

# NEH Application Cover sheet (EH-293702)

## Institutes for Higher Education Faculty

### PROJECT DIRECTOR

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**Field of expertise:** Urban Studies

### INSTITUTION

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Virginia Commonwealth University  
Richmond, VA 232980568

### APPLICATION INFORMATION

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**Title:** *Towards a People's History of Landscape, Part 1B: Black & Indigenous Histories*

**Grant period:** From 2023-10-01 to 2024-12-31  
**Project field(s):** Cultural History; African American History

**Description of project:** Using Richmond, Virginia as a backdrop, this institute challenges higher education participants to re-examine how we research and teach history through the lens of people in place with a focus on expanding critical spatial literacy. The Institute will lead participants through encounters with monumental and natural sites (such as the James River) that hold legacies of so-called historical firsts, including segregation and publicly contested public spaces commemorating the Lost Cause. Local groups who curate Black and Indigenous histories of Richmond's cultural landscape will lead tours and participate in discussions to foster participants' capacity to interpret patterns and narratives of erasure and racialized landscapes and to, in turn, teach and share with students and colleagues.

### BUDGET

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<b>Outright request</b>	182,762.00	<b>Cost sharing</b>	0.00
<b>Matching request</b>	0.00	<b>Total budget</b>	182,762.00
<b>Total NEH request</b>	182,762.00		

### GRANT ADMINISTRATOR

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Towards a People's History of Landscape  
Part 1B: Black & Indigenous Histories  
Summer Institute for College and University Teachers  
Narrative

Nature of the Request

Virginia Commonwealth University requests funding for an NEH Summer Institute for higher education faculty, including at least twenty and up to twenty-five faculty from colleges and universities targeting those at Hispanic-serving, HBCU, tribal, and community colleges. The Institute, "Towards a People's History of Landscape / Black & Indigenous Place Histories" builds on a 2022 NEH Summer Institute "Towards a People's History of Landscape / Part 1: Black & Indigenous Histories of the Nation's Capital." Organized and led by faculty members of the University of Virginia and Dumbarton Oaks/ Harvard University, this Institute will turn our focus from the nation's capital to that of Virginia, one of the earliest European colonies in North America. The Institute would convene in a hybrid format with virtual sessions (June 12-14 & July 1-3, 2024) scheduled before and following the residential session hosted at the Virginia Commonwealth University in Richmond, Virginia, from June 17 through June 28, 2024.

Intellectual Rationale

Richmond provides the optimal backdrop for examining the ways in which the construction of America's landscapes and built environment mirrors the nation's construction of race. As a site of many historical firsts, Richmond represents an ideal context to confront the dominance of "firsting." A practice in local history that perpetuates the claim of Euro-American settlers as the first people to establish civilization in America, firsting reinforces white supremacy and erasure of Black and Indigenous identities and place histories. This is important as we understand Virginia as the site of the displacement of indigenous communities and the earliest forms of enslavement in North America, the development of Black codes, and the passage of the Racial Integrity Act of 1924.

For participating educators and researchers, the Institute's readings, discussions, guest speakers, field trips, and time allocated for informal exploration foster place-based learning and steward landscape scholarship of integration. The Institute will lead participants through encounters with monumental and natural sites (such as the James River) that hold legacies of so-called historical firsts, including segregation and publicly contested public spaces commemorating the Lost Cause. Local groups who curate Black and Indigenous histories of Richmond's cultural landscape will lead tours and participate in discussions to foster participants' capacity to interpret patterns and narratives of erasure and racialized landscapes and to, in turn, teach and share with students and colleagues. Participants will detect new approaches and disciplinary frames for understanding and teaching place meaning, experience, and significance as they collectively contribute to a people's history of making landscapes and enhance knowledge of alternative theoretical and methodological skills.

As in its first iteration, the institute's readings and experiential learning lay a foundation for crafting a social / landscape history rooted in Indigenous and African-descended constructions of identity and place to curate a fuller and more complex American history of democracy and the nation from its earliest European settlements. By grounding history in Indigenous and Black epistemologies, scholars challenge the legacy of conquest, exploitation, and cultural erasure while choreographing counter-narratives drawn from the lived experience of people who have been historically silenced. Consistent with the Critical Place Studies framework in our previous Institute, this Institute offers the opportunity to delve into questions of how place and land inform and materialize cultural experience and memory. Seminar and tour leaders will reveal

how the state's legal manipulation of racial identity led to the erasure of Indigenous landscape histories and mixed-race heritage landscape studies. The institute will unpack the consequences of such contested constructions of identity in the landscape with members of African American and Indigenous communities.

#### Project development

Expanding on the first "Towards a People's Landscape History," this Institute turns its attention from the nation's capital to Richmond, formerly the lands of indigenous communities including Pamunkey & Mattaponi among others and now the capital of the Commonwealth of Virginia. This change in place and scale will be the foundation for developing new teaching modules highlighted on our "Towards a People's Landscape History" website, intended to share resources on place studies in history, the development of our first Institute. This next iteration advances that agenda by examining the legacy of white supremacist racial identity formation and manipulation in the long history of the landscape. We had 82 applicants for the 2022 Institute of which we selected 25 to participate (with cancellations, 23 participated). From the 2022 Institute, we learned much drawing from the survey as well as informal feedback. Foremost we have scheduled more time for our field visits, offered optional field visits, and curated the seminars to further build on the readings and reflections. We have partnered with more local scholars and knowledge and focused on local sites. The selection of Virginia has allowed us to interrogate intersections of Black and Indigenous narratives as we pay close attention to identity and place in historical narratives. Importantly, we have revised the original format of separate reading teams and module teams to be one Place Team, allowing more time for and continuity between the readings and the modules. Our practice of daily reflections will continue as that was considered a significant strength. As with the 2022 Institute, we are responding to a broad call in the humanities for re-examining how we research and teach history by centering people in place with a focus on expanding critical spatial literacy

#### Format and Program of Study

Richmond reveals layered and complex cultural landscapes for engaging varied modes of erasure of Blackness and sublimation of indigeneity in public history and spaces. Participants are invited to exchange and learn methods and approaches for teaching and critiquing the production of local histories of places in Richmond's monumental and quotidian places. Specifically, participants will learn to foreground Black and Indigenous counternarratives and interpretation in the landscape, along with the patterns of marginalization, segregation, and the constructions of race that undermine their telling.

While content is critical, the approach of this Institute is also significant. The proposed modules establish a model of inquiry at institutions seeking to address their own complex histories, such as Virginia Commonwealth University, which along with Virginia's other state institutions, was challenged by the Virginia General Assembly to examine their roles in perpetuating and benefitting from enslavement and the racialization of public life. A multi-scalar approach to exploring landscapes is critical to understanding the connection between individual violations of Black bodies in medical practice and the broader connection to collective memory and inequalities deeply embedded in the built environment. This Virginia-based iteration of the People's Landscape History is a thick tapestry woven through the threads of social and landscape histories launched as a collective project with our first Institute. We propose to expand and enrich the proposed Institute.

The Institute's academic sessions are organized to foster the development of alternative teaching materials by drawing from counternarratives of making place in the American landscape. While the co-directors are responsible for the intellectual framework, participants

compile, curate, and assess materials and ideas as they build a humanities-based community of practice and pedagogy around local historiography, critical place histories, and history-making. As with the first Institute, participants will jointly develop an online repository of teaching modules, this time with a focus this Institute on places in and near Richmond, Virginia, which holds records related to slavery, emancipation, and racial legal milestones in the state's history. The modules contribute to the diversified curation of Virginia's public history by the Library of Virginia and to the critical work to record and explicate landscape histories through the deployment of innovative digital technologies at the Center for Cultural Landscapes (CCL) at UVA, and Dumbarton Oaks, which hosts convenings and publishes critical landscape histories. All three of the co-directors and the research centers they lead will support the propagation of content and modules that contribute to the "Towards a People's History" website, established as a resource for an expanding community of scholars engaged in place-based history teaching and research.

To ensure productivity, engagement begins with the Institute application. The application asks about teaching social, and landscape histories and the challenges faced. Applicants propose a place from their own work for a teaching module, preferably engaging Black and Indigenous narratives. Once selected, participants are brought into community through the use of virtual and digital tools (website, emails, Slack, etc.). A month prior, participants receive the Institute Syllabus and Reader along with a copy of Tiffany King's *The Black Shoals: Offshore Formations of Black and Native Studies* and Katherine McKittrick's *Demonic Grounds: Black women and the Cartographies of Struggle*.

Participants are welcomed virtually on June 12 as we introduce our intellectual framing of critical place studies. We discuss the pre-readings with a focus on bell hooks' call for transgressive pedagogies and consider the critical approaches of historians King and McKittrick. On Thursday, participants are assigned their Place Teams, and we host Team meetings to begin to build community. For Friday's virtual session, we invite Drs. Butler and Gough to share "teaching in place" while we turn to foundational readings including Lipsitz's "The Racialization of Space and the Spatialization of Race."; Dr. Way's scholarship on 'thick sections'; and Dr. Roberts work in critical place studies. These virtual sessions prepare participants by focusing on building the language and vocabulary of place studies and landscape history. With these virtual gatherings, we establish our community of inquiry.

The residential session will open with a reception at the Institute for Contemporary Art located on the Virginia Commonwealth University campus on Sunday, June 16. Formerly the Richmond Professional Institute and Medical College of Virginia, VCU was founded in 1968 and built on and within a racialized landscape. As both a pre-colonial city and the capital of the former confederacy, VCU sits on stolen and exploited land. We open by acknowledging that the land remains an unceded territory of the Powhatan Confederacy.

The Institute will follow a daily schedule of seminars jointly led by Drs. Howell, Roberts, and Way. The seminars meet in the Raleigh Building of Virginia Commonwealth University. We will have access to several fully accessible meeting spaces for large and small groups, Wi-Fi, and a computer lab with a full suite of Adobe and Esri software. We will embark on field visits to interrogate how traces of history can be identified in place. Alternative periods each day are dedicated to individual and teamwork.

We begin on Monday by dedicating time for reflections from the virtual gatherings and the "Welcome Event," followed by an orientation to VCU's library. We will then set out to explore on foot the neighborhood in which the Monroe Park Campus is embedded, a racialized streetcar suburb that leads into Monument Avenue, where confederate leaders were memorialized in the effort to strengthen and calcify the Lost Cause ideology. In the afternoon, we take a chartered bus to Fones Cliffs, land recently returned to the Rappahannock



community as we seek to understand the unique complexities of reading and being in relationship to indigenous lands within a settler colonialist framework. This gathering establishes the ground as unceded lands, a critical understanding of the histories of this place.

On Tuesday, we take a bus and then walk among the monuments and memorial landscapes of Richmond, including Shockoe Bottom, where Black and indigenous lands and lives intertwine. We interrogate how history is rooted in place, whether visible or erased. Excessive tobacco cultivation in Virginia and the expansion of US slavery after the Louisiana Purchase made Shockoe Bottom the second largest site for the trafficking of enslaved people between 1845 and 1865. Walking with visiting scholars Ana Edwards, founder of the Sacred Ground Historical Reclamation Project, and Kimberly Chen, of Richmond's Department of Economic Development, we will learn how the neighborhood serves as a critical landscape for pre- and post-colonial settlement, racialized labor, the slave trade - including the web of industries that supported it, redlining, urban renewal, highway development, and redevelopment. Returning to campus, we discuss our field visits in the context of counter readings of place through topography, maps, and the concept of haunting (King, Davis, and Gordon).

Wednesday morning is dedicated to the module teams as they begin to develop the outline of their module. The afternoon brings together digital humanists LaToya Gray-Sparkes (VCU), LaDale Winling (Virginia Tech), and Jordy Jager (Jefferson School African American Heritage Center) in a panel discussion to share practices and engagements with questions of race, space, and power in place. Exploring public humanities platforms with their curators in a panel format includes Richmond's Randolph Neighborhood, Mapping Inequality: Redlining in New Deal America the film *Raised/ Raised*, and *The Texas Freedom Colonies Atlas and Study*. We consider how best to craft "critical questions and .... corresponding methodological approaches that are informed by the embeddedness of social life in and with places." These questions enable scholars and students to grapple with critical place issues such as "settler colonialism and environmental degradation." (Tuck, 2015, p. 95).

On Thursday morning, the seminar explores how landscapes of violence are understood, read, archived, and erased. We read primary sources, including Frederick Law Olmsted and W.E.B. Dubois, in the context of landscapes of memory and the scholarship of McKittrick's *Black Sense of Place*. In the afternoon, we take a bus to the Library of Virginia to explore its archives of colonization and the development of slavery in the Commonwealth. Working with archives, we explore the complex histories and consider how to teach from the archives.

We then turn to the role of public histories on Friday. Hosting a panel with Tim Roberts (Virginia Dept. of Historic Resources) and Ben Campbell (Unhealed Richmond), we consider how counter-narratives and hard histories are shared and received with diverse audiences. In the afternoon, we walk Monument Avenue and Arthur Ashe Boulevard to consider these questions in this contested landscape and place. Participants will walk west down Monument Avenue, where, in 2020, protesters occupied public spaces to contest police violence and the Lost Cause narratives inscribed in the landscape through the monuments of confederate leaders on the avenue. The walk will continue to the Virginia Museum of Fine Arts and Kehinde Wiley's *Rumors of War*. The juxtaposition near Monument Avenue, the United Daughters of the Confederacy headquarters, and the Confederate Memorial Chapel make this a critical space to examine the role of public art in the development and challenging of historical landscapes. Our discussions are enriched through essays by Alex Mouton, Scott Sandage, and Dell Upton.

In the following week, we turn to the specifics of how land is shaped by living and labor and the ways in which our places are holders of multiple and diverse memories, histories, and practices. On Monday, we visit the Jefferson School of African American Heritage Center's Isabella Gibbons Local History and Digital Humanities Center with Jordy Jager. Here we

interrogate the role of curating and the collection as acts of sharing public histories. The afternoon workshop is an opportunity to work with faculty at VCU to share the skills and tools of building podcasts, whether for teaching or scholarship.

On Tuesday, we return to our investigation of theory in Black geographies and ecologies reading E. Tuck on geotheorizing, J.T. Roane on Black ecologies, and King on mapping and territory. In the afternoon, we visit East End and Evergreen Cemeteries with visiting scholars Brian Palmer (photographer) and Peighton Young (VCU). In these significant Black cemeteries and places of commemoration, participants will contemplate territories and geographies in place.

Counter-narratives of Indigeneity and Blackness bring to the table the complexities of histories as they are lived and remembered. Visiting scholar Tiffany King (UVa) shares her scholarship on reading the multiple and dynamic layers of memory and story embedded in place on Wednesday morning. In the afternoon, Dr. King meets with each Place Team to discuss their module projects. This is an opportunity for participants to discuss their own work with a significant scholar of Black and Indigenous Studies.

Building on the counternarratives, we explore critical fabulations and histories on Thursday by reading the work of McKittrick closely in the context of scholarship on Blackness and Black Placemaking (Hunter et al.). We then extend the discussion in the field as we explore the Capital Grounds, Chimborazo Park, the site of the Battle of Bloody run, and Jackson Ward, an area once known as the “Harlem of the South,” These distinct landscapes foreground questions of placemaking and power-making in the Black, indigenous and white communities. Indigenous peoples - including the Pamunkey and Mattaponi - have a wide range of relationships with these spaces ranging from treaty tributes at Thanksgiving to collective memories of eugenics and violence. As with so many cities in the south, Jackson Ward once hosted a thriving Black business district that also served as a critical place for civil rights activism.

On Friday, the last day of our residential program, we revisit our opening discussion on teaching and explore how place-based and landscape-oriented pedagogies might transgress the canons of history. We consider the pedagogical arguments by bell hooks again and interrogate the role of landscape in transformative teaching of history. In the afternoon, we embark on our last field visit, this time to the National Mall in Washington DC. Working with the NPS, we seek to see this capital landscape in the context of what we have learned in Richmond and through this Institute.

The final week is hosted virtually with a focus by the Place teams on refining their modules. They will be shared with the whole on Wednesday and then submitted by Monday, July 12. These modules will be shared via our *Towards a Peoples Landscape History* website.

#### Project Team

The Institute has been designed and will be directed by Drs. Kathryn Howell, Andrea Roberts and Thaisa Way, each of whom brings extensive scholarship and teaching to the project. Howell’s work sits at the intersection of community preservation and affordable housing preservation, centering an understanding of social, policy, and political history as a starting point for future planning work. Roberts is well-recognized for her leadership in developing a critical place studies approach to landscape, planning, and social histories. Way is a leader in applying feminist frameworks for landscape history and P.I of a Mellon Humanities in Place Initiative, “Democracy and Landscape: Legacies of Race, Identity, and Difference.” As co-directors, they will share the responsibilities, and each has agreed to fill the role of director should one be unable to complete the Institute.

Dr. Kathryn Howell is an Associate Professor of Urban Planning at Virginia Commonwealth University and the co-director of the RVA Eviction Lab, a community-responsive data initiative housed in the Wilder School of Government and Public Affairs. Her research centers on physical and cultural displacement in changing cities and investigates ways that policy and planning can be used to reduce housing and community instability. Her recent book focuses on how tenants and the preservation of community can be centered in policies and practices that keep housing affordable as cities change.

Dr. Andrea Roberts is an Associate Professor of Urban and Environmental Planning and Co-Director of the School's Center for Cultural Landscapes at the University of Virginia's (UVA) School of Architecture. Since 2014, she's led The Texas Freedom Colonies Project Atlas & Study, which spatializes place histories and archival material on an interactive Atlas through participatory action research. Roberts was a 2020-21 Whiting Public Engagement Fellow, and a 2020 Visiting Scholar at Yale's Gilder Lehrman Center for the Study of Slavery, Resistance, Abolition. She served as a member of the National Monument Audit Advisory Board and the Mellon Initiative in Urban Landscape Studies Advisory Board. She is currently authoring a book, *Never Sell the Land*, about grassroots Black historic preservation practices for The University of Texas Press.

Dr. Thaisa Way FASLA, FAAR is the Director of Garden & Landscape Studies at Dumbarton Oaks Research Library and Collection, Harvard University. She teaches and researches history, theory, and design at the Graduate School of Design, Harvard University and is Professor Emerita at the University of Washington. Her scholarship challenges the canons of landscape and design histories to engage questions of gender and race. Her books include *River Cities/ City Rivers* (2018) and *Segregation and Resistance in American Landscapes* (forthcoming 2023).

#### Visiting Scholars and Tour Guides:

Additional faculty will participate as visiting scholars. These are local scholars who will share their deep knowledge of the place and the complex histories and narrative of the region. The format will be panel discussions as well as walking tours.

**Maia Butler** is Assistant Professor of African American Literature, teaches in the Africana Studies Minor at UNC Wilmington. Her areas of interest are Africana Women's Literature, Anglophone Postcolonial Literature and Theory, and Literary Feminisms. She has work under review on representations of digital diaspora in Chimamanda Ngozi Adichie's *Americanah*, and on teaching Edwidge Danticat's *Create Dangerously: The Immigrant Artist at Work*. She is the co-founding Vice President of the Edwidge Danticat Society, and is the founder and moderator of a vibrant online #AcWri community serving underrepresented and traditionally marginalized scholars.

**Ana Edwards** is a public historian living and working in Richmond, Virginia, and currently works as education programs manager at the American Civil War Museum with K-12 students and educator professional development. She is a consulting historian on projects with universities, museums and independent historic sites. She chairs the Sacred Ground Historical Reclamation Project, founded in 2004 by the Virginia Defenders to promote the reclamation and memorialization of the African and African American history of Shockoe Bottom, once the epicenter of the U.S. domestic slave trade.

**Kim Chen** is the Senior Manager for the City of Richmond, Virginia. Her previous roles for the City of Richmond include "Principal Planner – Division of Planning" and "Preservation and Senior Preservation Planner." She taught planning and historic preservation courses at Virginia Commonwealth University (VCU) for ten years. She holds a master's degree in Urban and

Regional Planning from VCU and a bachelor's degree in Architectural History and Architecture from the University of Virginia.

**LaToya Gray-Sparks** is a cartographer, historian, creator of the award winning StoryMap, "Planned Deconstruction," and the founder of the "Reconstructing Randolph Project."

"Planned Destruction" received international recognition at a conference in 2020 for being best educational map. She is an affiliate faculty member at VCU.

**LaDale Winling** is an associate professor of history and core member of the public history program at Virginia Tech. His research and teaching explore urban and political history in the United States, especially how space, architecture, and geography shape politics, economic life, and daily experience. With collaborators, in 2016 he launched *Mapping Inequality: Redlining in New Deal America*. In 2018, he launched *Electing the House of Representatives, 1840-2016*, on Congressional elections. This work has been featured in *The Atlantic*, the *New York Times*, on National Public Radio, and other media outlets.

**Jordy Yager** is the Digital Humanities Fellow at the Jefferson School African American Heritage Center. He helped launch the African American Oral History Project with local filmmakers Lorenzo Dickerson and Ty Cooper. In 2018, he continued that work with a project grant from the Charlottesville Area Community Foundation to map racist housing policies and the corresponding life outcomes for a forthcoming exhibit at the JSAAHC. He is a graduate of Charlottesville High School, earned his B.A. in Sanskrit, and his M.A. in Journalism from Boston University.

**Tim Roberts**, MA, RPA is a Secretary of the Interior-qualified, registered professional archaeologist with a 17-year career history in cultural resource management. He is an expert in the identification, evaluation, documentation, and interpretation of archaeological resources, with experience conducting investigations throughout the Southeast and Middle Atlantic, portions of the Northeast and the Upper Midwest, Texas, Oklahoma, and Arkansas, and overseas in Hungary and Russia. Tim is currently the Project Review Archaeologist at Virginia Department of Historic Resources.

**Benjamin P. Campbell** is the author of *Richmond's Unhealed History*. He directed two non-profit corporations, the Richmond Urban Institute, and Home Base, Incorporated, a neighborhood-based low-income housing corporation. He chairs the program committee of Communities in Schools, a program that supports volunteer efforts and social service work in the Richmond Public Schools. He is also a member of the Richmond Slave Trail Commission and the Richmond Public Schools Foundation. Campbell is a member of the Residential Community at Richmond Hill.

**Meghan Gough**, associate professor and chair at the Douglas Wilder School of Government and Public Affairs at VCU, teaches applied courses in community planning, civic engagement and sustainability planning in the Urban and Regional Studies and Planning Program. Her research is focused on the role of community partnerships and collaborative decision-making in planning for sustainable communities.

**Brian Palmer** is a Peabody Award-winning journalist based in Richmond, Virginia. During his 30-year career he has photographed conflict, politics, activism, daily life, and more around the world. His photos have appeared in the *New York Times*, *Buzzfeed*, *Narrative.ly*; and his writing in *Smithsonian Magazine*, the *New York Times*, and the *Nation*; and audio on Reveal.

**Peighton Young** is a PhD candidate at William & Mary. Young is a public historian committed to making accessible, honest and accurate history of Black life in early Virginia and the Upper South through engaging communities, building long-lasting relationships, and strengthening museum interpretation and education programming. Young has contributed work as a historian and project consultant for several museums and historical institutions in Virginia, including Bacon's Castle in Surry and Patrick Henry's Red Hill in Brookneal.

**Tiffany King** holds the Barbara and John Glynn Research Professorship in Democracy and Equity and is an Associate Professor of Women, Gender & Sexuality. King's work is animated by abolitionist and decolonial traditions within Black Studies and Native/Indigenous Studies. She is the author of *The Black Shoals: Offshore Formations of Black and Native Studies* (Duke University Press, 2020) which won the Lora Romero First Book Prize. She also co-edited *Otherwise Worlds: Against Settler Colonialism and Anti-Black Racism* (Duke University Press, 2021).

#### Selection Committee:

**Maia Butler** is Assistant Professor of African American Literature, teaches in the Africana Studies Minor at UNC Wilmington. Her areas of interest are Africana Women's Literature, Anglophone Postcolonial Literature and Theory, and Literary Feminisms. She is the founder and moderator of a vibrant online #AcWri community serving underrepresented and traditionally marginalized scholars. She was a participant in the 2022 Institute.

**Angela Pulley Hudson**, Professor and Associate Director, joined the history faculty in 2007 after receiving her PhD in American Studies from Yale University. She specializes in American Indian history, the 19th-century U.S. South, the representation of American Indians in popular culture, and the intersection of American Indian and African American lives. She has held fellowships from the Newberry Library, the American Philosophical Society, and the Beinecke Rare Book and Manuscript Library, among others.

**Benjamin Carter**, Associate Professor of Anthropology and Department Chair, at Muhlenberg College, works on the landscapes of late prehistoric Ecuador. He is currently focused on how the landscape of the Blue Mountain in eastern Pennsylvania, which looks "natural" today, was used by colliers (charcoal makers) to supply fuel to two iron furnaces in the 19th century. He participated in the 2022 Institute.

#### Institutional Resources

Virginia Commonwealth University (VCU) will serve as the host for this institute. VCU will support the Institute through the engagement of an Institutional Grant Administrator and serves as the host institution for the Principal Investigator, Dr. Howell, and the graduate student who will serve as a project coordinator. The Monroe Park campus is located in the heart of Richmond, walkable to restaurants, parks (including the James River Park System), and shopping. VCU is on multiple bus lines, including the Bus Rapid Transit (BRT), and these transit options are free to all riders. There are also three public bikeshare stations located around campus. Participants will have access to the VCU Library (including special collections), the Cary Street Gym, and computing facilities. Parking will be available on a paid daily basis in campus parking decks. The Richmond Airport is a short taxi ride from campus. There are many accommodation options in the area available for private rental. Participants may elect to stay in campus housing for approximately \$50 per night. Meals are available through the campus housing or locally, with easy access.

Dumbarton Oaks Research Library and Collection located in Washington DC serves as a home for the humanities for Harvard University and is the most significant center of landscape history research and teaching. It is the home institution for Dr. Way, which hosted the 2022 Institute. It is also the site for "Democracy and Landscape: Legacies of Race, Identity, and Difference, a Humanities in Place initiative funded by the Mellon Foundation that seeks to steward scholarship that tells a fuller and more truthful history of the nation and its people and places.

The University of Virginia's Center for Cultural Landscapes (CCL), based in the School of Architecture, is an interdisciplinary group of academics and designers committed to a critical

perspective on place - one that gleans key lessons from the past and present to imagine how to regenerate places for the future. Projects conducted in affiliation with or under the auspices of the CCL increase awareness of the historical, ecological, and social value of cultural landscapes through innovative scholarly research, site documentation, fieldwork, planning, preservation, and design. The CCL will be a gateway to UVA's community of faculty, research centers, and libraries these resources include faculty members such as Dr. Tiffany King, who leads the Black & Indigenous Feminist Futures Institute, and Worthy Martin, Director of the Institute for Advanced Technology in the Humanities.

#### Project Website

The website, first developed for the 2022 Institute, will be used to promote the Institute and recruit diverse participants. Once participants are enrolled, the website's purpose will serve as a resource and share space for the Institute materials. It is built as a resource repository, including the proposed modules and materials accessible to all scholars. We intend to continue to steward the website as a long-term commitment to teaching and research materials.

#### Participants and project dissemination

While the Institute would clearly be of interest to scholars in American social, cultural, and environmental histories, it is designed to foster robust contributions of narratives of landscapes in scholarship and teaching of history broadly, as well as responding to a demand for humanities scholars to develop more sophisticated spatial literacy. Project organizers will work with humanities colleagues to publicize the Institute nationally through appropriately placed digital and traditional announcements. We will invite faculty teaching in the humanities, including history, English, American studies, ethnic and cultural studies, comparative literature, and the arts. We will continue our successful outreach to faculty at HBCUS, tribal colleges and Hispanic-serving colleges and universities, and community colleges. The selection committee will be directed to select a diverse community of academics representing a vibrant mix of disciplinary areas, institutional types, and regional representation. Experience will also be considered, as the committee will seek to invite senior professors and emerging scholars experience while reserving five spots for non-tenure-track/ adjunct faculty and up to three advanced graduate students. Participants will be selected on the competitive strengths of their applications by a selection panel composed of the three co-directors joined by Drs. Angela Hudson (TAMU), Maia Butler (UNC Wilmington), and Ben Carter (Muhlenberg College) (the latter two participants in 2022).

Through this Institute, we seek to foster a community of practice and scholarship of integration grounded in the humanities that will continue to collectively develop and refine a people's history of the American landscape. This work will contribute to a fuller, more complex, and more robust understanding of history and the historian's craft.

**Towards a People's History of Landscape**  
**Part 1B: Black & Indigenous Histories**  
**Summer Institute for College and University Teachers**  
**Academic Schedule 2024**

<b>Week/ Day</b>	<b>Morning</b>	<b>Afternoon</b>	<b>Notes</b>
<b>Week 1</b>			
Wednesday	Virtual Seminar- Welcome and Orientation to Institute	Reflection	
Thursday	Virtual engagement: What is Critical Place Studies?	Reading and Module Groups- Place Teams	
Friday	Virtual Seminar: What is Teaching in Place?	Open	Visiting Scholars: <a href="#">Maia Butler</a> (UNC) & <a href="#">Meghan Gough</a> (VCU)
<b>Week 2</b>			
Sunday	Arrive and Check into lodging	Evening: Opening Reception, Institute for Contemporary Art	Arrival and Welcome
Monday	Seminar: Critical Place Studies	Pamunkey land visit (bus)	Getting Grounded
Tuesday	Field Trip Brown's Island: Public Art/Monuments, River, & Tour Shockoe Bottom	Seminar: Richmond Small Groups Reflection on field visits Watch <i>Raised/Razed</i> film	Visiting Scholars: <a href="#">Ana Edwards</a> (Sacred Ground Project) & <a href="#">Kim Chen</a> (preservation planner)
Wednesday	Place Team Workshop	Panel: Digital Humanities tools: Race & Place	Visiting Scholars: <a href="#">LaToya Gray-Sparkes</a> (VCU), <a href="#">LaDale Winning</a> (VT), & <a href="#">Jordy Yager</a> (Jefferson School)
Thursday	Seminar: Landscapes of Violence	Library of Virginia Archives and Collections	
Friday	Panel: History and the Public(s)	Focused Wandering: Monument Avenue, Arthur Ashe Blvd.	Visiting Scholars: <a href="#">Tim Roberts</a> , (Va Dept. of Historic Resources) <a href="#">Ben Campbell</a> (Unhealed Richmond)
Saturday	Optional Tour to Anne Spencer Garden, Lynchburg		
<b>Week 3</b>			
Monday	Jefferson School African American Heritage Center Museum (bus)	Seminar: Podcasting production and pedagogy	Visiting Scholar: <a href="#">Chioke l'Anson</a> (NPR/ VCU)
Tuesday	Seminar: Black Geographies	Field Trip to East End/Evergreen Cemeteries	Visiting Scholars; <a href="#">Brian Palmer</a> and <a href="#">Peighton Young</a> (WM)
Wednesday	Seminar: Counter Narratives	Module Team workshop	Visiting Scholar, <a href="#">Dr Tiffany King</a> (UVa)
Thursday	Seminar: Critical Fabulations	Field Trip to Capitol Grounds- Jackson Ward	
Friday	Seminar: Transgressive Teaching	Field Trip / National Mall with "Beyond Granite Project" (bus)	Final Reception at Dumbarton Oaks, Washington DC
<b>Week 4</b>			
Monday	Place Team meetings	Institute Session	Virtual
Tuesday	Place Team work time	Open	Virtual- meeting of Place Teams
Wednesday	Share modules	Share modules	Virtual- meeting of the Institute
Monday	Final Reflections		Modules due

**Towards a People's History of Landscape**  
**Part 1B: Black & Indigenous Histories**  
**Summer Institute for College and University Teachers**  
**June 12 - July 8, 2024**

Land as the material world's ground is "infused with sensations and distinct ways of knowing" (McKittrick, ix). The history of imagining, designing, and making places is equally infused, layered, and messy. This Institute's participants will interrogate narratives of place histories beginning with the nation's founding and the cultural landscape of one of its earliest colonies, the Commonwealth of Virginia, and its capital Richmond, as an alternative model for teaching history. Institute participants will explore how we engage the lived experience of Black and Indigenous peoples and communities who imagine, construct, make, use, recall, and memorialize places in our teaching and scholarship.

History as a practice of storytelling reveals how narratives are never simply accumulated marks on a timeline, but rather history is a way of thinking that informs our understanding of the past, present, and the future. Narratives reinforce or elucidate a given belief or truth. Conversely, counternarratives dispute commonly held assumptions about the nature of reality, place, positionality (ethnicity, race, gender, class, sexuality, age, ability) and the political moment. Counternarratives and narratives pervade scientific discovery, finance, education, media, and all areas of our lives because they frame the boundaries and possibilities of debate and gatekeep access. Critical Place Studies (CPS) as a humanist approach to history offers the opportunity to delve rigorously into questions of how place and land inform, infuse, and materialize cultural experience and memory. The CPS approach asks participants to understand history by centering people and communities in place.

This Institute responds to the call for universities to reckon with complicated histories and legacies. As hosts for the Institute, Virginia Commonwealth University, Dumbarton Oaks and the University of Virginia are in the process of wrestling with their heritage. To do so, an exhaustive exploration of its foundational stories, competing narratives about campus climate, and contemplating the problematic nature of some of its traditions and monuments is necessary. A repository of data, syllabi, and multimedia teaching modules will greatly advance difficult dialogues and contemporary efforts to confront the past before transforming public landscapes. The Institute, launched in 2022 in D.C. establishes a resource and community of scholars engaged in examining land, labor, and history across scales.

#### Learning Objectives

- Explore transgressive teaching for interdisciplinary approaches to landscape histories;
- Learn to address gaps in landscape history by centering Black and Indigenous communities and narratives often erased from traditional histories;
- Enhance theoretical knowledge in the humanities as related to landscape and place histories.
- Explore a Critical Place Studies framework for teaching and researching history narratives;
- Explore place-based learning through field trips paired with readings and focused discussions

#### Outcomes

- Collectively develop content for a virtual repository of teaching modules
- Create and sustain transgressive learning and reading communities
- Advance approaches to stewarding a landscape scholarship of integration



## Schedule of Activities

### **Preparatory Week Welcome and Theoretical Foundations and Fabulations**

#### **Institute Books** (shared prior to Institute meetings)

- King, Tiffany. (2019). *The Black Shoals: Offshore Formations of Black and Native Studies*. Durham; Duke University Press
- McKittrick, Katherine (2006). *Demonic Grounds: Black women and the Cartographies of Struggle*.
- hooks, bell. (1994) "Theory as Liberatory Practice" *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.

### **Wednesday, June 12**

12:30 – 2:30 pm      **Virtual Seminar: Welcome, Introductions and Overview**

#### Readings:

- King, Tiffany Lethabo (2019) "Introduction" *The Black Shoals: Offshore Formations of Black and Native Studies*, Durham; Duke University Press: 1-35.
- McKittrick, Katherine. (2006). "Introduction" and "The Last Place They Thought Of", *Demonic Grounds: Black women and the Cartographies of Struggle*. University of Minnesota Press: ix-xxxi, 37-63.
- hooks, bell. (1994). "Theory as Liberatory Practice" *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge: 59-75.

### **Thursday, June 13**

12:30 – 2:30 pm      Module Project Introduction  
Place Teams assigned and meet in individual team meetings

Afternoon              Open Reading and Reading Reflection

### **Friday, June 14**

12:30 – 2:30 pm      **What is Critical Place Studies?**

#### Readings:

- Lipsitz, George. "The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape." *Landscape Journal*, (2007):10-23.
- Way, Thaisa. "Landscapes of Industrial Excess: A Thick Sections Approach to Gas Works Park." *Journal of Landscape Architecture (Wageningen, Netherlands)* 8, no. 1 (2013): 28-39.
- Hartman, Saidiya V. (2008). "Venus in Two Acts." *Small Axe : a Journal of Criticism* 26 (26): 1–14. <https://doi.org/10.2979/SAX.2008.-.26.1>.
- Basso, K. (1996). *Wisdom sits in places : Landscape and language among the Western Apache* (Democracy and urban landscapes). Albuquerque: University of New Mexico Press: 1-35.
- Roberts, Andrea. "Performance as Place Preservation: The Role of Storytelling in the Formation of Shankleville Community's Black Counterpublics." *Journal of Community Archaeology & Heritage* 5, 3 (2018): 146-165.

Afternoon              Open Reading and Reading Reflections

**Week 2: Welcome and Theoretical Foundations and Fabulations**

**Sunday, June 16**

5:00-7:30 pm

**Welcome to Richmond Reception**, Institute for Contemporary Art

**Monday, June 17**

9:00 – 12:00 pm

**Seminar: Orientation and Welcome to Pamunkey Land**

Readings:

- Smith, Paul Chaat. (2009). "The Ground Beneath Our Feet." In *Everything You Know About Indians Is Wrong*. University of Minnesota Press: 53-63.
- Carson, James Taylor "Ethnogeography and the Native American Past," *Ethnohistory* 49:4 (2002): 769-788.
- Coulthard, Glen "Place Against Empire: Understanding Indigenous Anti-Colonialism" *Affinities: A Journal of Radical Theory, Culture, and Action*, 4:2 (2010): 79-8
- Leib, Jonathan. (2006) "Richmond, Virginia's Witting Autobiography: Arthur Ashe, the Civil War, and Monument Avenue's Racialized Landscape" in *Landscape and Race in the United States*, ed. Richard Schein, London: Taylor and Francis: 187-212.

12:30 - 2:00

Lunch on your own

2:00 - 5:00 pm

**Field Visit: Fones Cliffs, Rappahannock River, Rappahannock Land**

**Tuesday, June 18**

9:00 - 12:30 pm

**Field Visit: Brown's Island, River, & Shockoe Bottom, Richmond**  
Visiting Scholars: [Ana Edwards](#) (Sacred Ground Project) and Kim Chen (City of Richmond Senior preservation planner)

12:30-2:00

Lunch on your own

2:00-3:30 pm

**Seminar: Placing Race**

Place Teams gather for reflections and discussions of readings and field visits

4:00 - 5:00 pm

**Film: Raised/Razed** by Jordy Jager, Jefferson School

Readings:

- Basso, Keith H.(1996). *Wisdom Sits in Places: Landscape and Language Among the Western Apache*. Albuquerque: University of New Mexico Press; selection.
- Gordon, Avery. "Some thoughts on Haunting and Futurity." *Borderlands* 10, 20 (2011): 1-21.
- Ujiji Davis. 2018. "The Bottom: The Emergence and Erasure of Black American Urban Landscapes" *Avery Review* 34 (October 2018),
- Howell, Kathryn & Teresa, Benjamin. "The map of race is the map of Richmond": Eviction and the enduring regimes of racialized dispossession and political demobilization," *Journal of Race, Ethnicity and the City*, 3:2 (2022): 182-203

### Wednesday, June 19 Juneteenth

9:00 - 10:30 am Open Reading and Reading Reflections

10:30 - 12:00 pm **Module Workshop for Place Teams**

12:00 - 2:00 pm Lunch on your own

2:00 - 4:00 pm **Digital Humanities: Race & Place in the Digital Humanities**  
Panel with Visiting Scholars: [LaToya Gray-Sparkes](#) (VCU), [LaDale Winning](#) (Virginia Tech) & [Jordy Yager](#) (Jefferson School African American Heritage Center)

4:00 - 6:00 pm Open Reading and Reading Reflections

Review DH sites:

- *Black Digital Humanities Projects & Resources*: Vol. 4, No. 1, 21st Century Black Studies: Digital Publications (Part Two) (Fall 2017), pp. 134-139 (6 pages).
- Musgrove, George Derek, *Black Power in Washington DC 1961-1996*
- *Indigenous Digital Humanities Lab*- Indigenous tik tok.  
<https://indigenou.digitalhumanities.wordpress.com/>
- *The Texas Freedom Colonies Project* <http://www.thetexasfreedomcoloniesproject.com/>
- *HBCU Alliance Digital Collection* : <https://hbcudigitallibrary.auctr.edu/>

### Thursday, June 20

9:00 - 12:00 pm **Seminar: Landscapes of Bondage, Slavery, and Violence**

12:00 - 2:00 pm Lunch on your own

2:00 - 5:00 pm **Field Trip to Library of Virginia Archives, research and discussion in Place Team**

Readings:

- Dubois, W.E. B. (1901). "The Home of the Slave." In *Architecture and Landscapes of North American Slavery*, eds. Clifton Ellis & Rebecca Ginsburg. New Haven: Yale University Press, 2010: 17-25.
- Olmsted, Frederick Law. (1861) "Chapter 1, The Present Condition." In *The Cotton Kingdom: A Traveller's Observations on Cotton and Slavery in the American Slave States*. New York: Alfred A. Knopf, 1953: 1-27.
- McKittrick, Katherine "On Plantations, Prisons, and a Black Sense of Place." *Social & Cultural Geography* 12, 8 (2011): 947-963.

### Friday, June 21

9:00 - 12:00 pm **Seminar: Public Histories**  
Panel with Visiting Scholars: [Tim Roberts](#), (Va Dept. of Historic Resources) & [Ben Campbell](#) (Unhealed Richmond)

12:00 - 2:00 pm Lunch on your own

2:00 - 4:00 pm **Field Visit: Monument Avenue, Arthur Ashe Blvd., Richmond**

Readings:

- Moulton, Alex A. (2021) "Black Monument Matters: Place-based Commemoration and Abolitionist Memory Work." *Sociology Compass* 15 (12): 1-16.
- Sandage, Scott. "A Marble House Divided: The Lincoln Memorial, the Civil Rights Movement, and the Politics of Memory, 1939-1963," *Journal of American History*, 80.1 (1993) :135 – 167
- Coleman, Christy. *The Civil War: Confederate Monument Controversies*, *American Civil War Museum*: <https://www.c-span.org/video/?448679-7/confederate-monument-controversies>
- Upton, Dell. (2015). *What Can and Can't Be Said: Race, Uplift, and Monument Building in the Contemporary South*. New Haven: Yale University Press, excerpt.

**Saturday, June 22** *Optional field visit to home /garden of Anne Spencer, Lynchburg*

**Week 2:** *Landscapes of Living and Labor*

**Monday, June 24**

9:00 – 12:30 pm

**Field Visit: The Jefferson School of African American Heritage Center Museum**

12:00 - 2:00 pm

Lunch at Morven/ Center for Cultural Landscapes, Uva

2:00 - 4:00 pm

**Workshop/ Seminar: Podcasting production and pedagogy**

4:00 - 6:00 pm

Open Reading and Reading Reflections

Readings:

- Bates. Niya (2023) "Monticello is a Black Space" *Segregation and Resistance in American Landscapes*, E. Avila & T. Way, editors, Washington DC: Dumbarton Oaks.
- "Engaging Descendant Communities in the Interpretation of Slavery at Museums and Historic Sites"

**Tuesday, June 25**

9:00 – 12:00 pm

**Seminar: Black Geographies and Ecologies**

12:00 - 1:00 pm

Lunch on your own

1:00 – 3:00 pm

**Field visit: East End and Evergreen Cemeteries**

Visiting Scholars; Brian Palmer (photographer) and Peighton Young (WM)

3:00 - 6:00 pm

Open Reading and Reading Reflections

Readings:

- Tuck, E., Smith, M., Guess, A. M., Benjamin, T., & B. K. Jones. "Geotheorizing black/land: Contestations and contingent collaborations." *Departures in Critical Qualitative Research* 3, 1 (2013), 52-74

- Roane, J.T. (2022). "Black Ecologies, Subaquatic Life, and the Jim Crow Enclosure of the Tidewater." *Journal of Rural Studies* 94 (August 2022): 227–38. <https://doi.org/10.1016/j.jrurstud.2022.06.006>.
- Meghan Z. Gough, Kathryn Howell & Hannah Cameron (2022) "The Structural Challenge of Power and Whiteness in Planning: Evidence from Historic Black Cemetery Restoration" *Planning Theory & Practice*, 23:4, 536-555.

### Wednesday, June 26

9:00 – 12:00 pm      **Seminar: Counter Narratives of Indigeneity & Blackness**  
Visiting Scholar: Dr. Tiffany King, UVa

12:00 - 2:00 pm      Lunch on your own

2:00 - 6:00 pm      Place Teams meet with Dr. King to discuss module proposals

2:00 - 6:00 pm      Open Reading and Reading Reflections

#### Readings:

- King, Tiffany Lethabo (2019). "The Map and the Territory." In *The Black Shoals: Offshore Formations of Black and Native Studies*, Durham; Duke University Press: 74-110.
- Hardy, D., & N. Heynen. "'I am Sapelo': Racialized uneven development and land politics within the Gullah Geechee Corridor." *Environment and Planning E: Nature and Space* 0, 0 (January 18, 2021):1–25.
- Feller, L. J. (2022). *Being Indigenous in Jim Crow Virginia: Powhatan People and the Color Line*. University of Oklahoma Press.

### Thursday, June 27

9:00 – 12:00 pm      **Seminar: Critical fabulations and Speculative Histories**

#### Readings:

- Hunter, Marcus Anthony & Zandria F. Robinson (2018) "Everywhere Below Canada" *Chocolate Cities*. eds. Hunter, Anthony, & Robinson. University of California Press.
- Hunter, Marcus Anthony, Mary Pattillo, Zandria F. Robinson, and Keeanga-Yamahtta Taylor. (2016). "Black Placemaking: Celebration, Play, and Poetry." *Theory, Culture & Society* 33 (7-8): 31–56. <https://doi.org/10.1177/0263276416635259>.
- McKittrick, Katherine (2006) "The Authenticity of this Story has not been Documented: Auction Blocks." in *Demonic Grounds: Black women and the Cartographies of Struggle*, Minneapolis: University of Minnesota Press: 65 – 90.

12:00 - 2:00 pm      Lunch on your own

2:00 - 5:00 pm      **Field Visit: Capitol Grounds, Chimborazo (site of Battle of Bloody Run) and Jackson Ward**

**Friday, June 28**

9:00 – 10:30 am      **Seminar: Transgressions**

12:00 - 5:00 pm      **Field Visit: National Mall, Washington DC with a focus on the  
“Beyond Granite Project”**

6:00 - 8:00 pm      Reception, Dumbarton Oaks, Washington DC

8:00 pm              Return Bus to Richmond

Readings:

- hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994. <https://sites.utexas.edu/ljics/files/2018/02/Teaching-to-Transcend.pdf>
- Melnick, Robert Z., Andrea Roberts, Julie Mcgilvray “Integrity as Process And Feature: Cultural Landscapes of Underrepresented Communities”. *Change Over Time*. 2022.

**Virtual Final Week: Transgressive Teaching**

**Monday, July 1**

12:30 – 2:30 pm      **Place Teams Virtual Workshops**

**Tuesday, July 2**

12:30 – 4:30 pm      Open Time / Office hours for Roberts, Howell, and Way

**Wednesday, July 3**

12:00 – 2:30 pm      **Module Workshop- virtual- share modules**

Inviting Place Teams to share final modules offers an opportunity to learn and to imagine how we might each adopt the Institute discussions and approaches to our teaching and scholarship.

**Monday, July 8**

**Modules due** to upload on ‘Towards’ website

**Towards a People's History of Landscape**  
**Part 1B: Black & Indigenous Histories**  
**Summer Institute for College and University Teachers**

**Pre-Institute Workplan:**

- **October 2023-November 2023:**
  - Hire VCU graduate assistant,
  - Set up regular team meetings
  - Reserve space and accommodation with VCU Conference Services
  - Expand and Refine "Towards a People's Landscape History" project website
- **October 2023:** required project team meeting with NEH
- **December 2023:** project page on web goes live, participant applications open
- **February 2024:** required online project team meeting with NEH
- **March 2024:** participant application deadline, review applications and select participants
- **April 2024:** notify applicants, selected participants have two weeks to accept or decline
- **April 15, 2024:** finalize schedule, confirm tours and speakers
- **May 1, 2024:** share institute webpages with participants including password Institute pages/ resources
- **May 14, 2024:** send Institute Reader and books to participants
- **June 12, 2024 - June 14, 2024:** virtual convening
- **June 17, 2024 - June 28, 2024:** convene In-Person Institute
- **July 1, 2024 - July 3, 2024:** virtual convening
- **July 8, 2024:** final modules submitted by participants for inclusion on "Towards" website

**Post-Institute Workplan:**

- **July 8- September 1, 2024**

*Program Directors*

- Review Institute, evaluate work and participation
- Thank you notes to all participants and visiting scholars
- Review and refine website and module templates
- Prepare and refine site modules for public sharing on website
- Review final budget expenses

*Graduate Assistant:*

- Gather feedback from participants through a simple survey as well as individual discussions as appropriate
- Refine and update website
- Review and evaluate Institute logistics
- Draft a final report for the Institute
- Upload teaching modules and shared syllabus
- Continue to monitor Slack as we nurture the community of practice
- **September 1-December 30, 2024**
  - Finalize budget report
  - Develop final report (submit via appropriate venues for approval)
  - Submit final report

E-MAIL KLHOWELL@VCU.EDU  
KATHRYN L. HOWELL

## EDUCATION

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**The University of Texas** Austin, Texas  
August, 2009 - December, 2013 *PhD, Community and Regional Planning*  
**The Johns Hopkins University, M.A.** Baltimore, Maryland  
2003-2005 *Master of Public Policy, Concentration in Social Policy*  
**The University of Georgia, B.A.** Athens, Georgia  
1997-2001 *Political Science Major; French Minor*

## WORK EXPERIENCE

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**Virginia Commonwealth University**  
*Associate Professor, Urban/Regional Studies and Planning* 8/2014 - Present  
*Co-Director and Co-Founder, RVA Eviction Lab* 8/2018 - Present  
**George Mason University** 9/2013 - 7/2014  
*Kettler Research Fellow*  
**Texas Low Income Housing Information Service** 5/2010 - 9/2010  
*Researcher (Contract)*  
**District of Columbia Department of Housing and Community Development**  
*Policy Specialist* 12/2007 - 7/2009  
**Maryland Department of Housing and Community Development** 5/2004 - 11/2007  
*Research Analyst, Office of Research*  
**Peace Corps** 7/2005 - 10/2005  
*Health Outreach Volunteer, Niger, West Africa*  
**Johns Hopkins University** 9/2003 - 1/2005  
*Research Assistant: Annie E Casey Foundation Grant*  
**Salud Family Health Center** 9/2002 - 9/2003  
*AmeriCorps/HealthCorps Member*  
**The Appalachia Service Project** Summers of 1999-2002  
*Summer Staff*

## SELECTED ACADEMIC PUBLICATIONS

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- Meghan Gough, Kathryn Howell & Hannah Cameron (2022) *Whiteness in Black Sacred Spaces: Power, Process and Predicament in Preserving Historic Black Cemeteries*. Planning Theory and Practice
- Kathryn Howell and Benjamin F. Teresa (2022) "The Map of Race is the Map of Richmond": *Eviction and the Enduring Regimes of Racialized Dispossession and Political Demobilization*. The Journal of Race, Ethnicity and the City.
- Kathryn Howell (2021) *Affordable Housing Preservation in Washington, DC: A Framework for Local Funding, Collaborative Governance, and Community Organizing for Change*. Routledge/Taylor & Francis Publishing.



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- Kathryn Howell and Daniel William Immergluck (2021) Evictions: Shedding Light on the Hidden Housing Problem. *Housing Policy Debate*. (Co-editor introduction to the [three-volume special issue on eviction](#))
- Benjamin F. Teresa and Kathryn Howell (2021). Segmentation and Eviction in the Housing Market. *Housing Policy Debate*. <https://doi.org/10.1080/10511482.2020.1839937>
- Brandi Summers and Kathryn Howell. Fear and Loathing (of Others) in Washington, DC, (2019). *International Journal of Urban and Regional Research*. <https://doi.org/10.1080/08882746.2019.1697090>
- Kathryn Howell; Elizabeth J. Mueller and Barbara Brown Wilson. (2019). One Size Fits None: Local context and planning for the preservation of affordable housing. *Housing Policy Debate*. 29 (1), 148-165.
- Kathryn Howell. (2018). Stability, advocacy and voice: Opportunities and challenges in resident-led preservation of affordable housing. *Housing Studies*. 34 (8), 1330-1348.
- Kathryn Howell. (2017). "For the kids": Children, safety and the depoliticization of displacement in Washington, DC, *Journal of Urban Affairs*. 40 (5), 721-739.
- Kathryn Howell. (2017). Neighborhoods, local networks, and the non-linear path of the expiration and preservation of federal rental subsidies, *Urban Studies*. 55 (14), 3092-3109.
- Kathryn Howell. (2017). Housing and the grassroots: Using local and expert knowledge to preserve affordable housing, *Journal of Planning Education and Research*. 38 (4), 437-448.
- Kathryn Howell. (2016) Preservation from the bottom-up: affordable housing, redevelopment, and negotiation in Washington, DC, *Housing Studies*, 31 (3), 305-323.
- Kathryn Howell. (2016). Building Empowerment in Market-Based Redevelopment: Changing Paradigms for Affordable Housing and Community Development in Washington, DC. *Community Development Journal*. 52 (4), 573-590.
- Kathryn Howell. (2016). Planning for Empowerment: Upending the traditional approach to addressing gentrification. *The Journal of Planning Theory and Practice*. 17 (2), 210-226.

#### RECENT FUNDED RESEARCH

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- \$25,000 *Piloting a Housing Justice Atlas for Virginia In Partnership with the Equity Center at UVA* (June 2021-July 2022). 4VA. (Co-PI)
- \$55,000 *Health and the Built Environment* (June 2021-June 2022). Richmond Memorial Health Foundation. (Co-PI)
- \$125,000 *The Virginia Eviction Reduction Pilot Evaluation* (June 2021-December 2022) Virginia Department of Housing and Community Development. (Co-PI)
- \$40,000 *Building Democratic Accountability for Ensuring Housing and Health Equity (July 2020-June 2021)*. Health and the Built Environment Richmond Memorial Health Foundation. (Co-PI)
- \$60,000 *Housing Stability from the Ground Up: Youth empowerment through eviction research (July 2019-December 2020)*. Funded through the VCU Presidential Research Quest Fund (Co-PI)

(b) (6)

**EDUCATION**

2016, **Doctor of Philosophy**, Community & Regional Planning, The University of Texas at Austin, School of Architecture (UTSOA)  
 2006, **Master of Government Administration**, Public Finance Graduate Certificate, University of Pennsylvania  
 1996, **Bachelor of Arts**, Political Science, Vassar College

**ACADEMIC APPOINTMENTS & RESEARCH AFFILIATIONS**

2022-Present **Associate Professor**, Urban + Environmental Planning, School of Architecture, University of Virginia (UVA)  
**Co-Director**, Center for Cultural Landscapes, School of Architecture, UVA  
 2022 **Associate Professor**, Landscape Architecture & Urban Planning (LAUP), College of Architecture, Texas A&M University (TAMU)  
 2017-21 **Assistant Professor**, LAUP, College of Architecture, TAMU  
 2016-17 **Lecturer**, U.S. Cultural Landscapes and Ethnographic Methods, Graduate, UTSOA

**TEACHING EXPERIENCE & COURSES**

**Assistant Professor, LAUP, TAMU** (2017 – present) Planning History & Theory, Foundations of Planning, Neighborhood Revitalization, Critical Place Studies: Theory, Research, & Practice, More than Monuments: Preservation as Social Justice, Radical Planning Reading Group

**Post-Doctoral Fellow, Lecturer - THE UNIVERSITY OF TEXAS AT AUSTIN** (2017) U.S. Cultural Landscapes & Ethnographic Methods

**FELLOWSHIPS**

2020 **Texas A&M University Arts & Humanities Fellow** \$15,000  
 2020 **Visiting Scholar Fellow**, The Gilder Lehrman Center for the Study of Slavery, Resistance, & Abolition, Yale University  
 2020 **Whiting Foundation Public Engagement Fellowship**, \$50,000  
 2019 **Honorable Mention/Alternate**, Ford Foundation Fellowships Program Postdoctoral Competition  
 2016-17 **Emerging Scholar Fellow**, Race & Gender in the Built Environment of the American City, UTSOA

**AWARDS & HONORS**

2020-21 **Catherine W. Bishir Prize, Vernacular Architecture Forum**  
 2019 **Marilyn J. Gittell Activist Scholar Award, Honorable Mention**, Urban Affairs Association  
 2019 **Outstanding Instructor Award**, TAMU LAUP

**RESEARCH ACTIVITY & PROJECT MANAGEMENT**

2020 - Present **Lead, X-Grant Pilot Study: The Gulf Coast Heritage Preparedness Initiative.**  
 2019-Present **Core Partner**, The Unequal Cities Network, Institute on Inequality & Democracy at UCLA  
 2018-Present **Lead, Black Digital Humanities Working Group**, Center of Digital Humanities Research, TAMU.  
 2014-Present **Roberts, A., Biazar, M.J. The Texas Freedom Colonies Atlas & Study** <http://bit.ly/txfepatlastwo>

**RESEARCH FUNDING - GRANTS**

- Collaborator, “Black Experiences with Planning in Canada,” Ryerson University, Social Sciences and Humanities Research Council (2022)
- Principal Investigator (PI), Hurricane Harvey Emergency Supplemental Historic Preservation Fund Grant, \$151,210 (2022)
- Director/Co-PI, National Endowment for the Humanities, Summer Institute for College & University Faculty, (2021) Dumbarton Oaks and TAMU, “Towards a Peoples’ History of Landscape Part 1.” \$198,289 (2021)
- PI, TAMU X-Grant, “The Gulf Coast Heritage Preparedness Initiative,” \$325,000 (2021)
- PI, Center of Digital Humanities Research (CoDHR) Project Development Grant, “Retrofitting the TXFC Project Atlas: Strategic Plan and Testing project,” \$7,000 (2020)
- Co-PI, Glasscock Buttrill Ethics Grant, \$1,500 (2020)
- PI, “TX Freedom Colonies Project's Plan to Preserve Endangered Historic Black Settlements & Cemeteries,” National Trust for Historic Preservation: African American Cultural Heritage Action Fund, \$ 50,000 (2019)

**SELECTED PUBLICATIONS/SCHOLARSHIP (\* denotes students)****PEER-REVIEWED (ACCEPTED/PUBLISHED)**

- Roberts, A., Aduen, V. \*, Blanks, J. \*, Carter, S. \*, Girault, K. \* “Digital Juneteenth: Territorializing the Freedom Colony Diaspora,” *Public Culture* 34.3
- Melnick, R. Z., Roberts, A., & McGilvray, J. (2021). Integrity as Process and Feature: Cultural Landscapes of Underrepresented Communities. *Change Over Time*, 10(2), 122-140.
- Roberts, A., & Butler, M. L. (2022). “Contending with the Palimpsest: Reading the Land through Black Women’s Emotional Geographies.” *Annals of the American Association of Geographers*, 1-10.
- Roberts, A. R. (2020). Haunting as Agency: A Critical Cultural Landscape Approach to Making Black Labor Visible in Sugar Land, Texas. *ACME: An International E-Journal for Critical Geographies*, 19(1).
- Roberts, A. R. (2020). Count the Outside Children! Kinkeeping as Preservation Practice Among Descendants of Texas' Freedom Colonies. In *Forum Journal* (Vol. 32, No. 4, pp. 64-74). National Trust for Historic Preservation.

- Roberts, A. R. (2019). "Until the Lord Come Get Me, It Burn Down, Or the Next Storm Blow It Away:" The Aesthetics of Freedom in African American Vernacular Homestead Preservation. In *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* (Vol. 26, No. 2, 73-97). University of Minnesota Press
- Roberts, A., & Beazer, M. J.\* (2019). Black Placemaking in Texas: Sonic and Social Histories of Newton and Jasper County Freedom Colonies. *Current Research in Digital History*, 2.
- Roberts, A. R. (2018). "Performance as Place Preservation: The Role of Storytelling in The Formation of Shankleville Community's Black Counterpublics" *Journal of Community Archaeology & Heritage*, 5(3), 146-165

#### BOOK CHAPTERS

- Roberts, A. (2020). "The End of Bootstraps & Good Masters: Fostering Social Inclusion through Counternarrative Creation," *Preservation & Social Inclusion*. Issues in Public Policy Series. United States: Columbia University
- Minner, J, Roberts, A., Holleran, M., & Conrad, J. (2018). "A Smart City Remembers Its Past: Citizens as Sensors in Survey and Mapping of Historic Places." In *New Approaches, Methods, and Tools in Urban E-Planning* (pp. 95-129). IGI Global

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#### PROFESSIONAL MEETINGS & CONFERENCE PROCEEDINGS (\*student participation, V=virtual)

2022

- Roberts, A., Blanks, J., Aduen, V., Roberts, A. "Engaged Preservation Research with Black Communities During the COVID-19 Pandemic," Real Places Conference, Friends of Texas Historical Commission, Austin, TX, February

2021

- Panelist, "Telling the Whole Story: Rediscovering Marginalized Histories Alongside Communities," Whiting Foundation grantee panel, National Humanities Conference, November, V
- Chair, "Leveraging Technology for Impact: University-led Engaged Research with African American Communities During the COVID-19 Pandemic," NCORE 2021, June, V\*

2020

- Panelist, "Identifying Texas Freedom Colonies' Landscapes Through Intangible Heritage" SESA Conference; African American Builders Session, October
- Chair and Panelist, "Critical Place Studies: Creative Approaches to Increasing the Visibility of Historic Black Communities to Planners & Policymakers," Association of Critical Heritage Studies 5th Biennial Conference, August, V
- Panelist, "The Texas Freedom Colonies Atlas: The Ethics of Counter-mapping Black Digital Worlds" African American Intellectual History Society conference, The University of Texas, Austin, TX, March

2019

- Panelist, "Liminality as Resiliency: Embodiment, Agency, and Knowledge Exchange between Texas' Freedom Colonies and Urban Meccas," Memory Studies Association Conference, Complutense University, Madrid, Spain, June

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#### KEYNOTES, INVITED LECTURES, SYMPOSIA (V=Virtual)

2022

- Panelist, Behind the Big House—Preserving and Interpreting the Material History of Slavery in the U.S., April, V
- Panelist, "Community Engagement in Preservation of Places," Landscapes of Civil Rights in the National Capital, Spring 2022 Colloquium Dumbarton Oaks, Washington, DC, February, V

2021

- Keynote, "Teaching Digital Curation as Place Preservation," Association of Computers & the Humanities Conference, July, V
- Panelist, "Special Meeting on Cultural Justice in Virginia," Virginia African American Cultural Resources Task Force, Virginia General Assembly, December, V
- Panelist, "Roundtable Discussion: Storytelling Futures," Preserving and Sustaining Civil Rights Sites Symposium, The Center for Preservation of Civil Rights Sites, University of Pennsylvania Weitzman School of Design, November, V
- Lecturer, "The Community Core: Making and Keeping Place Heritage in Texas's Freedom Colonies" Rachel Dorothy Tanur Memorial Lecture, Harvard University Graduate School of Design, October, V
- Keynote, "Reconstructing Black Worlds: Counternarrative Creation as Preservation Practice," Columbia Center for Archaeology, Columbia University, January, V

2020

- Panelist and Facilitator, "Juneteenth: Creating Legacy in Contested Places" Co-hosted by the Schomburg Center for Black Culture and the New York Public Library, June, V
- Panelist, "The Texas Freedom Colonies Project: Thick-Mapping Vanishing Black Places" Cultural Landscape Symposium, Preservation Texas, Waco, TX, February
- Lecturer, "The Freedom Colony Repertoire: Promising Approaches to Bridging and Bonding Social Capital between Urban and Rural Black Meccas" The Mellon Initiative Urban Landscape Studies' Midday Dialogues, Dumbarton Oaks, January

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#### SERVICE

- |              |   |
|--------------|---|
| 2022         | Member, Mellon Urban Humanities Advisory Board at Dumbarton Oaks                |
| 2019-Present | Member, Aya Symposium Planning Committee Member, Conference on Freedom Colonies |
| 2020-21      | Member, Monument Lab-National Monument Audit Advisory Board, Mellon Foundation  |
| 2020-23      | Member, State Board of Review, Texas Historical Commission                      |
| 2012-15      | Commissioner, City of Austin Historic Landmark Commission                       |

**THAÏSA WAY Ph.D., FAAR, ASLA**

<http://www.thaisaway.com/>

Director, Garden & Landscape Studies  
Dumbarton Oaks Research Library and Collections  
Harvard University  
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Washington DC 20007  
202 339 6461 / tway@gsd.harvard.edu

## **EDUCATION**

Cornell University, College of Architecture, Art, and Planning, Ithaca, New York. 2005.

Ph.D. History of Architecture and Urbanism.

University of Virginia, School of Architecture, Charlottesville, Virginia. 1991.  
Master of Architectural History.

University of California, Berkeley, College of Natural Resources, California. 1985.  
Bachelor of Science, Conservation and Natural Resources.

## **ACADEMIC POSITIONS**

Faculty, Graduate School of Design, Harvard University, 2022–present

Director, Garden & Landscape Studies, Dumbarton Oaks Research Library and Collections,  
Washington D.C., Harvard University, 2019–present.

Professor Emerita, Landscape Architecture, Architecture, College of Built Environments, and  
History, College of Arts & Sciences, University of Washington. 2016–2022; Associate Professor,  
2010–2016; Assistant Professor, 2007–2010

Visiting Assistant Professor, Department of Landscape Architecture, SUNY College of  
Environmental Science & Forestry, Syracuse, New York. 2005–2007.

## **SELECTED HONORS, FELLOWSHIPS, & AWARDS**

CELA Outstanding Educator Award, 2020

American Academy of Rome Prize, Garden Club of America Fellow in Landscape Architecture,  
2016.

Lionel Pries Award for Excellence in Teaching, CBE, University of Washington, 2015.

MacDowell Colony Fellow, The MacDowell Colony, Peterborough, NH, Spring 2013.

## **SELECTED GRANTS**

co-PI with Dr. Andrea Roberts (Planning, Texas A&M), “Towards a People’s History of  
Landscape / Part 1: Black & Indigenous Histories of the Nation’s Capital” NEH Summer Institute  
Proposal, 2022 (\$198,000)

co-PI with Dr. LaDale Winling (History, Virginia Tech University), “*Connecting the Interstates:*  
HAA–271767” NEH Digital Humanities Advancement Grant (DHAG), 2020–2021 (\$45,819).  
“Democracy and the Urban Landscape: Legacies of Race, Identity, and Difference/ Urban  
Humanities Program” Urban Humanities Initiative, Andrew Mellon Foundation, 2019–2022  
(\$799,000).

co-PI with Radha Poovendran (Electrical Engineering) et al, NSF SCC-RCN: "MOHERE: Mobility, Health, and Resilience in SCC: Building Capacities and Expanding Impact" 2019-2020 (\$500,000).

with Kenneth Yocom (Landscape Architecture) and Richard Watts (French and Italian Studies), "City Nature/ Urban Environmental Humanities" NEH University Summer Institute, 2017 (\$173,669).

with Drs. Kim England, Geography, and Susan P. Kemp, Social Work, *Now Urbanism: Digital Urbanism and Transforming the Map*, Simpson Center for the Humanities Collaboration Studio Grant, 2014 -2015.

with Margaret O'Mara. "Now Urbanism: City Building in the 21st Century and Beyond" 2010-2012 University of Washington's John E. Sawyer Seminar on Comparative Cultures, a program of the Andrew W. Mellon Foundation, 2010-2012 (\$172,000).

## SCHOLARSHIP

### Books

co-Editor with Eric Avila, UCLA, *Segregation and Resistance in America's Urban Landscapes*, Harvard University/ Dumbarton Oaks Garden and Landscapes Studies Series, forthcoming 2023.

*Landscape Architect A.E. Bye*, Modern Landscape Design Series, Library of American Landscape History & W.W. Norton Publishing, forthcoming.

*GGN Landscapes 1999-2018*, Timber Press, 2018, 296 pages.

Editor, *River Cities: City Rivers*, Harvard University/ Dumbarton Oaks Garden and Landscapes Studies, 2018, 418 pages.

*The Landscape Architecture of Richard Haag: From Modern Space to Urban Ecological Design*, Seattle: University of Washington Press, April 2015, 241 pages.

with Jeff Hou, Ben Spencer, and Ken Yocom, eds. *Now Urbanism: The Future City Is Here*, New York: Routledge, 2014.

*Unbounded Practice: Women and Landscape Architecture in the early Twentieth Century*. Charlottesville: University of Virginia Press, 2009, 288 pages. (paperback Fall 2013).

### Chapters:

"Design and the Humanities" eds. Adrian Parr and Santiago Zabala, *Outspoken: A Manifesto for the 21<sup>st</sup> Century*, McGill-Queen University Press, forthcoming fall 2022.

with Ken Yocom, "Infrastructural Wilderness: Seattle and the Binding of of City and Region" eds Nik Janos and Corina McKendry, *Urban Cascadia and the Pursuit of Environmental Justice*, UW Press, 304 pages, 2021: 72-90.

"Urban Site as Collective Knowledge" invited essay for second edition of Andrea Kahn & Carol Burns, *Site Matters: Design Concepts, Histories, and Strategies*, Routledge Press, in review.

"Urban Ecological Design as Feminist Practice" invited chapter for Kate Orff, *Toward an Urban Ecology: SCAPE / Landscape Architecture*, Monacelli Press, Spring 2016; 132-138

## Maia L. Butler

683 Racine Drive, Morton Hall, Office 155  
University of North Carolina, Wilmington 28403  
butlerm@uncw.edu | (b) (6)

### EDUCATION

Doctor of Philosophy, English Literary and Cultural Studies  
University of Louisiana at Lafayette, Lafayette, LA 2017  
“Floating Homelands: Postnational Constructions of Home in Contemporary Africana Women’s Literature.” Dissertation Committee: Drs. Joanna Davis-McElligatt, Yung-Hsing Wu, Shelley Ingram

Master of Arts, English Literary and Cultural Studies  
University of Louisiana at Lafayette, Lafayette, LA 2012

Bachelor of Arts, English Rhetoric  
University of Alaska at Anchorage, Anchorage, AK 2010

### PROFESSIONAL APPOINTMENTS

Associate Professor of African American Literature, University of North Carolina Wilmington 2017–  
Interdisciplinary Minority Student Research Faculty Mentor 2021 –  
Graduate Liberal Studies Affiliate Faculty 2021 –  
Women’s & Gender Studies Affiliate Faculty 2017 –  
Africana Studies Affiliate Faculty 2017 –

College of Arts and Sciences Dean’s Faculty Fellow AY 2022 – 2023

UNCW Office of Community Engagement and Applied Learning  
Qualitative Assessment Fellow May - July 2020

UNCW Center for Teaching Excellence  
Diversity and Inclusion Pedagogy Fellow Fall 2017 - Spring 2019

### RESEARCH AND TEACHING INTERESTS

Africana Literary Studies; African American Literature, Theory, and Criticism; Postcolonial and Decolonial Studies and Literature; Black Women’s Studies; Feminist Literary Theories; New Southern Literary Studies; New American Literary Studies; Multi-Ethnic Literature of the United States

## RESEARCH

### In Print

- Roberts, Andrea and Maia L. Butler. "Contending with the palimpsest: Reading the land through Black women's emotional geographies." *Annals of the American Association of Geographers*. Special Issue: *Displacements*. 112.3 2022
- Eds. Butler, Maia, Joanna C. Davis-McElligatt, and Megan Feifer. *Narrating History, Home, and Diaspora: Critical Essays on the Work of Edwidge Danticat*. University Press of Mississippi. July 2022
- Butler, Maia L. "Blogging Race, Blogging Nation: Digital Diaspora as Home in Chimamanda Ngozi Adichie's *Americanah*." *College Literature*. September 2022
- Butler Maia L. and Megan Feifer. "Haiti's Past, Present, and Uncertain Future: Danticat's *New Yorker* column as Platform for Public Intellectualism." *Bloomsbury Handbook to Edwidge Danticat*. Edited by Jana Braziel and Nadège Clitandre. February 2021
- Butler, Maia L., April Petillo, Shylah Pacheco Hamilton, Krista L. Benson. "Sowing the Seeds: Decolonial Practices and Pedagogies." Special Colloquia Section with contributions by Maia L. Butler, April Petillo, Shylah Pacheco Hamilton, Krista L. Benson. *Frontiers Journal* 41.2 September 2020
- Butler, Maia L. and DeLisa Hawkes. "Fight for your life, Ava!": Segregation, Im/mobility, and Fighting for African American Futures in Stephanie Powell Watts' *No One is Coming to Save Us*." *North Carolina Literary Review*, Special issue: *Expatriate North Carolina Authors* June 2020
- Butler, Maia L. and Megan Feifer. "Edwidge Danticat's Elegiac Project: A Transnational Historiography of U.S. Imperialist State Violence." *Revisiting the Elegy in the Era of Black Lives Matter*. Edited by Emily Rutter, Tiffany Austin, Sequoia Maner, and darlene anita scott. Routledge December 2019
- Butler, Maia L. "The Exigency of the Floating Homeland and Engaging Postnationalisms in the Classroom: Approaches to Teaching Edwidge Danticat's *Create Dangerously: The Immigrant Artist at Work*." *Approaches to Teaching Edwidge Danticat*. London: Routledge. September 2019
- Hawkes, DeLisa and Maia L. Butler. "Leaving Home to Return Home: Writing North Carolina Homeplace from the Particular to the Universal, an Interview with Stephanie Powell Watts." *North Carolina Literary Review*. June 2019

### Work in Progress

(b) (4)

### Invited Talks

- Plenary Speaker: "Black Women Writers, Postnational Imaginaries, and Public Humanities." NEXUS Interdisciplinary Conference, University of Tennessee, Knoxville, March 2020.



## CURRICULUM VITAE

### Meghan Zimmerman Gough

Associate Professor, Urban and Regional Studies and Planning Program  
L. Douglas Wilder School of Government and Public Affairs  
Virginia Commonwealth University  
[mzgough@vcu.edu](mailto:mzgough@vcu.edu)

#### EDUCATION

- 2008 Ph.D. City and Regional Planning, The Ohio State University
- 2003 Master of Urban and Regional Planning, Virginia Polytechnic Institute and State University
- 1997 Bachelor of Science in Biology & Environmental Sciences, James Madison University

#### ACADEMIC APPOINTMENTS

- 2015-18 Program Chair, Urban and Regional Studies and Planning, L. Douglas Wilder School of Government & Public Affairs, Virginia Commonwealth University
- 2015- Associate Professor, Urban and Regional Studies and Planning, L. Douglas Wilder School of Government & Public Affairs, Virginia Commonwealth University
- 2008-15 Assistant Professor, Urban and Regional Studies and Planning, L. Douglas Wilder School of Government & Public Affairs, Virginia Commonwealth University
- 2005-07 Instructor of Record, City and Regional Planning, The Ohio State University

#### SCHOLARSHIP: PUBLICATIONS (SELECTED)

1. (b) (4)
2. Howell KH, **M.Z. Gough** and H.Cameron.\* "“Why are we asking for a seat at the table that our ancestors created for us?”The Importance of Cultural Landscapes and Power in Urban Planning. Under Review: *Journal of Urban Affairs*.
3. **Gough, M.Z.**, Howell, K. and Cameron, H.\* , 2022. The Structural Challenge of Power and Whiteness in Planning: Evidence From Historic Black Cemetery Restoration. *Planning Theory & Practice*, pp.1-20.
4. Walden, E. and **M.Z. Gough**. 2021. “Richmond Racial Equity Essays: 24 Visions for Racial Equity in Richmond.” Richmond, VA: Virginia Commonwealth University.
5. Wilson, B. B., & **Gough, M. Z.** 2020. The university as anchor institution in community wealth building: snapshots from two Virginia universities. In *Community Wealth Building and the Reconstruction of American Democracy*. Edward Elgar Publishing.



6. Rakow, D. A., **Gough, M. Z.**, & Lee, S. A. (2020). *Public Gardens and Livable Cities: Partnerships Connecting People, Plants, and Place*. Cornell University Press.
7. Reece, J. and **M.Z. Gough**. 2019. Planning for regional sustainability and justice: The role of collective impact. *Journal of Community Development*. 50 (3): 368-386. Doi: 10.1080/15575330.2019.1610014
8. Mosavel, M., **Gough, M.Z.**, Ferrel, D\*. 2018. Using Asset Mapping to Engage Youth in Community-based Participatory Research: The WE Project. *Progress in Community Health Partnerships* 12(2):223-236. doi: 10.1353/cpr.2018.0042.
9. Holton, V, Early, J., **Gough, M.Z.**, Gendron, T. 2018. Building a university climate to support community-engaged research. In J. Allen & R. Reiter-Palmon (Eds.), *The Cambridge Handbook of Organizational Community Engagement and Outreach*. NY, NY: Cambridge University Press.
10. **Gough, M.Z** and J. Reece. 2017. The Impact of the Sustainable Communities Initiative on Engagement and Collaboration in Planning: Experiences from Four U.S. Regions. *Cityscape: A Journal of Policy Development and Research* 19(3): 109-128.

**FUNDED SCHOLARSHIP (SELECTED)**

- |               |   |
|---------------|---|
| 2022-23       | <b>Wilder School Small Grant: Social Equity.</b> (\$9500). Building a Framework for Reparative Planning in Southern Cities. (Co-PI with Kate Howell)  |
| 2022-23       | <b>VCU Office of Service Learning.</b> (\$750 in stipends for community partners). Richmond Racial Equity Essays: Service-Learning Curriculum.  |
| 2019-20       | <b>VCU Office of Service Learning.</b> (\$750 in student stipends). Investigating Civic Learning Outcomes in Virginia Public Institutions   |
| 2017-18       | <b>VCU Council for Community Engagement.</b> (\$10,000 in stipends for community partners). Local Empowerment through Asset Based Community Development. Role: PI.  |
| 2016          | <b>UC Berkeley Center for Community Innovation.</b> (\$5000). Sustainable Communities Initiative Research Collaboration.  |
| 2014-15       | <b>VCU Council for Community Engagement.</b> (\$10,000) <i>Beautiful RVA: Co-creating Livability in Richmond Communities</i> . Role: PI.  |
| 2011          | <b>U.S. Department of Housing and Urban Development</b> (\$5,573). <i>Sustainable Communities Regional Planning Grant, Mississippi Gulf Coast Regional Sustainability Plan</i> .                                |
| Subcontractor | to the Gulf Regional Planning Commission award (\$2 million)  |
| 2010          | <b>Institute for Museum and Library Services</b> (\$49,919). <i>National Leadership Collaborative Planning Grant, Assessing the Role of Public Gardens in Promoting Sustainable Community Development</i> . PI. |

## EDUCATION

- Master of Arts, History, and Post-Baccalaureate Certificate, Public History, Virginia Commonwealth University, Richmond, Virginia, 2020
- Bachelor of Arts, Visual Arts, California State Polytechnic University, Pomona, California, 1983

## EXPERIENCE

- *Education Programs Manager*, American Civil War Museum - research, development, and implements engaging interpretive programs for youth, family, and educator audiences across platforms and locations; directs teacher professional development programs, teacher PD collaborations, and teacher advisory councils. October 2021-present
- *Visitor Engagement Supervisor*, American Civil War Museum Historic Tredegar and "White of the Confederacy" House Museum - Visitor services, tours, program support, research and interpretation for exhibits, staff training. 2017-2021
- *Planning Committee Member for the Valentine Studio Project*, The Valentine Museum project to reinterpret historic studio building of Edward Valentine, Lost-Cause-era sculptor. Fall 2020
- *Manager*, Grace Arents Library and Byrd House Market, William Byrd Community House. 2009-2015
- *Communications Director*, Homeward, Richmond-area homeless services coordinating agency. 2003-2008

## PUBLIC HISTORY

- [\*Truth & Conciliation in the 400th Year: A Shockoe Bottom Public History Symposium\*](#) - Co-sponsored by the Sacred Ground Project and the Library of Virginia. Organized presentations by 22 historians, professors, museum professionals and community activists; 250 attended the live-streamed event. December 2019
- *Shockoe Bottom Community Brainstorming Sessions* - four community gatherings to inform creation of an alternative proposal for the proper memorialization of Shockoe Bottom, its history and cultural resources. March 2015
- *DefendersLIVE*, WRIR-FM, Host/producer of weekly news/talk radio show, 67 episodes, 2005-2013
- *Footprints of the Slave Trade: Walking Through a Way of Life in Shockoe Bottom, Gabriel's Rebellion, The Struggle to Reclaim Richmond's African Burial Ground*. Tour designer/guide. Since 2009
- *Annual October 10 Gabriel Gathering at Richmond's African Burial Ground*, 2004-present
- Panel moderator, "The Neighbors: Church Hill & African American History," *Richmond Hill Juneteenth History Family History Fair*. June 2021
- Interviewee, "Ana Edwards, Public Historian," on significance of Richmond's slavery history; [visitblkrrva.com/interviews/ana-edwards](http://visitblkrrva.com/interviews/ana-edwards). February 2021
- Presenter, "The Homestead Act of 1862 and the Exodusters of 1879," *History Happy Hour*, American Civil War Museum. December 2020
- Panelist, "Visions of Race in Early Republic Richmond." *The John Marshall House*, Preservation Virginia. September 2020
- Panelist, "TrustLive: Saving Urban Neighborhoods," *PastForward*, National Trust for Historic Preservation annual conference, Denver, Colorado. October 2019
- Panelist, "Slavery, Medicine and Memorialization," New York University. March 2018
- Panelist, "Reclaiming Shockoe Bottom," *Transforming Public History from Charleston to the Atlantic World*, Charleston Lowcountry and Atlantic World annual conference, with Preservation Virginia and International Coalition of Sites of Conscience. June 2017
- Presenter, "Changing Narratives Through Public History," *Race and Public Space: Commemorative Practices in the American South*, symposium, Center for Architecture, University of Virginia. March 2017
- Co-presenter, "Black Lives Matter: Resistance, Rebellion & Sacrifice from 'Gabriel' to 'Trayvon Martin'," The Lemon Project Annual Meeting, College of William & Mary. March 2017
- Presenter, "Changing Richmond's Public History Landscape," *101st Association for the Study of African American Life and History Annual Convention*, plenary, Richmond, Virginia. October 2016
- Presenter, "No Stadium in Shockoe Bottom," *Community Conversation-The Future of Shockoe Bottom*. The

- Valentine Richmond History Center and Richmond Times-Dispatch. January 2014
- Historical advisor, “Southern Women, Union Spies,” Smithsonian Channel. 2020
- Historical advisor, “Meet Me in the Bottom: The Struggle to Reclaim Richmond’s African Burial Ground” and “Until the Well Runs Dry: Medicine and the Exploitation of Black Bodies”, Shawn Utsey Ph.D. producer. 2009, 2012
- Panelist, “Gabriel’s Rebellion: Resistance in an Age of Rhetoric,” *Slave Routes: Resistance, Abolition & Creative Progress*, conference, New York University, Institute for African American Affairs. October 2008

## PUBLICATIONS

- “The Common Wealth of Richmond’s Shockoe Bottom,” *The Commonwealth*, VCU Institute for Contemporary Art. February 2021
- “Bones in Stasis: The Challenging History and Uncertain Future of the Virginia State Penitentiary Collection.” *Journal for the Anthropology of North America*. Chapman, Ellen; Cook, Libby; Edwards, Ana. April 22, 2020
- *Sister Cities: A Story of Friendship Between Virginia and Mali*. Richmond, VA: Brandylane Press. Edwards, Ana F. and Poulton, Robin Edward. 2019
- “Shockoe Bottom: Changing the Public History Landscape of Richmond, Virginia.” *Bending the Future: Fifty Ideas for the Next Fifty Years of Historic Preservation*. Page, Max and Miller, Marla R. Amherst: University of Massachusetts Press. 2016
- "Historic Black Lives Matter: Archaeology as Activism in the 21st Century," *African Diaspora Archaeology Newsletter*: Vol. 15: Iss. 1, Article 1. Deetz, Kelley F.; Chapman, Ellen; Edwards, Ana; and Wilayto, Phil. 2015
- Co-founder, Editorial Board, contributor, *The Virginia Defender* quarterly newspaper. 2005-present

## ADVOCACY

- Founder and Chair, [Sacred Ground Historical Reclamation Project](#), established December 2004 by the Virginia Defenders for Freedom, Justice & Equality to reclaim and preserve [Richmond’s African Burial Ground](#) (2004-2011); oppose three attempts to build a baseball stadium Richmond’s former slave-trading district (2005, 2009 and 2012-2014); and promote the [Community Proposal for a Shockoe Bottom Memorial Park](#) (2015-present)
- Collaborations with the National Trust for Historic Preservation and Preservation Virginia on strategies for preservation of the African Burial Ground, facilitation of the two-part economic benefit/equitable redevelopment reports, [A Future for Shockoe Bottom](#), with Preservation Virginia, The Valentine and Center for Design Engagement, and funded by the National Trust’s African American Cultural Heritage Action Fund. 2014-2018
- Member, [Descendants Council](#) of East End and Evergreen Cemeteries - Assist with advocacy strategies for best use of Engaging Descendant Communities rubric, emphasizing transparency, governance and accessibility. Spring 2021-present
- [Shockoe Hill African Burying Ground](#), Assist collaborative team with strategies to protect and prevent further damage to site of what likely was the country’s largest 19th century African American urban cemetery. 2019-present
- Member Planning Committee and Public Outreach subcommittee, ACLS Community Education Advisory Board, [East Marshall Street Well Project](#), VCU Office of the President. 2016-2018, 2022

## RECOGNITIONS:

- 2021 Inaugural Graduate Alumni Achievement Award, VCU Department of History; African American Heritage Association of Virginia 2021 Community Service Recognition Award
- 2019 James Tice Moore Graduate Essay and Black History in the Making (2019), VCU Department of History
- 2015 History Maker for Improving Social Justice, The Valentine and Leadership Metro Richmond
- 2014 Honorary Citizen and Freewoman of the City of Segou, Mayor of Segou, Mali
- 2012 Appreciation Award for promoting international understanding between Mali and USA, Ambassador of Mali to the United States
- 2011 Peacemaker of the Year, Richmond Peace Education Center

**KIMBERLY MERKEL CHEN**

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**EDUCATION**

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Master Urban and Regional Planning Virginia Commonwealth University, 1989	Bachelor Architectural History University of Virginia, 1978
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**PROFESSIONAL EXPERIENCE**

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7/22 – present	Senior Manager, Cultural Resource Specialist, PDR
3/20 – 7/22	Senior Manager, Office of the DCAO
7/17 – 3/20	City of Richmond, Department of Planning and Development Review (PDR), Division of Planning and Preservation, Principal Planner
11/14 – 7/17	City of Richmond, Department of Planning and Development Review, Division of Planning and Preservation, Planner II
10/05 – 11/14	Johannas Design Group, Richmond, VA Partner, Architectural Historian
7/96 – 10/05	Kimberly M. Chen Associates, Inc., Richmond, VA President
3/94 – 6/96	Interfaith Housing Corporation, Richmond, VA Church Hill Project Director
8/89 – 3/94	City of Richmond, Department of Community Development Sr. Planner, Section 106 Review and Compliance Officer
9/84 – 6/89	Higgins Associates, Richmond, VA Planner/Graphic Designer
12/80 – 9/84	Hardwicke - Ekstrom (Wiley & Wilson), Richmond, VA Senior Designer
3/79 – 10/80	North Carolina Department of Archives and History Cultural Resources Investigator
6/78 – 9/78	Historic American Building Survey, Lee Summit, Missouri Architectural Historian and Draftsman

**ACADEMIC EXPERIENCE**

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Fall 2005 – 2015	Adjunct Faculty, Virginia Commonwealth University <ul style="list-style-type: none"><li>▪ Historic Preservation in Planning (URSP 517)</li><li>▪ Architectural Analysis and Historic Preservation (URSP 691 – 903)</li><li>▪ Historic Preservation Analysis (URSP 691 – 903)</li><li>▪ Adaptive Reuse of Buildings (URSP 647)</li></ul>
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**TRAINING AND CERTIFICATIONS**

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- Advisory Council on Historic Preservation Certification, Federal Projects and Historic Preservation Law/National Park Service Training, Historic Rehabilitation Tax Credits

**AWARDS AND ACKNOWLEDGEMENTS**

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- Employee of the Year, City of Richmond Department of Community Development, 1992
- Finalist, Sherwood Reeder (Employee of the Year) Award, City of Richmond, 1993
- CHS Distinguished Adjunct Award, 2007-2008

# LaToya Gray-Sparks

Curriculum Vitae

(b) (6)

GrayLS@vcu.edu

## **CURRENT POSITION**

2022 – Present: Graduate Intern/Assistant Historian – Virginia Department of Historic Resources

## **EDUCATION**

2023 - M.A. in Urban and Regional Planning Candidate, Wilder School of Government, Virginia Commonwealth University (VCU)

2004 - B.A. in Political Science, Minor in Criminal Justice, VCU Wilder School of Government

## **ACADEMIC EMPLOYMENT**

2022 – Present- Faculty Affiliate Member, VCU Department of African American Studies

2020 - 2022 – Graduate Teaching Assistantship, VCU Wilder School of Government

## **AWARDS AND HONORS**

2022 - Outstanding Student Award, American Planning Association, Virginia Chapter.

2022 - Black History in the Making Award, VCU Wilder School of Government.

2020 – 1st Place Award for Educational Map Contest at Environmental Systems Research Institute (ESRI) International User Conference.

2019 - Partnership for Housing Affordability Essay Winner.

2004 - Virginia Commonwealth University's W.E.B. Du Bois Black History Scholarship Recipient.

2003 - Resident Assistant of the Year at Gladding Residence Hall.

## **SCHOLARSHIPS AND FELLOWSHIPS**

2022 National Endowment for the Humanities Scholarship recipient for the "Towards a People's History of Landscape" Summer Institute (\$2850)

2022 Morton B. Gulak Associate Professor Emeritus Scholarship (\$2000)

2022 Commonwealth Award Graduate Student (\$6,300)

2021 Karen Lynn Becker Memorial Scholarship (\$1500)

2021 Commonwealth Award Government and Public Affairs (\$6,300)

2021 Commonwealth Award for Graduate Studies, VCU Wilder School of Government (\$12,900)

2017 University of Richmond's Non-Traditional Students' Essay Competition Finalist (\$50)

## **INVITED TALKS AND PRESENTATIONS**

- 2022 - "The Power of Historic Preservation for Black Communities in Richmond." Virginia Community Voice.
- 2022 - "Mapping in the Reconstructing Randolph Project." VCU Cabell Library GIS Day Summit.
- 2022 - "Presentation on Capstone Research Project," VCU Department of Student Affairs,
- 2022 - "Mapping Matters." Historic Richmond Speaker Series, Richmond.
- 2022 - "Reconstructing Randolph Presentation," VCU Wilder School of Government.
- 2022 - "Walking Tour of the Randolph Neighborhood," VCU Wilder School of Government Graduate Student Orientation.
- 2022 "Making Power Visible Through Storymaps," The University of Arizona Feminist Visualization Workshop.
- 2022- "The Writing on the Wall: Patterns of Displacement and A Case Study of Church Hill in Richmond, Virginia," Housing Opportunities Made Equal Beyond the Dream Summit.
- 2022 - "Planned Destruction: The Power of Maps" University of Virginia.
- 2022 - "Landscapes of Inequality," William & Mary Environmental Law and Policy Review 2022 Symposium.
- 2021 - "Keynote Address: Landscapes of Race in American Cities," National Council for Geographic Education.
- 2020, "Planned Destruction." North American Cartographic Information Society's Annual Conference.
- 2019, "The Richmond 300 Comprehensive Plan and the Community Engagement Process" University of Richmond School of Law.

## **PEER REVIEWED JOURNAL ARTICLE**

Wilson, Barbara Brown, Meghan Gough, LaToya Gray, Alissa Ujie Diamond, and Janie Day Whitworth, "What do we stand for? A Review of How Accredited Planning Programs put their Values into Practice" (pending review by the Journal of Planning Education and Research)

## **SERVICE**

- 2022 – Present – Housing Advisory Committee. Virginia Community Voices.
- 2022 – Present – Board Member. Partnership for Smarter Growth.
- 2022 – 2022 - Student Representative. VCU Wilder School Gulak Lecturer Selection Committee.
- 2020 – Present – Policy Action Committee. Housing Opportunities Made Equal.
- 2021 – Present – Student Board Member. National Association of Cartographic Information Society.
- 2018 – 2020 – Advisory Council Member. Richmond 300 Comprehensive Plan.

# LaDale C. Winling

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lwinling@vt.edu | [www.ladalecwinling.com](http://www.ladalecwinling.com)

## EDUCATION

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Ph.D., Architecture, University of Michigan (2010)  
M.U.P., Urban Planning, University of Michigan (2007)  
M.A., History, Western Michigan University (2004)  
B.A., History, Western Michigan University (2002)

## ACADEMIC APPOINTMENTS

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Virginia Polytechnic Institute and State University (Virginia Tech) Department of History  
Associate Professor, 2018 - present  
Assistant Professor, 2011 - 2018

University of Virginia  
Visiting Scholar, Scholars' Lab, 2019-2020  
Visiting Scholar, Department of History, 2019-2020

Temple University Department of History  
Visiting Assistant Professor, 2010 - 2011

Loyola University Chicago, Department of History  
Instructor in Public History 2008 - 2009  
Acting Director of Graduate Public History Program, Fall 2008

University of Michigan, Department of Urban Planning  
Instructor, 2006 - 2008

## PUBLICATIONS

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### Books

(b) (4)

2017 *Building the Ivory Tower: Universities and Metropolitan Development in the Twentieth Century* (Philadelphia: University of Pennsylvania Press, 2017)



- 2019 Urban History Association Kenneth T. Jackson Prize for Best Book in Urban History (North America), co-winner

### Articles and Chapters (selected)

2021 “The Roots of Redlining: Academic, Governmental, and Professional Networks in the Making of the New Deal Lending Regime,” with Todd Michney, *Journal of American History*, 108:1 (June 2021), 42-69. <https://doi.org/10.1093/jahist/jaab066>

- 2022 SACRPH Catherine Bauer Wurster Prize for best article on planning history, winner

2020 “New Perspectives on New Deal Housing Policy: Explicating and Mapping HOLC Loans to African Americans” with Todd Michney, *Journal of Urban History* 46:1 (January 2020), 150-180. <https://doi.org/10.1177/0096144218819429>

- 2021 UHA Arnold Hirsch Prize for best article, honorable mention

2019 “Universities and Information Centers in U.S. Cities,” *Oxford Research Encyclopedia of American Urban History*, vol. 2 (2018), 340-353. <https://doi.org/10.1093/acrefore/9780199329175.013.283>

2011 “Students and the Second Ghetto: Federal Legislation, Urban Politics and Campus Planning at the University of Chicago,” *Journal of Planning History* 10:1 (February 2011), 59-86.

2010 “The Gravity of Capital: Spatial and Economic Transformation in Muncie, Indiana, 1917-1940,” *After the Factory: Reinventing America's Industrial Small Cities*, James Connolly ed. (Lanham, MD: Lexington Books, 2010): 115-140.

### Digital Publications

Contributions to [American Panorama](#) Digital Atlas of American History

- 2019 American Historical Association Roy Rosenzweig Digital History Prize, winner

2018 *Electing the House of Representatives, 1840-2016*. (<http://www.mappingcongress.com>)

2016 *Mapping Inequality: Redlining in New Deal America*. (<http://www.mappinginequality.us>)

- 2019 American Studies Association Garfinkel Digital Humanities Prize, honorable mention



# JORDY YAGER

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233 4TH ST NW • CHARLOTTESVILLE, VA 22903 • PHONE (434) 996-1258

## WORK EXPERIENCE

- 2022 – Present*    **Jefferson School African American Heritage Center**    Charlottesville, Va.  
Director of Digital Humanities  
Directs the researching, archiving, and generating of original public history and scholarship about African American history and culture in Central Virginia.
- 2019-2022*    **Jefferson School African American Heritage Center**    Charlottesville, Va.  
Digital Humanities Fellow  
Supports the researching, archiving, and generating of original public history and scholarship about African American history and culture in Central Virginia.
- 2014 – Present*    **Independent Journalist**    Charlottesville, Va.  
News & Features  
Covering issues of equity through investigative reporting and extensive source development. Producing stories for The New Yorker, National Public Radio, Columbia Journalism Review, Virginia Public Radio, the Canadian and Australian Broadcast Corporations, and others.
- 2008-2014*    **The Hill**    Washington, D.C.  
Staff Writer  
Capitol Hill reporter. Wrote and reported on ethics, the judiciary, and national security. Developed trusted sources in Congress, the Department of Homeland Security, F.B.I., Secret Service, and the federal courts. Covered issues as a daily beat reporter and longform enterprise writer.
- 2007-2008*    **Los Angeles Times**    Washington, D.C.  
Reporter  
Wrote and reported daily stories on Congress, the White House, federal courts, and cultural events of national import. Assisted the investigative team with research and writing for several exclusive stories. Developed and wrote self-generated enterprise stories.
- EDUCATION
- 2006-2008*    **Boston University**    Boston, Mass.  
MS Journalism
- 2001-2004*    **Maharishi University of Management**    Fairfield, Iowa  
BA Vedic Literature and Indian Studies; Minor in Sanskrit
- 2003*    **Harvard University**    Cambridge, Mass.
- 1999-2001*    **Brooklyn College (CUNY)**    Brooklyn, N.Y.
- AWARDS
- |      |                                      |   |
|------|--------------------------------------|---|
| 2020 | Virginia Press Association           | Best in Show, Online Digital, "Determined" series                   |
| 2019 | Virginia Press Association           | First Place, Multimedia Reporting, "Friendship Court"               |
| 2017 | Association of Alternative Newsmedia | First Place, Race Reporting: "Searching for Solutions"              |
| 2016 | Virginia Press Association           | First Place, Investigative Journalism: "Searching for Solutions"    |
| 2016 | Virginia Association of Broadcasters | First Place, Outstanding News Series: "Refugees in Virginia"        |
| 2015 | Virginia Association of Broadcasters | First Place, Outstanding News Series: "Food Insecurity in Virginia" |
| 2011 | Society of Professional Journalists  | Second Place, Spot News   |
| 2010 | Society of Professional Journalists  | First Place, Spot News  |

## Timothy James Roberts, MA

Community Outreach Coordinator, Virginia Department of Historic Resources  
(o) 804-482-6103 ✉ tim.roberts@dhr.virginia.gov

### Education

MA / 2009 / University of Wisconsin-Madison / Anthropology  
BS / 2003 / Florida State University / Anthropology

### Recent Employment

#### Virginia Department of Historic Resources, Richmond Virginia

2021 – Present *Community Outreach Coordinator*  
Elevating agency engagement with Virginia's African American communities  
Internship program development and administration for students enrolled in Virginia HBCUs  
Grants management for historic African American cultural resources documentation projects  
Virginia Department of Historic Resources Diversity, Equity & Inclusion Committee chair  
General Assembly African American Cultural Resources Task Force agency representative

2020 – 2021 *Project Review Archaeologist*  
Agency representation in regulatory consultation with assigned federal agencies  
Archaeological technical report content, consistency, and compliance review  
Technical assistance to agencies, tribes, consultants, and other stakeholders

#### Cultural Resource Analysts, Inc., Richmond, Virginia

2017-2020 *Director of Operations*  
Mid-Atlantic and Northeastern United States business development, strategy, and implementation  
Personnel recruitment and management  
Archaeology and architectural history investigation project management

#### National Park Service - Southeast Archeological Center, Tallahassee, Florida

2012-2017 *Archeological Technician*  
Archeological investigations in national parks throughout the Southeastern United States  
Impact assessments and adverse effect mitigation strategy for undertakings on park property  
Technical report writing, monograph contributions, and online media content development

### Recent Presentations and Panels

2022 Placekeeping Partners: State Historic Preservation Offices (SHPOs) and State Humanities Councils, *Panelist*, National Humanities Conference  
2022 Leadership Greater Washington Bridge Journeys, *Speaker*, Richmond Hill  
2022 Whitehill Enslaved Laborers Project, *Speaker/Facilitator*, Petersburg National Battlefield  
2021 Preservation in Virginia: A Primer, *Speaker*, University of Richmond Osher Institute  
2021 Black Public History Institute: The Descendants Workshop, *Speaker*, Virginia Humanities  
2021 Archaeology, Social Relevance and Community Engagement, *Speaker*, Preservation Virginia

# The Rev. Benjamin P. Campbell

## The Rev. Benjamin P. Campbell

Episcopal priest

(b) (6)

The Rev. Benjamin P. Campbell is an Episcopal priest, Pastor Emeritus of Richmond Hill, and Pastoral Associate at St. Paul's Episcopal Church in Richmond. He is author of *Richmond's Unhealed History*, a book on the history of Richmond since before the European settlement. He is a lecturer and consultant on issues of race, history, and Christianity in Richmond.

Dr. Campbell was the founder of Richmond Hill, an ecumenical Christian residential community dedicated to the healing of Metropolitan Richmond. He and his family lived and served in that community for 28 years.

For three decades he helped develop non-profit corporations supporting the Richmond Public Schools, including the Armstrong Leadership Program, the Micah Association, Communities in Schools, the Armstrong Priorities Freshman Academy, the RPS Educational Foundation, and the RPS High School Future Centers.

He is a long-time member of the Richmond Slave Trail Commission and a founding member of the Board of the National Slavery Museum. He is a founder of RVA Rapid Transit, an advocacy organization for public transit, and recently retired as Chairman of the Board of the Greater Richmond Transit Company.

He served three parishes in Richmond and as Communications Director for the Episcopal Diocese of Virginia. He directed two non-profit corporations -- the Richmond Urban Institute and Home Base, Incorporated, a neighborhood-based low-income housing corporation.

He has a bachelor's degree in Political Science and Political Economy from Williams College, and a Master's in Theology from the Queen's College, Oxford, where he was a Rhodes Scholar. He received a Master's in Divinity and Doctor of Divinity degrees from Virginia Theological Seminary, and a Doctor of Humane Letters degree from Virginia Union University.

Dr. Campbell is married to Annie Hopkins Campbell, a retired teacher who served for 30 years at William Fox Elementary School in the City of Richmond. They have (b) (6) children, all of whom attended the Richmond Public Schools.

## Detailed biographical information

### Education:

BA, Williams College, Williamstown, Massachusetts. Political Science and Economics, 1961.  
MA(Oxon), The Queen's College, Oxford, England. Theology. (Rhodes Scholarship) 1964  
MDiv (Master of Divinity) Virginia Theological Seminary, Alexandria, Virginia. 1966  
DD (Doctor of Divinity), Virginia Theological Seminary, Alexandria, Virginia, 2009  
LHD (Doctor of Humane Letters), Virginia Union University, Richmond, Virginia, 2014

### Employment:

2014- Pastoral Associate, St. Paul's Episcopal Church, Richmond  
2014- Pastor Emeritus, Richmond Hill, Richmond, Virginia  
1987-2014 Pastoral Director, Richmond Hill  
1985-87 Program Director, Episcopal Diocese of Virginia  
Assistant minister, St. Paul's Episcopal Church, Richmond  
Interim vicar, Church of the Creator, Mechanicsville  
1982-85 Executive Director, Home Base, Incorporated  
1978-82 Urban Missioner, Richmond Urban Institute  
1970-78 Director of Communications and Editor of *The Virginia Churchman*, Episcopal Diocese of Virginia  
1966-70 Vicar, Trinity Church and St. Mary's White Chapel, Lancaster, Virginia

### Additional Training

School of Spiritual Guidance, Pecos Benedictine Monastery

### Publications:

*No Alien Power: What Jesus Wanted to Say about God* (1985)  
*The Jesus Scandals* (1995)  
*Richmond's Unhealed History* (2012)  
"Housing investment patterns in the City of Richmond" (1980)  
Many newspaper articles and lectures on Richmond History and Christian Theology

### Community activities

#### Currently:

Board member, RVA Rapid Transit  
Secretary, National Slavery Museum Foundation

#### Formerly:


Co-founder, Micah Association (church partnerships in public schools)  
Leadership Metro Richmond  
Co-founder, Armstrong High School Leadership Program  
President, Richmond Area Clergy Association  
Member, Richmond Slave Trail Commission  
Chair of Transportation, Mayor's Anti-Poverty Commission  
Board member, Richmond Public Schools Educational Foundation  
Board member, Armstrong Priorities Freshman Academy  
Board chair, Greater Richmond Transit Company  
Co-founder, RUAH School of Spiritual Guidance

### Awards

HomeAgain Community Leadership Award, 2018  
Clergy and Community Leaders Recognition, Interfaith Council of Greater Richmond, 2015  
Peacemaker of the Year, Richmond Peace Education Center, 2013  
Lifetime Achievement Award, Mt. Gilead Full Gospel Baptist Church, 2013  
John Jasper Trailblazer Award, Sixth Mount Zion Church, 2011  
Human Rights Award, Church Women United, 2008  
Liberty Bell Award, Richmond Bar Association, 2006  
Community Service Award, MCV/VCU Chaplains, 2005  
Arete Award, Leadership Metro Richmond, 2003  
First Freedom Award, Council for America's First Freedom, 2001  
Humanitarian Award, National Council for Community and Justice, 2000

Married to Ann Hopkins Campbell, a Teacher at William Fox Elementary School in Richmond City Public Schools.

Children: (b) (6)





EDUCATION

M.F.A. Photography, School of Visual Arts, New York May 1990  
B.A. East Asia Area Studies (China), Brown University, Providence, RI May 1986

ACADEMIC EXPERIENCE

- Aug 2021-Present **Graduate School of Journalism, Columbia University**, New York  
Joan Konner Visiting Professor of Journalism  
Courses: *Reporting, Covering Climate (co-taught), Documentary (co-taught)*
- Aug. 2020-Jun. 2021 **University of Richmond**  
Visiting Assistant Professor, Department of Journalism  
Courses: *Introduction to Visual Journalism, Photojournalism, and Community-Based Journalism*
- Aug. 2020-Jun. 2021 **Graduate School of Journalism, Columbia University**, New York  
Adjunct Professor  
Courses: *Written Word and Covering Climate (co-taught)*
- Jan. 2020-May 2020 **University of Richmond**  
Visiting instructor, Department of Journalism  
Courses: *Introduction to Visual Journalism and Practicum*
- Aug. 2016–Aug. 2018 **University College, Virginia Commonwealth University**, Richmond  
Adviser and visual content creator for Common Book Program  
Visual literacy adviser to E-portfolio pilot project
- Aug. 2016, '17, '18 **Graduate School of Journalism, Columbia University**, New York  
Adjunct Instructor  
Visual journalism digital skills immersion program for new students
- Jan. 2016–Sep. 2016 **Graduate School of Journalism, Columbia University**, New York  
Newsday David Laventhol Visiting Professor of Journalism: Visual Journalism (production and seminar course, spring 2016)  
Summer master's photography/visual journalism project adviser (Aug. 2016)
- Aug. 2014–May 2015 **University of Richmond**, Richmond  
Adjunct Professor, Department of Journalism  
Courses: *Photojournalism 1, Documentary 1, Introduction to Visual Journalism*
- Aug. 2013–Dec. 2013 **Scripps Howard School of Journalism and Strategic Communications, Hampton University**, Hampton, VA  
Adjunct Instructor  
Course: *Broadcast News Writing*

Sep. 1998–Dec. 2011 **School of Visual Arts, New York**  
Adjunct Instructor, M.F.A Photography, Video, and Related Media  
Courses: *Future of Documentary*

Feb. 2011–Dec. 2011 **Baruch College, City University of New York**  
Adjunct Instructor, Department of Fine and Performing Arts  
Course: *Digital Photography*

(  
**Tisch School of the Arts, New York University**  
Adjunct Professor, Department of Photography and Imaging  
Course: *Culture, History, Imaging, and Photography Studies*  
Sep. 2009–Dec. 2009  
Sep. 2004–Dec. 2004 Course: *Culture, History, Imaging, and Photography Studies*

#### JOURNALISM AND DOCUMENTARY EXPERIENCE

Sep. 2002–present **Multimedia Journalist**  
Report, write, photograph, and record stories for publications and websites, including *Smithsonian Magazine*, *Reveal*, *Richmond Free Press*, *The New York Times*, the *Nation*, *The Root*, *Buzzfeed*, *Reading the Pictures*, *Narrative.ly*, and others.

Dec. 2004–present **Documentary Director and Producer**  
Producing *Make the Ground Talk*, a long-form documentary about reclaiming African American history from long-ignored sites and displaced communities in Virginia. Completed *Full Disclosure* (2009), a documentary about embedding with a U.S. Marine combat unit in Iraq.

Jun. 2000–Sep 2002 **On-Air Correspondent, CNN, New York**  
Reported on national and international news, live and to tape. Researched, wrote, and produced segments. Covered the 9/11 attack in New York and Operation Anaconda from Afghanistan.

Jun. 1998–May 2000 **Writer, Fortune, New York**  
Wrote on a variety of topics, including China's economy, management and consulting, small business, and the defense industry.

Jun. 1996–May 1998 **Correspondent/Bureau Chief, US News & World Report, Beijing**  
Covered news in China, Hong Kong, and other countries; wrote features; managed bureau. (Promoted from assistant editor, Feb. 1996–Jun. 1996.)

Jun. 1993–Feb. 1996 **Staff Photographer, US News & World Report, Washington, DC**  
Photographed domestic and international assignments. Served in White House traveling pool, Capitol Hill press corps, and Defense Dept. media pool.

#### RECENT AWARDS, GRANTS, AND HONORS

- Pulitzer Center on Crisis Reporting grant, "In Richmond, VA, Eviction Burden Weighs Heavier on Black and Brown Residents," *Retro Report/PBS Newshour Weekend*, 2021
- VQR Prize for Photography, "The Lives of East End," *Virginia Quarterly Review*, 2020
- George Gund Foundation: Commissioned to photograph democracy in Cleveland, 2020
- Peabody Award (with collaborator Seth Wessler) for "Monumental Lies," *Reveal* radio story about public funding for Confederate site, 2019.

**PEIGHTON L. YOUNG**

(b) (6)

| [plyoung@wm.edu](mailto:plyoung@wm.edu)

**EDUCATION**

College of William & Mary, Ph.D., History, 2026.

College of William & Mary, M.A., History, 2021.

*Theses:* “Virginia Society’s Response to Revolution-Era Manumission and Emancipation Through Petitions, 1782-1806”; “Fancy Fantasy,” An Examination of the Antebellum Fancy Trade,” under the direction of Dr. Simon Middleton, Dr. Christopher Grasso, Dr. Hannah Rosen, and Dr. Paul Mapp. Successfully defended on 17 May 2021.

Virginia Commonwealth University, M.A., History, 2020.

*Thesis:* "Against the Eyes of God and Man: The Suicide and Alcohol Intoxication Deaths of Enslaved People in Alexandria and Henrico County, Virginia, 1805-1829," under the direction of Dr. Carolyn Eastman, Dr. Nicole Myers Turner, and Dr. Katherine Bassard. Successfully defended on 24 April 2020.

Virginia Commonwealth University, B.A., Art History, 2017.

*Senior Research Capstone:* “Hattie McDaniel and the Portrayal of the Mammy Figure in Early Hollywood Film and Radio, 1939-1952,” under the direction of Dr. Kathleen Chapman. Completed in May 2017.

**WORKS IN PROGRESS**

“Community Memorialization at Bacon’s Castle,” an ongoing audio-visual exhibition designed, in collaboration with local African American descendants of the plantation’s enslaved and sharecropping communities, to honor the history and legacy of Black life at Bacon’s Castle. Preservation Virginia. Projected completion date: Summer 2023.

“African and African American History at Patrick Henry’s Red Hill Plantation and Related Properties, 1794-Present,” an ongoing research compilation and descendant engagement project designed for the Quarter Place Black History Program at Red Hill. Patrick Henry Memorial Foundation. 2020-Present.

## **PROFESSIONAL POSITIONS, 2020-PRESENT**

Site Historian, Project Consultant, and Black Community Genealogist, Patrick Henry's Red Hill Plantation/Patrick Henry Memorial Foundation, April 2020-Present.

Public Representative, Descendants Council of Greater Richmond Virginia (DCGRVA), December 2021-Present; Member of the DCGRVA, February 2021-Present.

Research Advisor, Patrick Henry's Red Hill Plantation/Patrick Henry Memorial Foundation, January 2021-Present.

Graduate Teaching Assistant, College of William and Mary, August 2021-Present.

Project Historian, Bacon's Castle, Preservation Virginia, May 2019-February 2020. Leading "The History of Africans and African Americans at Bacon's Castle, c.1640- 1972" project; Project Consultant and Site Stakeholder, February 2020 to Present.

## **INVITED TALKS, PANELS, AND TELEVISION PROGRAM FEATURES, 2022-PRESENT**

"VPM News Focal Point, Reparations and Restitution, Episode 1," featured speaker, PBS/VPM, Richmond and Brookneal, Virginia, 15 December 2022.

[https://www.pbs.org/video/reparations-and-restitution-season-1-ic7t9s/?fbclid=IwAR2atWmDh43-I-3mVvmlmlvwxWc69CGpYIF14idcGThvPI6D\\_7GptLwqxY](https://www.pbs.org/video/reparations-and-restitution-season-1-ic7t9s/?fbclid=IwAR2atWmDh43-I-3mVvmlmlvwxWc69CGpYIF14idcGThvPI6D_7GptLwqxY)

"The Life of Pleasant Henry: A History of a Man and His Family Enslaved by Patrick Henry and His Descendants." Featured talk and Q&A session on the complexities of being a descendant of a Founding Father versus being the descendant of persons enslaved by a Founding Father. Presented for the (White) Henry family reunion held in Glen Allen, Virginia, 23 September 2022.

"They Left Their Mark: The Many Lives at Bacon's Castle," exhibition opening talk, Surry Virginia, 2 September 2022.

"The Life of James "Jim" Henry, Sr." Featured talk and Q&A session for the descendants of Jim Henry, Sr., a man once enslaved by Patrick Henry's family. Presented at the (Black) Henry family reunion in Short Pump, Virginia, July 2022.

"Research Stories from Virginia Untold: The African American Narrative," a featured panel discussion about the experiences of Black Virginia scholars who research family and community histories using the Library of Virginia's Virginia Untold Collection. Hosted by Lydia Neuroth, Project Manager for Virginia Untold, Library of Virginia, Richmond, Virginia/Remote, February 2022.



# Tiffany King

Associate Professor  
Department of Women, Gender, and Sexuality  
University of Virginia  
Levering Hall  
Charlottesville, VA 22904

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## EDUCATION

2013 Ph.D., University of Maryland, College Park, American Studies Department & Women's Studies Certificate  
2007 M.A., University of Toronto, Sociology of Education  
1998 B.A., University of Virginia, School of Architecture

## PROFESSIONAL CREDENTIALS/TEACHING EXPERIENCE

2021- Barbara and John Glynn Research Associate Professor of Democracy and Equity, Department of Women, Gender and Sexuality, University of Virginia  
2020-2021 Associate Professor of Women's, Gender & Sexuality Studies; Affiliate Faculty, African American Studies; Center for the Studies on Africa and its Diaspora, Georgia State University  
2013-2020 Assistant Professor of Women's, Gender & Sexuality Studies; Affiliate Faculty, African American Studies, Georgia State University

## PUBLICATIONS

### *Book*

*The Black Shoals: Offshore Formations of Black and Native Studies*, Duke University Press, 2019

- Lora Romero First Book Prize, American Studies Association, 2020
- Finalist, Museum of African American History (MAAH) Stone Book Award, 2020
- Auburn Avenue's Best Books of 2019

### *Co-Edited Book*

*Otherwise Worlds: Against Settler Colonialism and Anti-Blackness*, Duke University Press, 2020

### *Peer Reviewed Articles and Book Chapters*

King, T.L., 2021. 29. Flesh. In *Keywords for Gender and Sexuality Studies*. The Keywords Feminist Editorial Collective, ed. 2021. Vol. 13. NYU Press, 2021 (pp. 93-96).  
King, T. "Black 'Feminisms' and Pessimism: Abolishing Moynihan's Negro Family." *Theory & Event* 21(1) (2018): 68-87.  
King, T.L. "Humans Involved: Lurking in the Lines of Posthumanist Flight." *Critical Ethnic Studies Journal* 3(1) (2017):162-85.  
King, T. "New World Grammars: The 'Unthought' Black Discourses of Conquest." *Theory and Event* 19 (4) (October 2016)  
King, T.L. "The Labor of (re)Reading Plantation Landscapes Fungible(ly)." *Antipode* 48(4) (2016):1022-39.  
King, T. "Post-Identitarian and 'Post-Intersectional' Anxiety in the Neoliberal Corporate University." *Feminist Formations* 27(3) (2015):114-38

## **AWARDS AND FELLOWSHIPS**

### *External*

Principal Investigator, Black and Indigenous Feminist Futures Institute (BIFFI) at the University of Virginia, Andrew T Mellon Foundation, Intersectional Studies Collective grant (**awarded \$612,160**) for 2022-2025

Fellow, Anschutz Distinguished Fellowship in American Studies, Princeton University, Spring 2022

Lora Romero First Book Prize, American Studies Association, November 2020 (**\$1,000**)

Finalist, Museum of African American History (MAAH) Stone Book Award, (**awarded \$5,000**), October 2020

## **INVITED PRESENTATIONS AND PUBLIC LECTURES**

Panelist, P Valley 2: A Black Genders and Sexualities Studies Conversation, Brandeis University, October 2022

Keynote, "Laboring Landscapes: Reimagining Black Memorials and Black Land Projects," (Re)thinking Landscape: Ways of knowing/Ways of being, Yale University, September 2022

Keynote, "Black & Indigenous Feminist Ecologies of a Future-Now," Entangled Ecologies: The Climate of Justice, philoSOPHIA 15th Annual Conference, George Mason, June 2022

Invited Speaker, "Black Land(ings)," Mellon Foundation Workshop, The New School, March 2022

Invited Speaker, "Black Land(ings): On Black Ecological Desire(s)," Black Ecologies Week, University of Tennessee at Knoxville, March 2022

Invited Speaker, "Orogenies and Sound Waves: Beyond Black Ecologies of Mastery," The University of California, Berkeley, January 2022

## **COMMITTEE WORK/SERVICE**

### **University of Virginia**

#### **Department of Women, Gender, and Sexuality**

Chair, Ad Hoc Committee for Promotion of Bonnie Hagerman (General Faculty), Fall 2022

Chair, Ad Hoc Committee, Third Year Review for Matthew Chin, (2022-2023)

## **PROFESSIONAL SERVICE**

Editorial Board Member, A Journal of Lesbian and Gay Studies, *GLQ*  
2021-Present

Co-Director and P.I., Black and Indigenous Feminist Futures Institute (BIFFI) at the University of Virginia

### **Reviewer**

#### *Book Manuscripts*

Northwestern University Press

Book Manuscript Reviewer (Fall 2019)

Duke University Press

Book Manuscript Reviewer (Fall 2019, Spring 2022)

Benjamin P. Carter  
Associate Professor of Anthropology  
2400 W. Chew Street  
Department of Sociology and Anthropology  
Muhlenberg College  
Allentown, PA 18045  
484-664-3961  
[bcarter@muhlenberg.edu](mailto:bcarter@muhlenberg.edu)

**(a) Education**

Drew University	Madison, NJ	Anthropology	BA, 1996
Washington University	St. Louis, MO	Anthropology	AM, 2000; PhD 2008

**(b) Appointments**

2019- current *Associate Professor of Anthropology*, Muhlenberg College  
2014-2019 *Assistant Professor of Anthropology*, Muhlenberg College  
2008; 2010-2014 *Visiting Assistant Professor of Anthropology*, Muhlenberg College

**(c) Publications (\* - peer reviewed)**

Carter, Benjamin P. 2022. "Black History, Charcoal and State Lands." Penn's Stewards: News from the Pennsylvania Parks & Forests Foundation, 2022.

\*Carter, Benjamin P. 2022. "Spondylus as a Driver of Interregional Exchange: Mapping Recent Ecological Research on Spondylus to Inform Pre-Columbian Extraction and Use." In *Waves of Influence: Pacific Maritime Networks Connecting Mexico, Central America, and Northwestern South America*, edited by Christopher S. Beekman and Colin McEwan, 419–56. Washington, D.C.: Dumbarton Oaks Research Library and Collection.

\*Camp, Stacey L., Benjamin P. Carter, Autumn M. Painter, Sarah M. Rowe, and Kathryn Sampeck. 2022. "Teaching Archaeological Mapping and Data Management with KoBoToolbox." In *Digital Heritage and Archaeology in Practice: Presentation, Teaching, and Engagement*, edited by Ethan Watrall and Lynne Goldstein, 271–97. Gainesville, FL: University Press of Florida. <https://muse.jhu.edu/book/101535/>.

\*Blackadar, Jeff, Benjamin Carter, and Weston Conner. 2021. "Object Detection Model, Image Data and Results from the 'When Computers Dream of Charcoal: Using Deep Learning, Open Tools and Open Data to Identify Relict Charcoal Hearths in and Around State Game Lands in Pennsylvania' Paper.(Data Paper)." *Journal of Open Archaeology Data* 9: NA. <https://doi.org/10.5334/joad.81>.

\*Conner, Weston, Benjamin Carter and Jeff Blackadar. 2021. Geospatial and Image Data from the "When Computers Dream of Charcoal: Using Deep Learning, Open Tools and Open Data to Identify Relict Charcoal Hearths in and Around State Game Lands in Pennsylvania" Paper. *Journal of Open Archaeology Data*. *Journal of Open Archaeology Data*, 9. DOI: <http://doi.org/10.5334/joad.80>

\*Carter, Benjamin, Jeff H. Blackadar and Weston L.A. Conner. 2021. "When Computers Dream of Charcoal: Using Deep Learning, Open Tools, and Open Data to Identify Relict Charcoal Hearths in and

around State Game Lands in Pennsylvania.” *Advances in Archaeological Practice*. 9(4), 257-271.  
<https://doi.org/10.1017/aap.2021.17>

\*Stothert, Karen, Masucci, Maria, and Carter, Benjamin. 2020. Late Prehistoric Maritime Communities in Coastal Ecuador. In: *New Perspectives on the Social Dynamics and Economic Interactions of Andean Maritime Communities*. Prieto, Oscar and Sandweiss, Daniel, eds. University Press of Florida, Gainesville, FL. pp. 318-348.

\*Carter, Benjamin. 2019. “Identifying Landscape Modification using Open Data and Tools: The Charcoal Hearths of the Blue Mountain, Pennsylvania.” *Historical Archaeology*. 53: 432-443.  
<https://doi.org/10.1007/s41636-019-00171-1>

\*Carter, Benjamin. 2019. “Data for ‘Identifying Landscape Modification using Open Data and Tools: The Charcoal Hearths of the Blue Mountain, Pennsylvania.’” *Journal of Open Archaeology Data*. 7:3.  
<http://doi.org/10.5334/joad.53>

Carter, Benjamin, and Morgan Backenstoss. 2017. “Charcoal Lands: A Report on Archaeological Investigations in State Games Lands #217.” Harrisburg, Pa: Pennsylvania Historic and Museum Commission.

Carter, Benjamin, Maria A. Masucci, and Telmo López M. 2017. “Investigación Arqueológica, Comuna Las Balsas, Provincia de Santa Elena, Informe Final.” Guayaquil: Instituto Nacional de Patrimonio Cultural del Ecuador, Dirección Regional 5.

\*Carter, Benjamin. 2015. Elite Dress and Regional Identity: Chimú-Inka Perforated Ornaments from Samanco, Nepeña Valley, Coastal Peru. *BEADS: Journal of the Bead Research Society*. 27: 46-74.

2014 “Real-World Problem Solving in Archaeology: In and Out of the Classroom.” *Archaeological Record: The Newsletter of the Society for American Archaeology* 14(3)

2011. “Spondylus in South American Prehistory.” In *Spondylus in Prehistory: New Data and Approaches - Contributions to the Archaeology of Shell Technologies*, ed. Fotis Infantidis and Marianna Nikolaidou, pp. 63–89. Oxford: British Archaeological Reports - J & E Hedges Ltd.

#### **(d) Recent Professional Presentations**

Carter, Benjamin

2023 How Did Charcoal Lands Promote Freedom? Presented at the 56th Annual Conference on Historical and Underwater Archaeology. Lisbon, Portugal. January 4-7, 2023. Society for Historical Archaeology.

2019 Spondylus as a Driver of Interregional Exchange: Mapping Recent Ecological Research on Spondylus to Inform the Hypothesis. Presented at *Waves of Influence: REvisiting Coastal Connections between Pre-Columbian northwest South America and Mesoamerica*. A Symposium at Dumbarton Oaks, Washington, D.C. October 11-12, 2019

# Angela Pulley Hudson

Department of History  
TAMU4236, Texas A&M University  
College Station, TX 77843-4236  
main office (979) 845-7151; fax (979) 862-4314  
[aphudson@tamu.edu](mailto:aphudson@tamu.edu)

---

## **Degrees Received**

Ph.D., American Studies, Yale University, 2007  
M.A., American Studies, Yale University, 2003  
M.A., English, University of Georgia, 1999  
B.A., English/Spanish, Auburn University, 1996

## **Academic Positions**

Professor, History, Texas A&M University, 2017-present  
Associate Professor, History, Texas A&M University, 2013-2017  
Assistant Professor, History, Texas A&M University, 2007-2013  
Instructor, American Studies, Yale University, 2005  
Graduate Teaching Assistant, American Studies, Yale University, 2003-2004, 2006

## **Teaching & Research Fields**

American Indian History, Race, Ethnicity, and Migration, Afro-Native History, History of American Indians in the U.S. South, Mormon History, History of Medicine, American Indians and U.S. Popular Culture, Historiography, 19<sup>th</sup>- Century U.S. History

## **Research and Publications**

### **Books**

*Real Native Genius: How an Ex-Slave and a White Mormon became Famous Indians.* Chapel Hill: University of North Carolina Press, 2015. \*Award: 2016 Evans Biography Award from the Mountain West Center for Regional Studies in the College of Humanities and Social Sciences at Utah State University

*Creek Paths and Federal Roads: Indians, Settlers, and Slaves and the Making of the American South.* Chapel Hill: University of North Carolina Press, 2010.

### **Refereed Articles**

"The Indian Doctress in the Nineteenth-Century United States: Race, Medicine, and Labor," *Journal of Social History* (Summer 2021): 1-28. doi:10.1093/jsh/shaa022

"Removals and Reminders: Apaches and Choctaws in the Jim Crow South," *Journal of the Civil War Era*, 11:1 (March 2021): 80-102.

"Unsettling Histories of the South," *Southern Cultures* 25:3 (Fall 2019): 30-45.

"William McCary, Lucy Stanton, and the Performance of Race at Winter Quarters and Beyond," *Journal of Mormon History* 40:3 (Summer 2015): 98-131.

"Dealing with Indians: American Indian Images on U.S. Playing Cards during the Era of Expansion and After," *Journal of the West*, 48:3 (Summer 2009): 53-61.

"Mississippi Lost and Found: Anne Moody's Autobiograph(ies) and Racial Melancholia" *a/b: Auto/Biography Studies* 20:2 (Winter 2005): 282-296.

### **Refereed Chapters in Books**

"There is No Mormon Trail of Tears: Roots, Removals, and Reconstructions," in *Reconstruction in Mormon America*, ed. Brian Q. Cannon and Clyde Milner II, 19-51. Norman: University of Oklahoma

Press, 2019. \*Award: 2020 Arrington-Prucha Prize for the best article in religious history of the American West from the Western History Association

“A Forked Justice': Elias Boudinot, the U.S. Constitution, and Cherokee Removal,” in *American Indian Rhetorics of Survivance: Word Medicine, Word Magic*, ed. Ernest Stromberg, 50-68. Pittsburgh: University of Pittsburgh Press, 2006.

“Imagining Mary Musgrove: Georgia's 'Creek Indian Princess' and the Politics of Southern Identity,” in *Feminist Interventions in Early American Studies*, ed. Mary C. Carruth, 112-125. Tuscaloosa: University of Alabama Press, 2006.

### **Fellowships**

Presidential Impact Fellowship, Texas A&M University, 2019-2021

Arts and Humanities Fellowship, Texas A&M University, 2017-2020

Melbern G. Glasscock Center for Humanities Research, Internal Faculty Fellowship, 2017-2018

Andrew W. Mellon Fellowship, Massachusetts Historical Society, 2017-2018

Kate B. and Hall J. Peterson Short-Term Fellowship, American Antiquarian Society, 2016-2017

Ray A. Rothrock '77 Fellowship, College of Liberal Arts, Texas A&M University, 2013-2016

Melbern G. Glasscock Center for Humanities Research, Faculty Research Fellowship, Texas A&M University, 2012-2013

Ballard Breaux Visiting Fellowship at the Filson Historical Society in Kentucky, 2010

American Studies Stipendiary Fellow for the Melbern G. Glasscock Center for Humanities Research, 2008-2009

Whiting Foundation Fellowship in the Humanities, Graduate School of Arts and Sciences, Yale University, 2006-2007

Howard R. Lamar Center for the Study of Frontiers & Borders at Yale University, Short-term Fellowship, 2004

Arthur and Janet Holzheimer Fellowship in the History of Cartography, The Newberry Library, 2004

Kate B. and Hall J. Peterson Fellowship, American Antiquarian Society, 2004

John F. Enders Fellowship and Research Grant, The Graduate School of Arts and Sciences, Yale University, 2004

MacKinnon Family Fellowship in Western Americana, Beinecke Rare Book and Manuscript Library, 2004

### **Grants**

Technical Assistance Grant, Center of Digital Humanities Research, Texas A&M University, 2021 (Co-PI)

T3- Triads for Transformation Grant, Texas A&M University, 2021 (Co-PI)

SEC Faculty Travel Grant, Texas A&M University, 2019-2020

Faculty Research Enhancement Program, College of Liberal Arts, Texas A&M University, 2011-2012

Franklin Research Grant, American Philosophical Society, 2010

Melbern G. Glasscock Center for Humanities Research, Travel to Archives Grant, Texas A&M University, 2008

Melbern G. Glasscock Center for Humanities Research, Publication Support Grant, Texas A&M University, 2008

Program to Enhance Scholarly and Creative Activities Award, Office of the Vice President for Research, Texas A&M University, 2008

Summer Academic Funding Award, Graduate and Professional School Senate, Yale University, 2005

Joel Williamson Visiting Scholar Grant, Southern Historical Collection, University of North Carolina, 2005

Phillips Fund for Native American Research Grant, American Philosophical Society, 2004

## **Extramural Professional and Service Activity**

### **Editorial Duties**

Co-editor, [“Indians and Southern History” Book Series](#), University of Alabama Press

Senior Editor, Native American History, *The Oxford Research Encyclopedia of American History*, Oxford University Press, 2018-2022

Editorial Board Member, *Journal of the Civil War Era*, 2019-2022



**Office of the Provost**

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Provost.vcu.edu

January 19, 2023

Dr. Kathryn Howell, PhD  
Associate Professor, Urban and Regional Studies & Planning  
L. Douglas Wilder School of Government & Public Affairs  
Virginia Commonwealth University  
1001 W. Franklin St.  
Richmond, VA 23284-2028

Dear Dr. Howell,

I am writing this letter in support of your proposal to the National Endowment for the Humanities Institute for Higher Education Faculty program, entitled "Towards a People's History of Landscape." Virginia Commonwealth University (VCU) will provide meeting spaces on campus and library resources, including special collections visits, and space for institute activities.

VCU is a degree-granting public institution that has an annual enrollment of more than 28,000. VCU is categorized as a Carnegie R1: Doctoral University - Very High Research Activity, ranking it as one of the top research universities in the nation, and only one of four such institutions in Virginia. As such, all of the core services on the Monroe Park and Medical College of Virginia campuses will be made available to support this project through coordination with VCU Libraries, housing, and facilities management.

This project supports VCU's mission to support interdisciplinary collaborations and community partnerships that advance innovation, enhance cultural and economic vitality, and solve society's most complex challenges. To this end, I am happy to support your proposal and facilitate its success by making available the space and resources necessary to host the institute of VCU's campus.

Sincerely,

Fotis Sotiropoulos, Ph.D.  
Provost and senior vice president for academic affairs



Kathryn Howell <klhowell@vcu.edu>

---

**Re:**

---

**Butler, Maia L.** <butlerm@uncw.edu>

Thu, Jan 12, 2023 at 2:20 PM

To: Andrea Roberts (b) (6)

Cc: Katie Howell <klhowell@vcu.edu>

Dear Drs. Roberts and Howell,

I'm so happy to accept the invitation to facilitate a two hour pedagogical workshop, "Teaching in Place," with the fellows at NEH Summer Institute 2024.

Warmly,  
Maia Butler

Get [Outlook for iOS](#)

---

**From:** Andrea Roberts (b) (6)  
**Sent:** Thursday, January 12, 2023 2:01:57 PM  
**To:** Butler, Maia L. <butlerm@uncw.edu>  
**Cc:** Katie Howell <klhowell@vcu.edu>  
**Subject:** Re:

*[This email originated from outside of UNCW]*

[Quoted text hidden]





Kathryn Howell &lt;klhowell@vcu.edu&gt;

---

## Teaching place for NEH

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**Meghan Gough** <mzgough@vcu.edu>  
To: Kathryn Howell <klhowell@vcu.edu>  
Cc: Meghan Gough <mzgough@vcu.edu>

Sat, Jan 14, 2023 at 12:10 PM

Hi Kate,

I am excited about this opportunity to talk about "Teaching Space" as part of the NEH institute. Please accept this as confirmation of my interest in serving on this panel.


Attached is my two-page CV, as requested.

Best,  
Meghan

On Thu, Jan 12, 2023 at 9:26 AM Kathryn Howell <klhowell@vcu.edu> wrote:

[Quoted text hidden]

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 **GoughCV\_NEH.docx**  
19K



Kathryn Howell &lt;klhowell@vcu.edu&gt;

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## Introduction

---

Ana Edwards (b) (6)  
To: Kathryn Howell <klhowell@vcu.edu>

Fri, Jan 6, 2023 at 3:55 PM

Yes, Kathryn

I will help conduct a tour for your summer institute on cultural landscapes in June 2024. My resume is attached.

Ana

-----  
Ana F. Edwards | she/her/hers | [Public Historian](#)  
[afedwards.academia.edu](#) / [acwm.org/learn/educator-resources](#)  
Sacred Ground Historical Reclamation Project  
Virginia Defenders for Freedom, Justice & Equality  
Virginia Friends Of Mali / [VirginiaFriendsofMali.blogspot.com](#)  
and *SilverTracks & RunningRoses: Memories of a Goose Creek Girl*

[Quoted text hidden]

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**Resume\_2021\_AEdwards.pdf**  
70K



Kathryn Howell &lt;klhowell@vcu.edu&gt;

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## Introduction

---

**Chen, Kimberly M. - DED** <Kimberly.Chen@rva.gov>

Fri, Jan 6, 2023 at 12:27 PM

To: Kathryn Howell &lt;klhowell@vcu.edu&gt;

Cc: Ana Edwards (b) (6)

Yes, we should be able to coordinate the use of the lower level of Main Street Station for this tour, discussion, etc. When we know the grant has been awarded I will coordinate with staff at the station. You may take this email as my desire to participate. Really looking forward to doing a joint tour with Ana.

I am attaching 2 versions of my resume, please use the one that suits your needs.

---

**From:** Kathryn Howell <klhowell@vcu.edu>**Sent:** Friday, January 6, 2023 9:30 AM**To:** Chen, Kimberly M. - DED <Kimberly.Chen@rva.gov>**Cc:** Ana Edwards (b) (6)**Subject:** Re: Introduction

**CAUTION:** This message is from an external sender - Do not open attachments or click links unless you recognize the sender's address and know the content is safe.

[Quoted text hidden]

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### 2 attachments

**CV K CHEN 2023-short.doc**

64K

**10.2022 Bio.docx**

13K



Kathryn Howell &lt;klhowell@vcu.edu&gt;

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## Formal Request

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**Latoya Gray** <grayls@vcu.edu>

Fri, Jan 13, 2023 at 11:04 AM

To: Kathryn Howell &lt;klhowell@vcu.edu&gt;

Cc: Andrea Roberts (b) (6)

Hi Kate and Andrea!!

I hope that you both are having a happy and peaceful New Year as well. It would be an honor to participate on the digital humanities panel. I am super excited to hear that the Institute is taking place here in Richmond. There's a *lot* to dive into!

Please find attached my CV.

Thank you again,  
LaToya

[Quoted text hidden]

**LaToyaGraySparksCV\_1\_11\_23.pdf**

107K

**Subject:** FW: Invitation: June 19 Panelist at 2024 NEH Summer Institute  
**Date:** Thursday, January 19, 2023 at 11:55:07 AM Eastern Standard Time  
**From:** Way, Thaisa

----- Forwarded message -----

From: **LaDale Winling** <[lwinling@vt.edu](mailto:lwinling@vt.edu)>  
Date: Thu, Jan 12, 2023 at 8:42 AM  
Subject: Re: Invitation: June 19 Panelist at 2024 NEH Summer Institute  
To: Roberts, Andrea R (yja9dq) <[aroberts318@virginia.edu](mailto:aroberts318@virginia.edu)>  
Cc: [khowell@vcu.edu](mailto:khowell@vcu.edu) <[khowell@vcu.edu](mailto:khowell@vcu.edu)>, (b) (6)

I would be happy to. Thanks so much for the invitation.

I attach my cv and my bio is here:

"LaDale Winling is an associate professor of history at Virginia Tech.

His book, *Building the Ivory Tower*, examined the role of American universities as real estate developers in the twentieth century and won the Kenneth Jackson prize from the Urban History Association.

His collaborative projects, [Mapping Inequality: Redlining in New Deal America](#), on the work of the Home Owners' Loan Corporation, and [Electing the House of Representatives, 1840-2016](#), on Congressional elections, are part of American Panorama. Winling is currently researching [racially restrictive covenants](#) and [displacement by interstate highways](#)."

On Wed, Jan 11, 2023 at 4:56 PM Roberts, Andrea R (yja9dq) <[aroberts318@virginia.edu](mailto:aroberts318@virginia.edu)> wrote:

Dear LaDale:

I hope all is well. You have come up in a recent conversation with my friend and colleague, Katie Howell. First, I bragged about your amazing pizza oven, and second, I said you would be a wonderful addition to the 2024 NEH Summer Institute that Katie, Thaisa, and I are co-planning. The Institute, "Towards a People's History of Landscape / Black & Indigenous Place Histories in a Southern Capital," builds on a 2022 NEH Summer Institute "Towards a People's History of Landscape / Part 1: Black & Indigenous Histories of the Nation's Capital." The Institute would convene in a hybrid format with virtual sessions (June 12-14 & July 1-3, 2024) scheduled before and following the residential session hosted at the Virginia Commonwealth University in Richmond, Virginia, from June 17 through June 28, 2024. The institute is a series of seminars, lectures, reading groups, and tours. I'd love for you to be a panelist on June 19, 2024.

Here is the program for that day:

**Wednesday, June 19 Juneteenth**

9:00 - 10:30 pm OPEN READING TIME

10:30 - 12:00 pm **Module Workshop**

Place Teams gather to initiate their module project

12:00 - 2:00 pm Lunch on your own

2:00 - 4:00 pm **Digital Humanities: Race & Place in the Digital Humanities**

Panel Discussion with Moderator: Andrea Roberts

Visiting Scholars: [La Toya Gray-Sparkes](#) (VCU) Planned Destruction, [LaDale Winning](#) (La Toya Gray-Sparkes Virginia Tech) and [Jordy Jager](#) (Jefferson School African American Heritage Center)

**Please reply with a confirmation of the date and time, 2 page CV, and a 75-word bio.**

VCU is finalizing the application this week, so a confirmation you will participate would be greatly appreciated.

Feel free to call with questions.

Best,

**ANDREA R. ROBERTS, PHD**

*Associate Professor, Urban + Environmental Planning*

UVA School of Architecture

Co-Director, Center for Cultural Landscapes

<https://www.arch.virginia.edu/people/andrea-roberts>

[aroberts318@virginia.edu](mailto:aroberts318@virginia.edu)

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--

Historically Yours,

LaDale Winling

Virginia Tech

Author of [Building the Ivory Tower](#) from Penn Press (2017), co-creator of [Mapping Inequality](#), and director of the [Chicago Covenants Project](#) | [About](#)





Andrea Roberts (b) (6)

---

**Re: Invitation: NEH 2024 Summer Institute Partner, Presenter**

1 message

---

**Jordy Yager** (b) (6)  
To: Andrea Roberts (b) (6)  
Cc: Andrea Douglas <director@jeffschoolheritagecenter.org>

Mon, Jan 16, 2023 at 10:56 PM

Sorry for the delay Andrea, here is Andrea Douglas's CV:

And that payment is much appreciated! Thank you!

On Jan 14, 2023, at 5:27 PM, Andrea Roberts (b) (6) wrote:

Andrea, would you mind sending your CV please?

**ANDREA R. ROBERTS, PHD**

*Associate Professor, Urban + Environmental Planning*

UVA School of Architecture

Co Director, Center for Cultural Landscapes

[https://www.arch.virginia.edu/people/andrea\\_roberts](https://www.arch.virginia.edu/people/andrea_roberts)

<https://andrearobertsphd.com/>

[aroberts318@virginia.edu](mailto:aroberts318@virginia.edu)

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On Fri, Jan 13, 2023 at 4:49 PM Jordy Yager (b) (6) wrote:

Hi Andrea,

Thanks so much for this invite! We'd love to be involved. Including bio sketches below and attaching my CV (Andrea's on the hunt for hers right now). If we're thinking to screen the Raised/Razed film, it would be good to include my co-writer/co-director (and good friend of the JSAAHC) Lorenzo Dickerson as well. Is that possible?

And is there anything more we can do at this stage?

All the best,  
Jordy

**Andrea Douglas bio sketch:**

Dr. Andrea Douglas is the Executive Director of the Jefferson School African American Heritage Center. Douglas holds an M.A. and Ph.D. in art history from the University of Virginia and an M.B.A. in arts management and finance from Binghamton University, NY. She has taught graduate and undergraduate classes in African American, contemporary, and art theory, and has published exhibition catalogues and scholarly articles. From 2004-2010 she was Curator of Collections and Exhibitions and Curator of Contemporary Art at the University of Virginia Art Museum. Douglas was recently appointed to the Governor's Commission to Study Slavery and Subsequent De Jure and De Facto Racial and Economic Discrimination. She is also the co-chair of the President's Commission on the Age of Segregation at the University of Virginia and sits on Monticello's Advisory Committee on African American Affairs as well as the state's History of Lynching in Virginia Working Group. She has served on the City of Charlottesville Blue Ribbon Commission on Race, Monuments and Public Spaces, the University of Virginia's President's Commission on Slavery at the University and was chair of the city's PLACE Design Task Force.

**Jordy Yager bio sketch:**

Jordy Yager is the Director of Digital Humanities at the Jefferson School African American Heritage Center (JSAAHC). Yager holds an M.A. in journalism from Boston University and a B.A. in Sanskrit. A career journalist, Yager has won multiple first place awards from the Society of Professional Journalists, the Virginia Press Association, and the Virginia Association of Broadcasters. At the JSAAHC Yager has been awarded grants from the Institute of Museum and Library Services, the National Trust for Historic Preservation, and Virginia Humanities,

among others. At the JSAAHC Yager directs the Central Virginia African American Land Repository, the African American Oral History project, and the Mapping Cville and Mapping Albemarle programs.

Jordy Yager

Director of Digital Humanities

**Jefferson School African American Heritage Center**

[jeffschoolheritagecenter.org](http://jeffschoolheritagecenter.org)

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

(b) (6)

On Jan 9, 2023, at 7:29 PM, Andrea Roberts (b) (6) wrote:

Dear Jordy,

I invite the Jefferson School to participate as presenter and seminar leader in the NEH Summer Institute 2024 "Towards a People's History of Landscape / Black & Indigenous Place Histories in a Southern Capital, which builds on a 2022 NEH Summer Institute "Towards a People's History of Landscape / Part 1: Black & Indigenous Histories of the Nation's Capital" I cohosted in DC this past summer. The Institute is proposed to convene in a hybrid format with virtual sessions (June 12-14 & July 1-3, 2024) scheduled before and following the residential session hosted at the Virginia Commonwealth University \*VCU) in Richmond, Virginia, from June 17 through June 28, 2024.

This Institute will turn our focus from the nation's capital to the capital of the Commonwealth of Virginia, one of the earliest European colonies in North America. The 2022 Institute responded to a broad call in the humanities for re-examining how we research and teach history by centering people in place with a focus on expanding critical spatial literacy. This next iteration of the Toward a People's Landscape Institute (TPLI) advances that agenda by examining the legacy of white supremacist racial identity formation and manipulation in the long history of the landscape. Seminar and tour leaders will expose how the state's legal manipulation of racial identity led to the erasure of Black, Indigenous land mixed-race heritage landscape histories. This institute will unpack the consequences of these contested constructions of identity in the landscape with African American preservation advocates and members of the Pamunkey nation. Our focus is not to teach the history of Richmond but rather to coach higher education faculty (and some grad students) on how to best teach their courses in a way that centers Black and Indigenous perspectives and voices. Attendees cannot be from host schools but from all over the state and the country.

For this institute, we are gathering a community of twenty-five higher education faculty from around the country, primarily from the humanities and practitioners. Participants will explore and interrogate how we understand and teach histories of place, in Richmond, through the lenses of Black and Indigenous communities and narratives. The institute includes tours led by local historians and preservationists, along with scholars like Tiffany King and others.

As we recently discussed, The Jefferson School hopes to serve as a regional hub for bottom-up heritage conservation. The School's involvement in an NEH Summer Institute would provide that opportunity. Leading the Institute will be my friend Kathryn Howell from VCU. The lead applicant is VCU and UVA, and Dumbarton Oaks in DC are sub-recipients of the grant. We have a full schedule and are finalizing our program and application this week.

We anticipated that you would host a visit of participants to the Jefferson School of African American Heritage Center's Isabella Gibbons Local History and Digital Humanities Center, where we would turn a critical eye toward the practice of curating and collecting as acts of sharing public histories. We envision showcasing the center, the film *Raised*, and archival work related to African American heritage in the region. We could pull in folks like Justin Reid and others to tell a fuller story of the region, though our real focus is Richmond for this Institute. This is also a great opportunity to dig deeper into issues of power and control over local heritage.

I am sending this informal email, but I would love to chat with you more about this soon. We are gathering application materials and

have a fast-approaching deadline, but we needn't set everything in stone now. We will, however, need to get your bio sketch and CV (and Andrea's as well). Please let me know what you think and if we can chat about the framework and intention behind the 2024 Summer Institute.

Best,

Andrea

**ANDREA R. ROBERTS, PHD**

*Associate Professor, Urban + Environmental Planning*

UVA School of Architecture

Co-Director, Center for Cultural Landscapes

<https://www.arch.virginia.edu/people/andrea-roberts>

<https://andrearobertsphd.com/>

[aroberts318@virginia.edu](mailto:aroberts318@virginia.edu)

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 **resumecvANDREA 2.pdf**  
110K



Kathryn Howell &lt;klhowell@vcu.edu&gt;

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## NEH Summer Institute in Richmond

---

**Roberts, Timothy** <tim.roberts@dhr.virginia.gov>  
To: Kathryn Howell <klhowell@vcu.edu>  
Cc: "Roberts, Andrea R (yja9dq)" <aroberts318@virginia.edu>

Wed, Jan 11, 2023 at 12:29 PM

Good morning Drs. Howell and Roberts,

Please find my one-page CV attached to this email.

I'm very excited to lend my support to your application for an NEH-support Institutes for Higher Education Faculty, on behalf of the Virginia Department of Historic Resources.

In November, I may have been the only state historic preservation office employee in attendance at the National Humanities Conference. I was a panelist alongside colleagues from Virginia Humanities in a session entitled *Placekeeping Partners: State Historic Preservation Offices (SHPOs) and State Humanities Councils*. Throughout the conference, it was apparent that I was among colleagues engaged in a joint mission. Despite the different weight with which historic preservation and the humanities may respectively lean into the significance of the tangible products of culture, I believe we can agree on the foundational importance, albeit intangible aspect of how we teach and talk about social complexity and the historic contexts of social relations.

The agency's participation in the institute is aligned with our mission and goals outlined in the Virginia Comprehensive Preservation Plan 2022-2027. I hope to participate by communicating with participants about recent developments in the agency's programming, including new outreach coordination initiatives, engagement with diverse African American and Native American communities across the state, new grantmaking, and community capacity-building assistance to support local advocacy, including education in how existing and hypothetical policy can support self-determined community improvement by leveraging historic cultural resources. I look forward to future developments and our continued partnership.

Best regards,

Tim

[Quoted text hidden]

---

### 2 attachments

 **011023 - Timothy Roberts CV 1-page.pdf**  
79K

 **011023 - Timothy Roberts CV 1-page.docx**  
21K



Kathryn Howell <klhowell@vcu.edu>

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## Seeking a conversation

---

**Benjamin Campbell** (b) (6)  
To: Kathryn Howell <klhowell@vcu.edu>

Tue, Jan 10, 2023 at 6:16 PM

Sounds fun, Kate. God only knows (literally) what I'll be doing in June 2024, but I'd love to be a part of this. Thanks. Ben  
[Quoted text hidden]



Kathryn Howell &lt;klhowell@vcu.edu&gt;

---

## NEH Institute Request

---

**Brian Palmer** (b) (6)  
To: Kathryn Howell <klhowell@vcu.edu>


Wed, Jan 11, 2023 at 9:51 AM

Good morning, Prof. Howell. I am interested in participating and willing to engage with program participants about Evergreen and East End Cemeteries.

I have attached a two-page CV. Please let me know if it's adequate or if you need something more—or less.

Brian Palmer  
(b) (6)  
[Quoted text hidden]

---

 **Palmer\_Brian\_CV\_short\_20230111.pdf**  
202K



Kathryn Howell &lt;klhowell@vcu.edu&gt;

---

## Introduction and Request

---

Young, Peighton &lt;plyoung@wm.edu&gt;

Wed, Jan 11, 2023 at 2:26 PM

To: Kathryn Howell &lt;klhowell@vcu.edu&gt;, "plyoung@email.wm.edu" &lt;plyoung@email.wm.edu&gt;

Cc: "Roberts, Andrea R (yja9dq)" &lt;aroberts318@virginia.edu&gt;

Hi Kathryn,

I did and I hope the same for you. Thank you for that introduction, although I have to make a slight correction. I'm the public representative for the DCGRVA - not the president! I look so forward to speaking with and meeting you in the future, Andrea.

Regarding your invitation to participate in the NEH faculty summer institute program, I would love to. Attached is my CV.

(My apologies for being a bit "short." I'm in the process of traveling out of state)

Thank you,

Peighton

Peighton L. Young  
they/them/theirs  
PhD Student and Graduate Teaching Assistant  
College of William & Mary  
Public Representative  
Descendants Council of Greater Richmond Virginia

---

**From:** Kathryn Howell <klhowell@vcu.edu>

**Sent:** Tuesday, January 10, 2023 6:07 PM

**To:** [plyoung@email.wm.edu](mailto:plyoung@email.wm.edu) <plyoung@email.wm.edu>

**Cc:** Roberts, Andrea R (yja9dq) <aroberts318@virginia.edu>

**Subject:** Introduction and Request

[Quoted text hidden]

---

 **Peighton L Young CV \_ January 2023.docx**  
20K



Kathryn Howell &lt;klhowell@vcu.edu&gt;

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## NEH Summer Institute in Richmond

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**Roberts, Timothy** <tim.roberts@dhr.virginia.gov>  
To: Kathryn Howell <klhowell@vcu.edu>  
Cc: "Roberts, Andrea R (yja9dq)" <aroberts318@virginia.edu>

Wed, Jan 11, 2023 at 12:29 PM

Good morning Drs. Howell and Roberts,

Please find my one-page CV attached to this email.

I'm very excited to lend my support to your application for an NEH-support Institutes for Higher Education Faculty, on behalf of the Virginia Department of Historic Resources.

In November, I may have been the only state historic preservation office employee in attendance at the National Humanities Conference. I was a panelist alongside colleagues from Virginia Humanities in a session entitled *Placekeeping Partners: State Historic Preservation Offices (SHPOs) and State Humanities Councils*. Throughout the conference, it was apparent that I was among colleagues engaged in a joint mission. Despite the different weight with which historic preservation and the humanities may respectively lean into the significance of the tangible products of culture, I believe we can agree on the foundational importance, albeit intangible aspect of how we teach and talk about social complexity and the historic contexts of social relations.

The agency's participation in the institute is aligned with our mission and goals outlined in the Virginia Comprehensive Preservation Plan 2022-2027. I hope to participate by communicating with participants about recent developments in the agency's programming, including new outreach coordination initiatives, engagement with diverse African American and Native American communities across the state, new grantmaking, and community capacity-building assistance to support local advocacy, including education in how existing and hypothetical policy can support self-determined community improvement by leveraging historic cultural resources. I look forward to future developments and our continued partnership.

Best regards,

Tim

[Quoted text hidden]

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### 2 attachments

 **011023 - Timothy Roberts CV 1-page.pdf**  
79K

 **011023 - Timothy Roberts CV 1-page.docx**  
21K



**Subject:** RE: NEH Summer 2024  
**Date:** Thursday, January 12, 2023 at 8:22:03 AM Eastern Standard Time  
**From:** Hudson, Angela P  
**To:** Way, Thaisa  
**Attachments:** Short\_C\_V-Angela\_Pulley\_Hudson.pdf

Hi Thaisa,  
Good to hear from you. I'm in! CV attached.  
Best,  
Angela

Angela Pulley Hudson (she/her)  
Professor & Acting Department Head  
Department of History  
Texas A&M University  
314A Glasscock Bldg.  
TAMU4236  
College Station, TX 77843-4236

**From:** Way, Thaisa <wayt01@doaks.org>  
**Sent:** Thursday, January 12, 2023 5:32 AM  
**To:** benjamin carter@muhlenberg.edu; Butler, Maia L. <butlerm@uncw.edu>; Hudson, Angela P <aphudson@tamu.edu>  
**Cc:** khowell@vcu.edu; roberta318 <roberta318@gmail.com>  
**Subject:** NEH Summer 2024

**This Message Is From an External Sender**

This message came from outside your organization.

Dear Ben, Maia, and Angela

I hope this finds you well. I am writing as Andrea, Katie, and I are putting together a proposal for a second NEH Summer Institute for 2024- this one located in Richmond Virginia. Building on the first Institute this one will take us further into Black and Indigenous histories and narratives of place.

To get right to the point, we need to appoint a selection committee should we be awarded the Institute. This committee would select our Summer Institute participants from our applications. In the last round we had just over 80 applicants and are able to accept up to 25 participants.

Applications are due on March 1 (2024) and we would need to review and make a decision by April 1, 2024. Would you be willing to serve on this committee? If so, we could provide an honorarium of \$250 to each of you.

We are happy to share more details. Should you be willing to do this we would need an email confirming your willingness and a 2 page CV.

Best,  
Thaisa



Kathryn Howell &lt;klhowell@vcu.edu&gt;

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**NEH Summer 2024**

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**BenjaminCarter** <benjaminccarter@muhlenberg.edu>

Fri, Jan 13, 2023 at 2:42 PM

To: "Way, Thaisa" &lt;wayt01@doaks.org&gt;

Cc: "klhowell@vcu.edu" &lt;klhowell@vcu.edu&gt;, (b) (6)

Thaisa, Katie and Andrea,

I would be happy to serve on the selection committee! Thanks for thinking of me.

Best,

Ben

[Quoted text hidden]

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Benjamin Carter, PhD, RPA  
Associate Professor of Anthropology  
Chair, Department of Sociology and Anthropology  
Muhlenberg College  
2400 W Chew Street  
Allentown, PA 18104  
Office- Sociology/Anthropology 9  
Phone- 484-664-3961  
Website- [benjaminpcarter.com](http://benjaminpcarter.com)

**Subject:** Re: NEH Summer 2024  
**Date:** Thursday, January 12, 2023 at 1:57:08 PM Eastern Standard Time  
**From:** Butler, Maia L.  
**To:** Way, Thaisa  
**Attachments:** MLButler Brief CV 01 23.docx

Hello Thaisa,

Thank you so much for this exciting invitation. I'm happy to serve on the committee! Here is my CV, attached.

Warmly,  
Maia

Dr. Maia L. Butler (she/her/hers)  
Associate Professor of African American Literature (July 1, 2022)  
Affiliate Faculty: Africana Studies, Women & Gender Studies  
[Edwidge Danticat Society](#), Founding Vice President  
Morton Hall 155, Department of English  
University of North Carolina, Wilmington  
Wilmington, NC 28403

"I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer...[a conception of] education as the practice of freedom.... education that connects the will to know with the will to become. Learning is a place where paradise can be created." ~ bell hooks, *Teaching to Transgress*.

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**From:** Way, Thaisa <wayt01@doaks.org>  
**Sent:** Thursday, January 12, 2023 6:31 AM  
**To:** benjaminarter@muhlenberg.edu <benjaminarter@muhlenberg.edu>; Butler, Maia L. <butterm@uncw.edu>; Hudson, Angela P <aphudson@tamu.edu>  
**Cc:** khowell@vcu.edu <khowell@vcu.edu>; (b) (6)  
**Subject:** NEH Summer 2024

**[This email originated from outside of UNCW]**

Dear Ben, Maia, and Angela

I hope this finds you well. I am writing as Andrea, Katie, and I are putting together a proposal for a second NEH Summer Institute for 2024- this one located in Richmond Virginia. Building on the first Institute this one will take us further into Black and Indigenous histories and narratives of place.

To get right to the point, we need to appoint a selection committee should we be awarded the Institute. This committee would select our Summer Institute participants from our applications. In the last round we had just over 80 applicants and are able to accept up to 25 participants.

Applications are due on March 1 (2024) and we would need to review and make a decision by April 1, 2024. Would you be willing to serve on this committee? If so, we could provide an honorarium of \$250 to each of you.

We are happy to share more details. Should you be willing to do this we would need an email confirming your willingness and a 2 page CV.

Best,  
Thaisa

1. Summarize your overall assessment of the experience and the effect you anticipate it will have on your teaching and scholarship;

I am so grateful to have been part of this summer institute. The most exciting part for me was being part of such a diverse community of scholars (in terms of disciplinary background, type of institution, stage of career, personal background, etc) that was so generous and eager to learn from one another. I am excited to see where some of the friendships and relationships go. While a place-based approach is already central to my teaching and scholarship, I was exposed to many new readings and perspectives from Black Studies and Indigenous Studies through this institute. I can already see ways to incorporate some of these readings into my syllabi, and I know that I will think about the conversations I had in my reading group in future writing. I think this institute will be pivotal for me for many years to come.

This experience was amazing, overwhelming, energizing and thought-provoking at every moment. The main effect this experience will have on my teaching is strengthening my own approaches and pedagogical/andragogical research in multicultural/multilingual/place-based teaching. As to research, aside from pedagogically/andragogically focused reading/writing, I anticipate that I'll be starting several research endeavors over the next year related to immigrant/indigenous issues.

This experience was absolutely transformative. The opportunity to explore these subjects with a multidisciplinary group, as well as the ability to explore the geographical region of DC will have an immediate impact on the way I conceptualize Southern places and landscapes in my teaching and research.

I enjoyed the opportunity to be intentional with my thinking around class materials and approaches. We don't often take a moment and make the big shifts in teaching we need to that correspond to changes in our own thinking, changes in the field, etc. But this workshop gave me the chance to critically examine my approach to teaching (as well as research), specifically re-examining my foundations and engaging new materials (to me) that help to unpack and reimagine

I learned what a productive academic collaboration can be like. And I learned how much more interactive teaching could be, even at public low-resourced schools. I feel like scholars in Af Am studies learned so much about Indigenous studies and vice versa. Putting Black and Indigenous studies in conversation/conflict more would have been great. Maybe we can do that next time? I am still learning how much I learned. But I know it is a lot.

This was an incredible experience—I learned so much, met amazing people, had my head/thinking rearranged in powerful ways: WOW!!! Being with people from so many different disciplines was extraordinarily helpful, as was the diversity in people's age, career status (grad student through full prof), type of institution, racial and ethnic background, geographic home etc.

I fully plan to use our group's module in my teaching during this coming year. I also plan to introduce it to my department and division as a model of interdisciplinary pedagogy and planning, and I think it will inspire some great work at my home institution.

Also with respect to teaching, I now have a much richer sense of relevant readings and digital tools for critical place studies, and will be using so much of that in class! I also plan to be much more intentional about actually getting out of the classroom and visiting places with students—I have mostly avoided this due to the complexities/student difficulties (most of our students are off-campus and have multiple family and work responsibilities, so requiring anything outside of classtime feels like a huge ask).

As far as my scholarship goes: I am already rethinking my approach to an article I am working on, plus have a whole new avenue of research (connected to ongoing but a new person to study). SO EXCITED!!

This was a great experience that allowed me to delve into placemaking and landscapes, both subjects which were quite new to me. I will be incorporating aspects of the modules in my teaching. The themes of the institute will also shape my scholarship on environmental sovereignty and environmental racism.

The institute was AMAZING and incredibly energizing. These past few weeks have helped arm me with concrete strategies for incorporating place-based learning in my classes. Likewise, as someone who is not explicitly in fields like garden and landscape studies or urban planning, the institute has helped clarify my own investments in researching and writing about cultural landscapes.

I don't feel the format was ultimately too productive for me

Overall, the Summer Institute was a demanding but very positive experience. I enjoyed the chance to be a student--to work with readings that were often new to me, to participate in excellent field trips, and to hear from guest scholars--and especially to get to know colleagues who share interests with me but are not necessarily in my field. The Institute was consistent with many of my courses and approaches but I will be revising some syllabi to incorporate new readings and, especially, to center indigenous histories in my courses in new ways.

This was a transformative experience. I walk away with many new pedagogical approaches related to place ranging from large conceptual work to engage with students to individual readings sources and other materials I would use as soon as I return to the classroom. I also think that the time to think collectively and at length about teaching was a real luxury.

One of the most important things that I remembered was how challenging and also wonderful it can be to be a student. I haven't been in a space where I said "I'm not sure" or "I don't know" or "I don't know that, could you tell me more about that?" in a minute. It helped me understand both the graduate and undergraduate students I work with and to remember the challenge and joy of when learning works well.

I've also had a major change of understanding of how landscape and place connects to my work in a way that is much deeper and more comprehensive than I had previously. This will fundamentally change not only how I approach teaching, but the future scholarship I'm planning.

This experience has fundamentally shifted how I engage landscape within my thinking and approach to scholarship, both in my research and teaching. It has been completely transformative in thinking about how we conceptualize space and placemaking in a way that I now have the language to better articulate these ideas and integrate them into my scholarly approach. Working on the module has also catalyzed how I can integrate these themes into my pedagogy.

It was a very intense institute packed with both theory, content and narrative readings that introduced many new scholars and concepts.

These three weeks were both generative and transformative, and a really key reminder about the power of studying place (landscape, geography, history, planning, etc.) in the place you're actually studying. Being able to use the neighborhoods and the city as a classroom was terrific. Dumbarton Oaks, with its incredibly rich trove of resources, took a bit of getting used to, but once the group settled in, it was clear how much people appreciated the beauty and tranquility of the spaces, and how those spaces contributed to community building. After 2.5 years of COVID, spending time, IN PERSON, with 25 other people, felt really special. The three weeks were a necessary break from the day to day (stressful work environments, parenting and responsibilities at home) and gave me time to think and process both individually and collectively. But, as special as the place was, it is the people who will have the greatest impact and effects on my teaching and scholarship. People were incredibly generous with their knowledge and experiences, and I really feel like I have a solid community to draw from and participate in that will last long after these three summer weeks.



Absolutely amazing. I anticipate that it will have a significant impact on teaching and scholarship. I will admit that it's difficult to provide details here. There was simply so much, both from the instructors, but also from colleagues, that I am still mulling over what will make it into those two areas.

I had an amazing experience. The group of scholars I was privileged to joint was amazing. Everyone was not only so knowledgeable but willing to learn and hare and engage in collaborative learning. With the interdisciplinary group, I gained so many insights into different scholars, schools of thought, concepts and approaches that it will definitely influence my scholarship. And engaging daily around the assigned readings and activities always sparked ideas about how to teach this material and I have gained new approaches, technology and a community of amazing people who may be available to share their expertise with my students.

overstanding that it will take some time to sit with all the wisdom, intellect, and perspective present during this collective experience, here's an attempt at a few takeaways. first, i walked away feeling full — beyond all the information i absorbed, i was reminded over again about the value of my own perspective. being amongst so many accomplished individuals provided a bit of a boost in confidence and reassured me that teaching and learning are very much a part of my story — that i'm walking the path of my purpose.

It has taken me a few weeks to recover and digest my experience at Dumbarton Oaks, but that is a deliciously good way. The experience was so rich and generative. I have been sharing the resources and texts that we reviewed with my colleagues at a SHPO office and will certainly continue to do so with colleagues/students at my current academic institution.

the institute have been new and interesting ways to interrogate complex theoretical frameworks

## 2. Evaluate our role as co-directors: what did we do well? How might we improve as leaders and facilitators?

The care you put into planning this institute was very apparent. Bringing together a diverse group of people is one thing, but creating an environment in which people feel comfortable sharing and learning from each other is really difficult. Kudos to you! Among the many things you did well: incorporating time for reflection at the beginning of each day; building in time for breaks and long lunches; providing comfortable facilities and amenities; providing printed readers and notebooks; sticking to the schedule; being flexible in response to requests for breaks, more time, etc.; providing coffee, treats, and available bathrooms. These things may seem small but make a big difference.

My biggest suggestion for facilitation would be to more explicitly invite the expertise in the room. This could have been allowing time for participants to give short overviews of their own work or disciplinary approaches (beyond the one-sentence intros on the first day), or inviting specific participants, depending on expertise, to be in more formal conversation with our guests (kind of like how Andrea was on a panel with Lopez Matthews and Derek Musgrove. Any of us could have been on a panel with any number of our speakers). We were really only invited in through responding to content presented (questions to speakers; reflections on previous day; reactions to readings); this is different from sharing our scholarship or sharing our disciplines' approaches to the institute themes. I recognize that one benefit of us not knowing too much about each other's backgrounds is that it levels the playing field—in essence we were all students there to learn and it helped diminish hierarchies that can result when people begin recounting their CVs. That said, it seemed like this really led to missed opportunities for making connections. While I got to know many people through our experiences together, I still don't actually know much about the scholarship and areas of expertise of other participants. I would love for this to be a greater part of Part II (ie. the skill share).



Both excellent -- it was as if both directors had taught together extensively (though I'm unclear on whether this perhaps took place at some time). No improvements to suggest at this time.

You all absolutely rolled with the punches juggling so many moving parts. I appreciated the opportunity to visit with you both during office hours. I also appreciated the attention to group check-ins and community care.

I appreciate your attention to the creation of the space (Lefebvrian) which allowed for open sharing of ideas that lead to learning. It's easy to go through life as a white woman and say the "right" things and get along, but a) this space did not permit us to stop there and b) it was open enough to support learning from the readings, fellow colleagues and the "air" around us. I think more broadly, you helped create an opportunity for changing the potential toxicity of the academy. I hope we can take these practices out and change the way we engage in dialogue, mentor junior scholars and teach.

Amazing! More time to talk with you all would have been great. Felt like you always sat together and away at lunch so office hours were the main opportunity to talk. I understand why, but I know we have so much to learn from you. Maybe next time come by the pool or lead a walk one night a week for more informal small-group conversations?

Both Thaisa and Andrea were excellent leaders—thoughtful, engaged, challenging, focused, kind. Directions were clear; syllabus was extraordinary; daily check-in was HUGELY HELPFUL. The shared dynamic between the two directors was smooth and a terrific model for collegiality.

The non-hierarchical and open tone of the institute allowed for robust and insightful conversations. This institute was well thought out in terms of the field trips, readings, and scholar engagement. There could have been more specific time in the schedule allotted for module work. Seminar reading groups could have possibly rotated membership so as to allow for broader conversations and the capacity to know all participants more deeply.

Andrea and Thaisa, you were both excellent co-directors. The institute was well-organized, and while we did all feel a bit exhausted at times, I'm grateful for the breadth of our learning and our module development. Likewise, the institute's COVID mitigation measures and willingness to be flexible made a big impact on my ability to comfortably engage in the institute (and I know this is something many others commented on as well).

My only suggestion for the future would be to see how we could also engage participants as experts in our shared learning. Our discussions on part 2 demonstrate how excited everyone is to be able to learn from one another and to really learn how we each navigate these questions in our fields.

It was clear who the favorites were. I wasn't one of them

You created a generous and friendly environment for everyone. You were always considerate of everyone and created a kind, open, and reflective space. I thought the opening 45 minutes of each day were a highlight. I would even suggest having more conversations with the whole group, including concerning the readings. I understand the reason why we had smaller groups focused on readings but often most enjoyed when all were in the circle together. I learned a lot during those conversations and enjoyed when they turned from reflective to analytical, as they often did when field trips were the topic.

Beyond that, I think there is inevitably a student-teacher dynamic that forms in these situations, and that wasn't necessarily a bad thing. At times, though, I wanted to hear more from the many experts in the room--our fellow students--who have researched and written on many of the topics we discussed. I think that expertise could be brought forward more, by incorporating some of the participants' writings in the syllabus and highlighting some of that research/expertise when relevant topics are under consideration.

You all curated a wonderful blend of Indigenous and Black scholars, public historians, cultural organizers (Piscataway) and others and held this event in lovely Dumbarton Oak facilities, fed us well, and checked in daily with our emotional and other needs. I have no substantive complaints or suggestions for improvement.

Both of you really modeled kind, generative, brilliant scholarship while also being generous with your vulnerabilities and encouraging others to do the same. You both really set an example of how to connect intellectually with others in a way that acknowledged that institutional hierarchies exist (both in terms of titles and in terms of institutions) but also trying to denaturalize those hierarchies within our space together.

A little more clarity around the physical and psychological expectations beforehand might be helpful (something like having a sample schedule that made it clear, for example, that we would be walking about at least a mile a day, that we would often be scheduled for 8 hours a day, etc). This would have helped me manage my energy and abilities and disabilities a little more proactively.

Our co-directors were incredible and I couldn't have asked for better ones. They were accessible, engaging, and most of all, listened to us.

The building of the participants was a great mix of ages, disciplines, universities, identities. Electronic copies of readings instead of paper.

What really stands out about your co-direction and co-facilitation is the time and effort you both put in to building this ambitious and interventionist institute. The quality of scholarship that we were exposed to, while simultaneously being focused on pedagogy, was really impressive, and it's very clear that the syllabus and readings were carefully crafted and chosen and constantly revised to make the best possible use of our time together without totally exhausting people. Your obvious care for the well-being of each and every participant was so wonderful to witness and experience, as was the sincerity in your beliefs about the importance of the work. You work very well as a team, and your respect for one another's work and skills and abilities is part of what makes the partnership so great. It's wonderful to see two women who are such strong leaders and gifted scholars and teachers at the helm of an institute like this. My only note for improvement is some more nuance in discussion leading. At times it seemed like some folks were getting a bit cut off in their responses, or, in some cases corrected over what was really a disciplinary difference. Don't hesitate to rely on the participants as colleagues and partners in this work (even more than you already do)--and I think that sometimes became clear when visiting scholars would call that out specifically, as Brandi did in our module sessions when she would express how she was commenting as a colleague, not as the expert or evaluator. See additional commentary in Q. 9 to this end. THANK YOU for all you have done and will continue to do for and with this group.

The two facilitators seemed to have great balance and relationship. Dr. Way took care of the logistics, etc. and Dr. Roberts lead more discussion. But they also assisted one another across those "lines." I don't know that I have a lot of suggestions- both did a wonderful job. I should stress that I thought they created a open, thoughtful community focused on the care of each other and of the communities we are discussing/ studying.

I appreciate everything you all did. You were compassionate and mindful of how we were experiencing the Seminar in the moment. The ways you organized the activities was really enjoyable. I think that as someone who is often in charge of organizing things, it allowed me to be fully present knowing that I did not have to handle administrative responsibilities.

the two of you were truly amazing. it was said many times — the coordination to pull together all the speakers, the readings, the trips, the people... was spectacular. on a personal level, i truly appreciated all the extra effort and work to allow my partner to tag along with me, the care invested into the

wellbeing of the group, and the space you held for folks that needed it. this was one of the more loving environments i've been in as a professional and that was truly refreshing..

You two compliment each other very well as co-directors! It is also evident that you respect each other and enjoy being around each other. I think the chemistry between co-directors & leaders for a program like this kinds the tone for the rest of us. I am more appreciative of the importance of having the right leaders in place when engaging with themes and subjects that are traumatic, painful and challenging. My only suggestion is--and I don't know how I would handle this to be honest--reminding super talkative participants to be mindful of allowing other people to share their thoughts/opinions before double dipping within a conversation. There were a few participants (and I truly enjoyed what they had to share) who dominated our group conversations from time to time--especially when we had guest speakers whose time was very limited for group interaction.

### 3. Evaluate the organization of the NEHSI including the format of discussions, lectures, and activities;

I really enjoyed the mix of activities. I liked having two different groups for the readings and for the modules. I think the number of field trips was good but perhaps fewer speakers to allow more time for discussion of readings and reflections together (and, as mentioned above, to make space for sharing the expertise already in the room). I thought the formatting worked well!

More time to reflect and speak casually with reading/module groups and guests and unstructured time. It's understandable that there is a great amount of work to be done in a short time; however, we all need time to think and connect in ways that aren't constructed. For me, it felt like in the last days, I was learning background info from folks that would've made for really interesting conversations/directions/future connections that would've been helpful earlier in our work.

I really appreciated having the syllabus available before the institute and access to all of the readings in a straightforward and accessible location. Lectures in the morning and field trips in the afternoons was a great setup in order for us to manage our attention spans.

I liked the small group discussions because I could talk more and work through things. But the big group was great for cross-pollination.

Overscheduled during our 9-5. The expectation that we will read and eat and sleep and exercise before 9 AM or after 5PM every day is not great. Some of us worked hard to work during working hours, and should not have to start reading all night in order to make the institute work. The other thing is I wish we didn't have two groups (reading and module) group we were in the whole time. It felt like we all got our roles and by the end of the program, there are some people I never discussed teaching or text with. Could we have reading groups change every week, or have reading group A and B. Or split the group to have one discussion with Thaisa and one with Andrea? More opportunities to work with different people would have been great. I loved the program though, these are just the two adjustments that would have improved my life quite a bit.

Reading groups and module groups were excellent; wish we'd had more time in reading groups on days with guest lectures but there are only so many hours in a day. Guest lecturers were fantastic. Repeat because so important: guest lecturers were FANTASTIC—so thoughtful, knowledgeable, engaged, interesting!!

Note on the Indigenous DC tour that turned into a Zoom lecture: it was MUCH BETTER as Zoom!! The walk would have been a killer and we would have seen almost nothing—as it was we got a much better sense of the variety of places included in the app.

Field trips were excellent. Garden tour of Dumbarton Oaks was amazing.



Thank God there were no evening activities—needed the rest.

The daily reflections and focus on self care were greatly appreciated. The discussions and lectures were enlightening and robust. Lastly, the field trips and module creations allowed for greater understandings of Black and Indigenous placemaking and landscapes.

It was incredibly well-organized. I do think that I got more out of site visits and discussions with my reading group and module group that I did with some of the lectures. In part, though, I think this is because the lectures were back-to-back.

A lot of it seemed rushed and therefore superficial

I liked the mix of discussions, lectures, and discussions. I did appreciate when there was a bit more breathing room in the schedule. During the first week there were a couple afternoons that were freer. We had some free time in the third week too but inevitably that became prep time for the modules. I think having some more free/flexible time that isn't work time isn't a bad thing. It helps limit exhaustion and also gives participants time to explore the city and surrounding area (as well as to socialize).

Overall this was wonderfully organized. I think perhaps in the future more free time to collaborate and to write would be very generative to help process readings, discussions, and field trips.

I really enjoyed the organization--the mixing of contexts, activities, modalities of interaction, and special guests was really helpful for me. My only real suggestion is that the first week was LONG--7 days in a row of scheduled activities with people who were just meeting. That said, maybe that's why we geled so well after the first week?

The format was strong, though it was a lot to take in within the short amount of time we had. But the intense pace was worth it.

Liked the stable division of the day 1st session and breaks and second session.

Wish there had been a regular schedule for circle discussion, reading group and module group.

I really appreciated the circle time each morning; the repetitive practice of sharing reflections each day for three weeks really demonstrated just how effective the routine nature of that practice can be, especially in helping to build community and solidarity. I would have appreciated more reading group time in weeks 2 and 3, mostly because we came to rely so heavily on these groups in week 1, and it felt like starting all over again when we began to meet more intensely with our module groups, and, in turn, giving short shrift to the readings. The variety of lectures, discussions, and activities was really excellent. While I'm sorry some of the planned walking tours didn't work out, with the profound heat and humidity during our time in DC, that's probably for the best. Each week was so different, and I can't quite decide if I appreciated the constantly changing structure, or if I wished that all weeks had a similar balance (e.g. Reading groups were a huge part of week 1, but week 3 was really visiting lecture and module group heavy).

The modules were wonderful. I don't even know that I like the module we put together, but the interaction with my colleagues was the best part and where I was able to apply much of what we had been discussing, while also deploying my own skills. I would like more of that. I wish we had used the reading groups more. I often felt that my perspective in the larger group wasn't needed, but that there was more space for it in the smaller reading groups.

I enjoyed the format. There as a lot of material to cover that would've been impossible to tackle but I appreciate the daily check in and the ability to work both in large and small groups. I would've liked the opportunity for us as participants to share more of our own work during the seminar instead of just during independent conversations.

i enjoyed the juxtaposition of the seminars and trips quite a bit — it was nice to get into a rhythm and the transitions often allowed for fruitful conversations to emerge. one tweak that i would offer for the modules is to integrate them with some of the speakers/lectures more intentionally — it would have been powerful to hear from guests and then dive into some workshopping to develop strategies that adapt/build on their processes and expertise into learning opportunities for students.

Please see my previous comment. I loved the lectures and activities and readings!!! As an introvert whose "thinks" better when I am writing or having a moment for deep reflection, the discussions were a bit overwhelming and exhausting (perhaps it was the heat from the summer that contributed to exhaustion). I would recommend scheduled time for reflecting and writing--particularly since it seems that more time for writing is something that many participants would appreciate for Part II of the institute. I will say that I carved out time for myself to reflect & write which was often at the end of the day--so I missed out on opportunities to hang out at the pool! =/--but it made for a very long day/night, which left me feeling burned out at the end! I personally would have loved an extra week, but this serves as a motivator for me to consider other fellowships at Dumbarton that would allow me to geek out to my heart's content!

#### 4. Evaluate the visiting faculty: which visiting scholars stood out as contributors? of all the visiting scholars, who might be at the top of your list for their contribution? Why?

I enjoyed the presentations from all of the speakers. Personally I enjoyed the talks from Chadwick Allen and Angela Pulley Hudson the most. I am less familiar with Indigenous histories and landscapes, so I learned the most from them and thought they were both great speakers. I thought Angela especially modeled well how one could teach landscape using maps and other primary sources. I also appreciated how she tailored her talk to the DC- focused theme of our institute, which led to fruitful discussion in the Q&A.

All were outstanding. However, those that meant the most to me had a local connection to DC as what they spoke about/their research was actionable based on the title of the Institute and also how to extrapolate to a local place such as my own campus. While non-locals were great for their contribution, these meant less to me for the long-term.

I really appreciated Chadwick Allen, Andrea Pulley Hudson, Felicia Bell, Brandi Thompson Summers and others. Their presentations were so illuminating to me in terms of their content, their approaches and methodologies, and their warm presence and connection and generosity through further discussions.

I particularly thought the last week of scholars stood out as they did amazing work of digging into the meanings of place, the connections across time, the engagement with deeply political and daily grounded contest and yet their theory was clear and connected to readings through the workshop. I feel that they would have been a stronger grounding for week one (and might have also given folks ideas for their modules)

Chadwick Allen. (Good model of how to do this certain type of thinking, and how to talk about a place without visiting)

An archivist from Texas whose name I am forgetting.

But in the future, maybe we could have some people who don't have multiple university degrees in our conversation. Community expertise, you know.

Chadwick Allen and Paul Chaat Smith were my favorites. Lopez Matthews and George Musgrove were also standouts.

The visiting scholars were great. Among the scholars that stood out were Amber Wiley, Elizabeth Rule, Chadwick Allen, Rebecca Hankins, Michelle Wilkinson, Paul Chaat Smith, Brandi Thompson, Derek Musgrove, and Lopez Matthews. I appreciated how such scholars presented their topic and raised

critical questions about archives, community knowledge, community engagement, placemaking, and cultural landscapes.

The visiting faculty were all fantastic. Some of the visiting scholars who stood out to me were Brandi Summers, Niya Bates, Chad Allen, Angela Hudson, and our final panel by Andrea, Lopez, and Derek. We had a good mix of theoretical vs. informative presentations.

It was shocking to see the elitism (blatantly stupid) of some of the younger faculty. Clearly they were out of touch with the real lived experience of the people they "represent", but nonetheless favorites of the facilitators.

All the visitors were thought provoking in different ways, though I found several most engaging: Anjela Barnes and Mario Harley; Chad Allen and Paul Chaat Smith; Brandi Summers; and Dominique Hazzard and Samir Meghelli. This is to take nothing away from others, all of whom prompted much conversation, but I found this group either the most paradigm shifting or the most argumentative in their presentation. I really loved the curator-led tours; they were a great way to hear from a scholar but also to have substantial engagement with primary sources that could center our discussions.

Brandi Summers was great and generous for giving each group feedback. Amber Wiley's research and presentation also stand out. I also enjoyed and learned a lot from Chadwick Allen's presentation.

I really enjoyed all of them. I think that the only one I would change would have been to have the speaker who talked with us about Texas A&M projects after we visited the NMAAHC would have been more productive if she had been either another day or before we went to NMAAHC, just because so many of us were so hot and tired that I'm worried I, at least, was less actively engaged than I would have been otherwise.

I honestly get that each scholar provided really important insight and I learned from all of them. If I had to choose one to top the list it would be Brandi Summers, just because her work is so interdisciplinary and theoretically rich, I really got a lot from her talk.

Chadwick Allen. I learned so much about something new to me and his readings and discussion provided other scholars to read.

Looking back, the visiting faculty who really stood out to me, for a variety of different reasons, are the following: Rebecca Hankins (the perspective of a librarian and archivist was very welcome); Chad Allen (he was such an engaging presenter, and the Mound work and his comparative studies were fascinating--made me really want to read his book); Paul Chaat Smith--I could listen to him talk all day--just a lot of subtle insights, humor, and a no-nonsense attitude; Ashley Robertson Preston (great articles and presentation and a great discussion afterwards); and I really wish Amber Wiley could have been with us in person--she would have been great to have on site for a couple of days--her approaches were eye-opening, and really made me think a lot about how we evaluate buildings and the history of buildings in this work.

They were all amazing. Phew, I don't know. I don't think that I can make such a list because all of the presenters were so different.

I appreciated everyone. I think the group that was selected was great to cover the topics we were engaging. My favorite presenters:

Chadwick Allen because of how he discussed the ways that indigenous history is not "ancient past" but is very present and even futuristic. I was simply fascinated by the idea of mounds and it opened my understanding of how indigenous landscapes get misread by those in authority with no intimate knowledge of the culture and some of the ways that indigenous knowledge and influences exist if we can begin to recognize them through the idea of landscape as text.

Brandi Thompson Summers: Her work resonates with mine and her language about Black Aesthetic



emplacement and the "design: of gentrification really helped put names to some dynamics I have been wrestling to define. I was also fascinated by her concept of creating from "loss" as an analytic.

Andrea Roberts: I had heard about freedom colonies but the way she presented it allowed me to rethink what defines a "Free" Black space. I was also just really appreciative of the amount of work that went into the project and how she is able to create something that is created with the community not for them, in ways that are not only engaging them but also teaching them how to carry on tradition within the contexts of emerging digital archiving technologies.

i really did enjoy all of the guests we had and appreciated the variety in content and presentation format. chadwick allen, brandi thompson summers, ashley preston, and amber wiley are the folks that stand out when i reflect back.

Dr. Brandi Summers and Dr. Amber Wiley were on the top of my list. I was very aware and inspired by Dr. Summers' work prior to the institute, so hearing her speak in person was the equivalent of a seeing a rock star perform in person and I'm the (academic) groupie! I love Dr. Summers' critique of urban planning--honestly if it was not for her scholarship (and Dr. Roberts' scholarship as well), I think I would have switched from my graduate program in urban planning. This is due to the fact that there is a huge gap in urban planning scholarship that is critical and addresses the impact that urban planning has had on Black neighborhoods & communities. Dr. Summers' work helped to reassure me that I was right where I needed to be. I loved Dr. Wiley's presentation because of her deep dive into history and her ability to tie historical events to the present. I really appreciate seeing her academic journey, because it serves as inspiration to me.

i really enjoyed Chad, Brandi, and Derek

##### 5. Evaluate the Module project- was it generative? How might you improve it?

The module assignment was the least generative for me of all the activities. I really enjoyed thinking deeply with a small group, but as far as outputs I'm still unclear what Andrea and Thaisa's expectations were and how these modules will be used (or how useful they will be to educators outside of DC). I know I was not the only one in this regard as there were several discussions over lunches regarding confusion about what exactly we were supposed to be doing. The amount of time we all spent with our groups doing research and site visits over weekends and evenings seemed disproportionate to the "workshop" format that Andrea and Thaisa kept emphasizing. Scheduling was also difficult as there were people in the group with family obligations and research appointments in DC (as well as just a need to rest); we didn't realize that we would need to use "open" time for module work. In general, I think clearer expectations about goals would have made the experience more enjoyable. Maybe even introducing the module later in the experience would have taken (self-induced?) pressure off groups to work on it so much. That said, I enjoyed seeing what all the groups came up with. While I can't see how I could include these modules wholesale in my classes, I certainly noted activities and approaches that I could incorporate. I'm sure there are also ways I will use them in the future that I can't anticipate now.

More structure of what deliverable is needed on day 1 so that expectations are set and planning can take place; also this would provide more time for teams to coalesce.

It was extremely generative to be able to collaborate across disciplines. I find the tight timeline was actually very productive in urging us to develop materials and possible avenues without stalling out or being perfectionist in our approach. I do look forward to being able to polish what we created for dissemination on the NEH site.

Incredibly generative! I appreciated the way my group took it on - though that may not have been usual. But I do think that attention to group formation was also clear there.

I felt like I did not get as much out of this as my peers. I think one hard thing was that we have such different disciplines and institutions. The more senior individual in our group sort of took over and we ended up constructing a module that made sense for that individual's discipline and type of institution (class size, resources etc). That made me feel like I learned things from other group's presentations that I would use in my own teaching, but not from the process of making my own module. I wonder if organizing a bit by discipline would be helpful, or organizing my area of interest, or having a director more involved in our first meetings would have helped. I certainly felt like I was not being asked to contribute in the group much, but asked to share my work in front of other groups, or directors, or Brandi.

Definitely generative. Excellent to work with people from such different disciplines.

Yes, the module was very generative. I would improve it by scaling it for first year students, leveraging alternative storytelling applications, and adding more Indigenous critical placemaking as well as resources.

YES! It was incredibly generative and I am honored to have collaborated with my group while also being very inspired by the other module groups' approaches. It was a bit unclear early on what we were supposed to produce which led to many groups doing far more work than I think we were supposed to and also led to some minor friction within the groups. That said, the depth of the final products in-progress were wonderful.

No. It seemed like an afterthought.

I enjoyed working with my group very much and found it useful in learning more about our topics through a specific place. I did have some ambivalence because it didn't seem like we had enough time to really do a deep dive, though that wasn't necessarily the purpose. I found the reading, presentations, field trips, and discussions most engaging, though I understand the value of a final project. To improve it, I think I'd have a more standard format for the output that participants follow. The output wasn't always clear: sometimes it seemed like we were supposed to do more than we expected, sometimes less. For example, we were asked for an annotated bibliography but then it wasn't clear if that was actually expected. So, to sum up, I'd suggest thinking about how to standardize the assignment a bit more and match expectations to available time so the scope matches the time we spend on it.

It was generative. We needed more dedicated time in the third week for bringing these together.

Very generative. I disagree with some of the suggestions to give it more defined parameters--my group didn't follow the few parameters we were given and I think it was fantastic. A little more structured time would have been great, but at the end of the day, we are a bunch of type A people trying to make things. :)

Oh I loved working on these modules and absolutely plan on continuing to develop my teaching practice around the ideas and activities we discussed. The only downside to the modules was that we didn't have more time to work on them.

It was helpful to create a bibliography with sources. A couple of more meeting times for group.

I will start by saying that the final products for the modules were incredibly generative and impressive. What it took to get to that place though was a lot more than most of us expected. I say more about this in the Q.9. response. What was really terrific about the project, was the chance to apply the theory and context of the readings and lectures to the practice of teaching in and about particular landscapes. It was really meaningful to my group to choose a location we were all passionate about, and to really get to know Georgetown's complex history through the lens of one site (and those sites around it). It was difficult to meld different styles of building pedagogy (both personal and disciplinary), but worth it, in the end, I think. The time outside the planned structure of each day that it really took to make the modules what they became is really my chief concern.



Yes, it was generative. I don't know how to improve it. But, I don't know that I will be able to use it given that it is based in DC. I don't think that is the important part, however. At least not for me. For me, the most valuable part was seeing the ways my colleagues viewed, interpreted, and taught a particular place.

The project was extremely generative. It would've been better to have more time for it.

as i mentioned above, one variation of the module may be to integrate the visiting scholars more — as collaborators in creation and curation. finding ways to braid in ideas, processes, and learnings from the scholars over the course of the full three weeks could result in some unique layering and strengthen links between lectures. it would have been wonderful to have a few full days to spend time in the library working on these as well — i know we had weekends for that, but the truth is i needed those days to rest, reset, and enjoy the d.c. area.

This is the question that I was kind of stumped on! I loved our presentations. I am surprised that even an introvert like myself can speak a little longer than necessary. =/ The project certainly gives me a greater appreciation for what the process of creating a syllabus looks like. It takes intentionality and A LOT of planning. In the past, I've been one of those students who'd ask a professor for a copy of their syllabus/reading list about a month before a class and then thinking "what's their deal?" when they were not able to produce something. I will never do that again and will pass that on to fellow classmates in the future! My only concern is that it seemed that not everyone in my group was pulling their weight--actually it was just one person--and I felt like that person was trying to treat me like her secretary/assistant and I was not having it! So, it was a little awkward towards the end. But, perhaps this is reflective of actual dynamics in academic settings.

the module project seemed rushed. the modules either needed to be integrated into the institute earlier or maybe not done at all

#### 6. Evaluate the field trips: Did any one trip stand out as generative? How might you improve the field trips?

I think field trips are essential for any place-based institute, so I was glad we had several. I thought the trip to Piscataway Park set a great tone (particularly having Mario as our host). I think it was also great to start with a place that none of us had been to before. While I enjoyed getting to hear about curatorial decisions at the museums, I would have liked more field trips actually in the city neighborhoods and urban landscapes (even just driving to the Anacostia museum was a great experience that allowed us to see more of DC beyond Georgetown and the National Mall). There are so many places in DC that would have been really interesting to learn about, and I think less curated spaces often lead to more generative discussions and multiple interpretations.

All great except Charlottesville. While the event was important, local to DC sites for learning and research would've been welcomed, again as a way to extrapolate what we learned at the Institute to our own local places.

The field trip to the Piscataway Park was so illuminating for me in terms of thinking of the natural landscape features, its stewardship, and its affordances across history for Black and Indigenous people

Piscataway park was a really great grounding. (Though I still have questions about many things) I think I would shy away from some of the big museums as they tell a people's history from an elite perspective and critiquing that gets old. I think a cool way to approach would be to set up a series of neighborhood tours and explorations could be powerful

The field trips were great. We should have more of them in the future. I think it would have been nice if outside of the guided tours we made time to discuss the site (perhaps in two groups) while we were there. Not discussing Monticello while we were at the house, for example, seemed like a huge missed

opportunity. For the museums we went to, we could have spoken as a group before we left the site (without having the staff member from the site there). I felt like I was doing that part on my own, and to have this whole group of colleagues and be doing it on my own - that is a missed opportunity.

NMAAHC was extraordinary. Comparing it to NMAI very helpful.

Piscataway Park probably the most generative—my experience there struck me at the time as "fine, not great" but the discussions afterward put the whole thing into such different perspective that it made that trip loom largest in my memory. Key—it wasn't just the experience, it was hearing about OTHER PEOPLE'S experiences that made it so powerful. The group and the discussions were transformative.

I really appreciated the field trips. Many stood out, but Piscataway Park and the Anacostia Community Museum were particularly notable. Instead of some of the optional field trips, we could dedicated time to module work.

Our trip to Piscataway Park stands out to me, and I particularly appreciate that this was our first trip. My only comment on field trips is that I often didn't know what to expect which could leave me feeling frustrated (i.e. why are we rushing through this museum rather than spending here?). If we'd had a discussion earlier about what to expect, that our visits were only first visits to give us a taste, etc. I think that could have helped frame these trips. Again though, the trips were fantastic as were our discussions of each place.

Seemed very rushed.

I discussed these a bit above. I found all the field trips generative. Though, as a group, everyone enjoyed criticizing the Smithsonian museums on the Mall, I actually found these really productive. They were certainly thought provoking and forced us to think about the different audiences who encounter these topics. That's the reality of museums, and it's important for scholars to reflect on how topics we study in the academy are (and aren't) introduced to a more general audience. Overall, my favorite trips were Piscataway Park, which was an excellent way to reframe our understanding of the region from the start; the ACM; and NMAI. I'd suggest more field trips engaged directly with Georgetown, and starting with a "field trip" to Dumbarton Oaks that makes explicit the fact that the very place where we are learning embodies all the histories we are studying.

The Anacostia Community Museum was the best field trip. I think less might be more in relation to field trips. In terms of numbers during the summer.

I really enjoyed the field trips. I think that the one thing that I would have liked to be highlighted is when a field trip was being hosted by one of our colleagues in the institute (like Anacostia). I had to plan to miss a couple of the optional trips because of competing work needs and I wish I hadn't planned something over the time when Domonique hosted our group because I feel like I really missed out there.

The trip to Piscataway was absolutely key. I learned so much and it completely transformed how I engaged with the materials.

Piscataway Park. It just encapsulated for the the main problems, compromises and limits that 100s of years of white supremacy and oppression can still be affecting BIPOC and lots of Indigenous new content facts.

Spread a little more throughout weeks 1-2.

The three field trip experiences that immediately come to mind as the most generative and effective are as follows: our time at Acoceek and Piscataway Park, getting to tour the National Museum of African American History and Culture 30 minutes before it opened to the general public (it was my first visit), and our visit to the Anacostia Community Museum. I wish we had been able to go on one of the walking tours, just as a comparative experience, and that we spent more time in landscapes and less in

museums. It would have been really terrific to do another community-based site together, like Anacostia, but in Georgetown, maybe the Female Union Band Cemetery. I think folks found Monticello to not be worth the effort.

It was particularly valuable that Dominique was a part of the group. So, the tour of the Anacostia Museum was particularly effective. That, of course, would be particularly difficult to replicate in the future. The museum was also "bite-size" - so many of the other spaces were too big. But, of course, that just means I'll need to return.

One thing I appreciated about the field trips is that, even the destinations I did not like, were very generative because it created an opportunity for great conversations to be had about things like; are museums decolonizing spaces and can/should they be? what are the issues that surround Black elitism with respect to descendant communities and adding to the existing narratives of Slavery? Why is it so difficult to decenter whiteness when we are working with indigenous and African descended landscape? Who defines "sacred" and what does it look like, how should it look, should it have a 'look'?

The only suggestion I would have for the field trips is to have a tour of Black Georgetown sooner. Starting with the garden tour created a white foundation for understanding the landscape in a way that left me searching for African centered and indigenous influences that seemed to be buried too deeply to see.

the trip i enjoyed the most was our visit to the anacostia community museum. it just felt the most honest, real, grounded. considering the work that i do and the position i hold at the small center, the scale of that exhibition and broader effort also felt the most attainable and served as a good roadmap/reference point. what might i improve? dedicate more time... the trips often felt rushed.

I appreciated the field trips. I think that they complimented our readings and guest lectures. I think that there was a bit too much negativity/over critiquing about the field trips. Years ago, I was a coordinator for a summer institute for high schoolers and had to manage logistics for a field trip to D.C. with 40+ participants! It was no easy task and there's so much that can go wrong...so I have a huge appreciation for the amount of planning, time, energy and worry that goes into executing field trips/excursions. I tried to take something out of each experience. With that stated, I hate to be critical, but I think that the Monticello trip was my least favorite trip. I really appreciate the amount of planning that was poured into this, so that is not my complaint! The panel discussions were not as generative as I had hoped and the discussions came across as exclusive and watered down. The event was supposed to be about the descendant community, but it largely centered around the "experts" speaking about the descendant community. So, my contention is more so directed towards the event itself.

Also, it was so ironic for us to be sitting across from the Monticello listening to people speak about slavery, exclusion and racial injustices while right across from us were (mostly white) visitors taking selfies, and group photos in front of the Monticello. It was such a stark and ironic contrast and it was infuriating and insulting. Also, I was bummed that we could not spend more time at enslaved burial ground. I would have loved more of that vs. a few hours of listening to people gloat and pat themselves on the back. I think that my experience was colored by the fact that I attended an event at Monticello years ago. That event marked the launching of the Monticello descendants' project. It had such a profound impact on me and inspired me to pursue an academic/career path in history. Dr. Henry Louis Gates, Jr. and Dr. Nikki Giovanni spoke at the event and they were amazing (I guess it is very hard to top that)!! So, I think that I approached this trip/program with great expectations and was disappointed. My favorite part was the time that we spent with Niya Bates--another scholar I've admired for quite some time. I wish that we could have spent more time hearing from her.

i would've like a more in-depth exploration of black space in georgetown



What did you learn through our investigation of teaching Black and Indigenous landscape histories of DC? How will these insights shape your teaching and/or your scholarship?

I learned a ton from the readings and our conversations. I was particularly ignorant about Indigenous histories and scholarship before this institute, and I feel like I grew a lot as a person and a scholar in this regard.

I know I will be referring to our syllabus as I continue to teach and do research. I'm grateful to have been exposed to the scholarship we read AND to have been able to discuss it with others. Reading difficult texts alone is never as productive. While I certainly wouldn't say I am well-versed in Black or Indigenous landscape histories, I do feel like I have a better foundation and a sense of key arguments and scholars in these fields. I am excited to revisit some of these texts and incorporate them into my teaching and scholarship. I'm also grateful that I now have people I can turn to when I have questions as I explore these perspectives.

DC specific is harder to quantify only in what I've mentioned above in that some speakers/readings weren't grounded in the local area; while each was important (and reading group conversations excellent) the connection to the place of DC was not always evident. From those speakers/readings based locally, I have long list of potential guest speakers in my local area to approach, new readings for research and lists of landscapes to investigate in my area for how I could incorporate into my classes.

I'm already making plans to incorporate aspects of Indigenous histories of the area into a Southern Studies class. For instance, the connection between the NC Lumbee diaspora in Baltimore will be a great entry point for that!

Discussed above. But the short answer is that I came to grad school with some deficits vis a vis the field and theory. The tenure track did not create much space to expand into the theory and history (and the thinking there in) that was still a gap. This was that chance to have a directed reading group that pushed us to critique and reimagine our work, our fields and ourselves.

Coming from a different region, I didn't realize how everywhere landscapes of slavery are in this region. And how everyone in these regions just walks past them every day. That certainly changed my life. I have less insights from Indigenous histories of DC - maybe work on that more for the next NEH. I know how to teach each history better now. Can I really teach them together yet? Well I am not sure about that.

The stories are always SO MUCH MORE COMPLICATED than we were originally taught! And obviously I knew this, but it was truly exciting to HAVE DETAILS, to really learn some history.

My teaching already focused on looking at history/"the story everyone knows" from alternative points of view, so that won't change but has certainly been reinforced.

I am still overwhelmed by all I learned that can be chalked up to "I didn't even know that I didn't know that." It wasn't filling in gaps, it was revealing entire new worlds. THAT'S WHAT EDUCATION IS SUPPOSED TO BE. So thrilling.

Critical Place Studies is necessary for understanding preservation, self-determination, sovereignty, the built environment, resistance, and cultural practices. The particular focus on DC allowed for a greater awareness of how Black and Indigenous peoples have shaped and continue to shape the nation. The themes of the institute will shape my future teaching and scholarship.

There was little "instruction" offered, if that is what is meant by "our investigation".

Practically, the institute expanded my understanding and vocabulary in Black studies, especially more geographical and literary scholarship (King, McKittrick) with which I was less directly familiar. More

conceptually, the institute made clear that while we studied these histories focusing on DC, you could really explore them in any context in North America (or, really, the Americas) and thus they can fit in many kinds of courses. It's exciting to think about how to get students to reflect more explicitly on land and the meaning of the land they occupy as an opening lesson, with Indigenous and Black landscape histories the means of doing so. The modules embodied this aspect too--any given site can be a rich case study with these lenses applied.

I will take the approaches of others

I see DC, Washington, and the DMV as fundamentally difference places now because of this institute. I notice landscapes in different ways, I see different relationships between waterways. I have also had my sabbatical application fundamentally changed due to this institute--I had never considered the specialization and landscape of the data of the internet before this institute and it's changing how I think about online activism.

I learned more than I can write in this text box. While I already knew a lot, this time allowed me space to really dive in in ways I'd been wanting to for years. Being able to access language and terminology relating to landscape and place in addition to going deeper into my own personal interests completely shook my own relationship to belonging and place. I wish I could better articulate how it will shape my teaching and scholarship because I'm still processing and thinking, but it's allowed me to incorporate these landscape/place ideas into my approach for centering silenced histories and "peripheral" communities, and especially how to talk about relational space.

Another aspect of how Native ideas of land are different and the ways in which that is expressed. My big goal was to get more knowledge of Native history to incorporate into my US Survey class. Found some of the English scholars Black Studies theories/writings being used in my area of research and generate ways to incorporate it into my work.

I had much more of a familiarity with indigenous landscape histories than Black landscape histories. Some of the insights/reminders that will shape my practice include: the value of spending significant time planning and carrying out learning experiences about one specific site/place through multiple disciplinary perspectives; the value of walking landscapes like Piscataway Park with members of the local indigenous community; the need for more public history interventions in our disciplines; the role of historic maps in understanding the changing character of neighborhoods over time, and how maps reveal social and political decisions (even inadvertently) and how they help one ask new questions about a place; and, ultimately, the role of the agency of humans in shaping (and reshaping) the places they inhabit. The combination of place-based readings and site visits was really powerful for me.

I knew relatively little about DC. So, what I learned is that although some of Black and Indigenous history has been obfuscated, etc. if you look, you can find it all around. I think that is what I have been doing for my students for a while, but I don't think I was as good at doing this in urban environments.

There are so many things, but the biggest thing I learned was how to locate and contextualize Black and Indigenous landscapes in ways that may not be immediately visible. I believe that sometimes we are looking for large markers to tell the public what we are looking at; but within the context of erasure, those things will likely not exist so we have to "decode" the landscapes...looking at the architecture of the homes, the direction of roads, the various plants and animals inhabiting (or not inhabiting) an area. We have to look at census rolls and maps, locate and preserve existing "informal" archives, talk to elders listen to folk music (meaning representative of the people as opposed to popular) to help us see a new picture.

I want to help students do this with their own families and communities because we suffer from not archiving and keeping record of our history because we sometimes don't understand its importance or take for granted that it will always exist

less of a lesson and more a reminder... that every individual's story has the capacity to shift collective consciousness. i'm not sure exactly how this will shape my teaching, but it's a reminder to continue to hold space for students to bring their full selves (along with the experiences of their communities and ancestors) into the classroom and work we embark on. as for my scholarship and creative practices... it's a reminder to continue to engage every person and story that speaks to me — regardless of whether or not i know how the pieces fit together.

I could write a dissertation on this, but I'll refrain since I really need to complete this! I really appreciate being exposed to the Indigenous resistor of DC. Sadly, the only exposure to indigenous history that I received during my K-12 education was the obligatory mention of Indigenous people during Thanksgiving and when a teacher played clips from "The Last of the Mohicans" to my predominately suburban white history class. As someone who's consumed a lot of history outside of the classroom, I hate to admit that I never purposely sought to learn more about Indigenous history. I am grateful for this knowledge and will be more mindful of the Indigenous narrative in my own scholarship.

Something I did not necessarily learn, but found reaffirming of my scholarship is the theme of purposeful and sustained erasure--specifically of Black histories and landscapes--in DC. This theme can be applied to so many communities and neighborhoods throughout the country. I will use what I've learned to help make a stronger case for the need to aggressively preserve Black cultural and historic landscapes through both my scholarship and work at the VA SHPO.

**7. Evaluate Dumbarton Oaks as the host institution particularly with respect to hospitality, housing arrangements, the suitability of library facilities, and computer facilities;**

Fantastic! The facilities and staff at DO were so great. Access to the gardens and pool was a huge bonus. Staying there felt very luxurious. I also appreciated the mask requirement and covid testing. My only recommendation would have been clearer communication ahead of time about what to expect in terms of housing and walking distances. This would have helped with packing.

Excellent! Hospitality was amazing. Unfortunately did not have time to visit library (only once). It was a real honor to be at Dumbarton for this extended time period and I will treasure this experience.

An absolutely amazing host institution!

It was beautiful- though always felt a little disjointed due to the location and its intentional isolation. Perhaps a solution is to get out into the city more?

Amazing. Exceptionally nice. Learning more about the site in the first couple of days would have been helpful. But the place was fantastic.

OMG Dumbarton Oaks is now my favorite place in the universe. Extraordinary hospitality from all the staff, housing was lovely, library and computer facilities amazing. The gardens the gardens the gardens THE POOL. Food was delicious. Could not imagine a more lovely place to work.

The hospitality and housing arrangements at Dumbarton Oaks were remarkable. The staff were friendly and helpful. I did not really get a chance to take advantage of the library facilities, and I brought my own laptop.

Excellent - the facilities and host institution far exceeded my expectations.

Very elaborate introduction with little time scheduled for the use of the facilities

In terms of comfort, facilities, and general hospitality, Dumbarton Oaks was a great place to have the Summer Institute. It is a wonderfully, even absurdly, nice place to spend time, with great places to stay and study, dine, and just wander. I have no complaints and really appreciate the welcome we received there. As noted above, I think it would be productive to foreground the Black and Indigenous histories



of Dumbarton Oaks at the beginning were one to teach this again. As an Indigenous landscape and also one of enslavement, it's an excellent case study itself.

These were nice facilities despite being so intensely differentiated from the rest of the city. It was nice to have such a robust library at our fingertips. The one day I spent in the archival collections left me anxious to return to see more of the treasures housed there. Perhaps time with the archivist might have been generative as a collective group even for making better sense of what Dumbarton Oaks is and does.

Dumbarton Oaks was a comfortable and luxurious accommodation that allowed me the physical comfort, safety, intellectual support, and most technological supports I needed to do the work that I was doing here. The housing was incredibly comfortable and supportive of cooking and eating healthy, the lunches were AMAZING and helped keep me energized. The gardens and pool at DO really gave some space for reflection, comfort, and exercise, which allows me to think differently. The only limit to the institution was that the DO internet was pretty spotty in places (weirdly, especially in fellowship hall, at least for me on the 5th floor).

Dumbarton Oaks was great, though the intense and rapid pace of the program made it so that I never really got a chance to enjoy the amenities at all. I never went to the library, or used the computer facilities, or even the gardens and pool (except for the first day and last day) simply because if I did, by the time I'd get back, there wasn't enough time to make dinner and get into the next days readings, while still getting to bed at a decent hour. The apartments were wonderful and comfortable, but it was also really painful to have to turn around and pay money to Harvard for housing when it is such a egregiously wealthy institution. Housing should have been subsidized.

They were very welcoming. I hate the hill on 39th street! We didn't really get computer facilities other than wifi which worked well in bldg. Hollis was a good resource for getting some of the readings in electronic form.

Dumbarton Oaks, and the wonderful staff there, really took this whole experience to the next level, by ensuring participants didn't have to deal with the stress of finding housing, etc. The facilities were welcoming, modern, spacious, and safe and secure. The housing arrangements were terrific on the whole. I might consider having a little housing pamphlet or short handout that includes a few photographs of the different apartment configurations in La Quercia, as well as notes the distance from Dumbarton Oaks and Fellowship House, as well as local grocery stores, etc. I think folks got used to the walk, but in the extreme heat, I know it was a deterrent for some folks to come back and socialize in the pool/gardens in the evening. It was very convenient to have access to library facilities, and to have a place to meet with our module groups in there as well. Library staff were very accommodating. I'd like to give a special nod to Anatole in Rare Books, who was a marvelous host in pulling rare materials and gems of the collection on two separate occasions, just because I was interested. The staff at DO is really wonderful. Please thank the Security Staff for their many kindnesses, and the terrific Refectory staff for our leisurely lunches. DO makes it easy to be in community with one another because of the facilities and staff. Use of the gardens and pool after hours was a wonderful perk, and so generative for post-activity debriefs and getting to know one another.

Hospitality- A+

Housing- A+

Library - (I didn't really use this)

Computer- (Also didn't use).

I appreciated the institution. Everything was amazing. My only regret is not being able to spend more time taking advantage of everything.

dumbarton oaks was an amazing place to spend three weeks for the obvious reasons... the grounds, the pool, the staff, the housing facilities... all were fantastic. while i'm thankful to have been fed lunch

throughout, i thought the food was a bit disappointing overall. given the nature of this program, it would have been powerful to have meals that were reflective of black and indigenous lineages. food is such a significant cultural element — such a crucial aspect of understanding place — and there was something off about diving into some of the topics we did and then having a pasta salad with raisins...

It was amazing! I even appreciated the walks (it was often hot!) from our residence to our meeting facility. The exercise was nice. I felt like I was in a little slice of heaven on earth. For me, it doesn't get better than being surrounded by books, historical sites, gardens and maps!

beautiful, well kept, and accessible

#### 8. Do you have any suggestions for improvements or additions?

I noticed toward the the beginning that there was a divide between those who knew DC well and those who didn't know the city at all. I think a brief orientation to the city and region (with maps) would have helped. To the earlier point about the expertise in the room, this could have been a task assigned to the locals. This is a super small point, but the maps of DC sent out ahead of time by mail were very odd. In an institute focused on "critical place studies" with such thoughtful readings and materials elsewhere, this seemed like a really strange oversight.

A time to share more broadly about our own work as it relates to landscape. While this came out in reading groups, module groups and group discussions and more distinct way to sharing would've been really helpful. I feel like there are folks that I only barely know, yet I suspect would be great guest speakers.

None

De-center large museums, start at the anacostia museum (regardless of the particular exhibit as they are all great) and neighborhood tours; more reflection and writing time (it was a lot all the time!)

Having structured evening time would have been nice. For example, a group walking tour of Howard could have happened as an evening relaxing activity. Basically, having facilitated opportunities to get to know our peers better would have been great. On a not contradictory note, I think having independent work time in the 9-5 would have been nice (like time to go to the library or garden and read or write). It's really hard to sit there talking all day. And it's so hard (especially for people with disabilities) to do group work in a room where everyone is talking at once. Break-out rooms, at the very least, would have made a huge difference.

Adjust rate of spin of the Earth so that we have 36-hour days. At least.

Seriously: there was SO MUCH packed in, and I was often desperate for time to reflect/process/think/let everything gel . . . but there is NOTHING that I would have cut, and plenty that I would have said "let's have more of this" so quite frankly the only answer is adjusting the laws of physics.

I do not have any more suggestions than those I listed above.

Cater to the applicants

I have noted a few above so won't go into detail here. I'd be glad to have the chance to learn more from the expertise and scholarship of our peers in the institute, so additions along those lines would be welcome.



Honestly I don't.

Not really.

I have just a few minor suggestions (and they are minor). I do think having a space for participants to talk a bit more about themselves and their work would have been welcome--even if it came later in the three-week period. I feel like I got to know my Reading Group and Module team colleagues well, but less so the rest of the participants (which is understandable in such a big group). I think having a better sense of the scope and time commitment for what it actually took to produce the modules with our teams would have been welcome for all participants. I got the sense that folks really enjoyed much about the process and end results, but were really overwhelmed by the time commitment it took to complete them beyond the confines of our 9-4 days (e.g. nights/weekends, etc.). And finally, I think in the future it would be great, since we are building a collective, to have the fellows participate more in the introductions and question facilitation process, especially when we had guests. I know I heard a few remarks to that end from folks about facilitators sometimes forgetting that the cohort members were colleagues, and not their students. I for one really appreciate the difficulty of facilitating an experience for colleagues and the subtle ways that can differ from facilitating experiences for students. A greater awareness of that dynamic will be important moving forward (and will, I think, be partially solved with folks getting to talk more about their own work and positionality in various fields, etc.). Finally, other experiences like our time at Piscataway Park, really exploring landscapes together (as opposed to so many interior spaces), would be most welcome.

Every way was filled in a way that was exhausting but so fulfilling that it was worth it. Perhaps better food options but I am aware that there were some difficulties

more opportunities for collaboration across scholars. more opportunities (formal and informal) for folks to learn from one another — salons, pecha kuchas, etc... i think it would also be a lot of fun to bring the work into the streets — through guerilla activations, temporary installations/events, etc... it's powerful to learn about all these topics, but it would be more powerful to learn about them IN community with the public.

I can't think of anything at the moment except more time to reflect and write.

### 9. How did you benefit from the community of participants?

Greatly! It was such a wonderful group of people. As mentioned, everyone was so humble and generous. I also had not had the opportunity to be in academic spaces that are not dominated by white scholars and scholarship, and this was a breath of fresh air. I really appreciated that.

Connections that I think (hope) will move into the future. The experiences of participants was particularly moving and I wish we had more of an opportunity learn about each participant's work in more depth.

What a great group! Really, I can't imagine anything better.

See above

People offered advice on my career. People had similar experiences dealing with colleagues at their home institutions. People asked questions. Nobody just sat back to have the person who came as an expert on this particular sub-topic do all the work. We learned together.

WHAT AMAZING PEOPLE!! How on earth did you gather such a terrific group??? It is VERY unusual to have a group of academics who are so willing to collaborate and be kind to one another—I do think this was due to the skill of the leaders in choosing folks, AND to the skill of the leaders in modeling collegiality.

Specifically I benefited from the wide-ranging knowledge and expertise of so many people so far outside my field, and from the generosity and goodness of their willingness to engage and work together. I LEARNED SO MUCH—and felt GOOD about it (not stupid/inadequate).

I truly appreciated the cross-disciplinary expertise brought forth by the collective community of participants.

This institute was amazingly collegial. Both in formal discussions and in one-on-one conversations at the pool or at lunch, I greatly benefited from our community. I appreciate the ways morning reflection time and working with multiple groups of people allowed us to get to know one another. I can't say enough good things about this community and will always remember the generosity of my colleagues during the institute.

Not sure I did

Everyone was great, and my thanks to the co-conveners for bringing together a group that was diverse in disciplines, statuses and positions, and identities; that collaborated well; and that was supportive and generous. I enjoyed the time I spent talking to every single person, including the co-conveners, and really found those conversations my favorite part of the institute.

Wide range of scholars from diverse institutions made this a generative learning environment.

I haven't often seen spaces where people so readily gave up ego, academic pissing contests, and imposter syndrome coping mechanisms to come together intellectually with kindness and vulnerability. I was astonished not just at the range of expertise and knowledge of the community, but the generosity with which people approached this community. It makes me feel hopeful for academia's potential

Being able to connect with people of similar interests, who have been through similar things in the academy was affirming and overwhelming. But it helped me form bonds with colleagues in a context where I constantly feel on the margins of academia. I didn't feel that exclusion here.

I got a lot of ideas and knowledge from my reading group. There are several folks I wish I had interacted with more but even outside seminar time I tended to be with reading group folks or by myself.

I benefited from this community in so many ways. It was really a joy to spend so much time reading new materials and discussing them with folks who were really experts in the various fields, and then thinking about how we might incorporate the materials into both our scholarship and our pedagogy. I also benefitted by being able to be of use to folks at different stages in their careers, e.g. really talking through the tenure process for pre-tenure folks, or encouraging others to go up for full, or talking through professional institutional challenges and experiences with others. I will benefit from future scholarly collaborations, including at least one co-written article (only tangentially related to the seminar, but the possibility was first realized in reading group). It was wonderful to have so much time to converse at lunch and after the day was done (in the garden, in the pool, in the apartments) and really get to know people. I even benefitted when I was challenged, as I was in my module group, with a participant who had a very different approach to putting together materials. It was a great lesson to be able to step back and just go with someone else's way of doing something (which can be a challenge for me). I'll continue to benefit by using activities and theories from the modules in my own courses, and, of course, having a new network of people to share ideas and questions with.

This is the key. I am still processing how I benefited, but I think that the openness, care and respect demonstrated by all are the most important. I hope that this community will carry on.

It was absolutely amazing. I loved having people from not only different disciplines but different types of institutions, who served in different capacities and were at different stages in their careers. I learned so much from everyone I just hope that I was able to contribute something positive to the space.

there are folks that i definitely see myself staying connected to — libby and i had a lot of great conversations and bonded over our love for images and new england landscapes. her and the other folks in our reading group were incredibly supportive of some of the thoughts and ideas i shared about the overlaps between photography and architecture and the ways in which photography (and more broadly, an intentional practice of seeing) can usher in new ways of envisioning our built and natural environments through more wholistic and collective efforts. all that to say is that the other participants helped remind me that the lived experiences i carry and the voice i have honed deserve space within academia — something that has been challenging to truly embrace in an environment like tulane's school of architecture where certain kinds of ideas and people are more readily uplifted and supported.

I appreciated the diverse perspectives and background that our community members brought to the table. This became very evident in my module because each person in my group had a different lens to apply to a particular topic.

10. Suggest topics for future seminars or institutes, or names of potential directors (with contact information, if possible).

None that I can think of at the moment.

Perhaps a person with specific ties to the locale, such as a DC-based scholar would be a helpful addition (someone from one of the universities in DC: Howard, American, etc.)

I'd love to contribute to any programming that examines the connections between the landscapes and literary/histories of the US South and the Caribbean, and I would also love to be involved in any brainstorming of other programming, if needed! (Maia Butler)

Richmond would make an excellent focus

American West. Pacific North West. Borderlands. Great Plains/High Plains. And I think the idea of Freedom (with a question mark) would be a nice theme to attend to. Might help us reach some more contemporary histories/places that are not all museums.

Same topic, different location: American Southwest, for example. Black and Indigenous Landscape History of Santa Fe, perhaps. Also St. Louis (Cahokia) would be amazing

Perhaps a seminar or two on the Indigenous peoples of the South, including the Lipan Apache, Karwankawa, or Coahuiltecan, as they offer critical broader insights into Indigenous sovereignty, cultural reclamation, and placemaking.

I don't think it works thus far. What I proposed to research was just swept away and therefore it didn't benefit me as anticipated

Black Ecologies-- Drs. Justin Hosbey, Danielle Purifoy, Ashanté Reese, Hilda Lloréns,

A seminar in another city/area with significant black and indigenous landscapes, particularly Christian places of worship and okay I forgot the other aspect of culture and place I thought was on the edges of but not interrogated.

I really liked the idea of a skill share, and opportunities to talk more about digital scholarship. You all are welcome up to Portland, Maine, anytime. I'd love to spend some time in various archives and Special Collections with this group.

I think that a seminar just like this would be amazing to do in New Orleans

as an image maker, i would love to find myself in a similar experience focused on deconstructing and reconstructing images of landscapes that have been pivotal in shaping the ways in which people learn about and understand certain landscapes, buildings, neighborhoods, etc... i think an seminar/institute focused on organizing, policy, politics — the software used to justify, amplify, and challenge our built environments (hardware) would be powerful. how do we center our ability to participate in the shaping of the physical world in our collective consciousness? if we want to arrive at a “people’s history of the landscape,” we first need to conjure the collective courage to cultivate a people’s landscape — an environment reflective of the whole and humanity’s potential. the design as protest folks come to mind as possible co-conspirators for this type of work.

Tim Roberts, Community Outreach Manager for the Virginia Department of Historic Resources. He's a Black archaeologist who's a rock star and has done an amazing job in expanding the representation of Black history, narratives and historic sites through historic preservation. He would be an amazing speaker on community engagement and archaeological projects involving the remains and sites of the enslaved. His e-mail address is: [tim.roberts@dhr.virginia.gov](mailto:tim.roberts@dhr.virginia.gov). Here's a website with a blurb about his bio: <https://www.afrovirginia.org/people/timroberts/>. Also, Dr. Ed Ayers and Annie Evans are doing amazing work in engaging K-12 educators and having a creative approach for teaching history, geography and civics. Annie's email address is: [annie@bunkhistory.org](mailto:annie@bunkhistory.org). Here's a website with the learning resources that they curate through New American History: <https://learn.newamericanhistory.org/>

**11. What do you most need from our community to support your work with us into the future? How might we generatively steward our collective project to build a "people's history of landscape"?**

I'm not sure at this moment, except to say dates set well in advance (as soon as possible!). We are all so busy and I want to be able to carve out time for this collective.

To me, the work of the modules is potentially most exciting so fostering those groups forward (if possible and participants have interest). This could be built out over time by first generating a structure for the existing modules, then each participant generating a local module in their own place based on that initial module work. So from 6 modules, 24 are created...then more as time goes on. Then connectivity to each local place with local organizations including universities, nonprofits and K-12 becomes possible as the process for creating modules is replicable.

I appreciate that we are leaving our Slack channel open to continue to share discussion and resources and I am looking forward to applying for a Mellon Fellowship!

Learning community- ongoing conversations, shared resources, etc

Get together again in person. And maybe we can work together on making our syllabus for that next meeting.

Bring us back together again—both at Dumbarton Oaks and someplace in a different part of the country [someplace with a strong Indigenous presence].

Writing time together would be amazing. We should do a book together (pedagogy, modules etc)

The collective sharing of skills and the collective teaching and scholarship that expands notions of Black and Indigenous placemaking and landscapes.

Continuing to work together on our modules and gather as a community (whether in person or virtual). We might also see whether there is interest in writing/researching together as well as working on teaching-oriented projects.

For future in-person gatherings, I would need to know when they would be, whether there is funding,



and if covid is still around, having precautions as we did this summer would be a relief as I'm a caretaker for several vulnerable family members.

On another note, thank you Andrea and Thaisa for an absolutely wonderful experience! I am honored to have been able to participate in this institute which has profoundly impacted me as a teacher and scholar, but has also impacted me as a person and community member.

I feel it's not only rude but arrogant to self promote readings produced by the facilitators

I think the community itself is extremely valuable, and time together--while challenging practically--is itself a wonderful form of support.

If we are to continue to generate and develop the modules, personally I think that they will be most useful to us and fellow scholars (outside the institute) if they have a bit more uniform shape. I wouldn't want anything so formulaic that it constrains the material but some unity in form and content would help make them more practical and implementable.

I could even see them formalized as a collaboratively-generated syllabus that could fit in multiple departments. It would be generative to then have multiple people teach it, communicate with each other and the group along the way (even convene classes together, virtually, to put different students in conversation), and reconvene to discuss the experience and refine based on what we learn. Faculty think of syllabi as something they create and then teach but I could see this being an excellent vehicle for different kinds of course generation that unfolds across different institutions simultaneously. That's my vision for how we might steward our project in the future.

sustained community over time; opportunities for research and writing collaboration along with teaching and pedagogical curriculum development.

Im still not sure how to articulate my needs right now, but in the future yes. In order to continue building this project I think we just need support and funding that will allow us the space to participate.

A way to discuss talk/write out our answers to challenges to make module fit in classes or a source folks recommend. Maybe a live Slack event to discuss how module is being prepped or used. Or to add more ideas and volunteer assignments to shape the format of next seminar.

I really think that what I need most is time in community. Something I've realized since being back home in my Administrative position is how being together in person, even if it's just for a week next summer, will be so essential to continue this collective work. In the interim, quarterly check-ins via Zoom would be great--especially if there is room for folks in the cohort to briefly present on their own scholarship and pedagogy.

Phew. Big question. I think that we need to build support into future activities. Right now, I think we all want to support each other, but there's not really a structure in place. I think that I am mostly thinking about scholarship and writing. I would like to support others by reading drafts, etc. but that is highly dependent upon individual relationships. I structure that promotes writing collectively would be beneficial to me. Second question is even bigger. We all do such different work, that this seems difficult. I want to suggest DH tools (e.g., a way to aggregate online presence- websites, webmaps, blogs, social media, etc.), but I think that there would be very variable ability to participate. But, I'm also not sure that this is necessary. I think that many of us will carry what we have learned to our own communities and then it can grow from there. That is, while I hope that this community will continue, I

think it has had an important and broadening impact on the academic community broadly speaking (through individual participants).

Continued opportunities to collaborate. I think that once we all return to our busy lives, we can neglect things we may plan to do with this group, so to have opportunities to present collectively at conferences or co-author and co-teach would be so amazing in a way that can allow us to stay connected.

one of my goals at this stage of my practice/career is to find my voice on paper — some recurring writing workshops where we can discuss ideas, drafts, methods and practices around research, etc. would be great. i would also love support in curating content that i already have — into paper ideas, exhibit ideas, etc...

I loved, loved, LOVED my experience at Dumbarton Oaks and am so grateful that you took a chance on me! Honestly, I dreaded going back to my day job/internship at the Virginia Department of Historic Resources (sadly, it is not generative) and am seeking other opportunities that would allow me to do more researching, writing and geeking out over topics that I am interested in. I really appreciate that there is a way for us to share opportunities with each other. This is something that is sorely lacking in my current graduate program (urban planning is treated like an unwanted stepchild at my institution). Thank you for this incredible and life-changing experience!

something we've already talked about, but i want to reiterate, is how nice it would be to have more opportunities to get together

Total budget per NEH limits		subaward/ Dumbarton Oaks
	three week seminar/ 20 participants 3 co-directors, 1 graduate assistant	\$24,196
D. Professional Travel		
Director Team Travel:		
Travel for co-Directors (2) for Institute		175
Lodging for 2 directors for Institute	15 nights at Richmond Airbnb	\$2,500
3. Consultant Fees and Honoraria		
Co-Director: Thaisa Way	salary requested as commensurate with effort on project	(b) (6)
Fringe Benefits for Project Team lead	40 80%	(b) (6)
Web site development- prior and post Institute	create site and update post	353.38
5. Subawards (see collumn D & E)		
6. Facilities		
G. Total Direct Costs (does not include participant		\$18,057
H. Indirect Costs		
VCU Federally Negotiated rate	38%	
UVa Federally Negotiated rate	26%	
Harvard University Federally Negotiated rate (subaward)	34%	\$6,139.24
I. Total of Primary and Subaward Budgets		\$24,196

**Budget Narrative for Subaward**  
**Total: \$24,196**

**A. Salary ((b) (6))**

**Thaisa Way, Professor, Co-PI**– Dr Way will be the primary person for preparations of academic materials and will be responsible with her co-PIs for program development and administration; implementation of classroom activities and field trips; and selecting participants. Dr. Way has requested salary commensurate to her effort on this project, reflecting 100% effort for three weeks (2 residential and 1 virtual) for the Institute in June 2024.

**Fringe Benefits ((b) (6))**

Fringe benefits for the Co-PI have been calculated at FY23 applicable rate of 37% negotiated and approved by the Department of Health and Human as of the agreement date May 16, 2022.

**D. Professional Travel (\$2675)**

Round trip travel for co-PI to Richmond for Institute-  
Lodging for co-PI in Richmond for duration of Institute residential portion (June 16 to June 29, 2024).

**F. Other Direct Costs**

3. Consultant Fees and Honoraria (\$727)  
Website fees and development costs

**H. Indirect Costs (\$6,139)**

Indirect costs are calculated at the rate of 34%, our rate for Other Sponsored Activities per our negotiated agreement with the Department of Health and Human Services dated June 17, 2022.



<b>Total budget per NEH limits</b>		<b>subaward / Uva</b>
A. Senior/ Key Person (s)		
I. Salaries and Wages		
Co-Director: Andrea Roberts	3 weeks salary requested as commensurate with	(b) (6)
Fringe Benefits for Senior Person	6.80%	(b) (6)
C. Equipment Description		
NA		
D. Professional Travel		
Visiting Scholars:		
Director Team Travel:		
Travel for co-Directors (2) for Institute		\$250
Lodging for 2 directors for Institute	15 nights at Richmond Airbnb	\$1,500
Lodging for 2 co-directors for DC NEH Directors	3 nights at DO lodging @ \$100/night	\$300
Ground transport for co-Directors for DC NEH Directors	train	\$125
3. Consultant Fees and Honoraria		
Web site development- prior and post Institute	hosted by UVA, web developer to create site and update post	\$4,000
5. Subawards (see column D & E)		
6. Facilities		
G. Total Direct Costs (does not include participant		\$15,480
H. Indirect Costs		
UVa Federally Negotiated rate	38.0%	\$5,882
I. Total of Primary and Subaward Budgets		\$21,362

**Towards a People's History of Landscape, Part 1B: Black & Indigenous Histories**  
**NEH Summer Institute for College and University Teachers**  
**Application 2024 NEH Institute**  
**January 12, 2023**

**Budget Justification**

The University of Virginia's Center for Cultural Landscapes under the School of Architecture is applying as a subawardee under the Virginia Commonwealth University (VCU)'s application for a 2024 NEH Summer Institute. VCU requests funding for an NEH Summer Institute for higher education faculty called "Towards a People's History of Landscape / Black & Indigenous Place Histories in a Southern Capital. The Institute is proposed to convene in a hybrid format. The virtual sessions will take place before and after the residential sessions. The virtual sessions will be held June 12-14 & July 1-3, 2024. The residential sessions, hosted in Richmond, VA, at Virginia Commonwealth University, will take place from June 17 through June 28, 2024. The Institute has been designed and will be directed by Drs. Kathryn Howell(VCU) and Andrea Roberts (UVA) with Thaisa Way (Dumbarton Oaks) serving as Project Team Lead, each of whom brings extensive scholarship and teaching to the project. If funded, the three awardees will plan, design, and implement a three-week seminar consisting of tours, reading groups, lectures, and trips for 20-25 participant educators from around the country. The overall requested amount for the project is \$200,000. Of that total amount, UVA asks as a subawardee a total of (b) (6).

As a co-director, Roberts is requesting NEH funding for (b) (6) to cover her summer salary for the duration of the institute, travel and lodging during the institute, planning and logistics duties, presenting research, and maintaining the website on which the educational modules produced by participants will be shared with the public. Total costs are (b) (6), with an additional \$8,597 allocated for indirect costs. Indirect costs consist of a negotiated UVA rate for government research activities of 61%. Direct costs consist of 3 weeks' salary requested as commensurate with effort on the project, totaling (b) (6), which includes (b) (6), plus (b) (6) fringe costs at a rate of 6.80%. This salary covers Roberts' salary during the

summer months of June and July and includes non-residential research activities in Richmond, VA, at the host site, VCU.

The travel and lodging costs are as follows. For 15 nights at Richmond Airbnb, the budget allocates \$1,500. For the mandatory attendance in Washington DC of a project director's meeting, the budget allocates \$300 for 3 nights at DO lodging at \$100 per night and ground transport and train travel to the DC meeting of \$125. For website maintenance and design conducted by a student or subcontracted, \$2,500 has been allocated. This website maintenance and design are for uploading all institute syllabi, application instructions, and the educational modules participants design.

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 54-6001758

DATE:09/13/2022

## ORGANIZATION:

FILING REF.: The preceding  
agreement was dated  
06/15/2020Virginia Commonwealth University  
914 West Franklin Street  
P.O. Box 843076  
Richmond, VA 23284-3076The rates approved in this agreement are for use on grants, contracts and other  
agreements with the Federal Government, subject to the conditions in Section III.**SECTION I: INDIRECT COST RATES**

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2020	06/30/2023	55.25	On-Campus	Organized Research
PRED.	07/01/2020	06/30/2023	26.00	Off-Campus	Organized Research
PRED.	07/01/2020	06/30/2023	47.00	On-Campus	Instruction
PRED.	07/01/2020	06/30/2023	26.00	Off-Campus	Instruction
PRED.	07/01/2020	06/30/2023	38.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2020	06/30/2023	26.00	Off-Campus	Other Sponsored Activities
PROV.	07/01/2023	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2023.

\*BASE

ORGANIZATION: Virginia Commonwealth University

AGREEMENT DATE: 9/13/2022

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

ORGANIZATION: Virginia Commonwealth University

AGREEMENT DATE: 9/13/2022

**SECTION I: FRINGE BENEFIT RATES\*\***

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2022	6/30/2023	40.10	All	Faculty/Classified
FIXED	7/1/2022	6/30/2023	8.50	All	Hourly
PROV.	7/1/2023	Until amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2023.

**\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:**

Salaries and wages.

Effective rate period starting 7/1/2018, the fringe benefit rates do not apply to Qatar Campus per proposal revision dated 10.15.2018.

Effective January 2023, Post Docs will be reclassified from Hourly employees to Faculty/Classified employees, using Faculty/Classified fringe benefit rate.

ORGANIZATION: Virginia Commonwealth University

AGREEMENT DATE: 9/13/2022

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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.

OFF-CAMPUS DEFINITION: The off-campus rate will apply for all activities: a) Performed in facilities not owned by the institution and where these facility costs are not included in the F&A pools; or b) Where rent is directly allocated/charged to the project(s). Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Fringe Benefits for Faculty and Classified include: FICA, Retirement, Group Insurance, Health Insurance, Unemployment Compensation, Workers' Compensation, Faculty-Staff Tuition Waivers, Short-Term Disability, Leave Balances Upon Separation, Disability Insurance, VRS Long-term Disability, and Cash Match Plan.

Fringe Benefits for Hourly include: FICA, Unemployment Compensation, and Workers' Compensation.

Equipment means an article of nonexpendable and tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

\*The rate agreement updates the Fringe Benefits section only. Next fringe benefits rates proposal for fiscal year ending June 30, 2022 is due in our office by December 31, 2022. Next F&A rates proposal for FYE 06/30/2022 is due in our office by 12/31/2022.\*

ORGANIZATION: Virginia Commonwealth University

AGREEMENT DATE: 9/13/2022

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

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

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

**E. OTHER:**

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

BY THE INSTITUTION:

Virginia Commonwealth University

(INSTITUTION)

DocuSigned by:  
*Patricia Perkins*  
AB2B6C352A249B...

(SIGNATURE)

Patricia Perkins

(NAME)

AVP for Finance

(TITLE)

10/11/2022

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Darryl W. Mayes - S  
Digitally signed by Darryl W. Mayes - S  
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC,  
ou=People, 0.9.2342.19200300.100.1.1=2000131669,  
cn=Darryl W. Mayes - S  
Date: 2022.10.11 08:38:20 -0400

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

9/13/2022

(DATE) 7305

HHS REPRESENTATIVE: Lucy Siow

Telephone: (301) 492-4855





DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center  
Financial Management Portfolio  
Cost Allocation Services

7700 Wisconsin Avenue, Suite 2301  
Bethesda, MD 20814  
PHONE: (301) 492-4855  
FAX: (301) 492-5081  
EMAIL: [CAS-Bethesda@psc.hhs.gov](mailto:CAS-Bethesda@psc.hhs.gov)

September 13, 2022

Ms. Patricia Perkins  
Associate VP, Finance & Administration  
Virginia Commonwealth University  
914 West Franklin Street  
P.O. Box 843076  
Richmond, VA 23284-3076

Dear Ms. Perkins,

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

In addition, both parties agree that the differences between the fixed and actual fringe benefit costs for the fiscal year ended June 30, 2021 are:

- Over-recovery of \$1,176,306 applicable to Faculty & Classified Employees
- Under-recovery of \$101,947 applicable to Hourly Employees

These amounts are included in your fixed fringe benefit rates for the fiscal year ending June 30, 2023 which are listed in the attached Rate Agreement.

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

Ms. Perkins  
Page 2.

A fringe benefit proposal, together with the required supporting information, must be submitted to this office for each fiscal year in which your organization claims fringe benefits under grants and contracts awarded by the Federal Government. Therefore, your next fringe benefit proposal for the fiscal year ending June 30, 2022, will be due in our office by December 31, 2022. Please submit your next proposal electronically via email to [CAS-Bethesda@psc.hhs.gov](mailto:CAS-Bethesda@psc.hhs.gov).

Sincerely,

Darryl W.  
Mayes -S

Digitally signed by Darryl W. Mayes -S  
DN: c=US, o=U.S. Government,  
ou=PHS, ou=PSC, ou=People,  
0.9.2342.19200300.100.1.1=20001316  
69, cn=Darryl W. Mayes -S  
Date: 2022.09.20 07:19:48 -04'00'

Darryl W. Mayes  
Deputy Director  
Cost Allocation Services

CONCURRENCE:

Virginia Commonwealth University  
(Institution)

DocuSigned by:  
*Patricia Perkins*  
A0386C352324189  
\_\_\_\_\_  
(Signature)

Patricia Perkins  
\_\_\_\_\_  
(Name)

AVP for Finance  
\_\_\_\_\_  
(Title)

10/11/2022  
\_\_\_\_\_  
(Date)

Enclosures

PLEASE SIGN AND RETURN A COPY OF THE RATE AGREEMENT

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1042103580B1  
 ORGANIZATION:  
 Harvard University  
 Massachusetts Hall  
 Cambridge, MA 02138

DATE:06/17/2022  
 FILING REF.: The preceding  
 agreement was dated  
 07/16/2021

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.

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**SECTION I: INDIRECT COST RATES**

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2019	06/30/2024	69.00	On-Campus	Research
PRED.	07/01/2019	06/30/2024	34.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2019	06/30/2024	26.00	Off-Campus	All Programs
PRED.	07/01/2019	06/30/2023	89.00	Wyss - Longwood	Research
PROV.	07/01/2024	Until Amended	69.00	On-Campus	Research
PROV.	07/01/2024	Until Amended	34.00	On-Campus	Other Sponsored Activities
PROV.	07/01/2024	Until Amended	26.00	Off-Campus	All Programs
PROV.	07/01/2023	Until Amended	89.00	Wyss - Longwood	Research
.					
.					
.					
.					

ORGANIZATION: Harvard University

AGREEMENT DATE: 6/17/2022

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\*BASE

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations), that portion of each subaward in excess of \$25,000; hospitalization and other fees associated with patient care whether the services are obtained from an owned, related or third party hospital or other medical facility; rental/maintenance of off-site activities; student tuition remission and student support costs (e.g., student aid, stipends, dependency allowances, scholarships, fellowships).

ORGANIZATION: Harvard University

AGREEMENT DATE: 6/17/2022

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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	7/1/2021	6/30/2022	23.60	All	Faculty
FIXED	7/1/2021	6/30/2022	40.80	All	Exempt
FIXED	7/1/2021	6/30/2022	55.80	All	Union (Non-Exempt)
FIXED	7/1/2021	6/30/2022	45.80	All	Union (Hourly)
FIXED	7/1/2021	6/30/2022	7.80	All	Temporary
FIXED	7/1/2021	6/30/2022	24.90	All	Post Docs
FIXED	7/1/2021	6/30/2022	16.30	All	Teach. Asst.
FIXED	7/1/2022	6/30/2023	22.10	All	Faculty
FIXED	7/1/2022	6/30/2023	37.00	All	Exempt
FIXED	7/1/2022	6/30/2023	53.80	All	Union (Non-Exempt)
FIXED	7/1/2022	6/30/2023	44.50	All	Union (Hourly)
FIXED	7/1/2022	6/30/2023	9.90	All	Temporary
FIXED	7/1/2022	6/30/2023	25.30	All	Post Docs
FIXED	7/1/2022	6/30/2023	15.50	All	Teach. Asst.
PROV.	7/1/2023	Until amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2023.

**\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:**

For the Exempt employee category and the Non-Exempt Unionized employee category: Salaries and wages excluding vacation leave pay.

For all other employee categories: Salaries and wages

ORGANIZATION: Harvard University

AGREEMENT DATE: 6/17/2022

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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 for the costs of these paid absences are not made.

The following Treatment of Paid Absences is applicable to the Exempt employee category and the Non-Exempt Unionized employee category:

Treatment of Paid Absences: The costs of vacation leave pay are included in the organization's fringe benefit rate and not included in the direct cost of salaries and wages. Claims for direct salaries and wages must exclude those amounts paid or accrued to employees for periods when they are on vacation leave.

Sick leave, holiday 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 for the costs of these paid absences are not made.

ORGANIZATION: Harvard University

AGREEMENT DATE: 6/17/2022

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1. 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.

2. Activities Performed Partly-On, Partly-Off Campus: The University uses the rate applicable to the location where the preponderance of university time and effort will be expended. Accordingly, each contract or grant is classified as either on-campus or off-campus.

3. The off-campus rate will apply to awards where activities are performed in facilities not owned or rented by the institution or to which facilities costs are directly charged.

4. For Federal awards with activity at more than one of Harvard's multiple rate areas, each activity will use the indirect cost rate for the rate area at which the work is performed.

5. Fringe Benefits: The University distributes Fringe benefit costs to its departments and sponsored activities (including Federal programs) on the basis of annual rates applied to direct salaries and wages in lieu of individual direct charges. Over or under distribution of fringe benefit costs are carried forward in estimating future rates.

Included in the fringe benefit rates are: Pension, University Health Services, FICA, Health and Dental Plans, Worker's Compensation, Unemployment Compensation, Parking, Tuition Assistance (Employee Only), Life Insurance, and Disability Insurance.

In addition, for the Exempt employee category and the Non-Exempt Unionized employee category the fringe benefit rates include accrued vacation leave.

The approved fringe benefit rates applicable to extra compensation are as follows:

Extra Compensation:  
Pensionable: 15.0%  
Non-Pensionable 8.0%



ORGANIZATION: Harvard University

AGREEMENT DATE: 6/17/2022

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

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

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

**E. OTHER:**

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

BY THE INSTITUTION:

Harvard University

\_\_\_\_\_  
(INSTITUTION)

\_\_\_\_\_  
(SIGNATURE)

\_\_\_\_\_  
(NAME)

\_\_\_\_\_  
(TITLE)

\_\_\_\_\_  
(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

\_\_\_\_\_  
(AGENCY)

\_\_\_\_\_  
(SIGNATURE)

Darryl W. Mayes

\_\_\_\_\_  
(NAME)

Deputy Director, Cost Allocation Services

\_\_\_\_\_  
(TITLE)

6/17/2022

\_\_\_\_\_  
(DATE) 3308

HHS REPRESENTATIVE: Michael Leonard

Telephone: (212) 264-2069

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 54-6001796

DATE:06/01/2022

ORGANIZATION:

FILING REF.: The preceding  
agreement was dated  
01/29/2021

University of Virginia

Madison Hall

P.O. Box 400210

Charlottesville, VA 22904-4210

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

**SECTION I: INDIRECT COST RATES**

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2019	06/30/2023	61.50	On-Campus	Organized Research
PRED.	07/01/2019	06/30/2023	56.00	On-Campus	Instruction
PRED.	07/01/2019	06/30/2023	38.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2019	06/30/2023	26.00	Off-Campus	All Programs
PROV.	07/01/2023	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2023.

\*BASE

ORGANIZATION: University of Virginia

AGREEMENT DATE: 6/1/2022

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

ORGANIZATION: University of Virginia

AGREEMENT DATE: 6/1/2022

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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	7/1/2022	6/30/2023	28.00	All	Faculty & Part -Time
FIXED	7/1/2022	6/30/2023	37.70	All	Staff
FIXED	7/1/2022	6/30/2023	6.80	All	Hourly
PROV.	7/1/2023	Until amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2023.

\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

ORGANIZATION: University of Virginia

AGREEMENT DATE: 6/1/2022

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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.

OFF-SITE DEFINITION: The off-site rate will apply for all activities: a) Performed in facilities not owned by the organization and where these facility costs are not included in the indirect cost pools; or b) Where rent is directly allocated/charged to the project(s). Grants or contracts will not be subject to more than one indirect cost rate. If more than 50% of a project is performed off-site, the off-site rate will apply to the entire project.

Fringe benefits include: FICA/Medicare, Retirement, Disability Insurance, Life Insurance, TIAA/CREF, Workers' Compensation, Unemployment Insurance and Health Insurance.

Equipment means an article of nonexpendable tangible personal property having a useful life of more than one year, and an acquisition cost of \$5,000 or more per unit.

\*This rate agreement updates the Fringe Benefits section only.\*

\*\*Next Fringe Benefits rate proposal based on the fiscal year ending June 30, 2022 is due in our office by December 31, 2022. Next F&A rate proposal based on fiscal year ending June 30, 2022 is due in our office by December 31, 2022.\*\*

ORGANIZATION: University of Virginia

AGREEMENT DATE: 6/1/2022

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

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

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

**E. OTHER:**

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

BY THE INSTITUTION:

University of Virginia

(INSTITUTION)  
DocuSigned by:

*MSB*

6F044AB8D47A47D...  
(SIGNATURE)

Melody Bianchetto

(NAME)

Vice President for Finance

(TITLE)

6/3/2022

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Darryl W. Mayes - S  
Digitally signed by Darryl W. Mayes - S  
DN: c=US, ou=U.S. Government, ou=HHS, ou=PSC,  
ou=People, 0.9.2342.19200300.100.1.1=2000131669,  
cn=Darryl W. Mayes - S  
Date: 2022.06.03 10:31:39 -0400

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

6/1/2022

(DATE) 7192

HHS REPRESENTATIVE:

Lucy Siow

Telephone:

(301) 492-4855

RESEARCH & RELATED BUDGET - Budget Period 1

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

UEI: (b) (4)

Enter name of Organization: Virginia Commonwealth University

Budget Type:  Project  Subaward/Consortium

Budget Period: 1 Start Date: 10/01/2023 End Date: 09/30/2024

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
	Kathryn		Howell		(b) (6)	0.00	0.00	0.72	(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											

Additional Senior Key Persons:     Total Funds requested for all Senior Key Persons in the attached file   
Total Senior/Key Person  (b) (6)

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"/>
1	Graduate Students	15.00	0.00	0.00	(b) (6)	(b) (6)	(b) (6)
<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"/>
1	Total Number Other Personnel				Total Other Personnel		(b) (6)
Total Salary, Wages and Fringe Benefits (A+B)							21,226.00

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:

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)	2,852.00
2. Foreign Travel Costs	0.00
<b>Total Travel Cost</b>	2,852.00

**E. Participant/Trainee Support Costs****Funds Requested (\$)**

1. Tuition/Fees/Health Insurance	0.00
2. Stipends	62,700.00
3. Travel	3,000.00
4. Subsistence	0.00
5. Other <input type="text" value="Museums and Archives Entry Fees"/>	575.00
<input type="text" value="0"/> <b>Number of Participants/Trainees</b>	
<b>Total Participant/Trainee Support Costs</b>	66,275.00

**F. Other Direct Costs**

**Funds Requested (\$)**

1. Materials and Supplies	250.00
2. Publication Costs	3,275.00
3. Consultant Services	11,250.00
4. ADP/Computer Services	0.00
5. Subawards/Consortium/Contractual Costs	45,558.00
6. Equipment or Facility Rental/User Fees	0.00
7. Alterations and Renovations	0.00
8. <input type="text"/>	
9. <input type="text"/>	
10. <input type="text"/>	
11. <input type="text"/>	
12. <input type="text"/>	
13. <input type="text"/>	
14. <input type="text"/>	
15. <input type="text"/>	
16. <input type="text"/>	
17. <input type="text"/>	
<b>Total Other Direct Costs</b>	<b>60,333.00</b>

**G. Direct Costs**

**Funds Requested (\$)**

**Total Direct Costs (A thru F)** 150,686.00

**H. Indirect Costs**

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Other on Campus (MTDC)	38.00	84,411.00	32,076.00
<b>Total Indirect Costs</b>			<b>32,076.00</b>

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

DHHS, Darryl Mayes 301-492-4852

**I. Total Direct and Indirect Costs**

**Funds Requested (\$)**

**Total Direct and Indirect Institutional Costs (G + H)** 182,762.00

**J. Fee**

**Funds Requested (\$)**

0.00

**K. Total Costs and Fee**

**Funds Requested (\$)**

**Total Costs and Fee (I + J)** 182,762.00

**L. Budget Justification**

(Only attach one file.)

justification.pdf

Add Attachment

Delete Attachment

View Attachment

## RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
<b>Section A, Senior/Key Person</b>		(b) (6)
<b>Section B, Other Personnel</b>		(b) (6)
Total Number Other Personnel	1	
<b>Total Salary, Wages and Fringe Benefits (A+B)</b>		21,226.00
<b>Section C, Equipment</b>		0.00
<b>Section D, Travel</b>		2,852.00
1. Domestic	2,852.00	
2. Foreign	0.00	
<b>Section E, Participant/Trainee Support Costs</b>		66,275.00
1. Tuition/Fees/Health Insurance	0.00	
2. Stipends	62,700.00	
3. Travel	3,000.00	
4. Subsistence	0.00	
5. Other	575.00	
6. Number of Participants/Trainees	0	
<b>Section F, Other Direct Costs</b>		60,333.00
1. Materials and Supplies	250.00	
2. Publication Costs	3,275.00	
3. Consultant Services	11,250.00	
4. ADP/Computer Services	0.00	
5. Subawards/Consortium/Contractual Costs	45,558.00	
6. Equipment or Facility Rental/User Fees	0.00	
7. Alterations and Renovations	0.00	
8. Other 1		
9. Other 2		
10. Other 3		
11. Other 4		
12. Other 5		
13. Other 6		
14. Other 7		
15. Other 8		
16. Other 9		
17. Other 10		

<b>Section G, Direct Costs (A thru F)</b>	150,686.00
<b>Section H, Indirect Costs</b>	32,076.00
<b>Section I, Total Direct and Indirect Costs (G + H)</b>	182,762.00
<b>Section J, Fee</b>	0.00
<b>Section K, Total Costs and Fee (I + J)</b>	182,762.00

**Towards a People's History of Landscape, Part 1B: Black & Indigenous Histories**  
**NEH Summer Institute for College and University Teachers**  
**Application 2024 NEH Institute**

**Primary Budget Narrative**

**Full Budget Request: \$182,762.00**

**A. Senior/Key Person - (b) (6)**

**1. Kathryn Howell, Associate Professor, Co-PI:** Dr. Howell will be the primary person for hosting the Institute at Virginia Commonwealth University (VCU). Dr. Howell will partner with Drs. Roberts and Way to plan and lead the Institute. Dr. Howell is provided salary commensurate to her effort on this project, reflecting 100% effort for three weeks (2 residential and 1 virtual) for the Institute, which breaks down to 30% effort as a secondary assignment over the summer of 2024. Should Dr. Howell be unable to fulfill her role, Drs. Roberts and Way will step in at no additional expense to fulfill all duties. Fringe benefits for Dr. Howell has been calculated at VCU's fiscal year (FY) 2023 federally negotiated rate of 8.5% for part-time employees as this project will take place as a part-time secondary assignment outside of Dr. Howell's nine-month faculty contract for the academic year.

**B. Other Personnel - (b) (6)**

**Graduate Assistant / Program Coordinator:** The coordinator of the project will work closely with the co-directors to implement the program including preparations prior to start of the Seminar. This person will be responsible for outreach efforts, compiling materials, and facilitating grant management including reports. This person will maintain the program website, both an internal digital board and an external presence for the general public. This person will oversee the final evaluation of the program as described. This person will be paid at (b) (6) hour for up to 400 hours between October, 2023 to December 31, 2024. Fringe benefits are budgeted in accordance with VCU's FY 2023 federally negotiated rate of 8.5% for part-time employees.

**D. Travel - \$2,852.00**

**1. Domestic Travel Costs:** Three visiting scholars will need to travel to participate. This expenditure reflects the cost of mileage reimbursement or travel by train (\$375), plus per diem based on the FY23 General Services Administration (GSA) rates for the City of Richmond (\$1,977). This expenditure also reflects travel and lodging is for Dr. Howell to attend the NEH's two-day project directors meeting in Washington DC with lodging provided by Dumbarton Oaks (\$400.00) and travel by train (\$100.00). Travel and lodging for Drs. Robert and Way are included in the subawards.

**E. Participant/Trainee Support Costs - \$66,275.00**

**2. Stipends (\$62,700.00):** We are planning for 22 participant stipends. Applications will be reviewed by a selection committee made up of the co-directors, and three invited scholars (Benjamin Carter, Maia Butler, and Angela Hudson). Those selected will be given a stipend for the three-week seminar set by the NEH. This stipend will cover travel, meals, housing, and other living expenses for the duration of the institute. Dumbarton Oaks will provide the housing and a meal plan at a predetermined cost to participants. The stipend amount is based on the allowable rates per NEH guidelines (\$2,850 per participant for three-week hybrid institute x 22 participants). This expenditure was removed from the indirect cost base per Appendix IV of Office of Management and Budget (OMB) *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*.

**3. Travel (\$3,000.00):** Funds are requested to cover museum entry fees and tours of archives at \$25 per person with 23 persons. This expenditure was removed from the indirect cost base per Appendix IV of OMB *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*.

**5. Other (\$575.00):** Chartered busses will be required for three field trips: 1 to Fones Cliffs/ Indigenous land 1 to Charlottesville, 1 to Washington DC. This expenditure was removed from the indirect cost base per Appendix IV of OMB *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*.

#### **F. Other Direct Costs - \$60,332.00**

**1. Materials and Supplies (\$250.00):** General materials for the Institute including writing materials, notebooks, and other supplies.

**2. Publication Costs (\$3,275.00):** Includes the costs of putting together core reading materials in the form of an Institute Reader (23 at \$65 each for a total of \$1,495.00), as well as copies of the following books King, Tiffany. (2019). *The Black Shoals: Offshore Formations of Black and Native Studies*. Durham; Duke University Press and McKittrick, Katherine (2006). *Demonic Grounds: Black women and the Cartographies of Struggle* (46 books at \$30 each for a total of \$1,380.00). This expenditure also includes mailing costs in the amount of \$400.00 for mailing the books and reading materials prior to the Institute.

**3. Consultant Services (\$11,250.00):** We will convene a six-person committee for selecting the participants comprised of the three co-directors and three humanities scholars with honoraria budgeted at \$250.00 for each of the humanities scholars per NEH guidelines (\$750.00 total). Additionally, the institute will feature 14 distinguished scholars, specific to the theme, who will participate in all of the activities and provide one formal lecture on their research or teaching as project faculty. Each of the project faculty will receive an honorarium of \$750.00 per day per NEH guidelines (\$10,500.00 total).

**5. Subawards/Consortium/Contractual Costs (\$45,558.00):** Includes a subaward of \$21,362.00 for the University of Virginia (UVA), and a subaward of \$24,196.00 for Harvard University, Dumbarton Oaks (DO). These subawards are based on proposals from the respective institutions described in the subrecipients budget attachment.

#### **H. Indirect Costs - \$32,039.00**

**Indirect Cost Calculation:** The indirect cost rate associated with this project is 38% per VCU's FY 2023 federally negotiated indirect cost rate agreement for "other sponsored activities." Indirect costs were calculated using the modified total direct costs (MTDC) allocation method described in § 200.1, and therefore excludes "Participant/Trainee Support Costs" from the indirect cost base per Appendix IV of OMB *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*.