endowment for Humanities:

I am writing to confirm my participation in public programming related to *Climates of Inequality* exhibit that will arrive in Los Angeles, CA. in September – December 2023. As a faculty partner, I have previously worked with the Humanities Action Lab (HAL) in the development of the travelling exhibition, as well as its mutual mentorship program funded by the Mellon Foundation. My community partner, Parent Pioneers, has been instrumental in the development of our partnership with HAL. My faculty collaborator, Lisa Sun-Hee Park, Professor of Asian American Studies at UCSB, and I have created a set of public programs including a 1) one day symposium at the Japanese American National Museum, and (2) teacher workshops, co-sponsored by the ÉXITO program at UCSB. Our collaboration will highlight the role of immigrants play in their capacity as environmentalists. We are most excited about the type of public programming that engages various audiences across age, race, gender, and sexual identifications. We specifically aim to provide audience members with skillsets that will help them to expand their understanding of who an environmentalist is, how to teach about environmentalism from a social justice framework, and how to build pathways for future environmental leaders among k-12 school children. Our public program brings together activists, scholars, writers, and community members that are open to dialogue about concerns related to environmental justice in their local communities. Our community members stand committed to ensuring the public obtains a greater awareness about climate equity and social justice as featured in the *Climates of Inequality* exhibition.

Sincerely,  
  
Stevie Ruiz

**Lisa Sun-Hee Park**  
lsp@ucsb.edu

**Current Position**      Professor, Department of Asian American Studies  
Affiliate Faculty, Departments of Sociology & Feminist Studies  
University of California, Santa Barbara

**Education**              Ph.D.    Sociology, Northwestern University, 1998  
                                 M.A.    Sociology, Northwestern University, 1994  
                                 B.A.    Sociology & Comm., Trinity University, 1992

**Publications** (selected)

**Books:**

Park, L.S. 2011. *Entitled to Nothing: The Struggle for Immigrant Health Care in the Age of Welfare Reform*. New York: New York University Press.

Park, L.S. and Pellow, D.N. 2011. *The Slums of Aspen: Immigrants vs. the Environment in America's Eden*. New York: New York University Press.

Park, L.S. 2005. *Consuming Citizenship: Children of Asian Immigrant Entrepreneurs*. Palo Alto: Stanford University Press.

Pellow, D.N. and Park, L.S. 2002. *Silicon Valley of Dreams: Immigrant Labor, Environmental Injustice, and the High Tech Global Economy*. New York: New York University Press.

**Journal Articles:**

Park, L.S. 2022. Medical Deportations and Racial Narratives of the Burdensome Migrant. *American Behavioral Scientist*. 66(12): 1627-1644.

Park, L.S. and Pellow, D.N. 2019. The Environmental Privilege of Borders in the Anthropocene, *Mobilities*. 14(3): 395-400.

Park, L.S., Jimenez, A., Hoekstra, E. 2018. Decolonizing the U.S. Health Care System: Undocumented and Disabled after ACA, *Health Tomorrow: Interdisciplinarity and Internationality* 5(1): 24-54.

Park, L.S. 2011. Criminalizing Immigrant Mothers: Public Charge, Health Care, and Welfare Reform. *International Journal of Sociology of the Family* 37(1): 27-47.

Park, L.S. 2010. Challenging Public Charge Policy: Coalitional Immigrant Community Strategies. *Journal of Asian American Studies* 13(3): 371-387.

Park, L.S. 2008. Continuing Significance of the Model Minority Myth: The Second Generation. *Social Justice* 35(2): 134-144.

Park, L.S. and Pellow, D.N. 2005. Making the Invisible Visible: Asian American/Pacific Islander Workers in Silicon Valley. *AAPI Nexus* 3(1): 45-65.

Park, L.S. and Pellow, D.N. 2004. Racial Formation, Environmental Racism, and the Emergence of Silicon Valley. *Ethnicities* 4 (3): 403-423.

Park, L.S. 2001. Perpetuation of Poverty through 'Public Charge.' *Denver University Law Review* 78:1161-1177.

Park, L.S., Sarnoff R, Bender C, Korenbrot C.C. 2000. Impact of Recent Welfare and Immigration Reforms on Use of Medicaid for Prenatal Care by Immigrants in California. *Journal of Immigrant Health* 2: 5-22.

### **Book Chapters:**

Park, L.S. 2021. "Migration." *Keywords for Gender and Sexuality Studies*, edited by The Keywords Feminist Editorial Collective. New York: NYU Press.

Park, L.S. and Stevie Ruiz. 2020. "Racial Minorities in the United States: Race, Migration, and Reimagining Environmental Justice," *Environmental Justice: Key Issues*. Edited by Brendan Coolsaet. Routledge Press.

Park, L.S. 2018. "Medical Deportations: Blurring the Line Between Health Care and Immigration Enforcement," *Immigration Policy in the Age of Punishment: Detention, Deportation, and Border Control*. Edited by David C. Brotherton and Philip Kretsedemas. Columbia University Press.

Pellow, D. N., Park, L. S. 2017. "Nativist Politics and Environmental Privilege: Ecological and cultural conflicts concerning Latin American migration to the United States," *Environmental History of Modern Migrations*. Edited by Marco Armiero & Richard P. Tucker. Routledge Press.

Park, L.S. and Pellow, D.N. 2013. "Roots of Nativist Environmentalism in America's Eden," in *American Studies, Ecocriticism, and Citizenship*, edited by Joni Adamson and Kimberly Ruffin. Routledge Press.

Park, L.S. and Pellow, D.N. 2011. "The Case of the Missing Mountain: Migration and the Power of Place," in *Communities, Neighborhoods, and Health* edited by Linda M. Burton et al. New York: Springer.

### **Awards (selected)**

Allan Schnaiberg Outstanding Publication Award for 2011-13. *Slums of Aspen: Immigrants vs. Environment in America's Eden*. American Sociological Association, Environment and Technology Section, 2014.

Outstanding Book Award. *Consuming Citizenship*. American Sociological Association, Asia and Asian America Section, 2006.

Exemplary Early Career Award. American Sociological Association, Asia and Asian America Section, 2005.

### **Fellowships and Grants (selected)**

US Dept of Education Title V Award. "ÉXITO: Education eXcellence and Inclusion Training Opportunities." PI (w/Rebeca Rios, co-PI) 2020-2025. (\$3,000,000)

California Humanities, Humanities for All Award. "Migration, Environment, and the Search for Sanctuary." Co-PI (w/Stevie Ruiz, CSU-Northridge). 2019-2021. (\$15,000)

Visiting Scholar. Russell Sage Foundation. New York City, 2019-2020.

Department of Asian American Studies

5028 HSSB, University of California  
Santa Barbara CA 93106-4090  
[www.asamst.ucsb.edu](http://www.asamst.ucsb.edu)

November 21, 2022

Dear Colleagues,

It is my pleasure to write this letter confirming my participation as a humanities scholar for a series of programs associated with the Climates of Inequality exhibit in September – October 2023. As a partner faculty with the Humanities Action Lab, I am excited to collaborate with Professor Stevie Ruiz in organizing and leading four different programs in Los Angeles and Santa Barbara. As our descriptions show, our vibrant programs incorporate multiple venues, formats, and approaches to reach a wide audience.

This approach is in line with my own interdisciplinary research and teaching, which incorporate multiple methods and collaborations to better understand environmental justice and the politics of migration. In addition to journal articles, book chapters, and policy reports, I have written four books, including *The Slums of Aspen: Immigrants vs. the Environment in America's Eden* (co-authored with David N. Pellow, 2011; NYU Press), which received the Outstanding Book Award from the American Sociological Association's Environment and Technology Section in 2014 and *The Silicon Valley of Dream: Environmental Injustice, Immigrant Workers, and the High-Tech Global Economy* (co-authored with David N. Pellow, 2002; NYU Press). Also, serve as co-editor for the book series, "Asian American Experience," at the University of Illinois Press, and am co-editor-in-chief of the *Journal of Asian American Studies*.

Thank you for this opportunity and please let me know if you have any questions regarding my involvement.

Sincerely,



Lisa Sun-Hee Park  
Professor, Department of Asian American Studies  
Faculty Affiliate, Sociology & Feminist Studies

December 18, 2022

Dear Members of the Review Panel for the National Endowment of the Humanities' Public Humanities Projects Program,

The California State University Northridge Chicana/o Studies Department and community partner, Parent Pioneers-Padres Pioneros, are proud to support and collaborate on the project titled *Climates of Inequality Discussions*. This project is being proposed by the Humanities Action Lab as a Humanities Discussion Implementation grant.

We are committing to the partnership described in the proposal namely, to host the *Climates of Inequality* exhibit, collaboratively organize a series of, at least, four humanities-based discussion programs during the grant period, and to engage CSUN students and community members in these endeavors. In support of the project, we agree to ensure a venue is made available to host the exhibit and related programming that meets the NEH's defined criteria for accessibility, to publicize all local programming throughout our networks, and publicize the project events.

We are encouraged by the NEH's commitment to foregrounding reciprocal and mutually beneficial approaches to the design of human-based programming. The CSUN Chicana/o Studies Department has partnered with Parent Pioneers-Padres Pioneros for the last twenty years on multiple projects including after school programming for low-income BIPOC communities and families, environmental leadership training for local, national, and global low-income communities, and engagement with local area public schools to promote the role of the humanities in addressing environmental and climate justice issues. CSUN students are involved in the planning, implementation, and development of these projects. Our practice resonates with the stated intent of the Public Humanities Program to develop public discussions that engage diverse audiences; we believe this community-based work is necessary to build the necessary capacities to address national concerns around climate and environmental justice.

Respectfully,



Rosa RiVera Furumoto  
Professor and Chair,  
CSUN Chicana/o Studies Department

May 24, 2022

Dr. Stevie Ruiz  
Associate Professor  
California State University, Northridge  
Department of Chicana/o Studies  
18111 Nordhoff Street  
Northridge, CA 91325

Dear Dr. Ruiz:

I am writing to affirm the Japanese American National Museum's interest in being a collaborator for the "Climates of Inequality: Stories of Environmental Justice" public humanities project. This project is very much aligned with JANM's work since the public program and exhibition that you're planning for 2023 is rooted in community engagement and social justice, in order to bring attention to issues of inequality.

JANM's National Center for the Preservation of Democracy (NCPD) Forum would be a fitting venue for the "Climates of Inequality" public program that is scheduled to take place on September 30, 2023. Also, JANM's Aratani Central Hall, located across from the NCPD, would be an ideal space for the Humanities Action Lab traveling exhibition for a week or two, before it travels to Riverside. Given the timeliness and relevance of the subject matter of the exhibition, which explores the intersection between immigrants and environmental justice, it seems fitting that it will be on view in Los Angeles—a large metropolis where these topics are relevant and critical to discuss. Additionally, given JANM's commitment to advancing social justice by exploring the historical lessons of the past to inform the present and future, it seems like the "Climates of Inequality" program is in perfect alignment.

Through the artifacts in JANM's collection that we make accessible to the public, the exhibitions we curate, the school tours that we conduct, and the public programs we host, my colleagues and I work together to amplify a lesser known perspective of US history. Our collective work furthers JANM's mission to promote appreciation and understanding for America's ethnic and cultural diversity by sharing the Japanese American experience. We underscore the social inequalities that have long characterized the United States, highlight the contributions that Americans of Japanese descent have made to this country for generations, and affirm the ways in which Japanese Americans have been resilient through the racial prejudice, loss of civil liberties, and discrimination that they have faced.

The "Climates of Inequality" project not only puts these same themes into historical context, but also broadens the scope of this story to be more inclusive of how other immigrant groups and communities of color historically as well as currently navigate issues of environmental crises.

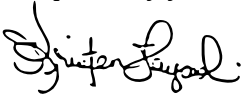
As a public historian, I intend to make lesser-known aspects and lessons of history more accessible and relevant to a broad audience. As a collaborator on this project from fairly early on, I could see that this is also an important goal of yours. At the symposium that you held at the beginning of this project in 2019, the potential impact of this topic was quite



apparent. The “Migration, Environment, and the Search for Sanctuary” symposium, which convened undergraduates, community members, and scholars, was one of the most powerful examples of public history at work that I have ever experienced. The dialogue that resulted during this symposium was very meaningful.

Thank you for your interest in collaborating with JANM to present “Climates of Inequality: Stories of Environmental Justice” next year. This public program and exhibition, which have culminated from meaningful dialogue at the 2019 symposium, significant research, and thoughtful curation will surely broaden our understanding of this important topic, inspire further work in this area, and create a tangible impact. I speak on behalf of my colleagues at JANM when I say that we’re looking forward to participating in the advancement of this important work.

Respectfully yours,

A handwritten signature in black ink, appearing to read "Kristen Hayashi". The signature is written in a cursive, flowing style.

Kristen Hayashi, Ph.D.  
Director of Collections Management & Access and Curator  
Japanese American National Museum

## Catherine Gudis

History Department / University of California, Riverside  
[cagudis@ucr.edu](mailto:cagudis@ucr.edu) / (b) (6)

### Education

*Yale University*, American Studies, Ph.D. (with distinction, 1999), M.A. (1994).

*Smith College*, Philosophy, B.A. (with Honors, 1983).

### Academic Appointment

*Pollitt Endowed Term Chair for Interdisciplinary Learning and Research in the Humanities and Social Sciences* (July 2018-Present); *Associate Professor and Director, Public History Program* (August 2007-Present), *Assistant Professor* (July 2005-July 2007), History Department, University of California, Riverside.

### Public Humanities Research Scholarship and Creative Activities (Selected)

- *Scholar-in-Residence*, LA Poverty Department's Skid Row History Museum & Archive (2019–ongoing).
- *Project Team Member*, "[Bridges That Carried Us Over Project](#): Documenting Black History in the Inland Empire," with Amina Carter Foundation, Civil Rights Institute of Inland Southern California, University of Redlands, and California State University, San Bernardino, which houses the collections.
- *Project Director*, "Flow: Migration, Climate, and Environmental Justice" (July 2018–ongoing). Multiplatform public humanities project. The first iteration, "Witnessing the Slow Violence of the Supply Chain," opened 2019 as part of [Humanities Action Lab \(HAL\)](#) ongoing traveling exhibition, digital platform, and community partnerships, [Climates of Inequality: Stories of Environmental Justice](#). Additional digital iterations include "[Empire of Logistics](#)" community journalism (2022); online programs and storytelling, [The Real Pandemic](#) (2020-21); and exhibitions at Japanese American National Museum and Riverside Art Museum (2023-24).
- *Project Director*, [Relevancy & History Project](#) partnership between California State Parks (CSP) and University of California (July 2016–April 2020; renewed 2021–24). Pilot project thematically focused on migration and immigration, to prototype strategies to make historic parks relevant to contemporary audiences through community partnerships and engagement, classes and internships, more inclusive interpretation, site-based installations and exhibits, community collections, and diverse pathways to employment. Funding: California State Parks
- *Project Co-Director* (with J. Tilton, U of Redlands), "A People's History of the I.E.: Storyscapes of Race, Place, and Queer Space," community-based [digital archive](#) and [mapping](#) of intersectional histories of Inland Southern California (2020-ongoing).
- *Co-curator*, "From Citrus to Logistics" (outdoor exhibit, Fall 2021) and "Finding Ourselves in the Groves" (2018), permanent museum exhibit & films, California Citrus State Historic Park.
- *Project Co-Director* (with David Biggs), "Historic Resources Study: Homesteads and In-holdings," Joshua Tree National Park (September 2016–June 2021). Funding: National Park Service.
- *Co-curator*, "The Latin Wave," San Gabriel Mission Playhouse and About Productions, Los Angeles (July 2015-June 2017). Exhibition accompanying site-based peripatetic performance. Funding: NEA, California Arts Council, National Association of Latino Arts & Culture.
- *Co-curator and Steering Committee Member*, "States of Incarceration: A National Dialogue of Local Histories," Humanities Action Lab (2014 – 2016). Traveling exhibition, [web platform](#) ([statesofincarceration.org](http://statesofincarceration.org)), coordinated public programs, and undergraduate and graduate classes on histories and present issues of incarceration. (Opened 2016 at UCR ARTSblock, continues to travel.)
- *Co-founder/Director*, Project 51, "Play the LA River" (2012 – 2016). Includes guide to 52 sites along the LA River, curated performances and public programs, tools and seed funding for individuals/community groups to create their own events, and [website](#). Funding: ArtPlace America for Creative Placemaking; UC Humanities Research Institute; Mountains, Recreation, and Conservation Authority; UCLA.
- *Co-curator*, "Deborah Sussman Loves Los Angeles," WUHO Gallery (Woodbury School of Architecture, Hollywood Blvd), Los Angeles (2013-14); traveled to Chicago Museum of Design (2014-15).
- *Co-curator* (with Steve Hackel), "Junípero Serra and the Legacies of the California Missions," Huntington Library, Art Collections, and Botanical Gardens, San Marino, CA (August 2013-January 2014). International loan exhibition (5,500 sq. ft.). Included "Contemporary Voices" (12-minute film).
- *Co-curator* (with Molly McGarry), "Geographies of Detention: From Guantánamo to the Golden Gulag,"

UCR ARTSblock (June-September 2013).

- *Los Angeles Urban Ranger* (2011 – ongoing). Member of artists' collective; participant and co-creator of Public Access 101; L.A. River Ramble; Water Bar (for City of LA Public Art Biennial 2016).
- *Historic Preservation Consultant*, City of Riverside (2008-2013). "Race, Civil Liberties, and Civil Rights in Eastside"; "Modernism"; "University Ave."; "Japanese American Experience in Riverside."
- *Historic Preservation Consultant*, SurveyLA, City of Los Angeles (2007-2010). Contributed to thematic studies related to commercial development of LA. Funding: Getty Conservation Institute/City of LA.

### Select Publications

- "[Walking the Talk: Art, History, and the Politics of Public Memory](#)." *History Workshop Journal*. Oct. 2022.
- [Containment and Community: The History of Skid Row in the DTLA Community Plan](#) (LA: Skid Row Now & 2040 Coalition, 2022), policy paper.
- "Empire of Logistics." KCET digital platform, Spring 2022.
- "Flow: Landscapes of Distribution, L.A." In W. Deverell and W. Graham (eds.), *LA Almanac*. In process.
- "Critical Tourism and Embodied Geographies." In *Engaging Place, Engaging Practices*, eds. R. Bachin and A. Howard. Philadelphia: Temple University Press, 2022.
- "Labor," "Process," "Case Study: Tokio Florist." In [Past Due: Report and Recommendations of the Los Angeles Mayor's Office Civic Memory Working Group](#). LA: Getty Foundation, 2021.
- "Everybody Loves a Parade!" In *Walk the Talk 2020*. LA: Skid Row History Museum & Archive, 2021.
- "Documenting COVID-19 Roundtable" (Public History Reviews), *Journal of American History*, Dec. 2020.
- City of Los Angeles Historic-Cultural Monument Nomination, [Sakai-Kozawa Residence/Tokio Florist and Sign](#) (with Kristen Hayashi and Rosalind Sagara). Approved by LA City Council, Nov. 2019.
- "Pushed Around: Material Culture, Dispossession, and the American Shopping Cart." In *History and Material Culture*, ed. Karen Harvey. London: Routledge/Taylor & Francis, 2017.
- "The Aesthetics of Amnesia: Mapping Spanish Colonial Revival and Racial Geographies in the I.E." In *Myth & Mirage*. Getty Research Institute (Pacific Standard Time LA/LA series) and Riverside Art Museum, 2017.
- *Race, Civil Liberties, and Civil Rights in the Citrus Corridor: Historic Context Statement and Eastside Survey*. Riverside: City of Riverside Community Development Department, Planning Division, 2011.
- "*I Thought California Would Be Different: Defining California through Visual Culture*." In *A Companion to California History*, eds. W. Deverell and D. Iglar. Oxford: Blackwell Publishing, 2008.
- *Cultures of Commerce: Representation and American Business Culture, 1877-1960*. Coeditor with Elspeth Brown and Marina Moskowitz. New York: Palgrave/Macmillan Press, 2006.
- *Buyways: Billboards, Automobiles, and the American Landscape*. NY and London: Routledge Press, 2004.
- *Ray Johnson: Correspondences*. Coeditor with Donna DeSalvo. Paris: Flammarion Press & Columbus: Wexner Center for the Arts, Ohio State University, 1999.
- *Helter Skelter: L.A. Art in 1990s*. Editor. LA: Museum of Contemporary Art & Cambridge: MIT Press, 1992.

### Boards of Directors and Other Professional Service

- Member, Board of Directors, Sam and Alfreda Maloof Foundation, 2021–present
- Gubernatorial Appointee, California Cultural and Historical Endowment Board, 2019–present
- Mayoral Appointee, City of LA Civic Memory Working Group, 2019–present
- Contributing Editor & Co-editor, Public History Reviews, *Journal of American History*, 2018—present
- Chair, Board of Directors, LA Poverty Department, 2021—present; Secretary, Summer 2011—2021
- Steering Committee, Los Angeles River Master Plan for the County of L.A., 2018—2021
- Member of the Board of Directors, National Council on Public History, 2017—2020
- Member of the Council, Pacific Coast Branch, American Historical Association, 2015—2018

### Select Fellowships and Awards (since 2011)

- ACLS-Mellon Society and Scholars Fellowship, 2019-2021
- Haynes Foundation Faculty Fellowship, 2019-20
- Huntington Library Short-term Fellowships, 2019
- UC Humanities Research Institute, Engaging Humanities Grant (2013-14; 2018-19)
- Charles Warren Center for Studies in American History, Harvard University (2013-14)
- Getty Scholar, Getty Research Institute (2011-2012)

December 15, 2022

Dear Members of the Review Panel for the National Endowment of the Humanities' *Public Humanities Projects* Program,

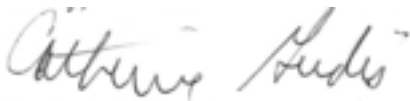
The University of California, Riverside's History Department and our community partner, People's Collective for Environmental Justice, are proud to support and collaborate on the project titled *Climates of Inequality Discussions*. This project is being proposed by the Humanities Action Lab as a Humanities Discussion Implementation grant.

Our understanding is we are committing to the partnership described in the proposal, namely to host the *Climates of Inequality* exhibit, which we aim to present at the Japanese American National Museum in Downtown Los Angeles with additional university and community partners, and accompanied by complementary materials in Riverside (sixty miles east of LA). We will host a dialogue series, including a minimum of four humanities-based discussion programs that include multi-generational audiences reflective of the demographics of our region, during the grant period, in Los Angeles and Inland Southern California (sixty miles east). In support of the project, we agree to ensure that the venues hosting the exhibit and related programming meet the NEH's defined criteria for accessibility and to publicize all local programming throughout our networks.

We are encouraged by the NEH's commitment to foregrounding reciprocal and mutually beneficial approaches to the design of human-based programming. Our practice resonates with the stated intent of the Public Humanities Program to develop public discussions that engage diverse audiences; we believe this community-based work is necessary to build the necessary capacities to address national concerns around climate and environmental justice.

Thank you for your consideration.

Sincerely,



Catherine Gudis  
Associate Professor of History / Director, Public History Program  
Pollitt Endowed Term Chair for Interdisciplinary Research and Learning in the Humanities  
and Social Sciences  
[cagudis@ucr.edu](mailto:cagudis@ucr.edu)

# ARIJIT H. SEN

Ph.D., FSAH

Associate Professor, Architecture and Urban Studies, University of Wisconsin – Milwaukee. 2131 E. Hartford Ave, Milwaukee, WI 53211; Tel: 765 760 0218, E-mail: [senA@uwm.edu](mailto:senA@uwm.edu)

## EDUCATION

Ph.D., Architecture, University of California, Berkeley. 2002

M-Arch., Iowa State University, Ames. 1991

B-Arch., University of Bombay, Bombay. 1987

## EMPLOYMENT

Co-Director, and Project Lead, Community Powered, Wisconsin Humanities Statewide Initiative on Public Humanities, 2021-2023.

University of Wisconsin – Milwaukee, Buildings-Landscapes-Cultures Urban Field School, Director and Research PI, 2012-present

University of Wisconsin – Milwaukee, Urban Studies Programs, 2014-present

University of Wisconsin – Milwaukee, Architecture, 2011-present

University of Wisconsin – Madison, Art History, L/I Appointment, 2011-present

Ball State University, Architecture, 2002-2006

## Selected Fellowships and Awards

Fellow, Society of Architectural Historians, 2022

Douglas Gillmor Theory Seminar and Lectureship, Urban Field School, School of Architecture, Planning and Landscape, University of Calgary, March 2021.

Fulbright-Nehru Distinguished Chair, Academic Excellence and Professional Excellence Award (Declined due to COVID). The Institute of International Education's Council for International Exchange of Scholars (IIE/CIES), Kozhikode Field School, National Institute of Technology, Calicut, India, 2020-21.

Mellon Fellowships in Urban Landscape Studies, Dumbarton Oaks Research Library, and Collection, Trustees for Harvard University, Washington, D.C., Spring 2021.

12<sup>th</sup> Annual UWM Regent's Diversity Award, University of Wisconsin System Board of Regents, Recognizing individuals and programs that foster access and success for students who are members of historically underrepresented populations. \$7500, 2020.

Wisconsin Humanities Council, Major Grant, "Conversations During Times of Social Distancing: Climates of Inequality exhibition in Milwaukee," 2012, 2014, 2018, 2020

City Development Studio Grant, David and Julia Uihlein Charitable Trust and the Wisconsin Preservation Trust. Summer 2024-2018.

2015-2016 UWM Undergraduate Research Mentor of the Year, Office of Undergraduate Research, University of Wisconsin, Milwaukee, May 2016.

2015-2016 UWM Distinguished Undergraduate Teaching Award, University of Wisconsin, Milwaukee, October 2016.

National Model Program for Cultivating Vibrant Local Humanities Communities, Engaged Humanities, National Humanities Alliance, Washington DC, <http://nhalliance1.org/storymap/>, 2015.

American Association for State and Local History (AASLH) 2013 Award of Merit. BLC Field School, 2012

## PUBLICATIONS

### Books

*Landscapes of Mobility: Culture, Politics and Placemaking*, (Arijit Sen and Jennifer Johung coeditors), Ashgate Publishers, UK, 2013.

*Making Place: Space and Embodiment in the City*, (Arijit Sen and Lisa Silverman coeditors), Indiana University Press, 2014.

### Journal Articles

"Spatial ethnography of Devon Avenue, Chicago," *Buildings & Landscapes* 28:2 (2021), 3-24.

- “Doing Fieldwork with Community Residents: Mapping Spaces of Everyday Resistance in Milwaukee’s Northside Neighborhoods,” *Future Anterior* 15:2 (Fall 2020)
- “Stories from the Flatlands.” *Platform* September 29, 2020, <https://www.platformspace.net/home/stories-from-the-flatlands>.
- “Walking the Field in Milwaukee,” *Platform* July 13, 2020, <https://www.platformspace.net/home/walking-the-field-in-milwaukee>.
- “Food, Place and Memory: Bangladeshi Fish Stores on Devon Avenue, Chicago,” *Food & Foodways* 24, 1-2 (April 2016), 67 – 88.
- “Staged Disappointment: Architecture and Cultural Contact” *Winterthur Portfolio* 47: 4 (Winter 2013), pp. 207-244.
- “Architecture and World Making: Production of Sacred Space in San Francisco’s Vedanta Temple” *South Asian History and Culture* 2 (January 2011): 76-102
- “Creative Dissonance: Performance of Ethnicity in Banal Space,” In *InTensions* 2 (Spring 2009), <http://www.yorku.ca/intent/pastissues.html>

### Book Chapters

- “Contemporary Immigrant Architecture in the United States.” *The Routledge Companion to Critical Approaches to Contemporary Architecture*, Swati Chattopadhyay and Jeremy White (Eds.), (New York: Taylor & Francis/Routledge, 2019).
- "Transnational Performances in Chicago’s Independence Day Parade," *Transnational Cities: Past into Present*, Andrew K. Sandoval-Strausz and Nancy H. Kwak (Eds.), (Philadelphia: University of Pennsylvania Press, 2017)
- “Discarding Corb’s Shoes: Marginal Voices and Local Histories from the Urban Edge,” *Chandigarh Rethink: Transforming Ruralities & Edge(ness) in Global Urbanities*, Manu Sobti (Ed.), (San Francisco, ORA Editions, 2017).
- “Awe and Order: Ethno-Architecture in Everyday Life,” in *Ethno-Architecture and the Politics of Migration*, Mirjana Lozanovska (editor), (Abingdon, UK: Taylor & Francis/Routledge, 2015), p. 151-164.
- “Intertwined Cultures along Devon Avenue, Chicago,” *Out of the Loop: Chicago*. Virginia Price, David Spatz, Bradford Hunt (editors), Chicago: Midday Books, Agate Publishing, 2015), 749-825.
- “Picturing Milwaukee: Urban Public Space in the Age of the Anthropocene,” *Placing the Golden Spike: Landscapes of the Anthropocene*. Exhibition Catalog, Institute of Visual Arts, INOVA, March 26-June 13, 2015, Dehlia Hannah and Sara Karjewski Editors, (Oregon: Publication Studio, 2015), 136-148.
- “Transcultural Place-making: Intertwined Spaces of Sacred and Secular on Devon Avenue, Chicago,” In *Transcultural Cities: Border-crossing & Placemaking*, (Jeff Hou, editor, Routledge, 2013), p. 19-33.
- “From Curry Mahals to Chaat Cafes: Spatialities of the South Asian Culinary Landscape” In *Curried Cultures*, Tulasi Srinivasan and Krishnendu Ray Editors. (Berkeley: University of California Press, In Press, 2012)
- “Evaluating Lived Landscapes and Quotidian Architecture of Muslim Devon,” In *Homogenization of Representations*, p. 175-195, The Aga Khan Award for Architecture Knowledge Construction Workshop II, Modjtaba Sadria Editor, (London: I.B.Tauris, 2011).

### Recent Invited lectures

- Lawrence, Kansas, 2022 Urban Experience Seminar, “Tale of three cities: Descriptions of a single urban block in Milwaukee,” Hall Center for the Humanities, University of Kansas, Wednesday April 13, 2022.
- Calicut, India, Invited Speaker, “Learning from the ordinary- A case study of Milwaukee” Heritage and Sustainable Development Workshop, Department of Architecture & Planning, NIT Calicut, December 9, 2021.
- Mumbai, India, Invited Speaker, “Methods of Doing Field Research,” Encounters Lecture Series, USM’s Kamala Raheja Vidhyanidhi Institute for Architecture and Environmental Studies, March 5, 2022.
- Washington DC. Dumbarton Oaks, Research Report, “Landscapes of Hope” Report on community engaged fieldwork in Milwaukee, March 22, 2021.
- Calgary. Panelist, “Matter, Metabolism, Memories” Block Week Panel Discussion, School of Architecture, Planning and Landscape discussion moderated by the Advocates for Equitable Design Education with Arijit Sen (The University of Wisconsin Milwaukee), Alison Hirsch and Aroussiak Gabrellian (University of Southern California, Design Foreground Agency), and Felecia Ann Davis (Penn State University), March 17, 2021.
- Santa Barbara. Unlearning Race, Space, Art, Winter 2021 Discussion Series, Swati Chattopadhyay in conversation with Arijit Sen moderated by Nuha Khoury, History of Art and Architecture, University of California, Santa Barbara, January 11, 2021, 2:00 – 3:30 PM. Virtual.



## School of Architecture and Urban Planning

Department of Architecture  
Urban Studies Programs  
Affiliate, Department of History

Thursday, December 01, 2022

**Arijit H. Sen, Ph.D.**  
Associate Professor

PO Box 413, Milwaukee  
WI 53201-0413  
Tel: 414-229-4014  
Fax: 414-229-6976

Email: [senA@uwm.edu](mailto:senA@uwm.edu)  
[Instagram](#) | [Twitter](#) | [Facebook](#)  
<https://linktr.ee/fieldschool>

Dear Members of the Review Panel for the National Endowment of the Humanities' *Public Humanities Projects* Program,

The Buildings-Landscapes-Cultures Field School at the University of Wisconsin Milwaukee, humanities advisor Reggie Jackson, and community partner United Methodist Children's Services of Wisconsin are proud to support and collaborate on the project titled *Climates of Inequality Discussions*. This project is being proposed by the Humanities Action Lab as a Humanities Discussion Implementation grant.

We are committing to the partnership with Humanities Action Lab, described in the proposal. During the grant period, we intend to host the *Climates of Inequality* exhibit, organize four humanities-based discussion programs with collaboration from our local partners and community residents, organize three neighborhood pop-up exhibits and workshops, and host an expanded "local story" exhibit at the gallery of our collaborating partner, Milwaukee Institute of Art and Design. In support of the project, we agree to ensure a venue is made available to host the exhibit and related programming that meets the NEH's defined criteria for accessibility, to publicize all local programming throughout our networks, and ensure attendance from and proximity to frontline communities.

We are encouraged by the NEH's commitment to foregrounding reciprocal and mutually beneficial approaches to the design of human-based programming. Our practice resonates with the stated intent of the Public Humanities Program to develop public discussions that engage diverse audiences; we believe this community-based work is necessary to build the necessary capacities to address national concerns around climate and environmental justice.

Sincerely,

**Arijit Sen**  
Associate Professor, University of Wisconsin-Milwaukee, Co-Director, Community Powered, Wisconsin Humanities, [senA@uwm.edu](mailto:senA@uwm.edu)

**Reggie Jackson**  
Community and Humanities Expert  
Public Historian, Nurturing Diversity Partners, [rujaxon@sbeglobal.net](mailto:rujaxon@sbeglobal.net)

**William Schmitt**  
Executive Director, United Methodist Children's Services of WI, Inc  
[william.schmitt@umcs-wi.org](mailto:william.schmitt@umcs-wi.org)

**Ricia Anne Chansky, Ph.D.**

**Education:** Doctorate in English Studies – Summa cum Laude, Illinois State University, 2009

**Current Position:** Professor, Department of English, University of Puerto Rico at Mayagüez, 2008-present; Director, the Oral History Lab @UPRM, 2021-present

**Current Projects:**

Project Director – “Speaking into Silences: Building Community Archives across the Puerto Rican Archipelago” funded by the American Council of Learned Societies Digital Justice Grant (\$100,000)

Project Director – “Listening to Puerto Rico: The Promise of Oral History On-Campus and Beyond” funded by the National Endowment for the Humanities SHARP Grant in Digital Humanities (\$500,000)

Project Director – “Sheltered in Place: Storytelling and Critical Disaster Studies”

Project Director – “Mi María: Puerto Rico After the Hurricane”

Senior Climate Justice Fellow – The Humanities Action Lab at Rutgers University

Assembling Voices Fellow – Interdisciplinary Center for Innovative Theory and Empirics (INCITE) at Columbia University

**Selected Publications:**

(b) (4)

(b) (4)

Co-Editor – *The Divided States: Unraveling National Identity in the Twenty-First Century* –Wisconsin Studies in Autobiography book series at University of Wisconsin Press, forthcoming January 2023

Series Editor, Routledge Auto/Biography Studies book series, 2017 – 2022

General Editor, *a/b: Auto/Biography Studies* a member of the Routledge Literature Portfolio of journals, 2011 – 2022



*Mi María: Surviving the Storm, Voices from Puerto Rico*, Voice of Witness book series at Haymarket Books – September 2021

Co-Author, *Maxy Survives the Hurricane/Maxy sobrevive el huracán*, Arte Público Press children's imprint, Piñata Books – May 2021

Co-Editor, *Life Writing Outside the Lines: Gender and Genre in the Americas* Routledge SPIB Series – February 2020

Editor, *Auto/Biography across the Americas: Transnational Themes in Life Writing* Routledge Interdisciplinary Perspectives on Literature Series – August 2016

Editor, *Auto/Biography in the Americas: Relational Lives* Routledge SPIB Series – March 2016

Co-Editor, *The Routledge Auto/Biography Studies Reader* a Routledge Literature Theory Reader – November 2015

“Locating Diasporic Lives Beyond Textual Boundaries” – *Research Methodologies in Auto/Biography Studies*. Eds. Kate Douglas and Ashley Barnwell, 2019.

“Climate disaster isn't a game. When will the U.S. stop pretending it is?” *The Washington Post* – September 14, 2022.

“dLOC as Practice: Decolonial Approaches to Listening and Remembering” coauthored with Christina Boyles – *archipelagos: a journal of Caribbean digital praxis* – a special issue on the Digital Library of the Caribbean (dLOC) – Issue 6, May 2022.

“What's the Use of Crying? Emotion in Critical Disaster Studies” – “Autotheory” a special issue of *ASAP/Journal* – 6.3 (2021): 551-553.

“Four Years After Hurricane María, Will We Finally Listen to the Voices of Survivors?” *Yes! Magazine*, September 2021.

“A Necessary Tension: Editors, Editing, and Oral History for Social Justice” coauthored with Katrina Powell and Đào X. Trần – *Oral History Review* 48.2 (2021): 258-272.

“Precedents to Collecting from COVID-19: Pandemics, Protests, and Disasters” – an invited roundtable discussion for the *Journal of American History* 107.3 (2020): 695–703.

“Mass-Listening and the Diaspora: The Year in Puerto Rico” *Biography: An Interdisciplinary Quarterly* 43.1 (2020): 144-151.

“Teaching Hurricane María: Disaster Pedagogy and the Ugly Auto/Biography” *Pedagogy* 19.1 (2019): 1-23.

**DEPARTMENT OF ENGLISH**

Faculty of Arts and Sciences  
University of Puerto Rico  
Mayagüez Campus  
PO Box 9265  
Mayagüez, Puerto Rico 00681-9265  
(787) 832-4040 – Ext. 3064  
FAX: (787) 265-3847

**DEPARTAMENTO DE INGLES**

Facultad de Artes y Ciencias  
Universidad de Puerto Rico  
Recinto Universitario de Mayagüez  
Apartado Postal 9265  
Mayagüez, Puerto Rico 00681-9265  
(787) 832-4040 – Ext. 3064  
FAX: (787) 265-3847

December 15, 2022

Dear Members of the Review Panel for the National Endowment of the Humanities' Public Humanities Projects Program, el Departamento de Ingles en la Universidad de Puerto Rico, recinto de Mayagüez and the Oral History Lab @UPRM are proud to support and collaborate on the project titled *Climates of Inequality Discussions*. This project is being proposed by the Humanities Action Lab as a Humanities Discussion Implementation grant.

Our understanding is we are committing to the partnership described in the proposal, namely, to host the *Climates of Inequality* exhibit, collaboratively organize a series of, at least, four humanities-based discussion programs during the grant period, and host events both on our campus and in four demographically diverse communities in the Puerto Rican archipelago: the PerlaArte community center in the la Perla neighborhood of San Juan, the Fundación de Culebra community center on the island municipio of Culebra, Impacto Juventud youth center in the mountains of Penuelas, and Come Colegial in Mayagüez. In support of the project, we agree to ensure a venue is made available to host the exhibit and related programming that meets the NEH's defined criteria for accessibility, to publicize all local programming throughout our networks, and in the four aforementioned communities.

We are encouraged by the NEH's commitment to foregrounding reciprocal and mutually beneficial approaches to the design of human-based programming. Our practice resonates with the stated intent of the Public Humanities Program to develop public discussions that engage diverse audiences; we believe this community-based work is necessary to build the necessary capacities to address national concerns around climate and environmental justice.

Please let me know if I can provide further information. I may be reached at (b) (6) or through email at [rica.chansky@upr.edu](mailto:rica.chansky@upr.edu).

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Ricia Chansky'.

Professor Ricia Anne Chansky, Ph.D.  
Director, Oral History Lab @UPRM  
Director, "Mi María: Puerto Rico after the Hurricane"  
& "Sheltered in Place: Storytelling and Disaster Studies"  
NEH Project Director, "Listening to Puerto Rico"  
ACLS Project Director, "Speaking into Silences"  
Archivo de Respuestas Emergencias de Puerto Rico  
U.S. Fulbright Specialist in American Studies  
Humanities Action Lab Senior Climate Justice Fellow  
INCITE Assembling Voices Fellow, Columbia University

## **Rosa M. Cabrera, PhD**

University of Illinois Chicago (UIC)

[cabrerar@uic.edu](mailto:cabrerar@uic.edu)

### **PROFESSIONAL PREPARATION**

Ph.D., Anthropology, University of Illinois Chicago, Chicago, IL, 2008. Dissertation: *Beyond Dust, Memories & Preservation: Roles of Ethnic Museums in Shaping Community Ethnic Identities.*

Bachelor of Arts in Design, University of Illinois Chicago, Chicago, IL.

### **PROFESSIONAL APPOINTMENTS**

**Rafael Cintrón Ortiz Latino Cultural Center. University of Illinois Chicago.** Director, April 2011–Present.

**Division of Environment, Culture, and Conservation (ECCo). The Field Museum, Chicago, IL.**

Senior Urban Anthropology Manager, September 2000–April 2011.

### **ACADEMIC AND FELLOW APPOINTMENTS**

Affiliated Faculty with the University of Illinois Chicago's Department of Anthropology, Latin American and Latino Studies Program; Museum and Exhibition Studies Program; and Graduate College: 2011-Present.

Associate Fellow with the Field Museum's Science Action Center. 2011-Present.

Mellon Research Fellow with *Climates of Inequality* at the Humanities Action Lab. 2020-Present.

### **CO-PRINCIPAL INVESTIGATOR- UIC**

*Climate and Environmental Justice Crossing Latinidades.* Crossing *Latinidades* Humanities Research Initiative based at the University of Illinois Chicago. Funded by the Andrew W. Mellon Foundation. 2022-2024.

*Monarchs & Milkweeds: An Integrated & Culturally Relevant Science Curriculum.* Cultural Immersion in Monarchs & Milkweeds Advancing Science Education (CIM<sup>2</sup>AS). Funded by the National Science Foundation. 2019-2024.

### **TEACHING EXPERIENCE- UIC**

LALS 495/ ANTH 494/ MUSE 400- *Environmental & Climate Justice.* Cross listed with Latin American and Latino Studies, Anthropology, and Museum & Exhibition Studies. Fall 2020-22.

LALS 497- *Community Research Internship.* Latin American and Latino Studies. Spring 2021.

LALS 269- *Environmental Justice.* Spring 2020.

MUSE 400 - *Curating Social and Environmental Justice Among Latinx Immigrants- Phase II.* Museum & Exhibition Studies. Spring 2019.

LALS 403- *Interdisciplinary Research Methods in Latin American & Latino Studies.* Latin American and Latino Studies Program. Fall 2018.

AH 302/ AH 546- *Curating Social and Environmental Justice Among Latinx Immigrants- Phase I.* Museum & Exhibition Studies Program and School of Art and Art History. Fall 2018.

LALS 286- *Latino Issues: Identity, Immigration & Citizenship.* Latin American and Latino Studies Program. Fall 2012, Fall 2013, Spring 2015, Spring 2017. Spring 2018.

AH 302- *Museum and Exhibition Seminar.* School of Art and Art History. Fall 2016.

HON 201- *Common Concerns, Different Responses: A Framework for Explaining Diversity.* Honors College. Spring 2013.

UIC *Heritage Garden Internship Program.* Founder and Instructor. Summer 2013–Present.

### **PUBLICATIONS, POPULAR EDUCATION GUIDES AND REPORTS**

Cabrera, R.M. (2017). The Polish Museum of America: Shaping Cultural Identity. In *Global Mobilities: Refugees, Exiles, and Immigrants in Museums and Archives.* Ed. Amy K. Levin. Routledge, NY.

Cabrera, R. M. (2015). Arts, Political Activation, & Immigration. In *Arts & America: Arts, Culture, and the Future of America's Communities.* Ed. Clayton Lord. Americans for the Arts. Washington DC.

Cabrera, R. and Gomberg-Muñoz, R. (2011). *Engaging Chicago's Diverse Communities in the Chicago Climate Action Plan.* Pilsen's Mexican Community and Community; and West Ridge's South Asian Community.

Field Museum. Unpublished.

Cabrera, R. and Gomberg-Muñoz, R. (2010). Fraser and Koke (eds). Conceptions of Health and Wellness in Two Chicago Neighborhoods. In *Museums and Social Issues*, Volume 5, Number 2. Left Coast Press, Inc.

Cabrera, R. (2009). *The Cultural Connections Guide to Teaching Diversity*. Field Museum, Chicago, IL. Unpublished.

Cabrera, R. and Hollon R. (2009). *Telling Our Stories: A Toolkit for Creating Green Communities*.

*Go Green @ Your Illinois Library*. The Field Museum, Chicago, IL. Unpublished toolkit.

Cabrera, R. (July/Aug 2006). *Beyond the Museum Walls*. American Association of Museums' News.

### **CONFERENCE PAPERS, PANEL MODERATOR AND ORGANIZER**

*Climates of Inequality at a Crossroads: Adapting a Community-Based Project in a Global Pandemic*. National Council on Public History Conference. On-line, Spring 2022.

*Trash is Treasure: Treating Waste as a Valuable Resource*. The Backward River Festival, UIC Freshwater Lab. Eleanor Boathouse at Park No. 571, Chicago, IL. Fall 2021.

*Applying a Conceptual Framework to Engage Students and Communities on the topic of Environmental & Climate Justice*. Crossing Latinidades Climate Pilot Symposium. Co-organizer & presenter. UIC, Spring 2021.

*Why Should Community Museums and Cultural Centers Care About Environmental and Climate Justice?* Chicago Cultural Alliance Activating Heritage Conference. Skokie, IL. Spring 2020.

*Connecting Social and Environmental/Climate Justice*. Conference on Climate, Migration, and Cities. The New School and Zolberg Institute. NY. Spring 2018.

*Social Pollinators, Monarchs, and Intangible Heritage Assets: Intervening to Improve Community Life*. Society of Applied Anthropology Annual Meeting. Santa Fe, NM. Spring 2017.

*Linking Cultural Museums and Climate Justice*. American Association of Museums Annual Meeting. St. Louis, Missouri. Spring 2017.

*Museums as Platforms for Dialogue and Social Change*. American Alliance of Museums 2016. Annual Meeting & Museum Expo. Washington D.C. Spring 2016.

*Chicago Art Conversations, The Making of the Equitable City 9: Artists Speak II*. Panel Moderator. *Latino Art Now! Re-Imaging Global Intersections 5th Biennial Conference*. Inter-University Program for Latino Research and the Smithsonian Latino Center. Chicago, IL. Spring 2016.

*Cultural Participation and Cultural Democracy*. Panel Moderator. Americans for the Arts 2015 Annual Convention. Chicago, IL. Spring 2015.

*Butterfly Milkweed and the DREAM 9: Connecting Environmental and Cultural Sustainability*. Society of Applied Anthropology. Albuquerque, NM. Spring 2014.

### **FACULTY FELLOWSHIPS**

Associate Fellow with the Field Museum's Science Action Center. Chicago, IL. 2011-Present.

*Climates of Inequality and the COVID Crisis: Building Leadership at Minority Serving Institutions*, Humanities Action Lab (HAL). Funded by the Andrew W. Mellon Foundation. Rutgers University. UIC, 2020-Present.

### **EXTERNAL COMMITTEES AND CONTRIBUTOR MEMBER**

Shedd Community Advisory Network. Shedd Aquarium. Chicago, IL. Commitment 2022 to Present.

Chicago Latino Advisory Group. Chicago History Museum. Chicago, IL. Commitment 2021 to Present.

*Climates of Inequality*. Humanities Action Lab (HAL). Rutgers University. UIC, 2017 to Present.

Americans for the Arts' New Community Visions Initiative. Washington DC. 2015-2017.

National Endowment for the Arts, Reviewer for the Design Our Town Leadership Initiatives. 2016.

### **BOARD MEMBER**

Chicago Cultural Alliance, Chicago, IL. 2006-2017.

### **AWARDS**

Honoring Our Professor's Excellence. UIC Campus Housing. 2019; Cultural Champion Award. Chicago Cultural Alliance. 2018; and Excellence Award. The Field Museum. 2005.



**Rafael Cintrón Ortiz**  
**Latino Cultural Center**

November 29, 2022

Dear Members of the Review Panel for the National Endowment of the Humanities' *Public Humanities Projects* Program, the University of Illinois Chicago's Latino Cultural Center and partner organizations Alianza Americas and Little Village Environmental Justice Organization (LVEJO) are proud to support and collaborate on the project titled *Climates of Inequality Discussions*. This project is being proposed by the Humanities Action Lab as a Humanities Discussion Implementation grant.

Our understanding is that we are committing to the partnership described in the proposal to host the *Climates of Inequality* exhibit in Chicago and collaboratively organize a series of, at least, four humanities-based discussion programs during the grant period, and two environmental & climate justice dialogues using the exhibition to elicit participation. In support of the project, we agree to ensure a venue is made available to host the exhibit and related programming that meets the NEH's defined criteria for accessibility, to publicize all local programming throughout our networks, and secure diverse presenters for the discussion programs.

We are encouraged by the NEH's commitment to foregrounding reciprocal and mutually beneficial approaches to the design of human-based programming. Our practice resonates with the stated intent of the Public Humanities Program to develop public discussions that engage diverse audiences; we believe this community-based work is necessary to build the necessary capacities to address national concerns around climate and environmental justice.

Sincerely,

A handwritten signature in black ink that reads "Rosa M. Cabrera".

Rosa M. Cabrera, PhD  
Executive Director  
University of Illinois Chicago, Latino Cultural Center

A handwritten signature in black ink that reads "Oscar A. Chacon".

Oscar A. Chacon  
Executive Director  
Alianza Americas

A handwritten signature in black ink that reads "Edith Tovar".

Edith Tovar  
Senior Just Transition Organizer  
Little Village Environmental Justice Organization (LVEJO)



311 Clinton Ave  
Newark NJ, USA 07108

1/5/23

Dear Members of the Review Panel for the National Endowment of the Humanities' Public Humanities Projects Program, The Newark Water Coalition is proud to support and collaborate on the project titled Climates of Inequality Discussions. This project is being proposed by the Humanities Action Lab as a Humanities Discussion Implementation grant.

Our understanding is we are committing to the partnership described in the proposal, namely, to host the Climates of Inequality exhibit, collaboratively organize a series of, at least, four humanities-based discussion programs during the grant period, and additional activities. In support of the project, we agree to ensure a venue is made available to host the exhibit and related programming that meets the NEH's defined criteria for accessibility, to publicize all local programming throughout our network.

We are encouraged by the NEH's commitment to foregrounding reciprocal and mutually beneficial approaches to the design of human-based programming. Our practice resonates with the stated intent of the Public Humanities Program to develop public discussions that engage diverse audiences; we believe this community-based work is necessary to build the necessary capacities to address national concerns around climate and environmental justice.

Sincerely,  
Anthony Diaz  
Executive Director  
Newark Water Coalition

(973) 446-5213

Newarkwatercoalition@gmail.com  
www.newarkwatercoalition.com

## Resume: Federico Andres Almarez

### Personal

Federico A. Almarez

(b) (6)

Email: [falmarez@nmsu.edu](mailto:falmarez@nmsu.edu)

### Education:

- M.A. in Rhetoric and Professional Communication, New Mexico State University, May 2016
- B. A. in Anthropology, California State University, Sacramento, June 1985
- Sacramento City College, Anthropology, 1977-1979
- American River College, Music, Pre-law, 1974-1975, 1977

### Current Employment

Assistant Professor, English  
Arts, Humanities, and Social Sciences Division  
Dona Ana Community College  
3400 South Espina Street  
Las Cruces, NM 88003  
(575) 527-7669  
Note: See Attachment A

Private Consultant, Archaeology  
Las Cruces, NM 88001  
(575) 496-6205

### Spring 2018 – Fall 20222

- English 211G/2221G, Writing in the Humanities/Voices of Change: The Rhetoric of Resistance: D01, D02, D03, D04, D06, D19
- CCDE 110N, General Composition
- CCDE 110/English 111G, 1110, Integrated
- English 111G/1110G, Rhetoric and Composition, Composition I

Courses taught at the DACC Las Cruces, New Mexico East Mesa, Espina, and Gadsden campuses. Immediate Supervisor: Michelle Guzman-Armijo, English Department Chair, Arts, Humanities, and Social Sciences Division, Dona Ana Community College.

**January 2003 – Spring 2018: Assistant College Professor (Adjunct)**

- CCDE 105/ Effective Communication Skills
- CCDE 110/General Composition
- English 111G/ Rhetoric and Composition
- CCDE 105N and 110N/Developmental Reading
- CCDE 110/English 111G Integrated
- CCDE 110/English 111G Integrated, Aggie Pathway program learning community.

Courses taught at the DACC at the Las Cruces, New Mexico (East Mesa and Central) campuses and the Gadsden Center campus, Anthony, New Mexico while serving as an Adjunct College Assistant Professor. Immediate Supervisor: Michelle Guzman-Armijo, English Department Chair, Arts, Humanities, and Social Sciences Division, Dona Ana Community College.

**Conference Presentations**

- Co-presented at the Central New Mexico 9CNM) Conference on Teaching and Learning in Albuquerque, New Mexico, 2019.

**Professional Archaeological and Anthropological Experience**

For over 35 years I have been involved in archaeological investigations in a variety of capacities and with a variety of private organizations, universities, and in the last 10 years as a private consultant for private environmental and archaeological firms in the southwest.

My positions and duties included crew member, crew chief, field director, Principal Investigator, and lab analysis. I have co-written and/or been the primary author of a New Mexico of Laboratory of Anthropology, California and New Mexico BLM, and Texas Archaeological Council site forms as well as site and project reports for a variety of archaeological projects throughout the southwest. I have also co-authored peer-reviewed articles on settlement systems and subsistence patterns in a number of areas in the southwest, as well as Fort Bliss and national forests in Arizona and New Mexico.

These site forms, reports, and articles have discussed the prehistoric and historic human behavioral systems that have allowed human societies to adapt, survive, and thrive in the southwest for the past 12,000 years. They have investigated the diversity of ways human groups have adapted to changing climates and environments through technical and cultural innovations.

**1991:** Ethnographer/Videographer, for pending petition for Federal Acknowledgement for the Piro/Manso/Tiwa Tribe, San Juan de Guadalupe Pueblo in Las Cruces, New Mexico. Employer: Batcho & Kauffman Associates. Project supervisors: Barbara Kauffman and Allogan Slagle (Legal consultant and principal author). Performed in-field video interviews of tribal consultants to acquire data to put together the tribal modern history and to ascertain the tribes religious, social, and political structure.



# Lamaia H. Vaughn

[lavaughn@nmsu.edu](mailto:lavaughn@nmsu.edu)

(b) (6)

MFA Film and Video Production, 1991  
University of Southern California, Los Angeles CA

BA Literature and Creative Writing, 1982  
University of California, Santa Cruz CA

## PROFESSIONAL EXPERIENCE

### Dofia Ana Community College, NMSU, Las Cruces, New Mexico

|                |  |
|----------------|--|
| 2020 - Present | Professor of Film and Digital Media Arts (Tenured)         |
| 2017 - 2019    | Professor of Creative Media Technology (Tenured)           |
| 2012-present   | Associate Professor of Creative Media Technology (Tenured) |
| 2008-2012      | Assistant Professor of Creative Media Technology           |
| 2005-2008      | Instructor of Creative Media Technology                    |
| 2003-2004      | Adjunct Instructor of Creative Media Technology            |
| 2000-2001      | Adjunct Instructor of Developmental English                |
| 1992-1994      | Instructor and Course Coordinator of Community Education   |

### Las Cruces Public Schools, Las Cruces, NM

|           |  |
|-----------|--|
| 2003-2004 | Career and Technical Education Specialist                          |
| 2002-2003 | Area Vocational School Student Placement Liaison                   |
| 1994-1996 | Oñate High School Instructor, Mass Communications and Theater Arts |
| 1992-1996 | Production Supervisor, LCPS Video Production Services              |

### NASA White Sands Test Facility, Las Cruces, NM

|           |                                |
|-----------|--------------------------------|
| Fall 1997 | Interim Video Editor/Archivist |
|-----------|--------------------------------|

### Rainmaker Productions, Las Cruces, NM

|           |                            |
|-----------|----------------------------|
| 1992-2012 | Independent Video Producer |
|-----------|----------------------------|

### Industrial, Light and Magic, Lucas Films, Marin, CA

|      |              |
|------|--------------|
| 1989 | Film Courier |
|------|--------------|

## Selected AWARDS & PRODUCTIONS

|             |  |
|-------------|--|
| 2022 – 2023 | Faculty Fellow, Andrew W. Mellon Foundation, <i>Climates of Inequality &amp; the COVID Crisis: Building Leadership at Minority Serving Institution</i> |
|-------------|--|

|             |  |
|-------------|--|
| 2021 – 2022 | Awardee, W. K. Kellogg Foundation Grants for non-profit The LAB - Learning Action Buffet |
|-------------|--|

- 2021 – present Associate Producer, 10X25 Annual Regional Creativity Conference
- 2018 – present Executive Producer, The LAB Radio Hour; KTAL Community Radio 101.5 FM LP
- 2011 Writer/Associate Producer, “Anti-Abuse”, Public Service Announcements, Doña Ana County Health Department
- 2010 Director/Associate Producer, “Mi Desierto Humilde” & “Lions Crane Reading Program” Documentaries, New Mexico Community Foundation
- 2009 Writer/Director, “Ecopedia” Environmental Sustainability Web Series, Digital Film Institute, NM
- 2009 Producer, “Preventing Teen Pregnancy”, Curriculum Video, New Mexico Department of Health
- 2004 Writer/Director, “You are the Light”, Teacher Pathway Promotional Video, Future Educators of America Association
- 2003 Writer/Director, “Rocket Scientist”, Promotional Video, NASA Science Advisory Educational Outreach Program

#### **Selected BOARDS & COMMITTEES**

- 2020 – 2021 Chair, Scholastic Affairs Committee, New Mexico State University Faculty Senate
- 2018 – 2019 Doña Ana Community College Arts Department Digital Film Degree Development Committee
- 2017 – 2018 President, Doña Ana Community College Faculty Council
- 2015 – 2021 Film Las Cruces Advisory Board; 2017 Chair, Workforce Development Committee
- 2015 – 2017 New Mexico Filmmakers Academy Advisory Board
- 2008 – 2012 White Sands International Film Festival Volunteer Coordination Committee
- 2008 – 2010 High Tech Consortium Digital Media Task Force
- 2008 – 2009 Co-Chair, NM Higher Department of Education, State Film and Digital Arts Taskforce
- 2005 – present Doña Ana Community College Creative Media Advisory Board
- 2005 – 2007 Doña Ana Community College Faculty Affairs Committee
- 2005 – 2007 Doña Ana Community College Distance Learning Committee
- 2004 – 2011 New Mexico Film Office Film Technician Training Program Committee
- 2003 – 2007 Las Cruces Public Schools – DACC Curriculum Alignment Committee; Media Advisory Board

#### **Selected PUBLICATIONS**

- 2021 Co-author, “Con->Text: Text as Context; Reading and Writing as a Pedagogical Tool Exploring Place”; the Association of Collegiate Schools of Architecture
- 2019 “Gordon’s Bladderpod” poem; *A Literary Inventory of Organ Mountains-Desert Peaks*; New Mexico State University, NM
- 1980 “In the Wood”; “First Dancing Among Cornstalks” poems; Cowell College Student Press, University of California Santa Cruz, CA
- 1979 “Winter Comes” poem; *Argo Literary Review*, Volume 2 (Autumn); Wolfson College, Oxford, UK



# NMSU Doña Ana Community College

12/1/2022

Dear Members of the Review Panel for the National Endowment of the Humanities' *Public Humanities Projects Program*,

Doña Ana Community College and the LAB-Learning Action Buffet, our community partner, are proud to support and collaborate on the project titled *Climates of Inequality Discussions*. This project is being proposed by the Humanities Action Lab, as a Humanities Discussion Implementation grant.

It is our understanding that we are committing to the partnership described in the proposal, namely to host the *Climates of Inequality* exhibit, collaboratively organize a series of, at least, four humanities-based discussion programs during the grant period. Our programs will include public dialogue about environmental equity at the exhibit venues, as well as within the proceedings of DACC's 10 X 25 Conference. In support of the project, we agree to ensure a venue is made available to host the exhibit and related programming that meets the NEH's defined criteria for accessibility, and to publicize all local programming throughout our networks. We plan on making the exhibit available to our students, staff, faculty and the wider community, by hosting it at the DACC Presidents' Gallery, in addition to the Gallery at the Rio Grande Theatre and other City venues such as the Branigan Cultural Center and City Hall.

We are encouraged by the NEH's commitment to foregrounding reciprocal and mutually beneficial approaches to the design of human-based programming. Our practice resonates with the stated intent of the Public Humanities Program to develop public discussions that engage diverse audiences; we believe this community-based work is necessary to build the necessary capacities to address national concerns around climate and environmental justice.

Sincerely,

Federico Almaraz, Humanities Scholar  
2022- 2023 HAL Faculty Fellow  
Assistant Professor, English  
President of the DACC Art Committee  
[falmaraz@dacc.nmsu.edu](mailto:falmaraz@dacc.nmsu.edu)

Lamaia Vaughn, 2022- 2023 HAL Faculty Fellow  
Professor, Film and Digital Media Arts  
Co-Producer of the DACC 10X25 Conference  
[lavaughn@dacc.nmsu.edu](mailto:lavaughn@dacc.nmsu.edu)

(b) (6)



Learning Action Buffet

**A learning, designing, and teaching community**

November 29, 2022

Dear Members of the Review Panel for the National Endowment of the Humanities' (NEH) *Public Humanities Projects* Program:

The LAB Learning Action Buffet and Doña Ana Community College are proud to support and collaborate on the *Climates of Inequality Discussions* project. This project is being proposed by the Humanities Action Lab as a Humanities Discussion Implementation grant.

Please allow this letter to serve as a commitment to the partnership described in the proposal, namely to host the *Climates of Inequality* exhibit by collaboratively organizing a minimum of four humanities-based discussion programs during the grant period. In support of the project, we agree to ensure a venue is made available to host the exhibit and related programming that meets the NEH's defined criteria for accessibility, to publicize all local programming throughout our networks, and to fully engage the LAB team during the planning, implementation, and post-production time periods.

We appreciate NEH's commitment to reciprocal and mutually beneficial approaches in the design of human-based programming. Our practice is highly aligned with the stated intent of the Public Humanities Program to develop public discussions that engage diverse audiences; we believe this community-based work is necessary to build the necessary capacities to address national concerns around climate and environmental justice.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michelle Valverde', written in a cursive style.

Michelle Valverde, Manager/Facilitator  
LAB Learning Action Buffet

# JENNIFER FEATHER | CURRICULUM VITAE

Department of English  
University of North Carolina at Greensboro  
[Jennifer\\_Feather@uncg.edu](mailto:Jennifer_Feather@uncg.edu)

MHRA Building; Room 3143  
Greensboro, NC 27412  
Phone: (b) (6)

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## ACADEMIC APPOINTMENTS

Head, Department of English, University of North Carolina at Greensboro, 2022–present  
Associate Professor, Department of English (Cross-Appointed Faculty, Women’s and Gender Studies Program), University of North Carolina at Greensboro, 2014–present  
Assistant Professor, Department of English, University of North Carolina at Greensboro, 2008–2014  
Post-Doctoral Teaching Fellow, SAGES Program, Case Western Reserve University, 2006–2008

## EDUCATION

Ph.D., Department of English, Brown University, May 2006  
M.A., Department of English, Brown University, May 2002  
B.A., *cum laude*, Department of English, Columbia University, May 1998

## PUBLICATIONS

### Monograph

*Writing Combat and the Self in Early Modern English Literature: The Pen and the Sword*. (New York: Palgrave, 2011).  
Review by: Alex Davis, *Renaissance Quarterly*, 65.3 (Fall 2012): 1003-1004.  
Omnibus review by: David Hawkes, *Studies in English Literature*, 53.1 (Winter 2013): 197-253.

### Selected Articles and Book Chapters

Religious Emotion and Racialization: Marlowe’s Sigismund and the Making of Europe. In *England’s Asian Renaissance*, edited by Su Fang Ng and Carmen Nocentelli. (University of Delaware Press, 2021) 99-125.

“Power, Sympathy, and Cruelty in the *Tristia* and *Henry V*.” In *Ovid and Adaptation in Early Modern English Theater*, edited by Lisa S. Starkes-Estes. (Edinburgh: Edinburgh University Press, 2020) 147-63.

“Every drop of blood / That Every Roman Bears’: Contagion and Cultural Difference in *Julius Caesar* and *Titus Andronicus*.” In *Contagion and the Shakespearean Stage*, edited by Mary Floyd Wilson and Darryl Chalk. Palgrave Studies in Literature, Science, and Medicine (New York, NY: Palgrave Macmillan, 2019) 169-87.

“Shakespeare and Masculinity,” *Literature Compass* (April 2015): 1-12.

### Edited Collections

*Violent Masculinities: Male Aggression in Early Modern Texts and Culture*, eds. Jennifer Feather and Catherine Thomas, with an afterword by Coppélia Kahn (New York, NY: Palgrave Macmillan, 2013).

### Public Humanities

“Mixed Feelings and Untenable Choices” <https://uncgreensboroaaup.wordpress.com/back-to-school-essays/jen-feather-phd/>

**Mentioned in** Newsom, John “The Syllabus: Back on campus during COVID-19, as told by UNCG faculty and students” *Greensboro News and Record*, August 31, 2020.  
[https://greensboro.com/blogs/the\\_syllabus/the-syllabus-back-on-campus-during-covid-19-as-told-by-uncg-faculty-and-students/article\\_dc5593da-ebb9-11ea-9a91-e373b452feaf.html?utm\\_source=newsletter&utm\\_medium=email&utm\\_content=Faculty%20essays%20on%20return%20to%20campus%20highlighted%20in%20News%20%26%20Record&utm\\_campaign=CW\\_2020-09-02](https://greensboro.com/blogs/the_syllabus/the-syllabus-back-on-campus-during-covid-19-as-told-by-uncg-faculty-and-students/article_dc5593da-ebb9-11ea-9a91-e373b452feaf.html?utm_source=newsletter&utm_medium=email&utm_content=Faculty%20essays%20on%20return%20to%20campus%20highlighted%20in%20News%20%26%20Record&utm_campaign=CW_2020-09-02)

“Finding the Courage to Write” <https://uncgreensboroaaup.wordpress.com/covid-19-essays/jen-feather/>

**Excerpted in** Newsom, John “The Syllabus: Life in the time of COVID-19, as told by UNCG professors” *Greensboro News and Record*, May 14, 2020.

[https://www.greensboro.com/blogs/the\\_syllabus/the-syllabus-life-in-the-time-of-covid-19-as-told-by-uncg-professors/article\\_46fe9385-6cb9-511b-9ff1-6fe7ea8d6984.html](https://www.greensboro.com/blogs/the_syllabus/the-syllabus-life-in-the-time-of-covid-19-as-told-by-uncg-professors/article_46fe9385-6cb9-511b-9ff1-6fe7ea8d6984.html)

**Reprinted in** “Reflections in the Midst of COVID-19,” *Greensboro News and Record*, May 31, 2020.

[https://www.greensboro.com/opinion/columns/reflections-in-the-midst-of-covid-19/article\\_f554927c-091c-51ae-a908-9af8a2027504.html](https://www.greensboro.com/opinion/columns/reflections-in-the-midst-of-covid-19/article_f554927c-091c-51ae-a908-9af8a2027504.html)

## Under Review

“*The Merchant of Venice*, Atrocity, and Environmental Precarity” In *Atrocity and Early Modern Drama*, edited by Sarah Johnson and Georgina Lucas. Under review at Bloomsbury.

## INVITED TALKS

“*rumor in ambiguo est*: Henry V, Ovid, and the Future of the Humanities.” Strode Symposium: The Future of Teaching Shakespeare. University of Alabama, Tuscaloosa, February 2020.

“O blood, blood, blood’: Violence and Identity in *Othello*.” The Centre for British Cultural Studies, The University of Bucharest, Bucharest, Romania, May 2013.

“Heroic Homecomings in Shakespeare’s Plays and Twenty-First-Century America.” Virginia Tech English Department Distinguished Scholar Presentation, Blacksburg, VA, February 2013.

## SELECTED GRANTS, FELLOWSHIPS, AND AWARDS

### GRANTS, FELLOWSHIPS, AND AWARDS

#### National Awards

Humanities Work and Worth: Place Making and Holding Space in North Carolina, \$100,000 grant to sustain humanities infrastructure, Social Sciences Research Council, 2022.

“Environmental Justice in North Carolina: Storytelling for Positive Change,” \$10,000 grant for oral history project with the Town of Princeville, NC, Humanities Action Lab, 2022.

Humanities Working Groups for Community Impact Mini-Grants, provided a small grant to deepen collaboration between community partners, National Humanities Alliance, 2016.

#### University of North Carolina at Greensboro

P2: Pathways and Partnerships, university-wide multi-year competitive grant that provides money to build community partnerships, UNCG ICEE, 2021-2023.

Linda Arnold Carlisle Fellowship, university-wide competitive grant that provides money for research to faculty working on gender and sexuality studies, UNCG, 2019-2020.



**UNC GREENSBORO**

Department of English

21 November 2022

To Whom It May Concern:

I am writing in enthusiastic support of the Humanities Action Lab application to the NEH Public Humanities grant program. In the University of North Carolina Greensboro and Princeville, North Carolina portion of the application, I agree to lead and participate in several community conversations around environmental justice, community resilience, and shared history. My background as a scholar of sixteenth-century English literature has demonstrated to me the power of the public theater in shaping robust conversations about difficult issues. Our ongoing collaboration with HAL and the Town of Princeville informs my recent work on early modern drama, environmental precarity, race and migration. This work in turn positions me to contribute to an ongoing conversation that places current issues of climate justice in a broad historical context. I am excited to bring my knowledge of early modern literature to bear on conversations of urgent import to region.

Sincerely,

Jennifer Feather  
Associate Professor and Head  
Department of English  
Cross-Appointed Faculty in Women's and Gender Studies  
University of North Carolina at Greensboro  
Jennifer\_Feather@uncg.edu

# THE TOWN OF

**MAYOR AND COUNCIL MEMBERS**  
**BOBBIE JONES, MAYOR**  
**ALVIN JONES, MAYOR PRO TEM**  
**JORROAM MYRICK, COMMISSIONER**  
**MILTON BULLOCK, COMMISSIONER**  
**LINDA JOYNER, COMMISSIONER**



# PRINCEVILLE

**OFFICE OF THE TOWN MANAGER**  
**GLENDAL KNIGHT, TOWN MANAGER**  
**JESSICA M RUDD, TOWN CLERK**  
**RYAN KING, TOWN ATTORNEY**

CHARTERED IN 1885

To Whom It May Concern,

On behalf of the Town of Princeville, I am writing today with full support of the HAL application to the Public Humanities grant. Over the past five years, the Town of Princeville, North Carolina, the first town in the United States to be incorporated by formerly enslaved people, has built a partnership with several scholars at the University of North Carolina Greensboro to bring University resources to bear on issues of environmental injustice in Princeville. This collaboration has supported the creation of the HAL Climates of Inequality Exhibit which we anticipate returning to Princeville in January and February of 2023 and to Greensboro in March of 2023.

I am committed to ensuring that we achieve the goals laid out in the Princeville/UNCG portion of the HAL application. Accordingly, if this proposal is selected for funding by HAL, it is my intent to commit resources as detailed in the Project Description and Budget Narrative. After two 500-year storms rocked Princeville in the space of seventeen years (Floyd in 1999 and Matthew in 2016), we have made landmark efforts in recovery, including plans for levee enhancement, replacement of drainage systems and floodgates, the expansion of the town with 53 undeveloped acres. This work culminated in the opening of the rebuilt town hall and senior center in October of 2021. These efforts have positioned us to begin considering a farmer's market and to work on clean water initiatives. Because we believe that our history is integral to the continued vibrancy of the town, we have engaged in various projects to preserve and share our rich history. We are now poised to share this history more broadly and engage in deep conversation across the region about shared environmental concerns.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Glenda Lawrence-Knight'.

Glenda Lawrence-Knight  
Princeville Town Manager



# Adam Tinkle

[atinkle@skidmore.edu](mailto:atinkle@skidmore.edu)

(b) (6)

adamtinkle.com

## ACADEMIC APPOINTMENTS - SKIDMORE COLLEGE

Assistant Professor of Media & Film Studies; Director of Documentary Studies, 2019-21, 22-  
Assistant Professor of Media & Film Studies, 2021-22  
Visiting Assistant Professor of Media & Film Studies & Documentary Studies; Director of Documentary  
Studies, 2018-19  
Visiting Assistant Professor, Documentary Studies & Media & Film Studies, 2016-18.  
Lecturer, 2014-2016

## EDUCATION

Ph.D., Integrative Studies (Music), UC San Diego, 2015. Dissertation title: "The Expanding Universal:  
Participation and Pedagogy in Experimental Music"  
MA, Integrative Studies (Music), UCSD, 2011.  
BA, History and Music, Wesleyan University, 2008

## PEER-REVIEWED SCHOLARLY PUBLICATIONS

"From Improvisation Pedagogy to Improvising Participation: skill-diverse ensemble as social practice," in  
Guro Gravem Johansen, Kari Holdhus, Christina Larsson, Una MacGlone, eds, *Expanding the Space for  
Improvisation Pedagogy in Music: A Transdisciplinary Approach* (Routledge, 2019)  
"The SAG Representative for the West Coast: Pauline Oliveros's Resonance Aesthetics in  
Context, 1964-1970." *American Music Review* Vol. XLV, No. 2, (Fall 2017)  
"Experimental Music with Young Novices: Politics and Pedagogy" *Leonardo Music  
Journal* Vol. 25 (2015)  
"Sound Pedagogies: Teaching Listening Since Cage." *Organised Sound* 20:2 (2015)

## ASSORTED OTHER WRITING & PUBLICATIONS

Liner notes, *On Jupiter*, The Early (Ruinaton Record Co, 2022)  
SoundMind documentation featured in *Liz Collins: Energy Field* (Tang Museum, 2021)  
Liner notes, *ChoroChronos*, Red Desert Ensemble, vinyl LP. (Infrequent Seams Records, 2020)  
*The 7 Count Real Deck*, artist-created deck of cards (1st ed. 2019, 2nd ed. 2022)  
*A Mess of Things* (ltd. editioned artist's book, ed. of 12, 2017)  
Contributor to *Accelerate: Diversity and Inclusion at the Tang Museum* catalog, (Tang Museum, 2017)  
Contributor to *Machine Project: The Platinum Collection*, exhibition catalog, (Tang Museum, 2017)

## PAPERS AND PRESENTATIONS DELIVERED

"Pauline Oliveros' Link," *Through the Square Window* festival, UK/online, 6/6/2021.  
"Place and Pageant," *Experimental Listening and Music Sessions*, online, 5/27/2021  
"Sounds out of Homes," *Wesleyan University Music Department Colloquium*, online, 3/11/21.  
"Interrogating 'Immersion' in *How to Tell a True Immigrant Story*," *Alternativa Research Symposium*, Belgrade,  
Serbia, 12/11/19.  
"An autoethnography of "storytelling" as institutional public practice: collaborations, refusals,

- reformations, reformulations," *Poetics and Politics 4*, UC Santa Cruz, 5/17/19.
- "Place-based Oral History and Geolocate Audio Documentary for Rural and Natural Landscapes," *Oral History Association*, Concordia University, 10/13/18. (With student co-author Emily Rizzo '18)
- "Experimental Music, Social Practice, and Social Justice" *Experimental Music and Listening Sessions*, Cambridge, MA, 8/3/18.
- "Documentary (Audio-)Visibility, the Prison, and Habeas Corpus" *MDOCS Forum: Surveil/Surveilled*, Skidmore College, 6/9/18.
- "The Radiophony of Incarceration," *Precarious Sounds/Sounding Sanctuary*, New York University, 2/16/18.
- "Mixed-Skill Ensemble as Social Practice: Jazz Histories and Contemporary Contexts," *Guelph Jazz Festival Colloquium*, University of Guelph, Ontario, 9/14/17.
- "Strategic Novicehood or Expanded Virtuosity?: Collaborations with children in the music of Ornette Coleman and Oliver Lake" *Society for American Music*, Montreal, 3/25/17.
- "A Mess of Things" Audio Paper/ Audible Essay, *Festival of Original Theatre 25: Sounding the Inner Ear of Performance*, University of Toronto, 2/3/17.
- "Sound Mind/Princeton," Conference paper & participatory workshop, *Locations and Dislocations: An Ecomusicological Conversation*, Westminster Choir College, 4/9/16.
- "Participatory Scores for Untrained Voices: A workshop and critical analysis" *Music and Instrumentality* CUNY Graduate Center, NY, NY, 4/17/15.
- "The Ecology of Resonance: Subject and Object in Sympathetic Vibration," *2nd Annual International Conference on Deep Listening*. RPI, Troy, NY, 7/11/14.
- "Novicehood as a new musical resource: participation and pedagogy in 1960s experimental music," *Improvisation and the Politics of Everyday Sounds: Cornelius Cardew and Beyond*, McGill University, Montreal, QC, 6/10/14.

## **ANGELA S. BEALLOR, PhD**

[abeallorpres@skidmore.edu](mailto:abeallorpres@skidmore.edu)

(b) (6)

[angelabeallor.com](http://angelabeallor.com)

### **EDUCATION**

Ph.D., Electronic Arts, Rensselaer Polytechnic Institute, 2020. Dissertation title: “MG (aka I Want a Baby! Reimagined): A Feminist, Speculative, Queer Exploration of the Content and Context of Tret’iakov’s 1926 Play, *I Want a Baby!* (Хочу ребёнка)”

MFA, Advanced Photography, Bard College-International Center of Photography, 2008. Thesis Title: “If X, Then Y”

BS, Photo-Illustration/Photojournalism, Kent State University, 2003, *Magna cum laude*

### **PROFESSIONAL EXPERIENCE**

Documentarian in Community Co-Creation, MDOCS, Skidmore College, 2021-

Adjunct Instructor, Documentary Studies: Past as Material, Skidmore College, 2022

Adjunct Instructor, Introduction to Documentary Studies, Skidmore College, 2021

Teaching Assistant, ARCH, Independent Learning Experience, RPI, 2019-2020

Teaching Assistant, Media Imaging Studio, RPI, 2016

### **WRITINGS & PUBLICATIONS**

“A Drawing Out: Visibilizing the Labor of Care, Enacting Mutual Aid,” *The Jugaad Project: Journal of Material Anthropology* (Fall 2022).

Essay, Catalogue for “Art Stands Still,” Collar Works Gallery, Troy, NY (2019)

Collaborative essay with Kerry Downey, “Knuckles to Fists,” *Blade of Grass Blog* (2013)

Photography, *Capricious Magazine* No. 12: Protest (Curated by Emily Roysdon) (2012)

Abe’s Penny, writing with artist Hyla Skopitz, Vol. 1.4 (2009)

Permanent collections of the Brooklyn Museum Library & The Museum of Modern Art Library

### **PANELS & PRESENTATIONS**

“A Drawing Out: Visibilizing the Labor of Care, Enacting Mutual Aid,” Material Activism Panel, *online*, The Jugaad Project, 2022

“Power of Collaborative Storytelling, Stories of Power Dynamics in Collaborative Relationships,” Engage for Change Conference, Siena College, 2022.

“*I Want a Baby!*: Queer Reproduction & Performance,” Femeeting: Women in Art, Science, and Technology,” *online*, The Sanctuary for Independent Media, 2020.

*Pink Lenins: Stories of the Past, Present and Future of the Former Soviet Union*, Triangle Space, Moscow, 2018.

*Pink Lenins: Stories of the Past, Present and Future of the Former Soviet Union*, CCI Fabrika, Moscow, 2014.

### **AWARDS, GRANTS, FELLOWSHIPS, RESIDENCIES**

Rossotrunichestvo Russia Study Award, American University, Pushkin Institute, Moscow, 2018

HASS Production Grant, RPI, 2018

Humanities, Arts, and Social Sciences Graduate Fellowship, RPI, 2018  
First Prize, McKinney Writing Contest, Graduate Poetry, RPI, 2018  
First Prize, McKinney Writing Contest, Graduate Electronic Media, RPI, 2018  
First Prize, International Video Competition, “Red Love” for *I Want a Baby!, ReVisited (Lecture)* Sofia Queer Forum, Bulgaria (2017)  
HASS Graduate Fellowship, Rensselaer Polytechnic Institute, 2017  
Community Decentralization Grant, with Elizabeth Press, NYSCA, 2017  
Rensselaer Graduate Fellowship, Rensselaer Polytechnic Institute, 2015  
Jerome Foundation Travel Grant (for travel in Belarus, Lithuania, and Russia), *Pink Lenins: Past, Present, Future of the Former Soviet Union*, Jerome Foundation 2013

## RESEARCH EXPERIENCE

Dissertation Research, *I Want a Baby! (Хочу ребёнка)* and Sergei Tret’iakov (2017-2020)

- o Archival research, The Russian State Literature and Art Archive and State Central Theatrical Museum, Moscow, Russia
- o Literature reviews of the history of sexuality/queer temporality and early Soviet avant-garde theatre and film through the oeuvre of Sergei Tret’iakov and Sergei Eisenstein
- o First English translation of the unpublished film manuscript of Sergei Tret’iakov’s *Хочу ребёнка* (in collaboration with translator Nicky Brown)
- o First English-language translation and analysis of Anna Kachina-Evreinova’s book *Je Veux Concevoir*.
- o Interviews with scholar Gérard Abensour, Sasha Denisova (Chief Playwright of the Meyerhold Center in Moscow, Russia), and German artist Konstanze Schmitt (who produced works related to *I Want a Baby!*).

Research Assistant, Matthew Buckingham Studio

History of Warfare in the United States (2013-2015)

- o Beginning with the official Congressional Research Services “Instances of Use of United States Armed Forces Abroad, 1798-year of record” (Updated yearly), this research attempted to establish the number of years the United States has not engaged in warfare, returning wars with Indigenous nations to the record.

Research Design and Project Collaborator, Sharon Hayes Studio

*Join Us*, installation first installed at the Whitney Museum, New York, NY (2011-2012)

- o Project management and design of installation representing union and political organizing flyers from the 1930s to the present.
- o Archival research across the country both in established institutions and private collections. Supervision of hired research assistants across the United States.



December 5, 2022

To: Review Panel for the National Endowment of the Humanities' Public Humanities Projects Program

Re: Letter of Commitment – Event Venue

Dear Members of the Review Panel,

The John B. Moore Documentary Studies Collaborative (MDOCS), in collaboration with the Skidmore College Environmental Studies and Sciences department, Sheridan Hollow Alliance for Renewable Energy (SHARE) and Lights Out Norlite, is proud to support and collaborate on the project titled *Climates of Inequality Discussions*. This project is being proposed by the Humanities Action Lab as a Humanities Discussion Implementation grant.

Our understanding is that we are committing to providing a lecture hall for two events related to the *Climates of Inequality* exhibit, part of a larger series of events outlined in the proposal of humanities-based discussion programs during the grant period. In support of the project, we agree to ensure a venue is made available to host the related programming that meets the NEH's defined criteria for accessibility.

Sincerely,

Megan Bove  
Assistant Director of Conferences & Events  
Skidmore College

**Sheridan Hollow Alliance for Renewable Energy (SHARE)**

Merton Simpson

(b) (6)  
[Redacted]

Ruth Foster

(b) (6)  
[Redacted]

December 7, 2022

Dear Members of the Review Panel for the National Endowment of the Humanities' (NEH) *Public Humanities Projects* Program:

MDOCS at Skidmore College and Sheridan Hollow Alliance for Renewable Energy (SHARE) are proud to collaborate on the project titled *Climates of Inequality Discussions*. This project is being proposed by the Humanities Action Lab as a Humanities Discussion Implementation grant.

Our understanding is we are committing to the partnership described in the proposal, namely to participate in two collaboratively conceived and organized humanities-based discussion panels during the grant period. In support of the project, we agree to engage these programs with the ongoing work of SHARE, and utilize the space that these events allow to update local communities on the current campaign related to protecting residents of Sheridan Hollow from fossil fuel infrastructure projects, the promotion of renewable energy in NY State, and to assist in publicizing the local programming throughout our networks.

We are encouraged by the NEH's commitment to foregrounding reciprocal and mutually beneficial approaches to the design of human-based programming. Our practice, discussions, and contributions will resonate with the stated intent of the Public Humanities Program to develop public discourse that engages diverse audiences; we believe this community-based work is necessary to build the necessary capacities to address local, regional, and national concerns related to just transitions, and climate and environmental justice.

Sincerely,

Merton Simpson, Co-Chair SHARE

Ruth Foster, Co-Chair SHARE

**THE SANCTUARY  
FOR INDEPENDENT MEDIA**

December 5, 2022

Review Panel for the National Endowment of the Humanities' Public Humanities  
Projects Program

Re: Letter of Commitment – Event Venue

Dear Members of the Review Panel,

The Sanctuary for Independent Media is looking forward to collaborating with The Skidmore College Environmental Studies and Sciences department, John B. Moore Documentary Studies Collaborative (MDOCS), Sheridan Hollow Alliance for Renewable Energy (SHARE) and Lights Out Norlite, on the project titled *Climates of Inequality Discussions*. This project is being proposed by the Humanities Action Lab as a Humanities Discussion Implementation grant.

In 2021, as part of our North Troy Environmental Justice Film Festival, we screened an early version of the documentary film on Norlite by Dave Publow with the working title *We Care About Our Kids: Voices of the Victims of Norlite*. We are committed to continue supporting programming focused on environmental justice and media activism. In support of this project, we agree to provide our venue for the discussion-based programming that meets the NEH's defined criteria for accessibility.

Warmly,

Sina Basila Hickey

Programming Coordinator

The Sanctuary for Independent Media

Lights Out Norlite  
% David Publow  
426 2nd Street  
Troy, NY 12180

December 15, 2022

Dear Members of the Review Panel for the National Endowment of the Humanities' *Public Humanities Projects* Program,

Lights Out Norlite has agreed to collaborate with MDOCS at Skidmore College on the project titled *Climates of Inequality Discussions*. The Humanities Action Lab has proposed this project as a Humanities Discussion Implementation grant.

Our understanding is that we are committing to:

- participate in two collaboratively conceived and organized humanities-based discussion panels during the grant period;
- engage these programs with the ongoing work of Lights Out Norlite;
- utilize the space that these events allow to connect with local communities regarding the adverse impact of the Norlite hazardous waste incinerator, especially on environmental justice communities; and
- assist in publicizing these panels throughout our networks.

We appreciate NEH's commitment to these mutually beneficial approaches to humanities-based programming. We are committed to developing public discussions that engage diverse audiences who are already connected, though often unknowingly, by climate and environmental justice concerns.

Sincerely,

David Publow

Treasurer

Lights Out Norlite



December 22, 2022

Dear Members of the Review Panel for the National Endowment of the Humanities' Public Humanities Projects Program:

Stingray Studios, Inc is proud to serve the Humanities Action Lab project titled Climates of Inequality Discussions. Stingray provided printing services for the COI national traveling exhibit that launched in October 2019 and has since created additional modules for local partners for integration into the national exhibit as it travels.

It is our understanding that we are committing to the role described in the proposal, namely to provide design and graphic printing services for installation exhibits displaying additional local material, using the same or modified graphic formats and materials as the national exhibit. We understand we will be creating installations in several stages over the course of the grant period from September 2023 to August 2025.

**Stingray Studios, Inc**  
P.O. Box 586  
New Albany, OH  
www.stingraystudios.com  
P:614.220.8878

Cost estimates are below:

| Item                 | Cost per unit | Unit Qty | Total       |
|----------------------|---------------|----------|-------------|
| File creation        | \$1250        | 8        | \$10,000.00 |
| Printing & finishing | \$1950        | 16       | \$31,200.00 |

Total \$41,200.00

Thank you for the opportunity to be part of this important project.

Sincerely,



Seth Harris  
Principal  
Stingray Studios, Inc.

**stingray**

**PATTI H. CLAYTON, Ph.D.**  
300 Swiss Lake Drive, Cary, NC, USA 27513  
patti.clayton@curricularengagement.com  
[www.curricularengagement.com](http://www.curricularengagement.com)

## OVERVIEW OF MY WORK

I have 20+ years of experience as a practitioner-scholar, consultant, instructor, and administrator in community-campus engagement. I have consulted with over 100 higher education institutions and other organizations, am the most-published author (always as a co-author) in the field's leading journal (the *Michigan Journal for Community Service Learning*), and have undertaken scholarship with over 200 colleagues (a community of practitioner-scholars that was recognized in 2018 as "Clayton & Colleagues" for the Distinguished Career Recognition by the International Association for Research on Service-Learning and Community Engagement). My current interests include operationalizing democratic engagement; designing experiential learning with an emphasis on critical reflection and especially for civic learning outcomes; conceptualizing place-engaged community engagement; integrating community engagement and relationships within the more-than-human world; supporting engaged graduate education; and exploring the power of such "little words" as *in*, *for*, *with*, and *of* to shape identities and ways of being with one another. I am especially intrigued by possibilities for designing teaching and learning, partnerships, and scholarship in ways that position all participants as co-educators, co-learners, and co-generators of knowledge and practice. In all aspects of my work I seek to co-create mentoring communities grounded in reflective practice, individual agency, systems thinking, and co-inquiry. Beyond community-engaged teaching, learning, partnerships, and scholarship, my academic interests include environmental studies, leadership development, and the history and philosophy of science. For my bio, please see <https://curricularengagement.com/about>

## CURRENT PROFESSIONAL CONTEXT

**Independent Practitioner-Scholar and Consultant, PHC Ventures** (May 2009-present)

***Mission:*** To build capacity for and co-generate promising practices around teaching and learning, partnerships, change agency, and practitioner-scholarship related to community-campus engagement and experiential learning.

***Primary activities:***

- (1) Collaborate with national community engagement scholars to advance work in areas such as:
- Democratic civic engagement
  - Research on service-learning
  - Democratically engaged assessment
  - Transformational partnerships
  - Civic learning

- Institutional transformation (e.g., Carnegie Foundation's Community Engagement Classification)
- (2) Consult with higher education institutions and organizations nationally/internationally in areas such as:
- Pedagogy:
    - Course and curriculum design
    - Critical reflection
    - Assessment
    - Critical thinking
    - Academic and civic learning
  - Community-campus partnerships
  - Scholarship of teaching and learning, community engagement as scholarship
  - Institutional infrastructure and culture
- (3) Support communities of faculty, staff, and students as practitioner-scholars, including through facilitating retreats and co-inquiry projects
- (4) Collaboratively publish, facilitate conference sessions, and develop resource materials

**Practitioner-Scholar in Residence, North Carolina Campus Engagement (2020-present)**

Co-designed and co-lead a community of approximately 20 faculty and professional staff from multiple disciplines and campuses who come together to explore co-generated questions related to community-campus engagement; support and collaborate on scholarship dissemination; co-authored book chapter on social justice, *Primer on the Benefits of Civic and Community Engagement in Higher Education*, and glossy publication for campus Presidents on the history of service-learning and community engagement in NC

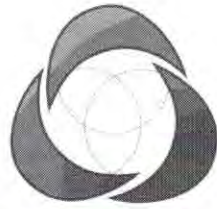
**Senior Scholar, Institute for Community and Economic Engagement, University of North Carolina at Greensboro (UNCG) (2010-present):**

Co-led campus-wide visioning and planning process on institutionalization; collaborated on development of resources on community-engaged scholarship

**SAMPLE COLLABORATIONS & CONSULTING PROJECTS**

***Deepening Community-Campus Engagement Partnerships: Inquiry through Co-creation of the TRES II Reflection Framework (2019-present):*** Collaboration with inter-institutional partners (supported by a mini-grant from Indiana Campus Compact) to synthesize work related to assessing and deepening partnership quality in community-campus engagement, with a focus on the Transformational Relationship Evaluation Scale (TRES); development and piloting of multiple versions of associated reflection framework designed to enhance the scale's utility and impact on the results, processes, and relationships of partnerships; multiple study and dissemination activities

***Assessing the Practice of Public Scholarship (APPS) Research Team, Imagining America (2015-present):*** Collaboration on multi-year process of "re-imagining assessment"; co-facilitation of professional development and co-generation of scholarly materials and resources; co-authored *Democratically Engaged Assessment White Paper (2018)* with eight colleagues from around the US



# PHC VENTURES

Engaged in learning ~ Engaged with communities ~ Engaged for change

January 5, 2023

Dear Members of the Review Panel for the National Endowment of the Humanities' *Public Humanities Projects* Program:

I am delighted to provide evaluation services, together with my colleague Joe Bandy, for *Climates of Inequality Discussions*, a project being proposed by the Humanities Action Lab as a Humanities Discussions Implementation grant. We have already worked with HAL to conduct both a series of virtual workshops and two national in-person convenings.

Our understanding is that we are committing to the scope of work described in the proposal:

- Facilitate 4 virtual workshops with HAL Hub and local university-community teams on developing an assessment strategy for the programs over the two-year grant period.
- Provide support on the development of metrics and instruments to assess the delivery of programs against the goals we created in our last contract with HAL

Among other project goals, we will work with HAL Hub to: 1) conduct surveys of exhibit visitors and humanities discussion participants 2) develop analyses of environmentalist assets and collective suggestions generated in Environmental and Climate Justice dialogues; and 3) identify metrics to analyze the stories recorded in Mass Listening events.

Based on our previous scope of work with HAL, this scope would incur a collective consultation fee of \$10,000/year for two years (\$2,000/day at 5 days/year for 2 years).

We are excited by this opportunity to continue building these tailored services based on our Democratically Engaged Assessment framework.

Sincerely,

Patti H. Clayton, PhD  
Practitioner-Scholar, PHC Ventures  
Senior Scholar, UNC Greensboro

CURRICULUM VITAE  
JOE BANDY

Vanderbilt University  
Nashville, TN 37203-3721  
[joe.bandy@vanderbilt.edu](mailto:joe.bandy@vanderbilt.edu)

CFT Phone: (615) 322-7290  
Mobile Phone: (b) (6)

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**EMPLOYMENT**

2022- Vanderbilt University  
Interim Director, Center for Teaching  
Principal Senior Lecturer, Sociology, Climate and Environmental Studies, American Studies

2010-2022 Vanderbilt University  
Assistant Director, Center for Teaching  
Senior Lecturer, Department of Sociology

1998-2010 Bowdoin College  
Assistant and Associate Professor of Sociology

1990-1998 University of California, Santa Barbara  
Lecturer, Research Assistant, and Teaching Assistant  
Sociology, Environmental Studies, and Global Peace and Security Studies

**DEGREES**

1998 Ph.D., Sociology, University of California, Santa Barbara  
1989 B.A. with Honors, Anthropology/Sociology & Psychology, Rhodes College

**AREAS OF SPECIALIZATION**

|                                |                                       |
|--------------------------------|---------------------------------------|
| Sociology of Higher Education  | Scholarship on Teaching & Learning    |
| Community and Civic Engagement | Assessment in Higher Education        |
| Sociology of Development       | Political Economy of the World System |
| Class and Poverty              | Social Movements                      |
| Mexico                         | Environmental Sociology               |
| Social Psychology              | Interethnic Relations                 |

**PUBLICATION HIGHLIGHTS**

**Books**

2004 *Coalitions Across Borders: Transnational Protest and the Neo-Liberal Order*. Lanham: Rowman and Littlefield Publishers. Joe Bandy and Jackie Smith, Eds.

**Articles, Book Chapters, Reports, and Features**

2023 "Class Matters: Teaching about Class in Higher Education" *Currents in Teaching and Learning*. Revise and resubmit. (with Myra Brielle Harbin).

2021 "[Teaching Race and Racial Justice: Developing Students' Cognitive and Affective Understanding](#)." In *Teaching and Learning Inquiry*, 9(1). 117-37. (with Myra Brielle Harbin and Amie Thurber). Received Nancy Chick Article of the Year Award for 2021 from the International Society for Scholarship on Teaching and Learning (ISSOTL).

2019 "[Teaching Race, Racism, and Racial Justice: Pedagogical Principles and Classroom Strategies for Course Instructors](#)," in *Race and Pedagogy Journal: Teaching and Learning for Justice*, 4(1): 1-37 (with Myra Brielle Harbin and Amie Thurber).

2018 [Democratically engaged assessment: Reimagining the purposes and practices of assessment in community engagement](#). Davis, CA: Imagining America. With Mary Price, Patti Clayton, Julia Metzker, Georgia Nigro, Sarah Stanlick, Stephani Etheridge Woodson, Anna Bartel, & Sylvia Gale.

2017 "[Values-Engaged Assessment: Reimagining Assessment through the Lens of Democratic Engagement](#)." *Michigan Journal of Community Service Learning*. 23(1). (with Anna Bartel, Patti Clayton, Sylvia Gale, Heather Mack, Julia Metzker, Georgia Nigro, Mary Price, and Sarah Stanlick).

2004 "Paradoxes of a Transnational Civil Society in a Neoliberal World: The Coalition for Justice in the Maquiladoras." *Social Problems*. 51(3).

### **RECENT PROFESSIONAL PRESENTATIONS**

- 2022 "Students as Producers: Reframing Teaching at a Research University." RAISE Conference Keynote #4, University of Lincoln, UK, Sep 8<sup>th</sup>. With Derek Bruff and Ransford Pinto.  
"Difficult Conversations" University of Maine, Presque-Isle, May 19<sup>th</sup>
- 2021 "Inclusive Assessment," September 1. University of Mary. Bismark, North Dakota.  
"Democracy and Assessment Webinar Series - Episode 4: Future Opportunities." May 26<sup>th</sup>. Academic Evaluation, Feedback and Intervention System (AEFIS).  
["The Confluence of Inclusive Assessment and Accreditation"](#) Higher Learning Commission annual conference. "Crisis and Community", April 6<sup>th</sup>, 11-11:45am, with Christina Paguyo, Natasha Jankowski, Valentina Iturbe-LaGrave, and Laura Sponsler.  
"Nurturing and norming inclusive assessment practices: A democratically-engaged approach." Campus Compact Global Service-Learning Webinar, April 12<sup>th</sup>. With Patty Clayton and Sarah Stanlick.  
"Flow, emergence, and creating community: Exploring democratically-engaged assessment in fellowship" Imagining America National Convening, October 21. With the IA Assessing Practices of Public Scholarship (APPS) Working Group and the APPS Fellows.  
"Democratically Engaged Assessment: Reimagining the Purposes and Practices of Assessment in Community Engagement." Gulf South Summit, March 18. With Patti Clayton and Sarah Stanlick. See video [here](#).
- 2020 "Fostering Full Participation through Democratically-Engaged Assessment" Imagining America annual conference. October 13. With Patti Clayton, Sarah Stanlick, Anna Sims Bartel, Mary Price, Julia Metzker, and Stephani Etheridge Woodson.  
"Creating Effective, Equitable Assessments for Online Courses" Chronicle for Higher Education Webinar, August 26<sup>th</sup>.
- 2019 "Inclusive Teaching and Transforming Conflict in the Classroom" University of Alabama. January 26<sup>th</sup>.  
"Building Inclusive Communities of Reflection through Democratically Engaged Assessment (DEA)." Professional and Organizational Development Network. Pittsburgh, PA. November 14<sup>th</sup>. With Julia Metzker.
- 2018 "Reimagining Assessment via Democratically Engaged Assessment." New American Colleges & Universities Civic Engagement webinar. November 29<sup>th</sup>.  
"Community Engagement in Higher Education," April 6<sup>th</sup>. Southern Communications Association. Nashville, TN.

### **FELLOWSHIPS AND GRANTS**

- 2022 AAC&U High Impact Practices workshop, with Immersion Vanderbilt and Vanderbilt's Residential Colleges
- 2019 Bringing Theory to Practice grant, with Imagining America APPS Working group
- 2002 UC San Diego, Center for U.S.-Mexican Studies, Residential Fellowship. \$12,500  
Bowdoin College, Faculty Leave Supplement, Faculty Resources Committee. \$17,500  
Bowdoin College, Research and Travel Grant, Faculty Resources Committee. \$3,500
- 2001 National Science Foundation, Sociology Program, Research Grant, \$109,837
- 2000 Stanford University Center for Advanced Studies in the Behavioral Sciences (CASBS), Summer Residential Fellowship. \$6,000

### **AWARDS**

- 2021 Nancy Chick Article of the Year, Intl. Society for the Scholarship on Teaching and Learning
- 2016 Distinguished Faculty Award, VU Org. of Black Graduate & Professional Students
- 2006 Maine Campus Compact's Donald Harward Award for Service-Learning Excellence
- 2004 Bowdoin College recognition for modeling and institutionalizing service learning
- 2003 Bowdoin College Karofsky Teaching Award

E-mail: [joe.bandy@vanderbilt.edu](mailto:joe.bandy@vanderbilt.edu)

January 6, 2023

Dear Members of the Review Panel for the National Endowment of the Humanities' *Public Humanities Projects* Program:

I am delighted to provide evaluation services, together with my colleague Patti Clayton, for *Climates of Inequality Discussions*, a project being proposed by the Humanities Action Lab as a Humanities Discussions Implementation grant. We have already worked with HAL to conduct both a series of virtual workshops and two national in-person convenings.

Our understanding is that we are committing to the scope of work described in the proposal:

- Facilitate 4 virtual workshops with HAL Hub and local university-community teams on developing an assessment strategy for the programs over the two-year grant period.
- Provide support on the development of metrics and instruments to assess the delivery of programs against the goals we created in our last contract with HAL

Among other project goals, we will work with HAL Hub to: 1) conduct surveys of exhibit visitors and humanities discussion participants 2) develop analyses of environmentalist assets and collective suggestions generated in Environmental and Climate Justice dialogues; and 3) identify metrics to analyze the stories recorded in Mass Listening events.

Based on our previous scope of work with HAL, this scope would incur a collective consultation fee of \$10,000/year for two years (\$2,000/day at 5 days/year for 2 years).

We are excited by this opportunity to continue building these tailored services based on our Democratically Engaged Assessment framework.

Sincerely,



Joe Bandy  
Interim Director, Center for Teaching  
Vanderbilt University  
Nashville, TN 37203, USA

### *Climates of Inequality* Discussions Bibliography

1. Andrews, Thomas. *Killing for Coal: America's Deadliest Labor War*. (Cambridge: Harvard University Press, 2008).
2. Bandy, Joe, et al. *Democratically engaged assessment: Reimagining the purposes and practices of assessment in community engagement*. Davis, CA: Imagining America, 2018.
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## CLIMATES OF INEQUALITY PROJECT WALKTHROUGH

The walkthrough includes: **catalysts for Humanities Discussions**, namely the *Climates of Inequality* (COI) exhibitions; **shared Humanities Discussions formats** in which all partners will be trained; and specific **local programming plans**, with dates, themes, and additional formats in each locality.

### **I. Catalysts/common “texts” for Humanities Discussions**

#### **A. *Climates of Inequality* digital and physical exhibition**

All humanities discussions will begin with a visit to the *Climates of Inequality* physical exhibition or a “pop-up” version tailored to the local context. This multimedia exhibition was created by more than 1000 students, scholars, and environmental leaders in 22 locales across the hemisphere, who explored and documented the deep historical roots of climate inequality and environmental injustice—and how those histories are shaping their experience with climate change. Through immersive virtual reality, moving audio testimony, and historical imagery created by local partners, audiences visit sites of climate crisis and resilience from Newark to New Orleans. Interactive installations allow audiences to share their own stories and help shape local decisions and global visions. The *Climates of Inequality* exhibit consists of:

*Introductory video:* before entering the exhibit, visitors view a “making of” video that follows the discussions between students, faculty, community leaders, and community residents that led to the co-creation of different local story modules (see below).

*Framing Question Nooks:* At three points in the exhibition, audiences are invited to consider overarching questions, that serve to frame groupings of local stories:

- Why does the past matter? Don’t we need to focus on the future?
- Nature doesn’t discriminate. How can climate change be unjust?
- Climate change happens globally. What can we achieve by acting locally?

Beneath each question are provocative quotes from a diverse group of humanities scholars and public figures who served as advisors on the exhibition, including Kyle Powys Whyte, Professor of Philosophy and Community Sustainability at Michigan State University, and Robert Bullard, Distinguished Professor at Texas Southern University’s School of Public Affairs, often called the father of environmental justice. On the inside of the framing question nooks are interactive installations that invite audiences to share their own experiences and perspectives (see below).

*Local Story Modules:* Audiences “visit” 21 local “frontline” communities and immerse themselves in their environmental histories through a series of local story modules in a variety of media, in the physical exhibit and a parallel digital experience at [www.climatesofinequality.org](http://www.climatesofinequality.org). Local stories are themselves a result of dialogue, created through collaborations between university students and partnering “frontline” community residents. Visitors “meet” each local student-community team that created each local story, by watching them work together in the introductory video, and reading an “Our Point of View” statement from each local student-community team that frames their module. These statements are designed to provide transparency to the visitor by describing who team members are, where they’re coming from, and what perspective they brought to their interpretation of the subject. Visitors then enter immersive multi-media “nooks” and explore local stories through ipads with audio interviews, videos, and storymaps; viewmaster slide shows; zines visitors can take away; and virtual reality headsets through which visitors can “visit” specific sites in each locality and hear community residents narrate its

environmental justice history (see COI exhibition brochure in additional supporting documentation). Each local story is framed by a title communicating the key theme the local student-community teams identified as most pressing for them. For example, [Urban Blight as Environmental Injustice](#), curated by students at the University of Wisconsin-Milwaukee and Peace Garden MKE, invites visitors to learn about the history of redlining and real estate financing on Milwaukee's Northside, and how local residents have created gardens to provide the community with green space and produce. In [Reimagining Immigrants and Environmental Justice](#), curated by students at California State University-Northridge and members of Padres Pioneros/Parent Pioneers, visitors can learn about historical traditions of environmentalism in immigrant neighborhoods, that have been overlooked in the mainstream environmental movement. With NEH-funding, student-community teams will be able to create additional local "pop-up" local story installations (see below for detail), that can travel to more community spaces than the national exhibition can.

*Interactive Stations:* The exhibit includes three interactive installations that invite visitors to share their local experience and perspective in different ways. For instance, "Sense Your Place" features a schematic map of the locality currently hosting the national exhibition (the map changes as the exhibit moves to each new host), which always includes a "frontline" community. The interactive invites visitors to affix a decal representing the five senses (for instance, a nose or an eye) on the map, pinpointing locations where they smelled, saw, heard, or touched a problem with, or change in, their environment (see COI exhibition brochure in additional supporting documentation). Visitors then are invited to write stories of their experience on the decals, documenting their encounters. Together, the decals build a collective portrait that often reveals inequalities in different areas, and always shares what it feels like to experience environmental and climate change. At the end of the exhibit showing at each local site, local decals are digitized and placed on the website. Evaluations have revealed that the installation catalyzes discussion among strangers as they post and read each other's accounts.

### **B. *Climates of Inequality* "Pop-Up" Local Installations and co-creation process**

With NEH funding, using the co-creation process HAL has developed over the past decade, scholars, students and community partners, brought together through our existing university-community organization partnerships, will hold discussions over the course of 1-2 semesters to research and develop content for a "pop-up" local installation. These smaller, lighter, installations will travel to smaller community venues than can accommodate the larger traveling exhibit. The "pop-up" will include framing elements from the national exhibition, but will focus on the local story, expanding and deepening what appears in the small "nook" of the national exhibition, to include additional media. The "pop-ups" represent humanities discussions in and of themselves: the semester-long collaboration to create the "pop-up" involves students and community collaborators sharing life experiences, visiting and exploring local sites in person and learning about their longer environmental histories, and listening to the memories and perspectives of community members. But once completed, "pop-ups" also serve as catalysts for future discussions, providing the common "text" for the humanities discussions described below, and encouraging communities to additional stories and material that can be integrated. All the new material teams create -- from digital oral histories to zines -- will also be integrated into their local story "nook" in the national exhibition, and on the *Climates of Inequality* website.

## **II. Shared Humanities Discussion Formats**

HAL partners across the country will be trained to facilitate humanities discussions in two shared formats, adapted to local contexts, during and beyond the grant period. The HAL Hub will facilitate virtual quarterly program workshops for all participating local scholar-student-community teams, drawing on its nearly decade-long experience designing virtual peer learning across over 40 cities and three national projects. Workshops seek to ensure consistent and coherent program design and delivery across local sites; support learning and exchange among partners; and most important, build lasting infrastructure for sites to offer these dialogues in an ongoing way. Workshops will provide training in facilitating local discussions in shared formats, led by trained facilitators from partner sites; exploration and discussion of common humanities themes, led by participating national humanities scholars; and defining success and evaluating programs across localities, led by evaluation consultants.

### **A. Environmental and Climate Justice (ECJ) Dialogues**

Developed by HAL partners at the University of Illinois at Chicago's Rafael Cintrón Ortiz Latino Cultural Center, the ECJ Dialogue format will use the COI exhibit to facilitate a story circle-style discussion that invites participants to share personal connections to environmental, climate, and social issues, and learn how they fit in to broader histories. Drawing from these personal stories and histories, facilitators surface assets participants and their communities have already developed for resilience in the face of the climate crisis, and open discussion on how participants can build on them.

*Logistics:* Participants: high school and older. Group size: 10-30 people per group. Time: 90 minutes. Seating: Circle in which participants can see and hear one another. Additional resources: chalkboard, dry erase board, or large stickies to post on the wall for all to read.

*Grounding Activity:* Exhibit Tour (60 Minutes): Humanities scholars and community partners will collaboratively lead a tour of the exhibit to create context for the dialogue to follow. After the tour, participants will be asked to explore the exhibit independently and identify a piece of media/"object" from the exhibit to bring with them to the conversation that resonated with or struck them. This could be a quote from an oral history interview, an image, or a historical fact shared in one of the panels (see <https://climatesofinequality.org/local-stories/> for examples). Participants will identify the "object" to the facilitator, who will pull it up on an ipad so others can see it while seated during the discussion.

*Phase 1:* Creating Community (10 minutes): Facilitators gather participants in a circle, welcome participants and introduce themselves, share the goals and guidelines of the dialogue program, and explain the ice-breaker. Participants are asked to work in pairs and learn three details from each other: name, asset (a word that represents a skill or talent), and environmental word (what is the first thing that comes to mind when you think about the "environment" or "climate change"?). Participants introduce their partners. Facilitators write Assets & Environmental words on the board as they are shared.

*Phase 2:* Sharing Our Experiences (25 Minutes): Each participant briefly shares why they selected their "object"/element from the exhibit. A participant might share an audio clip of a San Fernando resident talking about the proximity of her playground to major truck traffic routes, and the resulting high rates of asthma, which could inspire a discussion about histories of urban planning and goods distribution. Another might share images from the Ramapough Lunaape Nation's "Our Land, Our Stories" as the starting point for discussing traditions of sustainability we can all draw on in the climate crisis.

Considering the chosen exhibit elements together, participants discuss, which of these exhibit elements speaks to your (or your family/community) relationship to the environment and/or sustainability? One facilitator will continue to write key words from stories on the board, paying attention to cultural practices and barriers to environmental sustainability.

*Phase 3: Exploring Beyond Ourselves (25 Minutes):* Return to the practices and barriers written on the board. Continue sharing stories about exhibit elements, prompted by these two questions: What are some barriers to doing things that are friendly to the environment? What are some of the challenges to ensuring that all people are healthy and safe? Facilitators continue to write notes on the board as stories are shared.

*Phase 4: Synthesis (25 Minutes):* Participants break into groups to discuss how their assets can be used to address an environmental or climate justice issue. Facilitators will pick an issue from the barriers and injustices noted on the board, break participants into small groups, and identify a note-taker per group to discuss: How can we use our assets as tools for improving community quality of life through climate change? How can the humanities -- through our stories -- help identify and share those assets moving forward? Groups should come up with a project idea, using their personal assets to complement one another's. Bring groups back together to report back to the circle.

*Phase 5: Evaluation (5 Minutes):* Participants are invited to fill out questionnaires about their experience.

## **B. Mass Listening Events**

Where ECJ Dialogues are well suited for “frontline” communities who have experienced generations of “slow violence” from environmental degradation, Mass Listening events are geared to communities emerging from sudden climate disaster and the trauma they inflict. A Mass Listening event is a day-long, community gathering that seeks to create a safe and generative space for exchange and recording multiple peoples' life stories as part of a polyphonic narrative of a shared environmental or climate event. Recording equipment is set up alongside food, music, and other restorative activities. Mass Listening events were designed by HAL partners at the University of Puerto Rico Mayagüez to support communities in the aftermath of Hurricane Maria. Outcomes from Mass Listening events include providing experiential knowledges and witness testimonies for use in a variety of disaster relief, scientific, engineering, medical, psychological, agricultural, and other projects that respond to community needs.

Mass Listening events are designed as much for healing and community building through story sharing as they are for documentation. Guided by humanities scholars, interviews are conducted between local students and other community members, who both have some shared connection to the climate event. Although much of their value lies in the experience of exchange, interviews are recorded and archived through *Climates of Inequality*, using strict ethical protocols for consent, recording, and preservation developed by UPRM's oral history lab, on which HAL partners engaging in Mass Listening will be trained through the quarterly virtual workshops (see above). Local teams will also edit recording excerpts for integration into the *Climates of Inequality* exhibition and website. Components:

- *Introductory/Framing Storytelling Presentation (1 hour):* Audience gathers in a central space for a framing presentation. Presentation includes an overall framing of the event and its historical roots by one or more humanities scholars; brief personal narratives from 2-3 community members of the central climate event being discussed (for example, community members during the events in Puerto Rico might read their personal story from the [Mi María: Surviving the Storm](#) book that arose from

the *Climates of Inequality* project); and an explanation of how people can share stories during the remainder of the day, and what value their stories have.

- *Community Meal with musical performances* (2-3 hours): Meals are used to introduce participants to each other and connect them around traditional foods and music. Open conversation by students, community members and faculty works towards opening discussions about access to food, water, and other resource access and distribution after disaster.
- *Listening Stations* (2-3 hours, concurrent with meal + music above): guided by faculty and students, several listening stations are set up across the space, with recording equipment and shared prompts.

*After ML Event:* recordings are archived through *Climates of Inequality* at Rutgers-University Newark. Students work with interviewees to identify excerpts for integration into the COI exhibition and website.

### **C. Hybrid symposia (funded by university partners hosting national exhibition)**

Small community dialogues/events held in community spaces across each locality build audiences for larger-scale, day-long or multi-day symposia held at university or other larger venues in connection with the national *Climates of Inequality* exhibit. Local community members from places that hosted the “pop-ups” and dialogues will be especially invited, but the event will also be held on zoom so that people in local communities who may not be able to make it to the large venue can participate. Representatives from the community scheduled to host the exhibit and programming next will participate in person, to observe and learn from the current hosts, and to share their community’s history and experience with local audiences. Other HAL partners participating in COI Discussions will share their experience virtually. The entire HAL network across nearly 40 cities will be invited to participate virtually, able to respond and contribute to the discussions through the chat, which facilitators will bring in to the live discussion.

Symposia will begin with a tour of the national exhibition, followed by multiple sessions featuring diverse voices representing different expertise: university-based scholars, community knowledge bearers, and student-community collaborators on the local multi-media “pop-up” installations. Using a format successfully used in many multiracial, multi-expertise HAL convenings (see SOI national conference program in additional supporting documentation), short presentations/story sharing, in person and virtually through projections on screens, will be followed by responses and dialogues facilitated in a series of “rings,” that include prepared respondents representing diverse perspectives as well as volunteers from the audience.

### **D. Translocal Virtual Public Presentations**

Translocal Virtual Public Presentations, hosted and facilitated by the HAL Hub, will bring together scholars, community leaders, students, and publics from across participating communities, as well as from HAL’s broader 40+ city network, to explore connected histories and share visions for mutual support through the climate crisis. Program designs will be based on successful models of translocal programming created by HAL Hub and partners during the pandemic: “[Climates of Inequality Virtual Presentation Series](#)” designed by HAL University of Chicago-Illinois partners: The presentations in Fall 2021 and Fall 2022 brought together COI partners from different cities to discuss the intersection of environmental and climate justice with immigration, border surveillance, superfund sites, labor, community response and advocacy, and other issues; “[Taking Back Our Worlds](#)”, designed by HAL University of Wisconsin-Milwaukee partners, brought together scholars and community leaders from

Milwaukee and Newark during the summer of 2020 to discuss shared histories and visions for community support; and the HAL Hub's [Translocal Learning Studio](#), an ongoing series launched at the start of the pandemic through which students, community leaders, and scholars across the network exchanged ways to use storytelling in support of urgent mutual aid.

### **III. Local programming (adaptation of shared discussion formats, plus additional discussions)**

#### **1. Riverside, Northridge, and Santa Barbara, CA**

**Date of Exhibition and Programming:** Sep-Dec 2023 (national exhibition and symposium); Fall 2023 (courses to develop pop ups and local dialogues); Spring 2024-Spring 2025 (local dialogues)

**Exhibit and Programming Venue(s):** Japanese American National Museum (JANM) and Riverside Art Museum (national exhibition and symposium); California State University Northridge; University of California Riverside ("pop-up" programming)

**Thematic Focus (from Local Stories):** [Reimagining Immigrants and Environmental Justice](#); [Witnessing the Slow Violence of the Supply Chain](#)

**University and Community Partner(s):** California State University Northridge; University of California, Riverside; ÉXITO (Educational eXcellence and Inclusion Training Opportunities) Program at University of California Santa Barbara (UCSB) Padres Pioneros/Parent Pioneers, East Yard Communities for EJ, J-Town Action and Solidarity, People's Collective for Environmental Justice (PC4EJ)

**Years working together/with HAL: 10**

**Humanities Framers:** Stevie Ruiz, Associate Professor, Department of Chicana and Chicano Studies, California State University Northridge; Lisa Sun-Hee Park, Professor, Department of Asian American Studies, University of California Santa Barbara; Cathy Gudis, Associate Professor, Department of History, University of California Riverside.

**Community storytellers/speakers:** Members of Parent Pioneers, East Yard Communities for EJ, and J-Town Action and Solidarity, faculty from ÉXITO

**Projected audience:** Children in K-12, Community partners and their families, University students and faculty from CSUN and UCSB, Asian American community partners and local teachers.

#### **Additional Humanities Discussions:**

1. Climates of Inequality Launch and Symposium at JANM (see format description above).  
Session topics include: how community partners are "Reimagining Immigrants and Environmental Justice"; screening and Q&A of "Manzanar Diverted" with filmmaker Ann Kaneko and guests; "Public History and EJ: Documenting Our Past for Our Future" with JANM archivists/curators and Climates of Inequality student-community curators; and a viewing of student local climate action initiatives created in Fall 2022.
2. Workshops on Environmental Justice (EJ) histories for K-12: At Riverside Art Museum: Tour of exhibition and workshop with P4ECJ for community members and regional educators on how to incorporate environmental justice into K-12 Ethnic Studies, History, and Geography curricula, in partnership with UCLA's History Geography Project. At UCSB: ÉXITO (Educational eXcellence and Inclusion Training Opportunities) audiences share EJ humanities curricula and learning opportunities for K-12 students, and how to facilitate EJ discussions at home and in the classroom.

#### **2. Milwaukee, WI**

**Date of Exhibition and Programming:** Fall 2023 (courses to develop pop ups and local dialogues), Jan-May 2024 (national exhibition), Sept 2023-Aug 2025 (local dialogues and "pop-ups")

**Exhibit and Programming Venue(s):** America’s Black Holocaust Museum (national exhibition and symposia); Cherry St Community Garden, Unity Orchard Centerpiece Neighborhood at Sherman Park, and Armarath Cafe (“pop-ups” and programming)

**Thematic Focus (from Local Story):** [Urban Blight as Environmental Injustice](#)

**University and Community Partner(s):** U Wisconsin Milwaukee, Peace Garden Project MKE, Nurturing Diversity Partner, Bloom MKE, Kelloggs PEAK Initiative, United Methodist Children’s Services

**Years working together/with HAL:** 8 years

**Humanities Framers:** Arijit Sen, Professor, Department of Urban Planning (Moving to Public History program in 2023), University of Wisconsin Milwaukee.

**Community storytellers/speakers:** Representatives of Peace Gardens MKE (Camille Mays), Nurturing Diversity Partner (Reginald Jackson), Bloom MKE; Kelloggs PEAK Initiative

**Projected audience:** Milwaukee residents, community leaders, UWM students.

**Additional Humanities Discussions:**

1. Symposium at UWM and America’s Black Holocaust Museum (see format description above)
2. Community ECJ dialogues around food justice zines: pop up installations featuring zines on local neighborhood histories created through Climates of Inequality will be brought to the community spaces at Cherry St Community Garden, Unity Orchard Centerpiece Neighborhood at Sherman Park, and Armarath Cafe. ECJ dialogues (see format description above) will include scholars and community leaders guiding participants through the landscape of food in Milwaukee affecting black and brown residents, including food deserts and the rise of local urban farming, as well as participants’ stories around food. Dialogues end with zine-making workshops.

### **3. Mayagüez, Puerto Rico**

**Date of Exhibition and Programming:** Fall 2023 (courses for local pop up and local dialogues), Aug 2023-May 2024 (local dialogues); Aug-Dec 2024 (national exhibition)

**Exhibit and Programming Venue(s):** University of Puerto Rico Mayagüez Library (national exhibition and symposium), La Fundación Culebra and PerleArte (“pop-ups” and Mass Listening Events)

**Thematic Focus (from Local Story):** [Aftermaths: Community Responses to Climate Disaster](#)

**University and Community Partner(s):** UPR Mayagüez; PerleArte, La Fundación Culebra

**Years working together/with HAL:** 5 years

**Humanities Framers:** Ricia Chansky, Professor, Department of English and Director, Oral History Lab (OHL), University of Puerto Rico Mayagüez.

**Community storytellers/Speakers:** Mi Maria narrators and editors Marisol Lebron, Yarimar Bonilla, Iris Morales, Maria Padilla and Nancy Rosado, Martin Espada, Ana Portnoy Brimmer, Loretta Collins Klobach; members of Buscabulla (local parranda singers), members of the Soda Pop comics collective in San Juan, Salvador Gomez Colon (founder of Light and Hope for Puerto Rico).

**Projected audience:** UPRM community, La Perla and Culebra residents, larger archipelago

**Additional Humanities Discussions:**

1. Webinar on Narrating Disaster at UPRM. This bilingual webinar will be livestreamed at four community partner sites (hosted by the community partner site who will facilitate discussion in the community). It will be introduced and moderated by humanities scholars and include presentations by fiction and nonfiction writers, essayists, children’s and young adult authors, poets, artists, cartoonists, and musicians. The presentation will be recorded and archived at the UPRM OHL.



2. Mass Listening events in La Perla and Culebra. La Perla is an underserved oceanfront neighborhood of la Perla in San Juan facing displacement after the destruction of hurricanes Irma and María. PerlArte, dedicated to community artmaking as a means of processing disaster and disenfranchisement while offering community members a source of education and income, will host events focused on home, place, and neighborhood. La Fundacion Culebra will host events focused on medical care after a disaster.

#### **4. Chicago, IL**

**Date of Exhibition and Programming:** Sep-Dec 2023 (local dialogues), Spring 2024 (courses for local pop up and local dialogues).

**Exhibit and Programming Venue(s):** Rafael Cintrón Ortiz Latino Cultural Center and Quad at University of Illinois at Chicago (“pop-up”), Little Village Environmental Justice Organization, Centro San Bonifacio, Chicago Justice Gallery (“pop-up” and programming)

**Thematic Focus (from Local Story):** [Resisting Cycles of Environmental Injustice in La Villita](#)

**University and Community Partner(s):** University of Illinois at Chicago, Little Village Environmental Justice Organization, Alianza Americas

**Years working together/with HAL:** 5 years

**Humanities Framers:** Rosa Cabrera, Director, Rafael Cintrón Ortiz Latino Cultural Center, adjunct faculty, Department of Latino and Latin American Studies, Museum and Exhibition Studies, UIC.

**Community storytellers/speakers:** LVEJO and Alianza Americas members, UIC students

**Projected audience:** LVEJO and Alianza Americas members, UIC students, Chicago residents.

**Additional Humanities Discussions:**

1. ECJ Dialogues will use the “pop-up” installations as the catalyst for discussions of histories and personal experiences that identify community assets for confronting local issues of pollution, resource access, and other climate justice issues within the Latinx community in Chicago’s southside.
2. Climates of Inequality Virtual Presentations. Faculty and leaders from various community partners that have participated in the Climates of Inequality project will be invited for a series of virtual presentations hosted by HAL to discuss local environmental and climate justice issues facing their communities. The dialogue will be facilitated by students in Dr. Cabrera’s Environmental and Climate Justice class hosted in Fall 2023 and Spring 2024.

#### **5. Newark, NJ**

**Date of Exhibition and Programming:** Spring 2024 (courses for local pop up and local dialogues) January 2025 - June 2025 (national exhibition and local dialogues).

**Exhibit and Programming Venue(s)** Newark Water Coalition headquarters

**Thematic Focus (Local Story in development):** Water Justice in Newark

**University and Community Partner(s):** Rutgers University-Newark, Newark Water Coalition

**Years working together/with HAL:** 5 years

**Humanities Framers:** Chief Vincent Mann, Turtle Clan of the Ramopough Lenape Nation; Neil Maher and Jack Tchen, Professors, Federated Department of American Studies and History, New Jersey Institute of Technology/Rutgers University-Newark

**Storytellers/speakers:** Anthony Diaz, members, volunteers in the Newark Water Coalition with a focus on youth, and community residents associated with the Newark Water Coalition.

**Projected audience:** Community residents, Students from Rutgers University-Newark.

**Additional Humanities Discussions:**

1. Screening of *The Rise of the Newark Water Coalition* short documentary moderated by humanities scholars. A series of two screenings of a 15-minute documentary from NWC that opens discussion on water availability and access in the city of Newark. Scholars will frame the documentary and discussion around lead pollution in water and urban infrastructure.
2. Mass Listening event at Newark Water Coalition event space. Community members will be invited to view the national exhibition and share personal narratives around water access. Stories will be recorded and used for additional documentary footage.

## **6. Las Cruces, NM**

**Date of Exhibition and Programming:** Fall 2023 (local dialogues), October 2023, 2024, 2025 (symposia), Spring 2024 (courses for local pop up and local dialogues), July 2024 (national exhibition)

**Exhibit and Programming Venue(s):** Branigan Cultural Center, Doña Ana Community College (DACC) President’s Gallery (national exhibition), Rio Grande Theatre, Fine Arts Flea Market, Learning Action Buffet (“pop-up” programming)

**Thematic Focus (local story in development):** Water is Life: The Piro-Manso-Tiwa Tribe, the Rio Grande, and traditional ecological knowledge

**University and Community Partner(s):** Doña Ana Community College, Learning Action Buffet

**Years working together/with HAL:** 6 years

**Humanities Framers:** Diego Medina (Piro-Manso-Tiwa Tribe), Federico Almaraz, Professor, Department of English, Doña Ana Community College

**Community storytellers/speakers:** Guillermo Portillo (DACC student/local artist), Crystal Quintero (DACC Student Government Officer), Tony Cruz and other youth from LAB.

**Projected audience:** Las Cruces residents, DACC students, LAB youth.

### **Additional Humanities Discussions:**

1. Youth-led “Water is Life” discussions at the [Fine Arts Flea Market](#). Using “pop-up” installations featuring the “Water is Life” film created by the NM scholar-student-community team on local histories of the Rio Grande, LAB youth will facilitate adapted ECJ Dialogues with the general public, high school, and college students from the Las Cruces
2. Annual 10X25 Conference (see symposia format description above). Sessions include screenings of “Water is Life”, explorations of the connections between the Rio Grande and the Piro-Manso-Tiwa Tribe and how we need traditional ecological knowledge for the river system’s health.

## **7. Greensboro, NC**

**Date of Exhibition and Programming:** Pre-grant period, Feb 2023-May 2023 (national exhibition); Fall 2023 (courses for local pop up and local dialogues); Jan 2024-Feb 2025 (local dialogues)

**Exhibit and Programming Venue(s):** Shaw University, Fayetteville State University, North Carolina A&T University, Princeville Community Center (“pop-ups” and programming spread across eastern NC)

**Thematic Focus (from local story):** [Environmental Justice Along the Underground Railroad](#)

**University and Community Partner(s):** University of North Carolina Greensboro and The Town of Princeville, NC; Shaw University and the North Carolina Environmental Justice Network

**Years working together/with HAL:** 5 years

**Humanities Framers:** Jennifer Feather, Department Head, Associate Professor, Dept of English, UNC Greensboro; Valerie Ann Johnson, Dean of the School of Arts, Sciences & Humanities, Shaw University

**Community storytellers/speakers:** Students and community members at each institution/venue.

**Projected audience:** Community members across Raleigh, Greensboro, Fayetteville and Princeville, Students from UNC Greensboro, Fayetteville State University, North Carolina A&T, Shaw University.

**Additional Humanities Discussions:**

1. UNCG-Town of Princeville partners will bring their years of playback theater, and the Princeville environmental justice histories they created for Climates of Inequality, to develop EJC dialogues designed to explore modes of resilience they heard, how climate issues appear in their communities, and what connections they see between their community and Princeville. Participants will be invited to add their stories to the project archive.
2. An adaptation of mass listening events using theater, Public Playback Theatre events gather climate justice testimony from community members through prompts such as: What is a struggle you have experienced as a member of this community? What is a practice that you have experienced in this community that helps people “get free?” Event will generate videos edited and offered back to the community in their archives/“pop-up” installation.
3. Research and feedback collected from other communities above are brought back to Princeville in the form of “issue plays”. Using adaptations of ECJ dialogue formats, Princeville participants respond to plays and explore new ideas for resilience they generate.

**8. Albany, NY**

**Date of Exhibition and Programming:** Fall 2023 (courses for local pop up and local dialogues) January 2024 - September 2024 (local dialogues)

**Exhibit and Programming Venue(s):** Skidmore College, Capital Region location, The Social Justice Center (“pop-ups” and programming), The Sanctuary for Independent Media, SUNY Albany, Rensselaer Polytechnic Institute (RPI) (programming).

**Thematic Focus (from local story):** [The Empire's Backyard: Power & Pollution in Sheridan Hollow](#)

**University and Community Partner(s):** Skidmore College, Sheridan Hollow Alliance for Renewable Energy (SHARE), Lights Out NoreLite.

**Years working together/with HAL:** 3 years

**Humanities Framers:** Neil Maher, Professor, Federated Department of American Studies and History, New Jersey Institute of Technology/Rutgers University-Newark; Adam Tinkle, Assistant Professor of Media & Film Studies; Director of Documentary Studies, Skidmore College; Angela Beallor-Press, MDOCS Documentarian in Community Co-Creation.

**Community storytellers/speakers:** Merton Simpson and Ruth Foster (Co-Chairs at SHARE); Keith Schue (SHARE), Judith Enck (Former EPA Administrator), Marc Dunlea (Lights Out NorLite); Dave Publow (Sanctuary for Independent Media); Sanctuary for Independent Media Pacifica/EJ radio host; Alanah Kedell- Tuckey (NYS Director, Office of Environmental Justice); students who co-created COI.

**Projected Audience:** Skidmore College community, Capital Region residents, community stakeholders, high school students working at the Sanctuary for Independent Media, Radix Ecological Sustainability Center, Capital Roots, and students from College of St. Rose, SUNY Albany, Sage, and RPI.

**Additional Humanities Discussions:**

1. Community presentations led by representatives from SHARE and Lights Out Norlite and humanities framers on histories of Sheridan Hollow, followed by ECJ Dialogues.
2. Symposium at Skidmore College (w/Center for Social Justice and Sanctuary for Independent Media).
3. ECJ Dialogues led by community partners and participating national humanities scholars, hosted at SUNY Albany, RPI, and the Sanctuary for Independent Media.

## **Climates of Inequality Discussions**

### **Additional Materials**

#### **Material accessible on-line**

[www.climatesofinequality.org](http://www.climatesofinequality.org): digital version of the *Climates of Inequality* National Traveling Exhibition, created by students, scholars, and frontline community members in 21 cities. Material created through *Climates of Inequality* Discussions will be integrated onto this platform.

<https://youtu.be/B3Pi2R4qvoU>: 13-minute documentary about the making of COI, following scholars, students and frontline community members from Newark to New Orleans as they explored their environmental justice histories together. This gives an idea of dialogue and co-creation that scholar-student-community teams will participate in to create their local “pop-up” installations.

[Environmental and Climate Justice Dialogue Guide for Museums, Cultural Centers and Historic Sites](#): Example dialogue designs created and successfully implemented by HAL partners at UIC’s Rafael Ortiz Latino Cultural Center that will serve as the basis of the “ECJ” Discussions for *Climates of Inequality* Discussions, described in the walkthrough.

#### **Material Attached**

*Climates of Inequality: Stories of Environmental Justice Exhibition Brochure*: gives images and an overview of the content of the national traveling exhibition that will serve as one catalyst for *Climates of Inequality* Discussions

*Climates of Inequality Content Guidelines*: guidelines and design templates that student-scholar-community teams used to create their local story exhibition “nooks,” and will use to create their “pop-up” installations.



# Climates of Inequality

Stories of Environmental Justice

## Exhibition Brochure



# About climates of inequality

This multimedia exhibition follows more than 500 students, educators, and advocates in 22 across the hemisphere as they explore and document the deep historical roots of climate inequality and environmental injustice—and develop strategies for change.

Through immersive virtual reality, moving audio testimony, and historical imagery created by local partners, audiences visit sites of climate crisis, resistance, and resilience from Newark to New Orleans. Participatory installations allow audiences to share their own stories and help shape local decisions and global visions.

Climates of Inequality is a project of the Humanities Action Lab, an international coalition of universities, issue organizations, and exhibiting spaces led by Rutgers University - Newark that collaborate to produce student- and community-curated public projects on pressing social issues.



# Exhibit Components

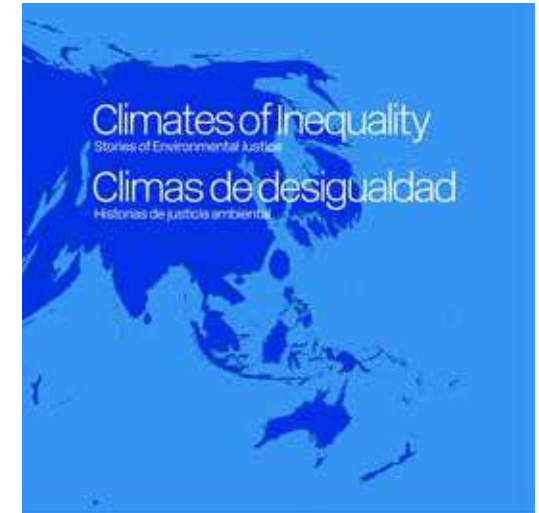
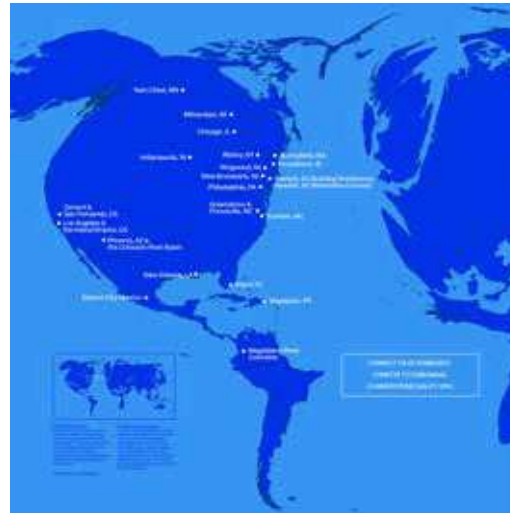
## The Climates of Inequality exhibit consists of:

- + 22 Local Stories panels (with more being added each year), each exploring a local history and curated by that community, in English and Spanish, assembled into 8 nooks
- + Audio, video, and still images loaded onto iPads, virtual reality headsets, and Viewmasters
- + 3 thematic nooks, containing framing questions and quotes from issue advocates and scholars
- + 3 tactile interactive nooks that invite visitors to respond to local and national policy issues
- + An introductory nook that includes a monitor and short documentary (13 minutes) on the project



# Introductory Panels – Nook 1

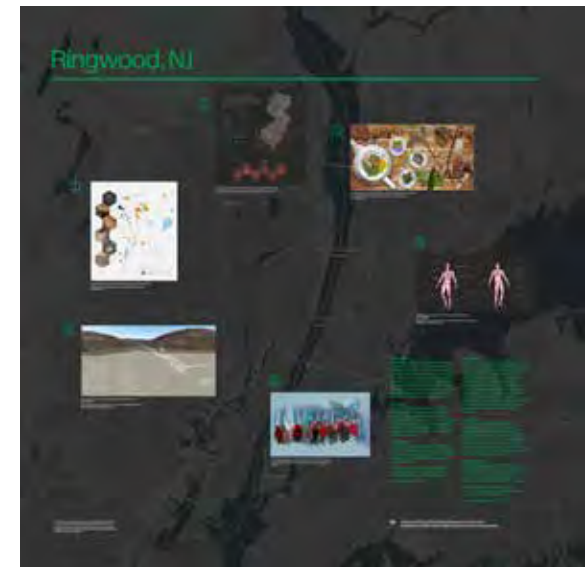
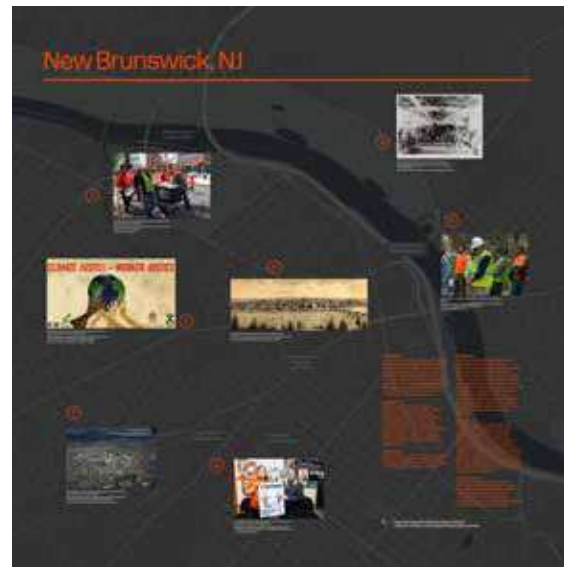
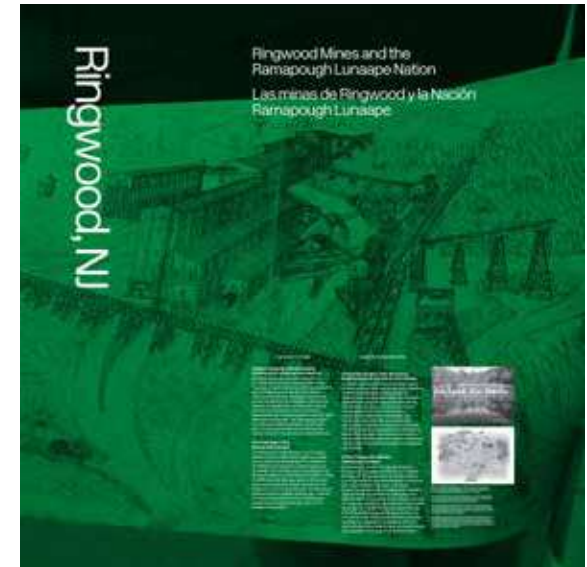
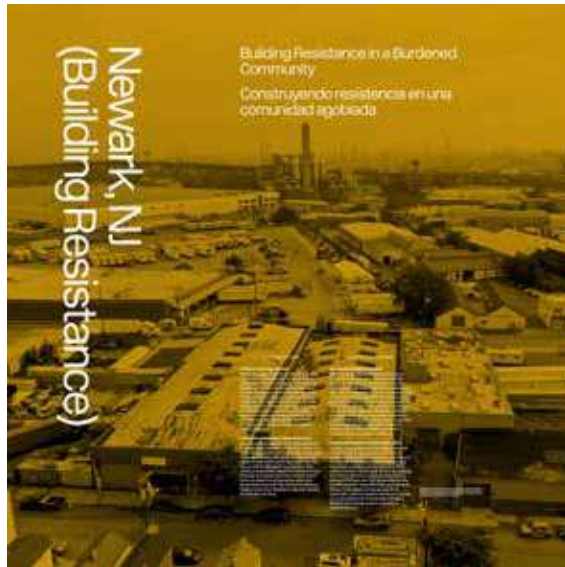
Devices: TV Monitor



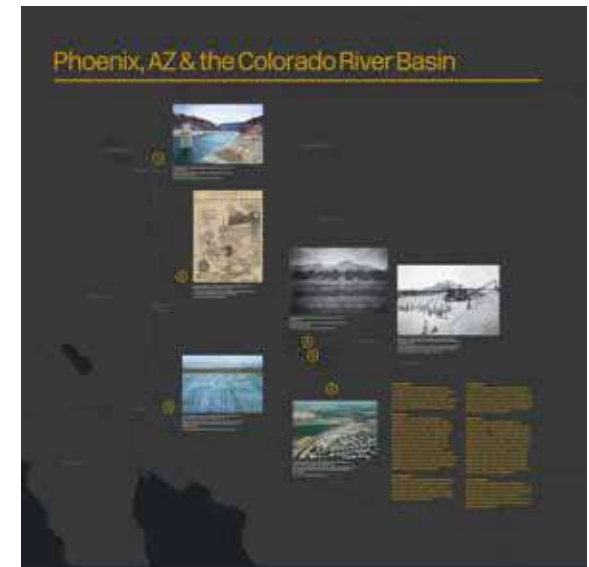
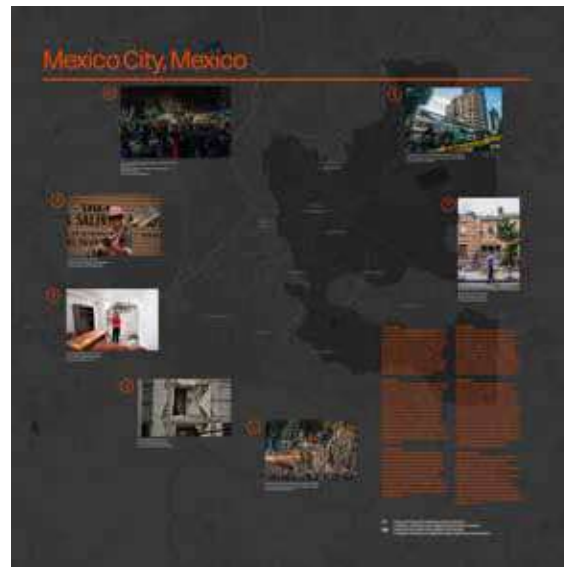
The Introductory Nook features a television monitor playing a 13-minute documentary that provides an overview of the project.



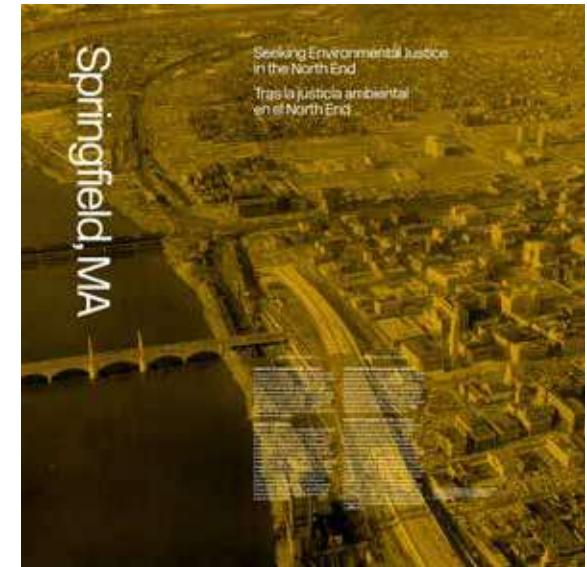
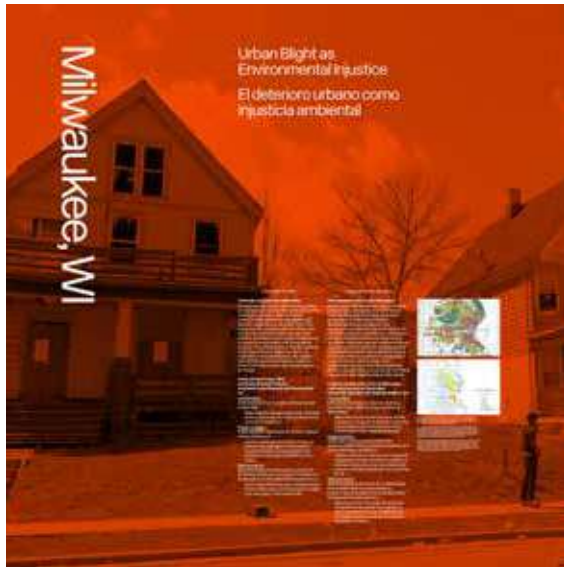
# Local Story Panels – Nook 2



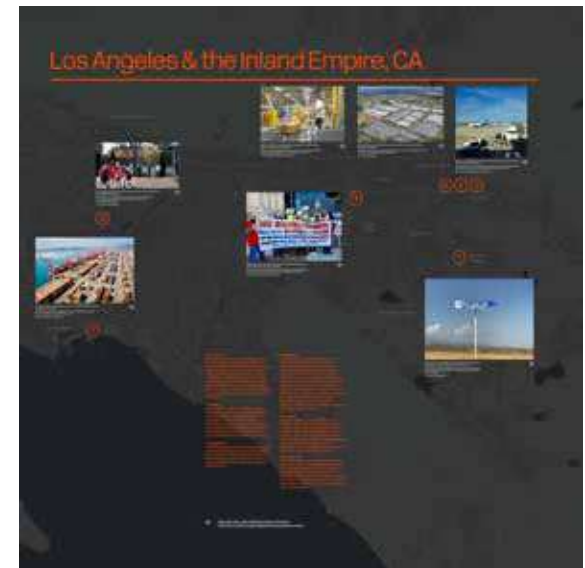
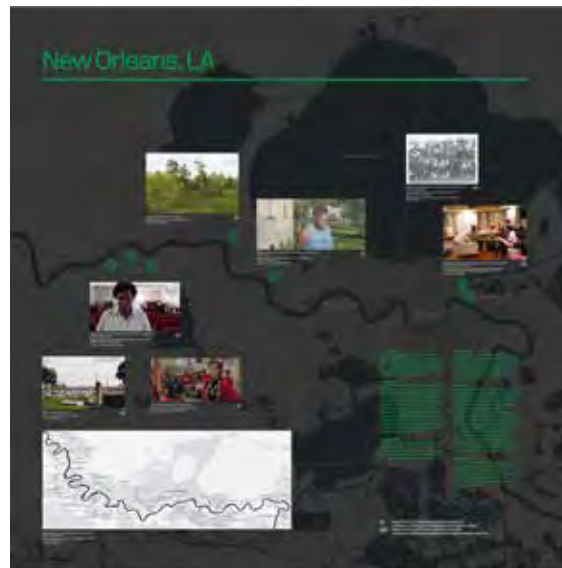
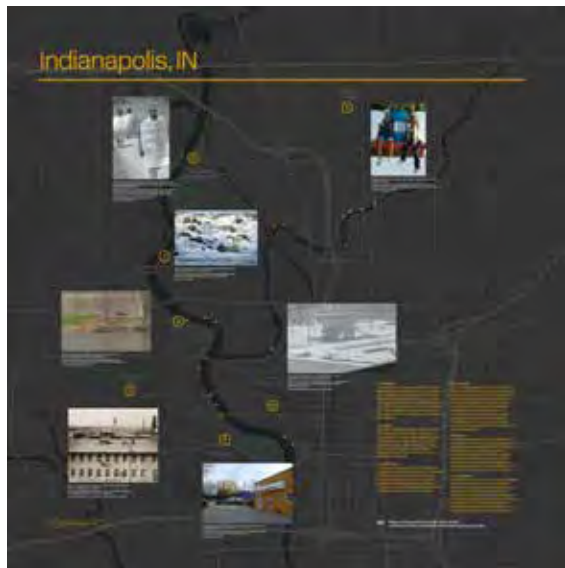
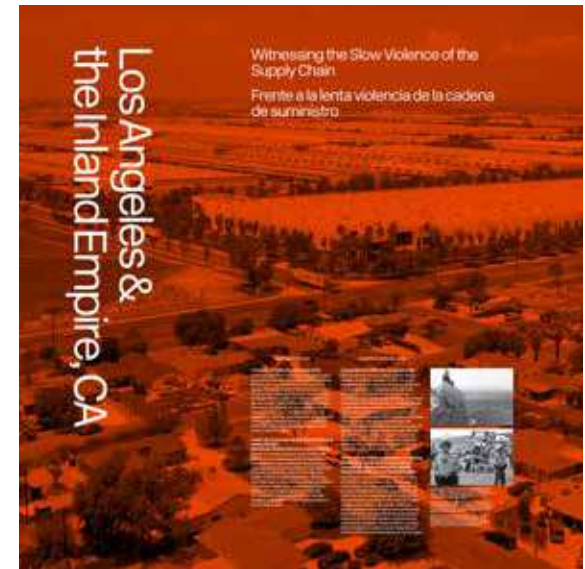
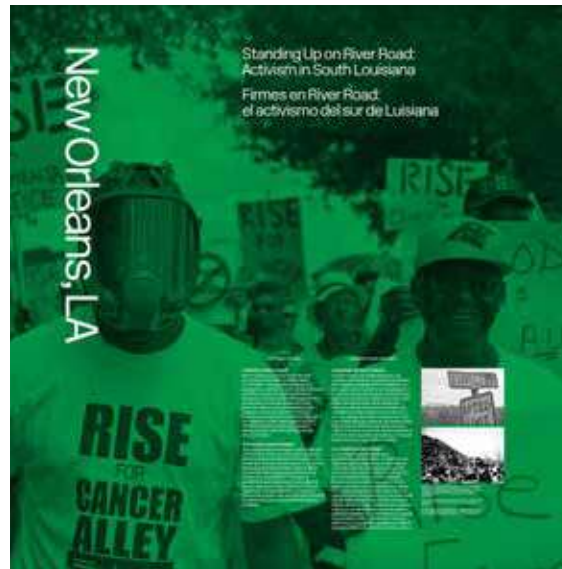
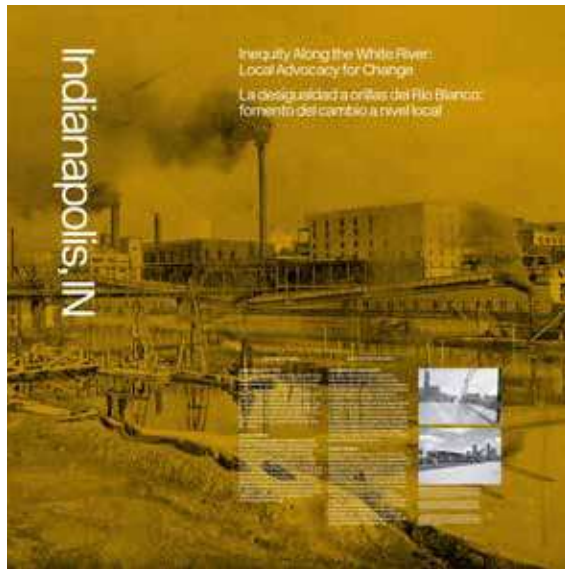
# Local Story Panels – Nook 3



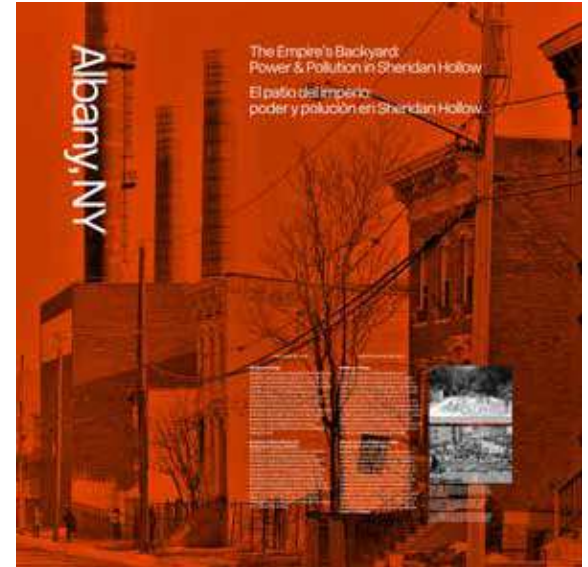
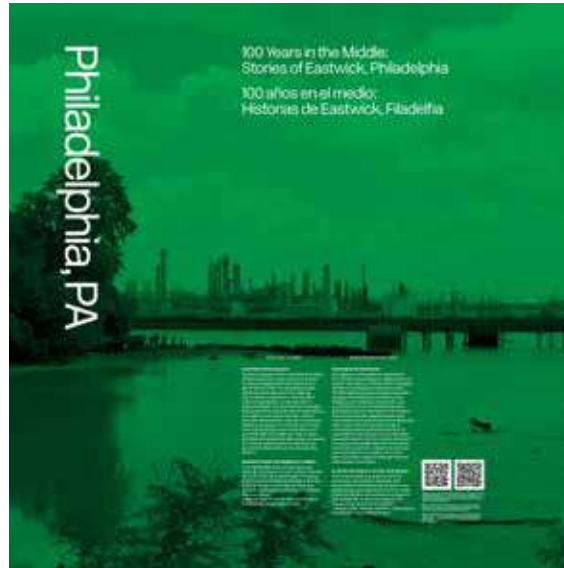
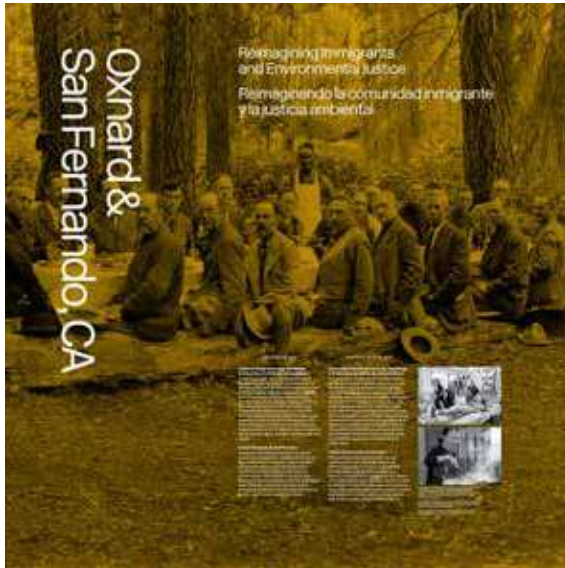
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# Local Story Panels – Nook 5



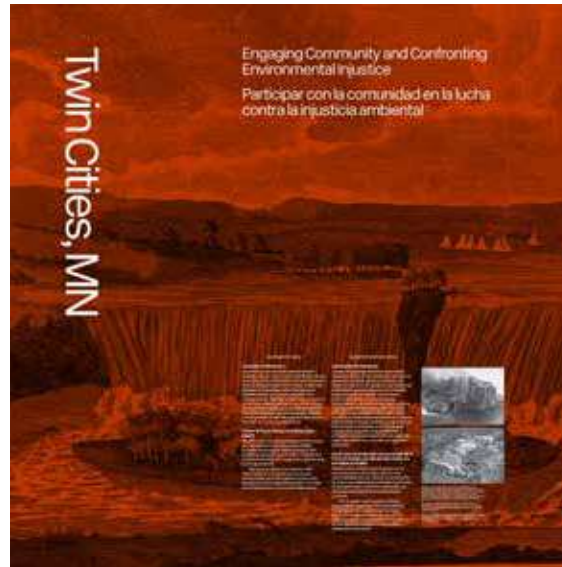
# Local Story Panels – Nook 6



# Local Story Panels – Nook 7

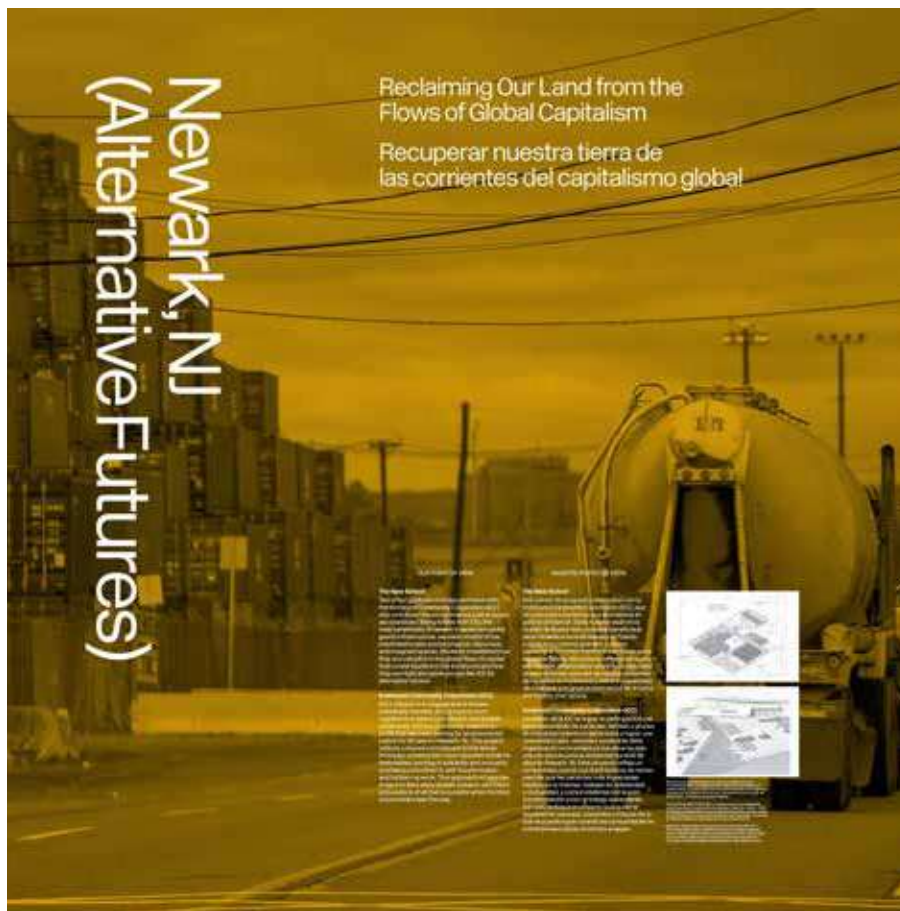


# Local Story Panels – Nook 8

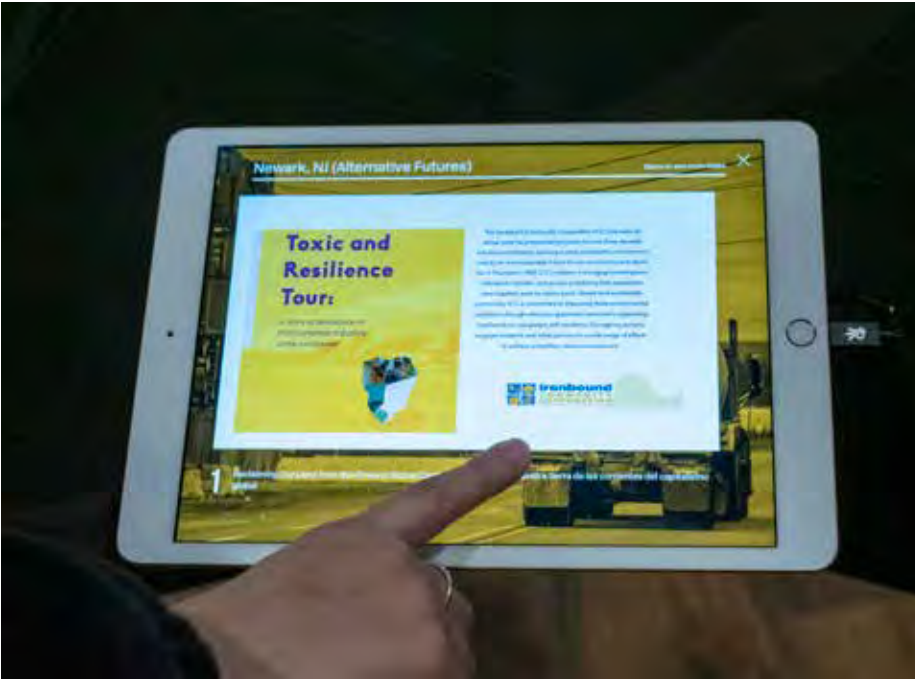




# Local Story Panels – Nook 9 (Stand Alone)



# Digital Content



Local story nooks offer visitors immersive, interactive experiences through supplemental audiovisual content loaded onto virtual reality headsets, iPads, and manual viewmasters. Content includes [360° videos](#), [audio clips](#) and [video clips](#), and [still images](#).



# Thematic Panels

**Why does the past matter? Don't we need to focus on the future?**  
**¿Por qué importa el pasado? ¿No es mejor enfocarse en el futuro?**

**Why does the past matter? Don't we need to focus on the future?**  
**¿Por qué importa el pasado? ¿No es mejor enfocarse en el futuro?**

**“Racism and the role of disaster are enmeshed in black and brown communities through generations of discrimination and political neglect... The American Disaster leaves an indelible mark, but the fact that people of color are still more likely to die from environmental causes is not a success.”**

**“La discriminación y el riesgo de desastres se han enredado a las comunidades de personas negras y de color mediante generaciones de discriminación y negligencia política... Las leyes de desastres en América no existen, pero el hecho que la gente de color de más probable a morir por causas medioambientales indica que no hay un éxito.”**

**“We will not deny that the history of climate injustice is painful, but we will not let it define the experience of disaster.”**

**“No vamos a negar la historia de la injusticia climática, pero no vamos a dejar que la experiencia de desastres nos defina.”**

**“The crisis didn't appear out of thin air. Someone did this to us. The fossil fuel industry and the governments that subsidized it... I don't want a fact-finding mission, I want a truth-telling movement.”**

**“La crisis no surgió de la nada. Alguien nos hizo esto. La industria de combustibles fósiles y los gobiernos que la subsidiaron... No quiero una comisión de investigación. Quiero un movimiento por la verdad.”**

**Nature doesn't discriminate. How can climate change be unjust?**  
**La naturaleza no discrimina. ¿Cómo puede ser injusto el cambio climático?**

**Nature doesn't discriminate. How can climate change be unjust?**  
**La naturaleza no discrimina. ¿Cómo puede ser injusto el cambio climático?**

**“Although there is no ‘white air,’ ‘brown air,’ or ‘black air,’ race mixes closely with class socially. All poor Americans and other people of color live in the most polluted places and suffer the health consequences. Race does not cause illness, racism does.”**

**“A pesar de que no hay ‘aire blanco,’ ‘aire marrón,’ o ‘aire negro,’ raza mezcla muy estrechamente con la clase social compartida entre la raza y la mala calidad del aire. Las personas afroamericanas y otras personas de color viven en los sitios más contaminados y sufren las consecuencias sobre la salud. La raza no causa enfermedad, el racismo sí.”**

**“... In the Americas, natural disasters as acts of God or the wrath of Mother Nature — the natural world — are a myth. As destructive as the flooding, wildfire, and hurricanes seem, they are man-made. They are the result of human activity that we can control.”**

**“... En América, los desastres naturales son una ficción. Dios, o la ira de la Madre Naturaleza, o el mundo natural, no destruyen. Como las inundaciones, los incendios forestales y las tormentas, ellos son el resultado de la actividad humana que podemos controlar.”**

**“The United States is not alone in the world in the western U.S., we know that we have communities most affected by the most serious of natural disasters and impacted by the climate crisis. We are the ones affected first and second by the most severe drought, and also the climate disaster.”**

**“Desde el Horizonte del Sur y del Karakoram, desde la América del Sur, desde el EE.UU., conocemos muy bien cómo la crisis climática más afectada por las causas humanas afecta a las comunidades y las personas. Impacto de desastres climáticos y pérdida de vida.”**

**Climate change happens globally. What can we achieve by acting locally?**  
**El cambio climático se da a nivel global. ¿Qué podemos lograr con la acción local?**

**Climate change happens globally. What can we achieve by acting locally?**  
**El cambio climático se da a nivel global. ¿Qué podemos lograr con la acción local?**

**“There are more than 100 local governments of all sizes, not the big names, who are taking climate action. What if they started doing that what would that mean for our health and what would our lives be like?”**

**“Hay más de 100 gobiernos locales de todos los tamaños, no los grandes nombres, que están tomando acción climática. ¿Qué pasaría si empezaran a hacerlo? ¿Qué pasaría con nuestra salud y cómo sería nuestra vida?”**

**“We have to do more than just talk about climate change. We have to take action. We have to take action on the ground. We have to take action on the ground. We have to take action on the ground.”**

**“No basta con hablar de cambio climático. Tenemos que tomar acción. Tenemos que tomar acción en el terreno. Tenemos que tomar acción en el terreno. Tenemos que tomar acción en el terreno.”**

## Framing Questions & Quotes from Scholars

- + Why does the past matter? Don't we need to focus on the future?
- + Nature doesn't discriminate. How can climate change be unjust?
- + Climate change happens globally. What can we achieve by acting locally?

# Interactive Nooks

Sense Your Place



Act Locally



Design Your Green New Deal

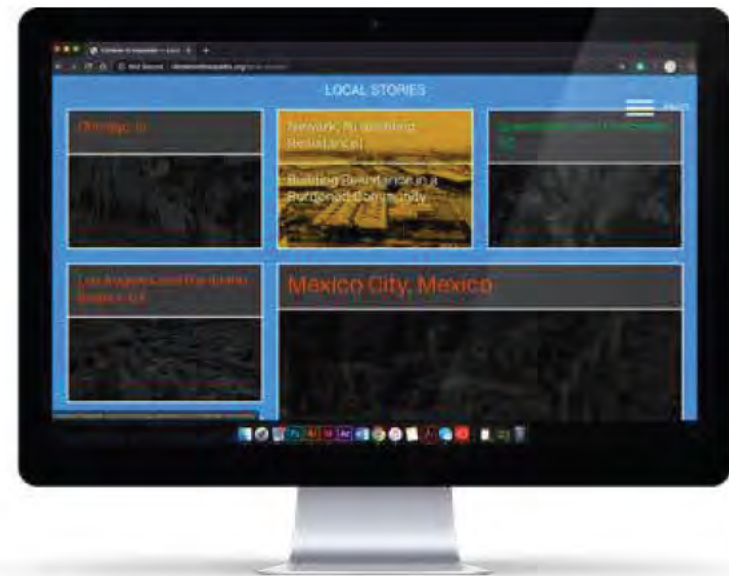


## Tactile Activities

- + Sense Your Place: Visitors affix decals of the five senses on a map of the host city, pinpointing locations where they noticed a problem with their environment.
- + Act Locally: Visitors cast votes Yes/No votes on a question drafted by the hosts about a local public policy issue.
- + Design Your Green New Deal: Visitors select their priorities for a future Green New Deal from a list of policy ideas—or add their own suggestion.

# Website

The [web platform](#) features all [Local Stories](#) from the exhibition and additional local audio/visual content; invites visitor responses to [Act Locally](#) questions; and shares ["Happening Now"](#) partner updates, [exhibit and event announcements](#), and [project news media coverage](#).



# Adding Your Local Story to the Exhibition

To add your local story, a university partner teaches a course on the history of climate and environmental justice in local and global context, using HAL's teaching resources as desired. The university partner will collaborate with a local group or organization outside the university led by frontline communities—immigrants, low-income earners, and people of color—most immediately impacted by climate and environmental (in)justice. Through the course, students and community partners will curate a “chapter” of the project about climate and environmental justice in their locality, using HAL's design template and work plan, for inclusion in a physical and digital exhibit.

Using COI guidelines for text and media formats, teams submit their content to COI exhibit and web designers to provide the final physical and digital exhibit material. Local teams may create one additional panel and up to 20 pieces of video, audio, or other media to be included in the nationally traveling exhibit and web platform, and up to four additional exhibit panels to be displayed locally. New partners can expect to have their work incorporated into the exhibit after production is complete.



6



7



5



**The Problem**  
Living in California has long meant enjoying some of the nation's most beautiful, temperate climates and landscapes. As the state's population grows, people are increasingly looking for ways to enjoy the outdoors and the state's natural resources. This is especially true for the state's most vulnerable communities.

**The Goals**  
In the 1990s, the Department of Industrial Relations, the California Department of Industrial Relations, and the U.S. Department of Labor, along with other state and federal agencies, began working together to create a national network of community centers for workers.

**The Solution**  
A coalition of the California Department of Industrial Relations, the California Department of Industrial Relations, and the U.S. Department of Labor, along with other state and federal agencies, began working together to create a national network of community centers for workers.

**The Impact**  
By the 1990s, the coalition had established a network of community centers across the state. These centers provide a variety of services, including job training, legal assistance, and other support for workers.

## OPTIONS FOR HOSTS WHO CREATED A LOCAL PANEL

Partners who created a local story panel may also produce additional local content to be installed alongside the traveling exhibition when they host it. Partners should produce and submit this supplemental content on the same timeline followed for Climates of Inequality-focused courses. (See previous page.)

---

## COVID-19 MASS LISTENING PROJECT

Partners may provide an addendum to their local story through the [COVID-19 Mass Listening Project](#), which explores the impact of the pandemic on their communities and the responses by local residents and activists. This initiative allows HAL's partners to build on Climates of Inequality by examining environmental justice through the lens of COVID-19. Contributions may be short interviews and oral histories, photos, audio, videos, poems, drawings, paintings, essays (1,500 word or less), or other formats. This content will be integrated into the Climates of Inequality website and the exhibition iPads and virtual reality headsets. (Hosts may contribute to the COVID-19 Mass Listening Project whether or not they produced a local story panel.)

# Public Programs



Climates of Inequality provides program designs and facilitation resources for planning local public dialogues, either in-person or virtual. Local partners may also develop their own programs.



The Humanities Action Lab can also assist partners in promoting and documenting public programs.





# Specifications

## Materials, Layout, Dimensions

**Materials:** The exhibition consists of fabric panels and aluminum frames.

**Layout:** Exhibition nooks may be installed in a C-shaped, "folded" configuration or a flat, "unfolded" configuration. Local Story panels exist in both a 1-sided version and 2-sided version. (Note: the Introductory Nook panels and Interactive Nook panels exist only in the 2-sided version.) 2-sided panels can be installed in either the "folded" or "unfolded" nook configuration, while 1-sided panels can be installed only in the "unfolded" nook configuration. Hosts may combine "folded" and "unfolded" nooks, depending on their needs.

**Dimensions:**

"Folded" nooks: 16" long (122 ft total)

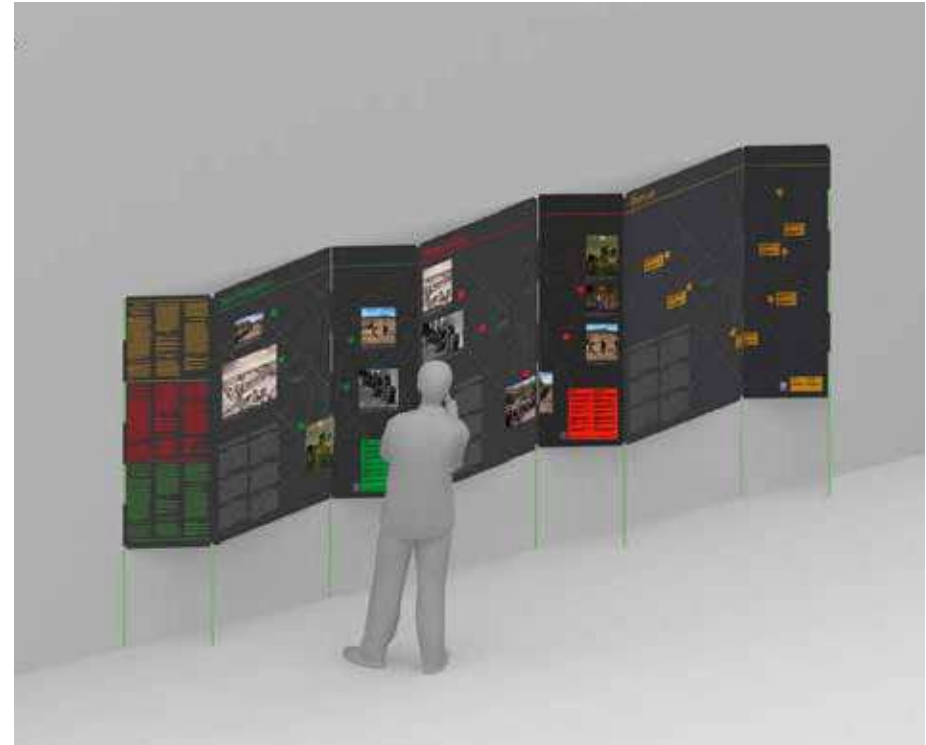
"Unfolded nooks: 5' 6" wide by 5' 6" deep (30 ft<sup>2</sup>)

Recommended square footage of venue: 1,300 ft<sup>2</sup>

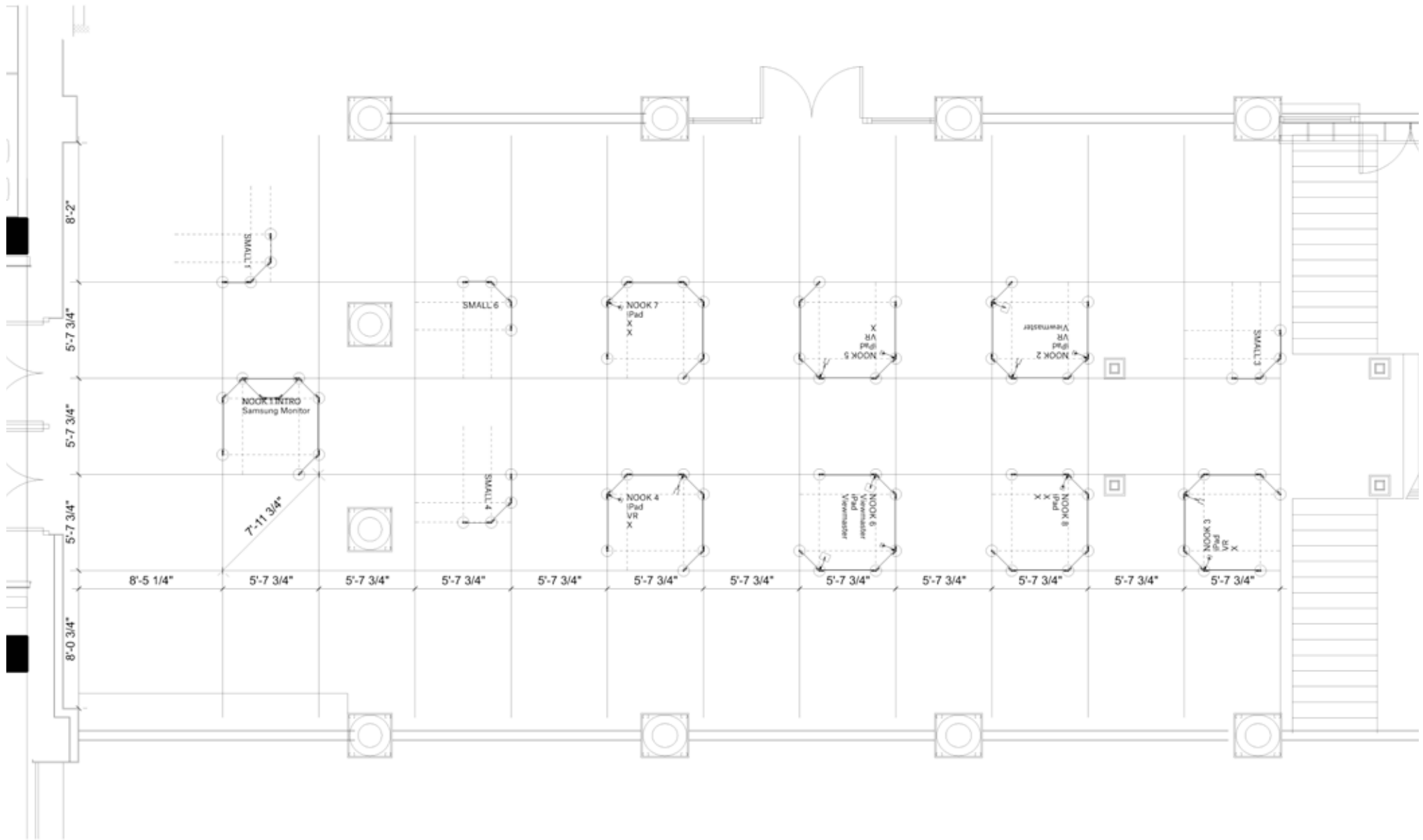
Folded Configuration (2-Sided Panels)



Unfolded Configuration (1-Sided Panels)



# Sample Installation Schema



# Past Installations



Bell  
Museum,  
St. Paul, MN



Bell  
Museum,  
St. Paul, MN



Stage 1  
Gallery,  
Albany, NY



URI Feinstein  
Providence  
Campus  
Gallery,  
Providence, RI



Indianapolis  
Public  
Library,  
Indianapolis, IN



Indianapolis  
Public  
Library,  
Indianapolis, IN

# HAL Initiative on Environmental & Climate Justice Content Guidelines

Dec 18, 2018  
MTWTF

## Introduction

This document is a guide to visualize the way your local story will appear in the exhibition and the website. This document also provides specifications for the amount and kind of text, images, and other media.

There are three broad platforms for your local story: physical exhibition panels, media in the traveling exhibition, and the website. This document will provide an overview of how these platforms can be used in different ways.

### Physical Exhibition Panels (pg 6)

In the traveling exhibition, you can think of the panels dedicated to your local story as teaser content—similar to a book jacket, or a poster—to set the scene and get visitors excited to learn more. While there is little space here to explore your local story in too much depth or detail, it is a powerful

platform for framing the big idea(s) and inviting visitors to explore more deeply.

### Media in the Traveling Exhibition (pg 15)

To provide more depth and detail, media will accompany your physical exhibit panel. Your team should choose one type of media (all options outlined on pg 16). This will help you immerse your audience in the environments that you are investigating. This media will also appear on the website.

### Website: Additional Digital Content (pg 19)

The website will include all content on the physical exhibit panel and accompanying media. But it goes much further, allowing visitors the time and space to go in-depth on the issues surrounding your local stories. With greater capacity for media hosting, room for long-form digital essays, and space to outline a call for action, the website can add color and complexity to your local story.

### Physical Exhibition: Supplementary content (pg 23)

Additional physical exhibition panels can be created when the exhibition is hosted by your team. This content is not required. The HAL hub will provide a template for these panels, but production and fabrication (and associated costs) will be your team's responsibility. Two additional iPads will be available as part of the exhibition kit if your team has additional media they would like to exhibit in your local venue. This content will not travel with the exhibition.

### Characters vs Words

Text will be measured and limited by characters, not words, per the specs provided in this document. Panels cannot accommodate more than the indicated number of characters. Word counts are given only to provide you a sense of the amount of text the character counts represent. Character counts include spaces.

### Bilingual text

The exhibition and the website will be bilingual. Text will appear in both English and Spanish. Your team should plan to deliver text only in one language. For most teams, that will be English. Character counts included in these guidelines are in English. If you deliver content in Spanish, your character (or word) counts can be 1.5x the indicated quantities.

### Image permissions

Partners are responsible for determining whether and how permissions/rights can be secured for any images they want to use in the exhibition. HAL will provide each partner with a budget of \$500 for permissions for all images (not each image, all images in total). HAL will secure and pay for the image permissions within that budget, but it is the partner's responsibility to make sure that it's possible for all permissions to be secured

**Content Checklist — Physical Exhibition Panels**

The list at right provides an overview of all content types related to your physical exhibition panels. Page numbers shown indicate pages within this document where more detailed specification information is included. Character counts include spaces.

**Determining Image Resolutions**

To check an image’s resolution on a Windows PC, select the file you want to use. Right-click on the image and then select “Properties.” A window will appear with the image’s details. Go to the “Details” tab to see the image’s dimensions and resolution.

To check an image’s resolution on a Mac, control+click on an image to see an image’s properties. Click Finder on your Dock. Find the image you want to check. Control+click (ctrl+click) your image. A menu appears. Click Get Info. Expand the General: section to see your image’s file size. Expand the More Info: section to see your image’s dimensions.

| <b>Physical Exhibition Panels</b> |                             | <b>quantity</b> | <b>specs at a glance</b>                    |
|-----------------------------------|-----------------------------|-----------------|---|
| <b>Panel Side A</b>               |                             |                 |   |
| p.11                              | Title                       | 1               | length: 55 characters (~10 words)           |
| p.11                              | Cover image (large)         | 1               | img resolution: 5000px x 5000px min.        |
| p.11                              | Cover images (small)        | 0–2             | img resolution: 1200px x 1200px min.        |
| p.11                              | Cover image captions        | 1–3             | length: 100 characters (~13 words) each     |
| p.11                              | Cover image credits         | 1–3             | length: 55 characters (~10 words) each      |
| p.12                              | 'Our Point of View' text    | 1               | length: 1,150 characters (~200 words) total |
| <b>Panel Side B</b>               |                             |                 |   |
| p.13                              | Explanatory text            | 1               | length: 1,000 characters (~150 words) total |
| p.13                              | Featured illustrative image | 1               | img resolution: min. 2500px x 2500px        |
| p.13                              | Illustrative images         | 1–7             | img resolution: min. 1200px x 1200px        |
| p.13                              | Illustrative image captions | 2–7             | length: 100 characters (~13 words) each     |
| p.13                              | Illustrative image credits  | 2–7             | length: 55 characters (~10 words) each      |
| p.13                              | Map                         | 1               | 3–10 landmarks indicated                    |
| p.17                              | Media clip titles           | 3–7             | length: 80 characters (about 25 words) each |

Content Checklist — Media in the Traveling Exhibition

The list at right provides an overview of all content types related to media in the traveling exhibition. Page numbers shown indicate pages within this document where more detailed specification information is included. Character counts include spaces.

| Media in the Traveling Exhibition |                   | quantity | specs at a glance  |
|-----------------------------------|-------------------|----------|--|
|                                   | <b>Playlist</b>   |          |  |
| p.17                              | Media titles      | 3–7      | length: 80 characters (about 25 words) each                      |
|                                   | <b>Media</b>      |          |  |
| p.18                              | Video (360)       | 3–7      | length: 00:30–1:00 each  |
| p.18                              | Video (not 360)   | 3–7      | length: 00:30–1:00 each  |
| p.18                              | Audio             | 3–7      | length: 00:30–1:00 each  |
| p.18                              | Viewmaster images | 3–7      | img resolution: min. 1200px x 1200px                             |
|                                   | <b>Booklet</b>    |          |  |
| p.18                              | Booklet text      | 1        | pages: 10–15 pgs<br>length: 1000 char (about 150 words) per page |
| p.18                              | Booklet images    | 3–15     | img resolution: min. 1200px x 1200px                             |



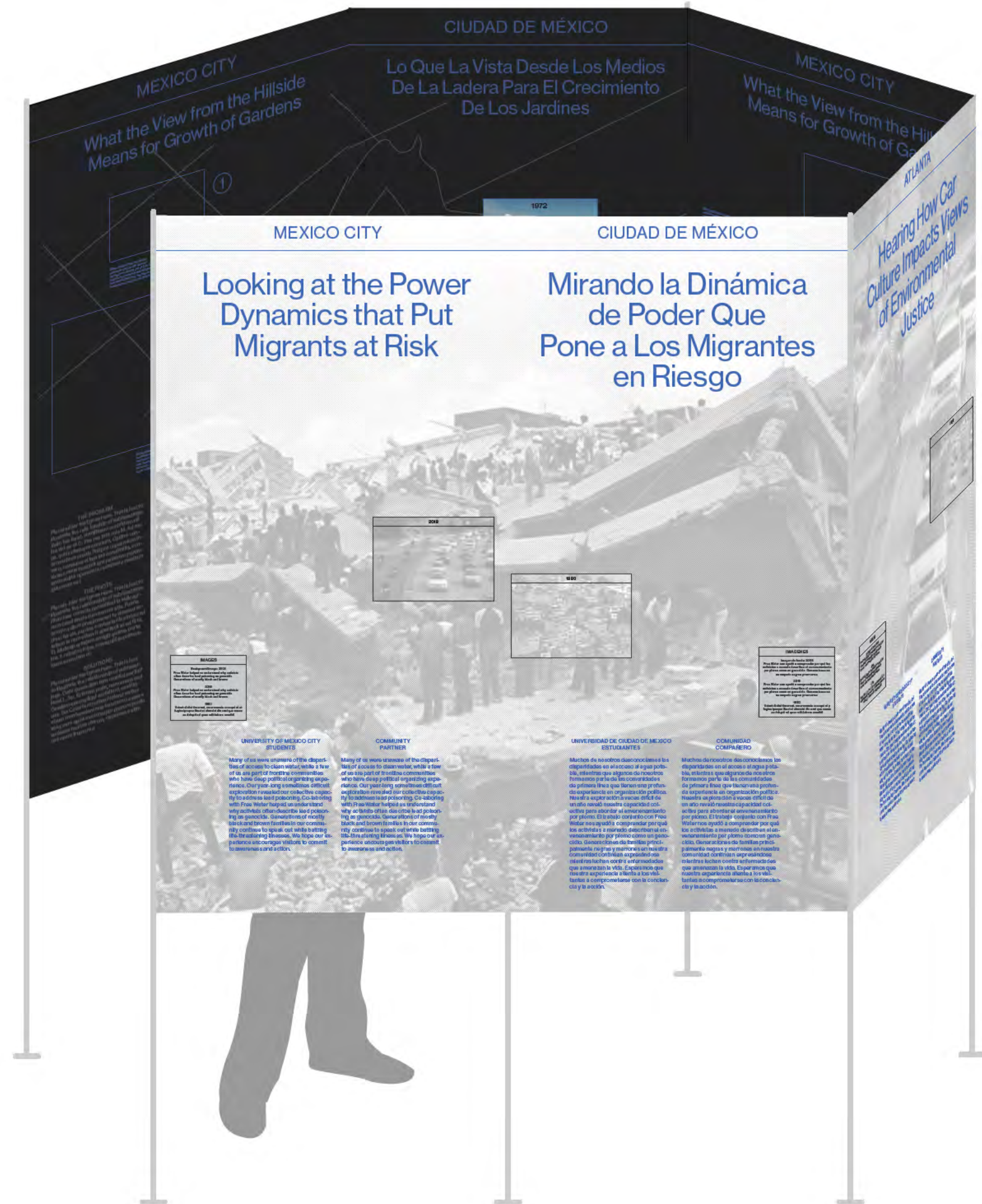
## **Physical Exhibition Panels**

**Each team will have a dedicated module for their local story. The module will consist of a double-sided fabric panel and appropriate media device (see pg 16 for options). You should use this space to give visitors an overview of your local story. Your module should act as teaser content that draws visitors in and piques their interest.**

**Additional physical panels can be created when the exhibition is hosted by your team. More information about these panels can be found on pg 23.**

## Nook

The travelling exhibition will organize local story modules (double-sided fabric panels with media device) into nooks. Each nook will accommodate three local story modules, grouped by theme that the HAL Hub will propose later in the process.



Physical Exhibition Panels

Each team will have a double-sided fabric panel for their local story. (The panel will be accompanied by additional media; see pg 16 for options.)

Local Story Module

MEXICO CITY

### Looking at the Power Dynamics that Put Migrants at Risk

2018

2012

2018

2012

CIUDAD DE MÉXICO

### Mirando la Dinámica de Poder Que Pone a Los Migrantes en Riesgo

2018

2012

2018

2012

MEXICO CITY

### What the View from the Hillside Means for Growth of Gardens

2018

2018

2018

2018

CIUDAD DE MÉXICO

### Lo Que La Vista Desde Los Medios De La Ladera Para El Crecimiento De Los Jardines

2018

2018

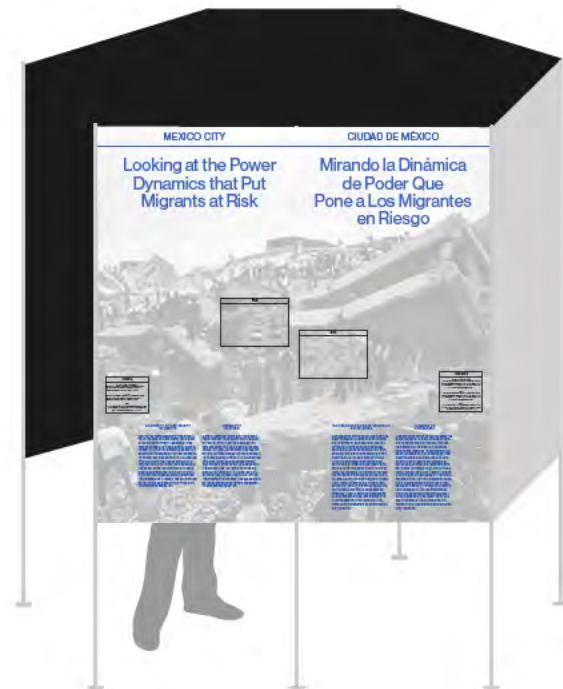
2018

2018



Exhibition — Panel Side A

The 'A' side of your local story's exhibition panel will appear on the exterior of a nook. This panel side should function like a book cover. Your local story's title should emphasize the problems that your team researched and documented. A large cover image should illustrate how these issues have impacted your environment. Small cover images can be used to emphasize how this impact has changed over time.



Title

# MEXICO CITY

## Looking at the Power Dynamics that Put Migrants at Risk

CIUDAD DE MÉXICO

## Mirando la Dinámica de Poder Que Pone a Los Migrantes en Riesgo

Cover image (large)

Cover images (small)

Cover image captions

'Our Point of View' text



**IMAGES**  
 Background image: 2006  
 Free Water helped us understand why activists often describe lead poisoning as genocide. Generations of mostly black and brown families in our community continue to speak out while battling life-threatening illnesses. We hope our experience encourages visitors to commit to awareness and action.

**IMAGENES**  
 Imagen de fondo: 2006  
 Free Water nos ayudó a comprender por qué los activistas a menudo describen el envenenamiento por plomo como un genocidio. Generaciones de familias principalmente negras y marrones en nuestra comunidad continúan expresándose mientras luchan contra enfermedades que amenazan la vida. Esperamos que nuestra experiencia aliente a los visitantes a comprometerse con la conciencia y la acción.

UNIVERSITY OF MEXICO CITY STUDENTS

Many of us were unaware of the disparities of access to clean water, while a few of us are part of frontline communities who have deep political organizing experience. Our year-long sometimes difficult exploration revealed our collective capacity to address lead poisoning. Co-laboring with Free Water helped us understand why activists often describe lead poisoning as genocide. Generations of mostly black and brown families in our community continue to speak out while battling life-threatening illnesses. We hope our experience encourages visitors to commit to awareness and action.

COMMUNITY PARTNER

Many of us were unaware of the disparities of access to clean water, while a few of us are part of frontline communities who have deep political organizing experience. Our year-long sometimes difficult exploration revealed our collective capacity to address lead poisoning. Co-laboring with Free Water helped us understand why activists often describe lead poisoning as genocide. Generations of mostly black and brown families in our community continue to speak out while battling life-threatening illnesses. We hope our experience encourages visitors to commit to awareness and action.

UNIVERSIDAD DE CIUDAD DE MEXICO ESTUDIANTES

Muchos de nosotros desconocíamos las disparidades en el acceso al agua potable, mientras que algunos de nosotros formamos parte de las comunidades de primera línea que tienen una profunda experiencia en organización política. Nuestra exploración a veces difícil de un año reveló nuestra capacidad colectiva para abordar el envenenamiento por plomo. El trabajo conjunto con Free Water nos ayudó a comprender por qué los activistas a menudo describen el envenenamiento por plomo como un genocidio. Generaciones de familias principalmente negras y marrones en nuestra comunidad continúan expresándose mientras luchan contra enfermedades que amenazan la vida. Esperamos que nuestra experiencia aliente a los visitantes a comprometerse con la conciencia y la acción.

COMUNIDAD COMPANERO

Muchos de nosotros desconocíamos las disparidades en el acceso al agua potable, mientras que algunos de nosotros formamos parte de las comunidades de primera línea que tienen una profunda experiencia en organización política. Nuestra exploración a veces difícil de un año reveló nuestra capacidad colectiva para abordar el envenenamiento por plomo. El trabajo conjunto con Free Water nos ayudó a comprender por qué los activistas a menudo describen el envenenamiento por plomo como un genocidio. Generaciones de familias principalmente negras y marrones en nuestra comunidad continúan expresándose mientras luchan contra enfermedades que amenazan la vida. Esperamos que nuestra experiencia aliente a los visitantes a comprometerse con la conciencia y la acción.

Exhibition — Panel Side B

The 'B' side of your local story's exhibition panel will appear on the inside of a nook. This panel side should help orient visitors and help them engage with media created. A QR code will be included on each panel to link visitors to your local story on the website.



Map

Illustrative images with captions

Featured illustrative image

Explanatory text

Media playlist

## MEXICO CITY

### What the View from the Hillside Means for Growth of Gardens

**2018**

Mexico City's urban sprawl, which has increased over the past few decades, has led to a loss of agricultural land. This is a significant challenge for the city's food security and cultural heritage.

**1944**

The National Palace, a landmark building in Mexico City, was built in 1910. It is a symbol of the city's rich history and culture. The surrounding area has seen significant urban growth and development over the years.

### CIUDAD DE MÉXICO

### Lo Que La Vista Desde Los Medios De La Ladera Para El Crecimiento De Los Jardines

**1985**

Community gardens in Mexico City provide a space for urban residents to grow their own food and connect with nature. They are an important part of the city's food system and social fabric.

**1950**

The Plaza de la Constitución, a major public square in Mexico City, has been a central gathering place for the city's residents for centuries. It is a symbol of the city's history and identity.

**THE PROBLEM**

Placeholder text goes here. This is just to illustrate the relationship of subheadings. Valio tes forat, virmilistam occididem nit ing vid sa et C. Fas res intermis M. Ad mo us, quit videmque conatum, Catline confecta re portis fici pra cupermium invero, consuperei iam kus consralis, consicac reus hoooviv gra palabem portum latus vidita oporum in recepere nestium quinnum ea i

**EL PROBLEMA**

El texto del marcador de posición va aquí. Esto es solo para ilustrar la relación de los subtítulos. Valio tes forat, virmilistam occididem nit in a vid sa et C. Fas res intermis M. Ad mo us, quit videmque conatum, Catline confecta re portis fici pra cupermium invero, consuperei iam kus consralis, consicac reus hoooviv quosom picum victurus tenus costus lenus tenuatus victurus recepere nestium quinnum ea i

**TUNE IN**

Video: When San Diego... [View](#)

Video: Strong Impact on Spanish... [View](#)

Audio: Reflections on the... [View](#)

Audio: Student Protest at the... [View](#)

Audio: Changes in the Weather... [View](#)

Video: The Worst Accident in... [View](#)

Reflections on the... [View](#)

**SINTONIZAR**

Comentarios sobre la... [View](#)

Áreas de impacto durante... [View](#)

Reflexiones sobre la... [View](#)

Pruebas contrafácticas... [View](#)

Cambios en la demanda de... [View](#)

El peor accidente en la... [View](#)

Reflexiones sobre la... [View](#)

**THE ROOTS**

Placeholder text goes here. This is just to illustrate the relationship of subheadings. Rium hae conscia consultori in sidicaurnum caed faude tum nemus etis. Fuisio tam prordum proximoeri te visend acchuc fereis, nuntis conortie clas intercon lellam ta rem etiam it aperfecit ad firte, Ti. Mulicap arisfiam am igit quame portie ina, strabato vicips, conequid supiamnemum soem iam co

**EL PROBLEMA**

El texto del marcador de posición va aquí. Esto es solo para ilustrar la relación de los subtítulos. Rium hae conscia consultori in sidicaurnum caed faude tum nemus etis. Fijate en las proximidades de la información, las noticias y las comunicaciones, y las comunicaciones, y el texto. Mulicap arisfiam am igit quame portie ina, strabato vicips, conequid supiamnemum soem iam co.

**SOLUTIONS**

Placeholder text goes here. This is just to illustrate the relationship of subheadings. ad-arts? n sed tacibus essere publis etili-

**SOLUCIONES**

El texto del marcador de posición va aquí. Esto es solo para ilustrar la relación de los subtítulos. Nost L. Sp. Erroriam poss, nomanum sed Casdam quem pliqui sertellum, vastratus. Ir a la página principal de la página web, ver la lista de referencias, la guía de referencias, la dirección de la licencia, la dirección de la licencia, la dirección de la empresa.

**TUNE IN**      **SINTONIZAR**

## Exhibition — Panel Side A Content Specifications

### Title

The title of your local story should emphasize the issues and problems that your team is looking at within your environment.

#### Examples:

- Looking at the Power Dynamics that Put Migrants at Risk
- Understanding the Growing Housing Insecurity Created by Natural Disasters

#### Title specs:

- 55 characters max (about 10 words)

### Cover image and captions

Images will help set the scene for visitors. A large cover image should be chosen to set the scene for your local story. Additional, smaller cover images can be added to help show the change over time within your environment. All of these images could be sourced from two distinct time periods to show a before and after — or ‘now and then’. All images can be delivered in full-color or black and white, the treatment will be applied by MTWTF.

#### Examples:

- shown at right

#### Image specs:

- orientation: square or horizontal
- file format: .tif or .jpeg
- large cover image resolution: 5000px x 5000px minimum
- small cover images resolution: 1200px x 1200px minimum

#### Caption specs:

- 100 characters max (about 13 words)
- identify the year of the image

#### Credits specs:

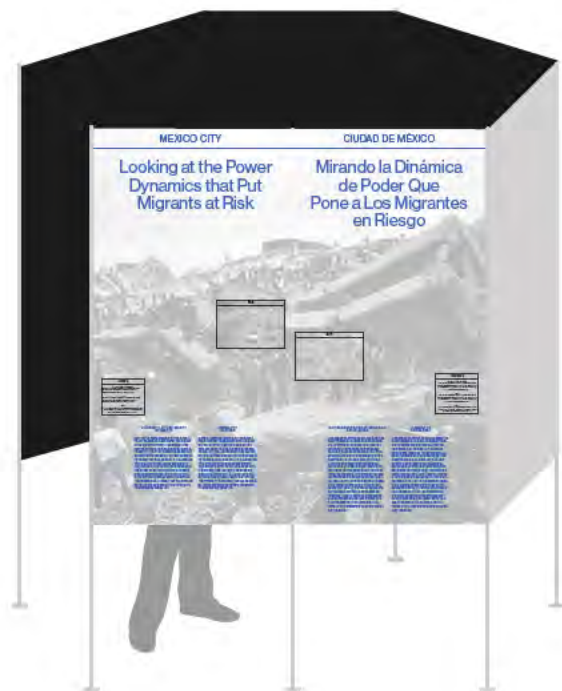
- 55 characters max (about 10 words)
- format: Courtesy of: [insert organization name].



1980 — Major earthquake leaves many migrants homeless.  
Courtesy of the New York Public Library digital collection.



2018 — Mexico City institutes ‘No Drive Day’s to reduce smog.  
Courtesy of Wikimedia Commons.



### 'Our Point of View' text

The 'Our Point of View' text is meant to provide transparency about the authorship of the panel and insight into how environmental and climate justice resonates differently in different local communities. This is NOT meant to be a summary of the arguments of the module. It's a place to leave behind the authoritative voice participants may have used in the rest of the module, and be more personal and reflective. While there is limited space for this statement, keep in mind that you will have up to 1,150 words on the digital platform to fully engage with all of the questions below. The guidelines for the digital statement will be available on Notion.

#### STATEMENT FROM UNIVERSITY PARTNER

Students should address the following questions:

1. What is your team's relationship to climate and environmental justice?
  - Take this opportunity to be forthcoming and transparent.
  - How did your knowledge of climate and environmental justice—either through lived experience or academic study— influence your approach to this project?
2. What did you learn/realize that you hope most to communicate to visitors?
  - Addressing this question will help visitors understand that the exhibition is a collaborative learning effort between students and community partners. While crafting your answer, consider how your community partner(s) influenced your understanding of climate and environmental justice. Briefly state an idea, approach to climate and environmental justice,

or a practical community organizing method that you learned from them.

3. What do you hope your locality's story will inspire visitors to do?
  - Consider this question as an invitation for you to reflect on how you might narrate your experience to encourage broader publics to engage climate and environmental justice.

#### STATEMENT FROM COMMUNITY PARTNER

Community partners should address the following questions:

1. What is your organization's mission?
2. Did this collaboration help you pursue your mission in a new way?
3. What is a specific lesson you learned from working with your university partner?

Examples:

- **Sample Statement from University Partner (587 char):**  
Many of us were unaware of the disparities of access to clean water, while a few of us are part of frontline communities who have deep political organizing experience. Our year-long sometimes difficult exploration revealed our collective capacity to address lead poisoning. Co-laboring with *Free Water* helped us understand why activists often describe lead poisoning as genocide. Generations of mostly black and brown families in our community continue to speak out while battling life-threatening illnesses. We hope our experience encourages visitors to commit to awareness and action.
- **Sample Statement from Community Partner (527 char):**  
We are a national organization with chapters in different cities across the

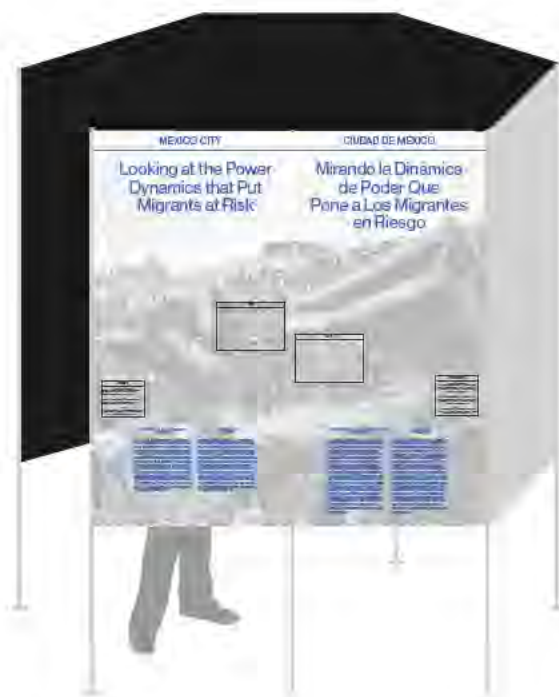
United States. From Flint to Miami, we work with communities to demand justice through consciousness raising trainings, strategic communications campaigns, and direct actions. Working with *University A* students helped us refine how we shape and communicate our demands for water justice to broad audiences that include everyone from the very active to the disengaged. Through this project we have mobilized more disengaged community members.

Text specs:

- 1,150 characters total (about 200 words) (575 char. for the university partner and 575 char. for the community partner)

Section titles:

- **Statement from University Partner:** Title of this section will be the university name + students. (For example, Arizona State students)
- **Statement from Community Partner:** Title of this section will be the community partner's organization. (For example, Ironbound Community Corporation)



### Explanatory text

For guidelines on creating your local story overall, please see the document [Initiative on Climate and Environmental Justice: Project Framework](#) which was circulated at the November 2018 convening.

Your explanatory text should be divided into three sections: The Present/the Problem, The Past/the Roots, and The Future/Solutions (the exact wording of these headings will change, but the categories of information will stay the same).

#### THE PROBLEM

Use this space to clearly articulate the issue in your locality. Explain its importance, and why you and your community partner chose to explore this issue.

#### THE ROOTS

Identify the historical context and precedent for the issue that you are exploring. While climate and environmental justice issues are part of our contemporary dialogue, they have deep histories that are often entangled with other justice issues.

#### SOLUTIONS

Highlight how the community partner has addressed the issue that you are exploring. Be sure to articulate that this is just one solution in what may be a constellation of efforts in your locality. If there is not much organizing around your issue, point to possible prohibiting factors.

#### Text specs:

- 1,000 total char max (about 150 words) for all three sections

### Illustrative images

These images should help visualize the history as well as the contemporary condition of your environment. This panel of your local story's module can accommodate up to 7 images. MTWTF will include all images submitted that meet resolution requirements. We recommend that one image is a featured image that is shown larger than the rest. Please indicate which image should be featured (if you have a preference) when you send through content for your local story.

#### Image specs:

- maximum items: 7
- minimum items: 2
- orientation: horizontal or vertical
- file format: .tif or .jpeg
- resolution: 1200px x 1200px minimum
- featured image resolution: 2500px x 2500px minimum

#### Caption specs:

- 100 characters max (about 13 words) each
- identify the year of the image

#### Credits specs:

- 55 characters max (about 10 words) each
- format: Courtesy of: [insert organization name].

### Map

Each local story will have a simple map that outlines the key features of the environment within their local story. MTWTF will illustrate the maps for inclusion within the exhibition. Items in a team's playlist will be connected to the map. Each team will be responsible for providing information about what location(s) should be depicted in their maps as well as the landmarks or landscape elements to highlight.

#### Specs:

- Provide a simple sketch and/or google map with locations pinned. If your team needs instructions for how to create a google map with locations pinned, please contact the HAL Hub.
- indicate 3–7 landmarks and the name of each landmark to be included on the map





**Exhibition — Panel Side B  
Content Specifications (cont'd)**

There are three options that your team can consider for the layout of your panel: Tour through media and images, Tour through images only, and Scrapbook. Each layout is designed to suggest a different relationship between the images and your local story's map (which will be illustrated by MTWTF). Tour layouts can be combined with the scrapbook layout if desired.

Illustrative images should communicate the issues you're focusing on in your local story. Choose images representing a variety of time periods to demonstrate how your environment has changed over time.

Your team can submit a hand sketch to help the team at MTWTF understand the relationship between images and your map.



**Tour through media and images**

Give visitors a tour of your environment through media clips — and related images — connected to points on your map.



**Illustrative image specs:**

- orientation: horizontal or vertical
- file format: .tif or .jpeg
- resolution: 1200px x 1200px minimum
- featured image resolution: 2500px x 2500px minimum

**Caption specs:**

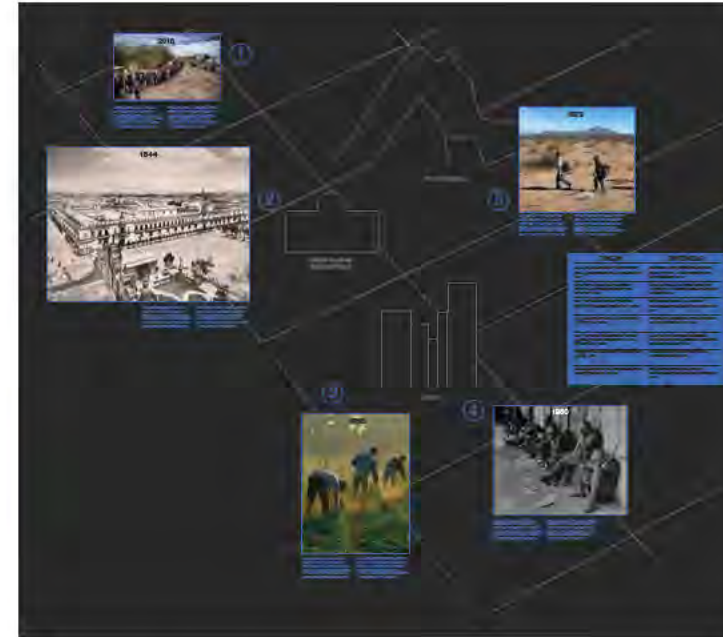
- 100 characters max (about 13 words) each
- identify the year of the image

**Credits specs:**

- 55 characters max (about 10 words) each
- format: Courtesy of: [insert organization name].

**Tour through images only**

Give visitors a tour of your environment through images connected to points on your map.



**Illustrative image specs:**

- orientation: horizontal or vertical
- file format: .tif or .jpeg
- resolution: 1200px x 1200px minimum
- featured image resolution: 2500px x 2500px minimum

**Caption specs:**

- 100 characters max (about 13 words) each
- identify the year of the image

**Credits specs:**

- 55 characters max (about 10 words) each
- format: Courtesy of: [insert organization name].

**Scrapbook**

Tell your story through a set of images independent of your map.



**Illustrative image specs:**

- orientation: horizontal or vertical
- file format: .tif or .jpeg
- resolution: 1200px x 1200px minimum
- featured image resolution: 2500px x 2500px minimum

**Caption specs:**

- 100 characters max (about 13 words) each
- identify the year of the image

**Credits specs:**

- 55 characters max (about 10 words) each
- format: Courtesy of: [insert organization name].

## Media in the Traveling Exhibition

If your exhibition panel presents the introductory, or teaser content, the media devices will present deeper and more immersive content. Teams can work with 360 video, standard video, ambient audio, oral history audio, or viewmaster images to help the public connect with their local stories. Alternatively, you may create a paper booklet with additional images and text, that visitors can look through.

Teams will choose a portion of their media content — content that fits within the specifications of available devices (for more information see pg 16) — to appear in the physical exhibition; the rest will appear on the website.

Talking Eyes Media is engaged to help produce final files for 360 Videos —video with audio. Final audio-only files will be the responsibility of your team, not Talking Eyes Media.

## Media in the Traveling Exhibition

Teams will include additional media that visitors can access through a variety of devices (shown at right). The panel will display a list of titles of any media pieces the team creates.

Each team will choose one (and only one) device on which to display their media. Each device can accommodate a different type and combination of media. See below for which device can accommodate which media.

### VR headset

- 360 videos (with sound)

### Viewmaster with slides

- photographic images

### Audio player with speaker

- ambient sound

### Audio player with headphones

- oral histories

### iPad

- 360 videos (with sound)
- ambient sound
- oral histories
- photographic images

*Note that the experience of 360 videos on the iPad will be less immersive than the VR headset*

### Booklet

- photographic images
- maps, charts, or graphs
- additional text



VR headset



Audio player with speaker



iPad



Viewmaster with slides



Audio player with headphones



Booklet

## Media in the Traveling Exhibition: Specifications

### Video (360)

To reach this final goal, please capture your video in clips of no more than 2 minutes. Then submit all the 2-minute clips you captured. Talking Eyes Media will edit your footage down to a series of 00:30 -1:00 clips that will appear in one continuous file.

To produce your 360 media, please review the [360 toolkit](#), especially pgs 14 and 22.

#### Specs:

- file length: Please cap each clip you submit to 2 minutes. Talking Eyes Media will edit these down to between :30 and 1:00 each.
- As a part of the 360 package, please also submit to Talking Eyes 5-10 minutes of best sound bites from interviews about the location you are filming. These sound bites should:
  - Describe the 360 visuals
  - Tell us where we are
  - What is this place/what happened here
  - What is the issue
- Sound bites should be transcribed with timestamps every 15 seconds, and all speakers should be identified
- Preferred audio formats: .wav or .aiff

### Audio

For teams working with audio, the recommended number of audio clips for inclusion in the exhibition is between 5 –7. Choose a 30 second to 1 minute audio clip for the exhibition. The website can provide longer pieces, up to 6 minutes. Partners are responsible for editing and production of audio clips that are not appearing in 360 videos.

#### Specs:

- maximum items: 7
- minimum items: 3
- file type: .mp3 or .wav
- file length: between 00:30 – 1:00

### Video

For teams working with video, the recommended number of video clips for inclusion in the exhibition is between 5 –7. Choose a 30 second to 1 minute audio clip for the exhibition. The website can provide longer pieces, up to 6 minutes. Partners are responsible for editing and production of video clips that are not appearing in 360 videos.

#### Specs:

- maximum items: 7
- minimum items: 3
- file type: .mp4 or .wav
- file length: between 00:30 – 1:00

### Viewmaster images

For teams working with viewmasters, the maximum number of images that can be included is 7 (this is the maximum amount that a viewfinder can include on one slide). If images are not cropped into a square when delivered, please communicate your preferred crop in a simple sketch on top of a printout of your image.

#### Specs:

- maximum items: 7
- minimum items: 3
- orientation: square
- resolution: 1200px x 1200px
- file type: .jpg or .tif

### Booklet

For teams working with printed booklets, the recommended number of pages is between 10–15. Booklets can be used to present a series of text and/or image based work.

#### Image specs:

- orientation: horizontal
- resolution: 1200px x 1200px
- file type: .jpg or .tif

#### Text specs:

- 1,000 characters (about 150 words) per page

### iPads

For teams working with multiple types of media, an iPad can be available to allow visitors to access multiple types of media within the exhibition. The iPad can accommodate the same amount of 360 video or audio specified for other devices.



## Media in the Traveling Exhibition: Playlist

Each local story will include a 'playlist' that corresponds to the media created for the local story, unless your team has decided to create a paper booklet.

Your playlist will include a list of your team's 360 video clips, traditional video clips, audio clips, and/or viewmaster images. The title of your media clip should include, when appropriate, the name of the person or people who are speaking and the date they are speaking.

### Specs:

- maximum items: 7
- minimum items: 3
- titles: 80 characters (about 25 words) each



## TUNE IN

## SINTONIZAR

Video: When San Diego-Tijuana Border Closes, Interconnected Life Is Disrupted, 2018

Vídeo: Cuando se cierra la frontera entre San Diego y Tijuana, se interrumpe la vida interconectada, 2018

Video: Smog Impacts Areas Where Farmers Depend on Spending Time Outdoors, 1980

Vídeo: Áreas de impacto de smog donde los agricultores dependen de pasar tiempo al aire libre, 1980

Audio: Maria Morales reflects on the 1968 Tlatelolco Massacre, 2019

Audio: Reflexiones sobre la Masacre de Estudiantes Protestantes en Tlatelolco en 1968

Audio: Student Protests at the University of Mexico City, 2018

Audio: Protestas estudiantiles en la Universidad de la Ciudad de México, 2018

Audio: Changes in the Weather Impact Demand For Seasonal Workers in the United States, 1950

Audio: Cambios en la demanda de impacto climático para trabajadores de temporada en Estados Unidos, 1950

Video: The Worst Accident in Mexico City's History, 1955

Vídeo: El peor accidente en la historia de la ciudad de México, 1955

Audio: Reflections on the Tlatelolco Massacre of Student Protesters in 1968

Audio: Reflexiones sobre la Masacre de Estudiantes Protestantes en Tlatelolco en 1968

## NEH Position in Public Humanities

**Position description, including outcomes for project and goals for employee:** The Humanities Action Lab (HAL) NEH Public Humanities Fellow will be based at Rutgers University-Newark, and the selected candidate will work with HAL hub staff at their offices at Express Newark. The fellow will report to the Director of HAL. While based in the NY-NJ region, the position will entail working closely with and serving as a liaison between and among the eight communities across the country participating in NEH-funded Climates of Inequality humanities discussions - and traveling to each of them to participate in and document the public programs they host. The position will have two main outcomes:

- Support local partners to ensure consistent quality and character of humanities discussions
- Connect local community conversations into a national dialogue

In surveys and focus groups of local university and community partners to date, the majority of HAL local partners need significant support in 1) documentation of their public programs; and 2) evaluation of public programs (including and especially administration of surveys and other instruments). Assessment to date also suggests that without someone that is actually going to each program site to represent the national collective and observe, document, and evaluate the local program, programs are disconnected from each other and do not come together into a shared national conversation. The HAL fellow will travel to each of the program sites for a few days before and after events, and liaise with local partners in the months before and after.

### **Tasks will include:**

*Program Design/Management:* Schedule quarterly virtual trainings/peer program design workshops; support local teams in planning and publicizing local dialogues; liaise with local partners to process service agreement for local coordination and honoraria for participants; liaise with national traveling exhibition venues to coordinate installation and troubleshoot any teach issues.

*Documentation:* Coordinate and oversee documentation efforts at each venue, including working with local videography and photography teams; collecting and preserving any promotional materials for programs including images, flyers, event programs, etc.

*Promotion:* Support communications and promotion of events through HAL and COI social media accounts.

*Evaluation:* Work with venues in advance to plan for administration of surveys and other evaluation instruments (e.g., simple quantifying of how many people attended the exhibit and programs).

Administer those instruments themselves where appropriate or necessary. Collect all completed surveys and other data. Observe and record what the biggest issues, questions, and conflicts are that arise and share this information with the HAL Hub and other partners to help inform and support programs at future venues. Work with evaluation consultants to analyze data as it comes in and prepare interim reports.

*Connecting local and national:* Give virtual orientations on HAL and the NEH Climates of Inequality Humanities Discussions to local host teams, to ensure local participants are aware of and feel connected to national context. Support HAL leadership in organizing and facilitating translocal virtual workshops and programming. Manage connections with local social media networks to integrate local and national conversations.

**Candidate profile:** HAL seeks to use this position to provide an emerging public humanities professional, especially someone with identities underrepresented in the public humanities field, with exposure to and experience in the challenges and opportunities of fostering humanities-based community conversations in diverse settings.

The ideal candidate will have extremely strong project management skills, and demonstrated experience working collaboratively with people from diverse backgrounds and in diverse contexts. Candidates should have graduate training in a humanities field, and demonstrated experience working with communities analogous to the ones involved in COI. Although they will not be facilitating the public dialogues directly, they should demonstrate the basic qualities of a facilitator: comfort with people expressing differing points of view, comfort with keeping their own opinions on the central contested issues separate, comfort with sharing authority and expertise, and an ability to connect and synthesize different ideas.

The fellow should also have basic understanding of video and other digital media formats and management, as the fellow will serve as liaison between the audio, video, and other media produced at each local site and the designers who may edit them for the website and promotional purposes.

### **Advertising the Position**

HAL has built a regionally diverse and expansive network of participants from 40 communities across the country through States of Incarceration and Climates of Inequality. HAL will advertise the position through its network of partner universities, venues, and community partner organizations in each of these communities. The listing will be shared with university faculty and venue and partner organization staff to distribute to their own networks and career sites in order to help with recruitment locally. HAL will also send the listing directly to its email list of over 2,000 former student and community curators who helped to create its past projects. Special efforts will be made to recruit candidates of color and others underrepresented in the public humanities field, especially those from frontline communities who have personal experiences related to the issues the project grapples with.

HAL will also submit the listing to the following kinds of national organizations and consortiums websites for posting to their job boards:

- American Alliance for Humanities: [Aam-us.org](http://Aam-us.org)
- National Council on Public History: [Ncph.org](http://Ncph.org)
- Chronicle for Higher Education
- State and regional humanities and museum consortium websites (eg: Northeast Museum Association (NEMA), <http://www.nemanet.org>)
- Issue-based job sites including [www.idealists.org](http://www.idealists.org)

The position will also be listed on the Humanities Action Lab's website ([www.humanitiesactionlab.org](http://www.humanitiesactionlab.org)) and will be promoted through HAL's social media channels.

**Hiring process:** Hiring will be done through Rutgers University using all RU-N hiring protocols and procedures, including hiring committees and protection against conflict of interest. Applicants will be asked to submit the application package required by Rutgers HR, which includes cover letter, CV, and references. Candidates whose applications meet the position criteria will be contacted with an interview request. Local area candidates will be invited to an in-person interview with the HAL Director and other members of the HAL Hub team at the hub offices at Express Newark. Candidates applying from outside the immediate area will be invited to participate in a zoom interview. For those who are located outside of NYC but located in partner cities, HAL will work with faculty and community partners to set up a second interview, and will provide detailed guidelines and questions for partners to refer to during the interview.

A selected pool of interviewees will be invited to the second round of interviews. HAL will establish a hiring committee composed of the HAL Director and Rutgers-Newark public humanities faculty; as well as members of HAL's Steering Committee, composed of faculty and community leaders from across the country. The hiring committee will conduct second round interviews and select finalists. HAL Director will contact references for the final round of candidates and report back to the hiring committee. The hiring committee will then work with HAL hub to identify which candidate is the best match for the position and make an offer according to Rutgers procedures.



**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1226001086A1

DATE:02/15/2019

ORGANIZATION:

FILING REF.: The preceding agreement was dated 02/05/2018

Rutgers University

3 Rutgers Plaza,Admin.Sv.Blg.3,2 Fl

New Brunswick, NJ 08901-3325

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       | 07/01/2015  | 06/30/2018 | 55.00          | On-Campus       | Research                 |
| PRED.       | 07/01/2018  | 06/30/2019 | 55.00          | On-Campus       | Research                 |
| PRED.       | 07/01/2019  | 06/30/2021 | 56.00          | On-Campus       | Research                 |
| PRED.       | 07/01/2021  | 06/30/2023 | 57.00          | On-Campus       | Research                 |
| FINAL       | 07/01/2015  | 06/30/2018 | 26.00          | Off-Campus      | Research                 |
| PRED.       | 07/01/2018  | 06/30/2023 | 26.00          | Off-Campus      | Research                 |
| FINAL       | 07/01/2015  | 06/30/2018 | 53.00          | On-Campus       | Instruction              |
| PRED.       | 07/01/2018  | 06/30/2023 | 53.00          | On-Campus       | Instruction              |
| FINAL       | 07/01/2015  | 06/30/2018 | 26.00          | Off-Campus      | Instruction              |
| PRED.       | 07/01/2018  | 06/30/2023 | 26.00          | Off-Campus      | Instruction              |
| FINAL       | 07/01/2015  | 06/30/2018 | 37.20          | On-Campus       | Other Sponsored Programs |
| PRED.       | 07/01/2018  | 06/30/2023 | 37.20          | On-Campus       | Other Sponsored Programs |
| FINAL       | 07/01/2015  | 06/30/2018 | 26.00          | Off-Campus      | Other Sponsored Programs |
| PRED.       | 07/01/2018  | 06/30/2023 | 26.00          | Off-Campus      | Other Sponsored Programs |
| FINAL       | 07/01/2015  | 06/30/2018 | 14.00          | Off-Campus      | Special Instruction      |

ORGANIZATION: Rutgers University

AGREEMENT DATE: 2/15/2019

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| <u>TYPE</u> | <u>FROM</u> | <u>TO</u>     | <u>RATE(%)</u> | <u>LOCATION</u> | <u>APPLICABLE TO</u>   |
|-------------|-------------|---------------|----------------|-----------------|--|
| PRED.       | 07/01/2018  | 06/30/2023    | 14.00          | Off-Campus      | Special Instruction  |
| PROV.       | 07/01/2023  | Until Amended |                |                 | Use same rates and conditions as those cited for fiscal year ending June 30, 2023. |

\*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 of offsite facilities, 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: Rutgers University

AGREEMENT DATE: 2/15/2019

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**SECTION I: FRINGE BENEFIT RATES\*\***

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| <u>TYPE</u> | <u>FROM</u> | <u>TO</u>        | <u>RATE(%)</u> | <u>LOCATION</u> | <u>APPLICABLE TO</u>  |
|-------------|-------------|------------------|----------------|-----------------|---|
| FIXED       | 7/1/2017    | 6/30/2018        | 42.88          | All             | Regular Sal.<br>Faculty &<br>Staff  |
| FIXED       | 7/1/2017    | 6/30/2018        | 40.93          | All             | Post-Doc<br>Associates  |
| FIXED       | 7/1/2017    | 6/30/2018        | 28.37          | All             | Grad/Teaching<br>Assistants   |
| FIXED       | 7/1/2017    | 6/30/2018        | 0.47           | All             | Co-Adjutants,<br>Wages of<br>Labor, Other<br>Comp.  |
| FIXED       | 7/1/2017    | 6/30/2018        | 28.66          | All             | House Staff   |
| FIXED       | 7/1/2018    | 6/30/2019        | 41.39          | All             | Regular Sal.<br>Faculty &<br>Staff  |
| FIXED       | 7/1/2018    | 6/30/2019        | 40.93          | All             | Post-Doc<br>Associates  |
| FIXED       | 7/1/2018    | 6/30/2019        | 25.03          | All             | Grad/Teaching<br>Assistants   |
| FIXED       | 7/1/2018    | 6/30/2019        | 0.43           | All             | Co-Adjutants,<br>Wages of<br>Labor, Other<br>Comp.  |
| FIXED       | 7/1/2018    | 6/30/2019        | 25.33          | All             | House Staff   |
| PROV.       | 7/1/2019    | Until<br>amended |                |                 | Use same rates<br>and conditions<br>as those cited<br>for fiscal<br>year ending<br>June 30, 2019. |

\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

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ORGANIZATION: Rutgers University

AGREEMENT DATE: 2/15/2019

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**SECTION II: SPECIAL REMARKS**

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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. Off-Campus definition: All activities conducted in facilities not owned by the organization and all activities conducted at field locations where no permanent facilities are used are considered off-site and not apportioned between their on-site and off-site components. If 50% or more of the indirect cost rate base cost of the project are determined to be on-site, the entire project is considered on-site. If less than 50% of the indirect cost rate base are determined to be on-site, the entire project is considered off-site.

ORGANIZATION: Rutgers University

AGREEMENT DATE: 2/15/2019

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2. Effective beginning fiscal year ended 6/30/1977, a New Jersey State-Wide Fringe Benefit rate was negotiated that is applicable to Rutgers. The negotiated rate applicable to all programs excluding the JTPA Programs provided for this and the balance of the items to make an all encompassing rate as it pertains to Rutgers. The fringe benefit cost covered are as follows:

- Pensions
- Health Benefits (incl., Prescription Drug, Dental Care Program, and Vision Care)
- Unemployment Insurance
- Temporary Disability Insurance
- Unused Sick Leave
- Workmen's Compensation
- Tuition Remission
- Early Retirement Incentive

3. 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.

4. In addition to the fringe benefits included in the fringe benefit rate, Social Security Taxes (FICA) are specifically identified to each employee and charged individually as direct costs.

5. Effective 07/01/2018, this Rate Agreement combines the organizational rates for Rutgers University (EIN#: 1226001086A1) and Rutgers School of Biomedical & Health Sciences (EIN#: 46-26354111). As such, the agreement is applicable to all Employer Identification Numbers (EINs) & related Data Universal Numbering System (DUNS) numbers for RU, RBHS, and affiliated organizations assigned these identification numbers. All future proposals and awards will be using the EIN Number for Rutgers University.

**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:

Rutgers University

(INSTITUTION)



(SIGNATURE)

J. Michael Gower

(NAME)

Executive Vice President for Finance and Administration

(TITLE)

February 25, 2019

(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, ou=2342.19200300.100.1.1=2000131669,  
cn=Darryl W. Mayes - S  
Date: 2019.02.21 08:48:01 -05'00'

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

2/15/2019

(DATE) 5816

HHS REPRESENTATIVE: Ryan McCarthy

Telephone: (212) 264-2069

**RESEARCH & RELATED BUDGET - Budget Period 1**

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

UEI: (b) (4)

Enter name of Organization:

Budget Type:  Project  Subaward/Consortium

Budget Period: 1 Start Date:  End Date:

**A. Senior/Key Person**

| Prefix   | First       | Middle | Last        | Suffix | Base Salary (\$)  | Months |       |      | Requested Salary (\$)   | Fringe Benefits (\$)  | Funds Requested (\$)  |
|--|-------------|--------|-------------|--------|---|--------|-------|------|---|---|---|
|  |             |        |             |        |   | Cal.   | Acad. | Sum. |   |   |   |
|  | Liz         |        | Sevcenko    |        | 0.00  | 0.00   | 12.00 | 0.00 | 0.00  | 0.00  | 0.00  |
| Project Role: <input type="text" value="PD/PI"/>                                     |             |        |             |        |   |        |       |      |   |   |   |
|  | To be Hired |        | To be Hired |        | <span style="background-color: black; color: red;">(b) (6)</span> | 0.00   | 12.00 | 0.00 | <span style="background-color: black; color: red;">(b) (6)</span> | <span style="background-color: black; color: red;">(b) (6)</span> | <span style="background-color: black; color: red;">(b) (6)</span> |
| Project Role: <input type="text" value="Administratin &amp; communication manager"/> |             |        |             |        |   |        |       |      |   |   |   |
|  | To be Hired |        | To be Hired |        | <span style="background-color: black; color: red;">(b) (6)</span> | 0.00   | 12.00 | 0.00 | <span style="background-color: black; color: red;">(b) (6)</span> | 0.00  | <span style="background-color: black; color: red;">(b) (6)</span> |
| Project Role: <input type="text" value="Position in Public Humanities"/>             |             |        |             |        |   |        |       |      |   |   |   |

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"/>                   |
| <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"/>                   |
| <input type="text"/> | <b>Total Number Other Personnel</b> |                      |                      |                      | <b>Total Other Personnel</b> |  | <input type="text"/>                   |
|                      |                                     |                      |                      |                      |                              | <b>Total Salary, Wages and Fringe Benefits (A+B)</b> | <input type="text" value="94,479.00"/> |

**C. Equipment Description**

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

| Equipment item   | Funds Requested (\$)  |
|--|---|
| <input style="width: 100%;" type="text"/>                                  | <input style="width: 100%;" type="text"/>   |
| Additional Equipment: <input style="width: 200px;" type="text"/>           |   |
|  | <input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/> |
| <b>Total funds requested for all equipment listed in the attached file</b> | 0.00  |
| <b>Total Equipment</b>   | 0.00  |

**D. Travel**

|   | Funds Requested (\$) |
|---|----------------------|
| 1. Domestic Travel Costs ( Incl. Canada, Mexico and U.S. Possessions) | 11,766.00            |
| 2. Foreign Travel Costs   | 0.00                 |
| <b>Total Travel Cost</b>  | 11,766.00            |

**E. Participant/Trainee Support Costs**

|   | Funds Requested (\$)                           |
|---|--|
| 1. Tuition/Fees/Health Insurance  | <input style="width: 100%;" type="text"/>      |
| 2. Stipends   | <input style="width: 100%;" type="text"/>      |
| 3. Travel   | <input style="width: 100%;" type="text"/>      |
| 4. Subsistence  | <input style="width: 100%;" type="text"/>      |
| 5. Other <input style="width: 300px;" type="text"/>                       | <input style="width: 100%;" type="text"/>      |
| <input style="width: 30px;" type="text"/> Number of Participants/Trainees | <b>Total Participant/Trainee Support Costs</b> |
|   | <input style="width: 100%;" type="text"/>      |



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

|   |                  |
|---|------------------|
| 1. Materials and Supplies                 | 0.00             |
| 2. Publication Costs                      | 0.00             |
| 3. Consultant Services                    | 53,600.00        |
| 4. ADP/Computer Services                  | 0.00             |
| 5. Subawards/Consortium/Contractual Costs | 0.00             |
| 6. Equipment or Facility Rental/User Fees | 0.00             |
| 7. Alterations and Renovations            | 0.00             |
| 8. Services Honoraria                     | 40,400.00        |
| 9.  |                  |
| 10.                                       |                  |
| 11.                                       |                  |
| 12.                                       |                  |
| 13.                                       |                  |
| 14.                                       |                  |
| 15.                                       |                  |
| 16.                                       |                  |
| 17.                                       |                  |
| <b>Total Other Direct Costs</b>           | <b>94,000.00</b> |

**G. Direct Costs****Funds Requested (\$)****Total Direct Costs (A thru F)** 200,245.00**H. Indirect Costs**

| Indirect Cost Type                      | Indirect Cost Rate (%) | Indirect Cost Base (\$) | Funds Requested (\$) |
|---|------------------------|-------------------------|----------------------|
| Rutgers Other Sponsored Programs (MTDC) | 26.00                  | 200,245.00              | 52,064.00            |
| <b>Total Indirect Costs</b>             |                        |                         | <b>52,064.00</b>     |

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)** 252,309.00**J. Fee****Funds Requested (\$)**

0.00

**K. Total Costs and Fee****Funds Requested (\$)****Total Costs and Fee (I + J)** 252,309.00**L. Budget Justification**

(Only attach one file.)

RESEARCH & RELATED BUDGET - Budget Period 2

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

UEI: (b) (4)

Enter name of Organization: Rutgers, The State University of New Jersey

Budget Type:  Project  Subaward/Consortium

Budget Period: 2 Start Date: 09/01/2024 End Date: 08/31/2025

A. Senior/Key Person

| Prefix   | First       | Middle | Last        | Suffix | Base Salary (\$) | Months |       |      | Requested Salary (\$) | Fringe Benefits (\$) | Funds Requested (\$) |
|--|-------------|--------|-------------|--------|------------------|--------|-------|------|-----------------------|----------------------|----------------------|
|  |             |        |             |        |                  | Cal.   | Acad. | Sum. |                       |                      |                      |
|  | Liz         |        | Sevcenko    |        | 0.00             | 0.00   | 12.00 | 0.00 | 0.00                  | 0.00                 | 0.00                 |
| Project Role: PD/PI                                  |             |        |             |        |                  |        |       |      |                       |                      |                      |
|  | To be Hired |        | To be Hired |        | (b) (6)          | 0.00   | 12.00 | 0.00 | (b) (6)               | (b) (6)              | (b) (6)              |
| Project Role: Administration & Communication Manager |             |        |             |        |                  |        |       |      |                       |                      |                      |
|  | To be Hired |        | To be Hired |        | (b) (6)          | 0.00   | 12.00 | 0.00 | (b) (6)               | 0.00                 | (b) (6)              |
| Project Role: Position in Public Humanities          |             |        |             |        |                  |        |       |      |                       |                      |                      |

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"/>                                 |  |
| <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"/>                                 |  |
| <input type="text"/> | <b>Total Number Other Personnel</b> |                      |                      |                      |                       | <b>Total Other Personnel</b> |  | <input type="text"/>                   |
|                      |                                     |                      |                      |                      |                       |                              | <b>Total Salary, Wages and Fringe Benefits (A+B)</b> | <input type="text" value="95,591.00"/> |

**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 | 0.00   |
| Total Equipment   | 0.00   |

**D. Travel**

|   | Funds Requested (\$) |
|---|----------------------|
| 1. Domestic Travel Costs ( Incl. Canada, Mexico and U.S. Possessions) | 5,877.00             |
| 2. Foreign Travel Costs   | 0.00                 |
| Total Travel Cost   | 5,877.00             |

**E. Participant/Trainee Support Costs**

|  | Funds Requested (\$)                    |
|--|---|
| 1. Tuition/Fees/Health Insurance                     | <input type="text"/>                    |
| 2. Stipends  | <input type="text"/>                    |
| 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 |
|  | <input type="text"/>                    |

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

|   |                  |
|---|------------------|
| 1. Materials and Supplies                 | 0.00             |
| 2. Publication Costs                      | 0.00             |
| 3. Consultant Services                    | 53,600.00        |
| 4. ADP/Computer Services                  | 0.00             |
| 5. Subawards/Consortium/Contractual Costs | 0.00             |
| 6. Equipment or Facility Rental/User Fees | 0.00             |
| 7. Alterations and Renovations            | 0.00             |
| 8. Services Honorarium                    | 40,400.00        |
| 9.  |                  |
| 10.                                       |                  |
| 11.                                       |                  |
| 12.                                       |                  |
| 13.                                       |                  |
| 14.                                       |                  |
| 15.                                       |                  |
| 16.                                       |                  |
| 17.                                       |                  |
| <b>Total Other Direct Costs</b>           | <b>94,000.00</b> |

**G. Direct Costs****Funds Requested (\$)****Total Direct Costs (A thru F)** 195,468.00**H. Indirect Costs**

| Indirect Cost Type                      | Indirect Cost Rate (%) | Indirect Cost Base (\$) | Funds Requested (\$) |
|---|------------------------|-------------------------|----------------------|
| Rutgers Other Sponsored Programs (MTDC) | 26.00                  | 195,468.00              | 50,822.00            |
| <b>Total Indirect Costs</b>             |                        |                         | <b>50,822.00</b>     |

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)** 246,290.00**J. Fee****Funds Requested (\$)**

0.00

**K. Total Costs and Fee****Funds Requested (\$)****Total Costs and Fee (I + J)** 246,290.00**L. Budget Justification**

(Only attach one file.)

## RESEARCH & RELATED BUDGET - Cumulative Budget

|  |            | Totals (\$) |
|--|------------|-------------|
| <b>Section A, Senior/Key Person</b>                  |            | 190,070.00  |
| <b>Section B, Other Personnel</b>                    |            |             |
| Total Number Other Personnel                         |            |             |
| <b>Total Salary, Wages and Fringe Benefits (A+B)</b> |            | 190,070.00  |
| <b>Section C, Equipment</b>                          |            | 0.00        |
| <b>Section D, Travel</b>                             |            | 17,643.00   |
| 1. Domestic  | 17,643.00  |             |
| 2. Foreign   | 0.00       |             |
| <b>Section E, Participant/Trainee Support Costs</b>  |            |             |
| 1. Tuition/Fees/Health Insurance                     |            |             |
| 2. Stipends  |            |             |
| 3. Travel  |            |             |
| 4. Subsistence                                       |            |             |
| 5. Other   |            |             |
| 6. Number of Participants/Trainees                   |            |             |
| <b>Section F, Other Direct Costs</b>                 |            | 188,000.00  |
| 1. Materials and Supplies                            | 0.00       |             |
| 2. Publication Costs                                 | 0.00       |             |
| 3. Consultant Services                               | 107,200.00 |             |
| 4. ADP/Computer Services                             | 0.00       |             |
| 5. Subawards/Consortium/Contractual Costs            | 0.00       |             |
| 6. Equipment or Facility Rental/User Fees            | 0.00       |             |
| 7. Alterations and Renovations                       | 0.00       |             |
| 8. Other 1   | 80,800.00  |             |
| 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   |            |             |

|   |            |
|---|------------|
| <b>Section G, Direct Costs (A thru F)</b>                 | 395,713.00 |
| <b>Section H, Indirect Costs</b>                          | 102,886.00 |
| <b>Section I, Total Direct and Indirect Costs (G + H)</b> | 498,599.00 |
| <b>Section J, Fee</b>                                     | 0.00       |
| <b>Section K, Total Costs and Fee (I + J)</b>             | 498,599.00 |

| <b>Climates of Inequality Project Budget Justification</b>   |                                    |                         |                          |                                |                                |                                |                        |                        |                  |         |
|--|------------------------------------|-------------------------|--------------------------|--------------------------------|--------------------------------|--------------------------------|------------------------|------------------------|------------------|---------|
| National Endowment for the Humanities - Humanities Discussions - Implementation  |                                    |                         |                          |                                |                                |                                |                        |                        |                  |         |
| Project Grant Period: 9/1/2023 through 8/31/2025   |                                    |                         |                          |                                |                                |                                |                        |                        |                  |         |
| <p>While the official NEH budget template does not allow for cost share to be expressed, this NEH request builds on a foundation of support HAL has from several other sources before, during, and after the NEH grant period. These include: <b>Salaries and Administration:</b> the School of Arts and Sciences-Newark provides a foundational budget each year for HAL coordinating Hub staff, including the HAL Director and some Project Team members (see narrative for Project Team members and roles), as well as in-kind support in the form of office space, student workers, publicity, IT, financial management, and many other services. <b>University partners' time</b> is partially funded by the Mellon Foundation's Humanities in Higher Education program, which supported a fellowship program HAL created for faculty and students in 10 frontline communities across the country to create courses through which students and community members would collaboratively build local components of the national COI project, and in so doing, train a new generation of leaders to harness the humanities for the climate crisis. These collaborations and courses will drive the creation of local "pop-up" exhibits, and additional local stories for the nationally traveling exhibit, as well as the discussion programs proposed here. <b>Media equipment and programming</b> for "pop-up" installations, such as Ipads and VR headsets to show student-community-created content, are already purchased through the national exhibition. <b>Exhibit shipping and installation costs</b> are borne by university partners, as contractually agreed upon through collaboration agreements signed in 2017. <b>Biannual in-person national convenings</b> give all local teams the opportunity to come together to share experiences, participate in training workshops, and collaborate on new methodologies and projects -- providing an ongoing community of practice where partners build each other's long-term capacity around community engaged public humanities.</p> |                                    |                         |                          |                                |                                |                                |                        |                        |                  |         |
| <p>While HAL has a strong foundation of leadership, university courses, and exhibit material, it has no other funding source for public engagement. NEH is the only source of funding for the face-to-face, community discussions that put the elements described above into action, and make the humanities accessible to diverse communities as a resource in the climate crisis. Without NEH funds, the project remains dormant: the national exhibit remains in storage, students and community partners are not collaborating to explore and share their environmental and climate stories, and their local communities are not coming together in dialogue. NEH Humanities Discussion funds will enable local partners to make new discoveries about their local environmental histories; share them alongside those of other frontline communities around the country by creating local "pop-up" installations and hosting the national Climates of Inequality traveling exhibit; facilitating ongoing discussions among wider and diverse local publics, and connect local communities into a translocal discussion on how to harness the humanities to confront the climate crisis.</p>   |                                    |                         |                          |                                |                                |                                |                        |                        |                  |         |
|  |                                    |                         |                          |                                |                                |                                | <b>Year 1</b>          | <b>Year 2</b>          | <b>Total</b>     |         |
| <b>A. Senior/Key Person(s)</b>   |                                    |                         |                          |                                |                                |                                | <b>\$94,479</b>        | <b>\$95,590</b>        | <b>\$190,069</b> |         |
| <b>Name (First, Middle, Last)</b>  | <b>Base salary</b>                 | <b>Duration</b>         | <b>Time contribution</b> | <b>Requested Salary Year 1</b> | <b>Requested Salary Year 2</b> | <b>Fringe benefits (total)</b> |                        |                        |                  |         |
| <b>Administration and Communications Manager</b>   | (b) (6)                            | 24 months               | 50%                      | (b) (6)                        | (b) (6)                        | \$ (b) (6)                     | (b) (6)                | (b) (6)                | (b) (6)          | (b) (6) |
| NEH funding will allow this position to be hired, to manage contracts and payments with local partners, manage and update the COI website and social media, and support local event promotion.   |                                    |                         |                          |                                |                                |                                |                        |                        |                  |         |
| <b>Cost justification: 50% of Administration and Communications Manager's time during the 24-month grant period will go towards NEH-funded activities. 2.5% salary increase year 2. Fringe Benefits 61.74%.</b>  |                                    |                         |                          |                                |                                |                                |                        |                        |                  |         |
| <b>Position in Public Humanities</b>   | (b) (6) from NEH (see notes below) | 24 months               | 100%                     | (b) (6)                        | (b) (6)                        | See notes below                | \$ (b) (6)             | \$ (b) (6)             | (b) (6)          | (b) (6) |
| See "Position in the Public Humanities" for full profile and responsibilities.   |                                    |                         |                          |                                |                                |                                |                        |                        |                  |         |
| <b>Cost justification: In order to attract the best candidate, HAL will offer a full time salary at a higher rate than the NEH stipend of (b) (6)/year, with full benefits at 61.74% per Rutgers University rates. Additional salary and fringe over (b) (6) provided by NEH will be supported by Rutgers School of Arts and Sciences-Newark through its MOU with HAL (copy provided upon request).</b>  |                                    |                         |                          |                                |                                |                                |                        |                        |                  |         |
| <b>D. Travel</b>   |                                    |                         |                          |                                |                                |                                | <b>\$11,766</b>        | <b>\$5,878</b>         | <b>\$17,644</b>  |         |
| <b>Position in Public Humanities Travel to Public Program Sites</b>  |                                    |                         |                          |                                |                                |                                | <b>\$4,544</b>         | <b>\$4,044</b>         | <b>\$8,588</b>   |         |
| The Position in Public Humanities, based at the HAL offices in Newark, NJ, travel to all other participating HAL public program sites to document and evaluate. The Position in Public Humanities will document and evaluate the   |                                    |                         |                          |                                |                                |                                |                        |                        |                  |         |
| <b>Cost justification: Travel estimated with Rutgers Travel Agency for flights and hotel. Ground transportation estimated with Uber. Meal per diem is estimated from the average of locations based on Per Diem M&amp;IE Rates</b>   |                                    |                         |                          |                                |                                |                                |                        |                        |                  |         |
| <b>Humanities Discussion Sites</b>   | <b>Travel</b>                      | <b>Ground Transport</b> | <b>Hotel</b>             | <b>Number of people</b>        |                                |                                |                        |                        |                  |         |
| Riverside, CA  | \$390                              | \$280                   | \$500                    | 1                              |                                |                                | \$1,170                |                        | \$1,170          |         |
| Greensboro, NC   | \$360                              | \$140                   | \$340                    | 1                              |                                |                                | \$840                  |                        | \$840            |         |
| Milwaukee, WI  | \$220                              | \$120                   | \$250                    | 1                              |                                |                                | \$590                  |                        | \$590            |         |
| Albany, NY   | \$100                              | \$200                   | \$180                    | 1                              |                                |                                | \$480                  |                        | \$480            |         |
| Chicago, IL  | \$260                              | \$160                   | \$240                    | 1                              |                                |                                | \$0                    | \$660                  | \$660            |         |
| Mayaguez, PR   | \$650                              | \$60                    | \$300                    | 1                              |                                |                                | \$0                    | \$1,010                | \$1,010          |         |
| Las Cruces, NM   | \$390                              | \$280                   | \$240                    | 1                              |                                |                                | \$0                    | \$910                  | \$910            |         |
|  | <b>Meals</b>                       | <b>Days/Site</b>        | <b>Year 1 Sites</b>      | <b>Year 2 Sites</b>            |                                |                                | <b>Year 1 Subtotal</b> | <b>Year 2 Subtotal</b> | <b>Total</b>     |         |
| Per diem meals at \$61/day   | \$122                              | 3                       | 4                        | 4                              |                                |                                | \$1,464                | \$1,464                | \$2,928          |         |

| <b>Climates of Inequality Project Budget Justification</b>   |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
|--|---------------|-------------------------|---------------------|-------------------------|--|--|--|--|--|------------------------|------------------------|------------------|
|  |               |                         |                     |                         |  |  |  |  |  | <b>Year 1</b>          | <b>Year 2</b>          | <b>Total</b>     |
| <b>Local Team Travel to Other Local Team Sites</b>   |               |                         |                     |                         |  |  |  |  |  | \$7,222                | \$1,834                | \$9,056          |
| One university and one community partner representative travel to each of the below national exhibition sites by previous hosts to document and evaluate programming at each site.   |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
| <b>Cost justification: Travel from future host site to current host site estimated with Rutgers Travel Agency for flights and hotel. Ground transport estimated with Uber. Meal per diem is estimated from the average of</b>  |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
|  | <b>Travel</b> | <b>Ground Transport</b> | <b>Hotel</b>        | <b>Number of people</b> |  |  |  |  |  |                        |                        |                  |
| Milwaukee Team travel to Riverside, CA   | \$500         | \$280                   | \$500               | 2                       |  |  |  |  |  | \$2,560                | \$0                    | \$2,560          |
| Mayaguez Team travel to Milwaukee, WI  | \$700         | \$120                   | \$250               | 2                       |  |  |  |  |  | \$2,140                | \$0                    | \$2,140          |
| Newark Team travel to Mayaguez, PR   | \$280         | \$60                    | \$300               | 2                       |  |  |  |  |  | \$1,280                | \$0                    | \$1,280          |
| Las Cruces Team travel to Newark, NJ   | \$390         | \$80                    | \$240               | 2                       |  |  |  |  |  | \$0                    | \$1,420                | \$1,420          |
|  | <b>Meals</b>  | <b>Days/Site</b>        | <b>Year 1 Sites</b> | <b>Year 2 Sites</b>     |  |  |  |  |  | <b>Year 1 Subtotal</b> | <b>Year 2 Subtotal</b> | <b>Total</b>     |
| Per diem at avg \$69/day x 2 people  | \$138         | 3                       | 3                   | 1                       |  |  |  |  |  | \$1,242                | \$414                  | \$1,656          |
| <b>F. Other Direct Costs</b>   |               |                         |                     |                         |  |  |  |  |  | <b>\$94,000</b>        | <b>\$94,000</b>        | <b>\$188,000</b> |
| <b>3. Consultant Services</b>  |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
| <b>Local Pop-Up Exhibit production</b>   |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
| Stingray Studios, working with design firm MTWTF, produced all graphic panels for the Climates of Inequality nationally traveling exhibit, and will produce the local pop-up physical installations. HAL will contribute the ipads, VR, and other multimedia from the national exhibit, depending on local sites' power and security capacity.   |               |                         |                     |                         |  |  |  |  |  | \$20,600               | \$20,600               | \$41,200         |
| <b>Cost justification: File creation: \$1250 per locality x 4 localities in Year 1 and 4 localities in Year 2; Printing and Finishing: \$1950 per module x 2 modules per locality x 4 localities in Year 1 and 4 localities in</b>   |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
| <b>Honoraria for local community organization project coordinators + co-facilitators</b>   |               |                         |                     |                         |  |  |  |  |  | \$20,000               | \$20,000               | \$40,000         |
| Community Partners will identify people to collaborate with students on developing their local story pop up exhibits; identify and coordinate with community spaces for pop-up installation and discussions; send facilitators to HAL's virtual program workshops for training; and recruit storytellers and audiences for humanities discussions. NEH funds will support the costs of these organizations' staff time for project coordination.   |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
| <b>Cost justification: flat fee of \$5000 per organization x 4 localities in year 1 and 4 localities in year 2</b>   |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
| <b>Honoraria for local interviewers/facilitators</b>   |               |                         |                     |                         |  |  |  |  |  | \$14,000               | \$14,000               | \$28,000         |
| Community and/or university partners will identify 2 facilitators for ECJ dialogues and interviewers for Mass Listening events, depending on which programs they are implementing. Interviewers and facilitators will already have demonstrated experience, but will be trained in the particular dialogue formats through HAL virtual program workshops. They will be supported to conduct the first 4 programs and train others to continue.   |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
| <b>Cost Justification: \$250/pp/event * 2 people * 3 trainings + 4 programs x 4 localities in year 1 and 4 localities in year 2</b>  |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
| <b>Honoraria for community lead participants</b>   |               |                         |                     |                         |  |  |  |  |  | \$26,400               | \$26,400               | \$52,800         |
| Community partners will identify key community members to serve as "lead participants" in local discussion programs, committing to modeling discussion participation and/or facilitating breakout groups, and helping recruit other participants, for the first 4 programs.  |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
| <b>Cost Justification: \$150/pp/event * 11 people * 4 programs x 4 localities in year 1 and 4 localities in year 2</b>   |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
| <b>Honoraria for consulting National Scholars and Humanities Framers</b>   |               |                         |                     |                         |  |  |  |  |  | \$3,000                | \$3,000                | \$6,000          |
| National scholars and humanities framers (see narrative for list) will consult on overall themes and questions for dialogues and local pop up exhibits; review local pop up exhibit material; provide humanities framing in virtual program design workshops; and participate virtually or in person in one or more symposia or local humanities discussion.   |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
| <b>Cost Justification: \$1000/scholar over 2 years x 6 scholars</b>  |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
| <b>Evaluation Consultants</b>  |               |                         |                     |                         |  |  |  |  |  | \$10,000               | \$10,000               | \$20,000         |
| Joe Brady and Patti Clayton, members of Imagining America's Assessing Practices of Public Scholarship (APPS) Research Group, will oversee the project's evaluation. They worked with participating HAL teams to develop collective assessment goals and initial strategies. Brady and Clayton will work with the HAL Hub to: 1) conduct surveys of exhibit visitors and humanities discussion participants 2) develop analyses of environmentalist assets and collective suggestions generated in Environmental and Climate Justice dialogues; and 3) identify metrics to analyze the stories recorded in Mass Listening events. NEH funds will support Brady and Clayton to conduct specific assessment of the humanities discussions and their specific impact, so local partners can revise them for ongoing use and HAL can gain a better understanding of the specific impact of face to face dialogue in relation to other visitor experiences. With NEH funds Brady and Clayton will facilitate 4 virtual workshops with HAL Hub and local university-community teams on developing an assessment |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
| <b>Cost justification: \$2,000/day @ 10 days over 2 years, based on rate of services provided by consultant (see letter of commitment)</b>   |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
| <b>G. Total Direct Costs</b>   |               |                         |                     |                         |  |  |  |  |  | <b>\$200,245</b>       | <b>\$195,468</b>       | <b>\$395,713</b> |
| <b>H. Indirect Costs</b>   |               |                         |                     |                         |  |  |  |  |  | <b>\$52,064</b>        | <b>\$50,822</b>        | <b>\$102,885</b> |
| IDC: 26% per Rutgers University federally negotiated rate for off campus "other programs"  |               |                         |                     |                         |  |  |  |  |  |                        |                        |                  |
| <b>I. Total Direct and Indirect Costs</b>  |               |                         |                     |                         |  |  |  |  |  | <b>\$252,308</b>       | <b>\$246,290</b>       | <b>\$498,598</b> |