

CHARLES REDD CENTER FOR WESTERN STUDIES



**2015
ANNUAL REPORT**

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OUR MISSION

The mission of the Charles Redd Center for Western Studies is to promote the study of the Intermountain West by sponsoring research, publication, teaching, and public programs in a variety of academic disciplines including history, geography, sociology, anthropology, politics, economics, literature, art, folklore, range science, forestry, and popular culture.

PERSONNEL

Faculty: Brian Q. Cannon, Director; Brenden W. Rensink, Assistant Director

Staff: Amy Carlin, Office Specialist

Student Employees and Interns for 2015: Rachele Clayson, Neil Longo, Drew Rupard

Current Board Members: Thomas G. Alexander, James B. Allen, Val J. Anderson, Lyn Ellen Bennett, Mark Brunson, Jay Buckley, John E. Butler, Dennis Cutchins, Jessie Embry, Ed Geary, Sarah George, P. Jane Hafen, Quin Monson, Kathy Mullins, John L. Murphy, Jeff Nichols, Paul Starrs, Carol Ward

Lemuel Hardison Redd, Jr. Professor of Western American History: Ignacio Garcia

Lemuel Hardison Redd, Jr. Professor of Western American History Emeriti: Thomas G. Alexander, James B. Allen

DIRECTOR'S REPORT: BRIAN Q. CANNON

In 2015 the Charles Redd Center continued its tradition of underwriting the scholarship of professors, students and independent scholars; funding prizes for articles and National History Day projects; supporting museum exhibits; and helping to fund other public programs in western studies. The Center awarded over \$73,000 in its annual springtime awards competition. Additional funds were awarded later in the year including a Karl and Mollie Butler Young Scholar award for Michael T. Searcy of the Anthropology Department and two visiting scholar awards (Jimmy Bryan of Lamar University and Mariana Whitmer of the University of Pittsburgh). I'm very pleased that we were able to contribute to western studies at BYU by sponsoring numerous guest lectures, many of which were also made available via live feed to viewers elsewhere. In the Winter Semester we sponsored lectures at BYU by Jon Coleman of Notre Dame University; local historian Robert Carter who delivered the Clarence Dixon Taylor lecture; Steven Amstrup, a research biologist and conservationist; and Daniel Beard, former commissioner of the Bureau of Reclamation. In the Fall Semester we hosted lectures by George Annandale, a civil engineer specializing in water resources and principal at Golder Associates; University of Nevada Professor of Art and Photography Peter Goin; UCLA professor of anthropology Peter Nabokov; Michel Hogue, a historian at Carleton University; Sarah Alisabeth Fox, a public historian based in Seattle; historical geographer Richard Francaviglia; and BYU folklorist Jacqueline Thursby.

We had the good fortune of collaborating with the Tanner Humanities Center at the University of Utah, the Utah Humanities Council, and the Howard Egan Family Foundation in sponsoring conferences and lectures elsewhere in Utah. We also sponsored prizes and/or events in conjunction with professional organizations including the Western History Association, the Western Literature Association, the Western Political Science Association, the Western Museum Association, the Native American Literature Symposium, Phi Alpha Theta, the Mormon History Association, the Utah State Historical Society and the Buffalo Bill Historical Association.

Looking back over the past year I am especially pleased to report that we are again fully staffed in our office. Last March Brenden Rensink joined us as Assistant Director. I am delighted to have him aboard. Brenden holds a CFS (tenure track) professional faculty position.

In the fall the Redd Center offered an interdisciplinary lecture series course on Western American Studies, American Studies 392R, taught primarily by Brenden. Students in the course were treated to research presentations by a dozen guest presenters from the life sciences, humanities, arts and social sciences, each of whom had received research support from the Redd Center.

The Center hosted and sponsored a seminar on Mormons and the environment in November. Redd Center personnel worked with Jed Rogers (Utah Historical Quarterly) and Matt Godfrey (Church History Library) to plan and carry out the seminar. The seminar brought together eleven scholars to present and critique drafts of chapters in preparation for publication by the University of Utah Press of a scholarly book on Mormon environmental history. Scholars who joined me in contributing papers for the seminar were Rogers, Godfrey, Tom Alexander (BYU), Rebecca Anderson (Arizona State), Sara Dant (Weber State) Brett Dowdle (Texas Christian University), Richard Francaviglia (Willamette University), Jeff Nichols (Westminster), Betsy Gaines Quammen (Montana State University), and Nathan Waite (Church History Library).

DIRECTOR'S REPORT: BRIAN Q. CANNON

Three years in the making, *Immigrants in the West: Historical Identities and Experiences*, edited by Jessie Embry and me and published by the University of Utah Press, was issued early in the year. This book grew out of the Redd Center's August 2011 seminar on western immigration. The collection of essays showcases cutting-edge research and innovative approaches that a new generation of scholars is bringing to the study of immigration in the West.

In the fall the University of Utah Press published *The Awkward State of Utah: Coming of Age in the Nation, 1896–1945*, which I co-authored with Charles Peterson. I continued to serve on the editorial board of *BYU Studies* and the *Utah Historical Quarterly*, as an associate fellow at the Center for Great Plains Studies, and as an associate editor for *Agricultural History*. In June I began serving as president-elect of the Mormon History Association. Also this year I served as a member of the program committee for the Western History Association's 2016 conference. In September I presented a paper on the Rural Intermountain West at the meetings of the Rural History Organization in Girona, Spain. The paper was commissioned by Pamela Riney-Kehrberg of Iowa State for a forthcoming history of rural America to be published by Routledge. In the history department I taught History 374 (US, 1890–1945), History 364 (Utah) and History 221 (the second half of the US History survey course).

I am grateful to our board members for their excellent suggestions and their service as judges in our awards competitions. I am also grateful to BYU and the College of Family, Home and Social Sciences for their support of the Redd Center.

ASSISTANT DIRECTOR'S REPORT: BRENDEN RENSINK

Looking back at my nine months spent with the Redd Center in 2015 I am grateful for everyone's help in getting up to speed, excited about what we accomplished, and thinking big for the upcoming year. A number of people on our advisory board pitched in at various points with advice and help, and Brian Cannon fielded a near-constant stream of questions and brainstorm. Though we lost her briefly during the summer, Amy has been a constant support as well. Due in large part to their help, I mostly kept my head above water. Much thanks! Below is a quick rundown of the various activities that kept me busy.

Upon arrival in mid-March, I dove headfirst into managing the awards season. As you can imagine, it requires a lot of juggling, arranging, and reading. We received some really excellent applications and Board members helped with judging. With a few minor hiccups, we were able to select many promising projects for funding and notified applicants before the end of April. During April I also aided Brian in judging the Mary Lou Fulton Poster contest here on campus. I also helped judge at the Utah State History Day, where we awarded 3 prizes to some excellent high school projects.

One task that began in the summer and occupied considerable time for the remainder of the year was running our public lecture. First, I oversaw establishing the line-up for our Fall Lecture series. The Center was fortunate to host a very impressive list. Peter Goin, Peter Nabakov, Michel Hogue, Sarah Fox, Richard Francaviglia, and Jacqueline Thursby all gave public lectures in the series. Leisl Childers was scheduled to present, but weather troubles prevented her flights from getting here. We will bring her back for next fall. Later in the year, I also helped arrange for winter 2016 semester lecturers, which will include Paul Reeve, James Brooks, Shelly Fishkin, LeAnne Howe, Sujevy Vega, and Lisa Fillerup. Again, we are fortunate to have such high quality scholars present for the center. One innovation I have attempted to bring to our public lecture offerings is to stream them live online. We expend a fair amount of money to bring top-notch scholars to campus and it seems a shame not to extend the benefit of their lectures beyond those in the room. Unfortunately, our fall series was plagued with a comical number and variety of technical difficulties – some our fault, some due to external failures. At year's end, new equipment was purchased and a new setup will allow for better streams. Our first 2016 lecture, Paul Reeve, streamed live without serious trouble and a number of people logged in and viewed it live. If we can establish this as a tradition, it should help elevate the stature of the Center as we become known for regularly providing these valuable lectures to the public.

Also beginning in the summer I began work in conceptualizing and starting a few new oral history collections. First, I am helping coordinate a collection of oral histories being conducted by the Excommunication Society—a group of retired BYU administrators and Communications professors—on their experiences working here at BYU. The group has some fascinating people, and while the progress has been slow, it should slowly build into a great collection for the archives. On my own I initiated two projects that draw from worlds where I already have contacts. The first will feature oral histories from people involved in the administration and use of public lands. This will include officials from various government agencies, the USFS, BLM, NPS, etc., as well as private individuals who use public lands for private reasons such as ranching, mining, recreation, etc. The second collection seeks to capture oral histories from more elderly individuals here in the Wasatch (and perhaps elsewhere in the future) about their past experiences in the backcountry. These are individuals who were pioneering hiking and mountaineering in the mid-20th century. One motivation for this is the fact that the Wasatch Front is experiencing tremendous demographic growth and is projected to accelerate growth in upcoming decades. With this growth, usage of backcountry trails, lakes, peaks, and so forth will grow—changing and evolving the nature of these places. Capturing stories of our backcountry's past will be a valuable resource. A third project, languishing in IRB processes, will collect oral histories concerning

ASSISTANT DIRECTOR'S REPORT: BRENDEN RENSINK

tourism and recreation on Indigenous lands. Only a few oral histories have been conducted for these projects, but I have compiled a hefty list of individuals to have agreed to participate and others to still contact.

This Fall I attended two conferences, carrying the Redd Center banner and spreading the word about our programs and events. First was the Western History Association conference in Portland. I chaired a panel on transnational borderlands and feel that it may have been my favorite WHA to date. Later in October, I travelled to Flagstaff to setup and man an information booth with Redd Center materials at the Biennial Conference of Science and Management on the Colorado Plateau and Southwest Region. This is a conference I selected as an attempt to increase our engagement with new groups. We have strong traditions in the social sciences and humanities, but I am eager to bring greater participation with environmental sciences and management, biology, plant and wildlife science, etc. The conference featured academics, graduate students, and representatives from numerous government agencies and nonprofit groups – all focused on the Colorado Plateau. Despite the confused and quizzical looks I received from many who had never heard of us, many were excited when they found out who we are, what we do, and what resources we can offer. At the conference I also made the acquaintance of Utah State University professor of Environmental Science and Associate Director of the Center for Society, Economy and the Environment, Mark Brunson. We later invited him to join the Redd Center Advisory Board (he accepted) and we look forward to his ability to bridge our work with the social and environmental science communities.

We hosted a seminar on Mormons and Environment in November and I helped coordinate a portion of that. In collaboration with Jane Hafen, I have also spent time planning a seminar for June 2016 on Mormons and American Indians. Jane and I brainstormed, solicited abstracts, and have finalized a very impressive list of participants. The seminar and resulting anthology of essays will be a significant contribution to a number of fields, focusing on understudied aspects of American Indian and Mormon experiences.

I spent some time throughout the year researching and planning a new region-wide digital history project. The project will integrate content from the entire Intermountain West region and invite collaboration from multiple Universities, educators, local historical societies and museums, and others. Once launched and underway, it will allow the Redd Center to serve as the focal point for civic engagement and collaboration in public history. Details will follow, but this should become a growing part of the Redd Center's public profile and will be an invaluable resource for the public.

The remainder of my time has been spent serving on a couple committees, attending new faculty development seminars, and developing ties here at BYU for campus and civic engagement. In May I published a co-authored book with Jay Buckley, a Historical Dictionary of the American Frontier. I also published a number of book reviews this year, and am making final revisions to my book manuscript, contracted with Texas A&M Press for their "Connecting the Greater West" series. In spare moments, I have begun developing a future book project, which will be a cultural history of adventuring in the West. I also directed a Western Studies course this fall, where an incredibly bright group of students attended our lecture series and a number of classroom presentations from BYU professors.

By year's end, I feel that I have been initiated to most of the Redd Center happenings, and am feeling more confident in my place at the Center and vision for moving our work forward.

PLANS FOR 2016

The Center will offer research and public programming awards this year, including a Visiting Scholar Appointment and a \$10,000 Interdisciplinary Research Grant.

The Center will offer a Karl and Mollie Butler Young Scholar Award in Western American Studies.

The Publication Grant program will continue to provide funding to presses that publish scholarly books regarding the Intermountain West.

The Center will continue to assist state history fairs in promoting the work of secondary school students by offering prizes for the best projects and papers related to the American West.

Center personnel will continue publishing books and articles and presenting papers at conferences.

The Center will continue to sponsor lectures. Six lectures have been scheduled for Winter Semester. Paul Reeve will speak on “From Not White Enough to Too White: Remembering the Mormon Racial Story” on January 27. James Brooks will deliver the Annaley Naegle Redd Lecture on February 25. His lecture title is “Mesa of Sorrows: Archaeology, History and the Ghosts of Awat’ovi Pueblo.” Shelly Fishkin will speak on Chinese railroad workers in North America on February 26. LeAnne Howe will deliver the Hazel Butler Peters Lecture on March 3. Sujei Vega will speak on March 10 on Latina/o Latter Day Saints and their Ethnic Religious Belonging. Lisa Fillerup will deliver the Clarence Dixon Taylor local history lecture on the preservation of the Wasatch Tabernacle on March 31. The Center will also host several lectures during the Fall Semester, likely including Fawn Amber-Montoya, Leisl Childers, Jeff Sanders, and Raphael Folsom.

The Center will honor its existing commitments for article and paper prizes and will entertain proposals for new awards related to western studies in any academic discipline.

The Center will sponsor the Charles Redd Center Awards for the best research posters dealing with the Intermountain West in conjunction with the Mary Lou Fulton Mentored Research Conference at BYU.

The Center will sponsor two Charles Redd Center Awards in conjunction with the Graduate Research Conclave in the Department of Plant and Wildlife Sciences.

The Center will offer awards for undergraduate and graduate papers at the BYU English Symposium.

The Center will sponsor a luncheon for its BYU affiliates in western studies to promote collegiality and discussion of western studies topics.

The Center will continue to provide honoraria and travel funds for guest lecturers in western studies who visit BYU to speak to classes or to deliver public lectures.

The Center will continue its partnership with the Buffalo Bill Historical Center in supporting the Cody Digital Archive editorial internship at BYU under the direction of English professor Frank Christianson.

The Center will continue its outreach to K–12 teachers by funding up to four \$500 fellowships to enable teachers to attend the 2016 Western History Association meeting in St. Paul. Teachers produce lesson plans based in part upon what they have learned at those meetings, and those lesson plans will be posted on the Center’s website.

PLANS FOR 2016

The Center will continue its tradition of promoting understanding of western American literature by co-sponsoring a plenary session at the Western American Literature 2016 meeting in Big Sky, Montana.

The Center will continue to fund up three \$500 fellowships that enable K–12 teachers to attend the Western American Literature Association conference. Teachers produce lesson plans based in part upon what they have learned at those meetings, and those lesson plans will be posted on the Center's website.

The Center will support the Western Studies minor by offering capstone grants for students and enrichment funds for American Studies 300: Literature and Culture of the American West.

The Center will offer a one-credit lecture series class for American Studies, Presentations on Western American Studies, during the Fall 2016 Semester. Redd Center award winners will share their research with students registered in the class and with other interested members of the university community.

The Center will pursue the possibility of offering an upper-division course in Western American Studies for the American Studies program. In conjunction, efforts will be made to revive the (apparently) moribund Western American Studies minor.

The Center will continue to develop the new oral history collections initiated in 2015 by Brenden Rensink. Likewise, the Center will serve as the facilitator for the Excommunication Society's oral history collection. See Brenden's 2015 report for more details.

The Center will launch a region-wide digital history project, most likely using the CurateScape platform. See www.curatescape.org for examples of other projects using the platform. Brenden Rensink will serve as the editor of the project and upper-division research assistants from BYU (and potentially elsewhere) may have the opportunity to serve as assistant editors as the project grows. The project will invite participation from Universities, secondary educators, historical societies and museums, and other interested groups for the generation of content. This project will place the Center as the hosting institution and greatly raise the prominence of the Center as the project website and smart device app grow in content and popularity. It is civic engagement and public history that stands to have enormous outreach potential.

The Center will collaborate with Ignacio Garcia (BYU History Department professor, and Lemuel Hardison Redd, Jr. Professor of Western & Latino history), Fernando Gomez (Museum of Mexican Mormon History in Provo), and John Murphy (BYU Special Collections) in a new project to document the history of Latinos in Utah County, with initial emphasis on Provo. This will include the collection of documents, oral histories, artifacts, and other materials.

The Center will attempt to facilitate the acquisition of a large historical photograph collection for BYU Special Collections. The collection is in private hands and the owner has expressed interest in collaboration. The collection features numerous items relevant to Western history, as well as other fields.

The Center will host a seminar on American Indians and Mormons in June under the direction of Brenden Rensink and Jane Hafen. Sixteen scholars have accepted invitations to prepare papers for the seminar.

The Center will continue working with Jed Rogers, Matthew Godfrey, and John Alley of the University of Utah Press on the publication of a scholarly book resulting from the Center's 2015 seminar on Mormon environmental history.

PLANS FOR 2016

The Center will co-sponsor with the Bean Museum and Northern Arizona University an international conference on soil bio-crusts in Moab September 26–30.

The Center will co-publish, with the Utah State Historical Society, Jim Allen's book manuscript, "Still the Right Place: Utah's Second Half-Century of Statehood, 1945–1995."

The Center will sponsor two roundtable panel discussions at the Western History Association Conference in October: "The Centers of the West: Making Western History Relevant to the Public" and "The Role, Relevance and Future of Regional Studies and of Regional Studies Centers in a Global Environment."

The Center will continue planning a seminar entitled the Era of Reconstruction in Mormon America. This seminar is scheduled for June 2017. Current steering committee members are Eric Eliason and Clyde Milner. Topics to be discussed include Indian removal and Mormon removal (ethnic and religious cleansing), the legacy of violence (abolitionism, anti-Mormon violence, Mountain Meadows), the twin evils revisited (polygamy in the context of slavery), the concept of Greater Reconstruction (South, Native Americans, Mormons), the application of federal power and its effectiveness, and why Mormons don't have a lost cause.

The Center will collaborate with BYU Associate Professor of Plant & Wildlife Science Samuel St. Clair to potentially host a large-scale conference focused on Intermountain West environmental science issues. The thematic focus is yet to be determined, but there is interest from both parties in working together to host a conference, potentially recurring.

LECTURES, PRIZES, AND EVENTS

Lectures

February 26: Jon Coleman, University of Notre Dame, Annaley Naegle Redd Lecture
“Here Lies Hugh Glass: A Mountain Man, a Bear, and the Rise of the American Nation”

March 12: D. Robert Carter
“Brigham’s Backsliders: Early Provo’s Reprehensible Reputation:

April 3: Daniel P. Beard, former Commissioner of the U.S. Bureau of Reclamation
“Reforming Western Water Policies: A Different Perspective”

September 17: Peter Goin, University of Nevada, Reno
“Revisiting Tahoe Then and Now: A Visual History”

October 15: Michel Hogue, Carleton University
“Metis and the Medicine Line: Researching and Writing the Transnational Histories of Plains Indigenous Peoples”

October 29: Sarah Fox
“Downwind: A People’s History of the Nuclear West”

November 5: Richard Francaviglia, Willamette University
“Saint Making and Map Making: The Cartographic History of Mormonism”

Co-Sponsored Lectures

March 26: Steven C. Armstrup, University of Wyoming, Laramie
“Why Should We Care About Polar Bears?”
With the Monte L. Bean Life Sciences Museum

September 10: George Annandale, Golder Associates
“The Importance of Surface Water Storage in the Face of Uncertainty”
With the Department of Civil and Environmental Engineering

October 1: Peter Nabokov, University of California, Los Angeles
“The Hunts of Acoma: Tracking a Pueblo Indian Family through the Twentieth Century”
With the English Department

December 3: Jaqueline Thursby, BYU, William A. Wilson Folklore Archive Founder’s Lecture
“Basques in the American West”
With the Harold B. Lee Library

Prizes

The Western Political Science Association awards the Charles Redd Award for Best Paper on the Politics of the American West. The prize of \$250 was presented to Juliet E. Carlisle, University of Idaho; Stephanie L. Kane, Washington State University; David Solan, Boise State University; and Jeffrey C. Joe, Idaho National Laboratory, for their paper entitled “Place Attachment and Public Support for Solar Development in Southern California”

The Center sponsored the Beatrice Medicine Award in American Indian Studies at the Native American Literature Symposium. The award of \$250 went to Molly McGlennen for her book *Creative Alliances: The Transnational Designs of Indigenous Women’s Poetry*

LECTURES, PRIZES, AND EVENTS

Prizes continued

The Western Museum Association Award for Exhibition Excellence was funded by the Redd Center. The award of \$500 went to the Museum of Anthropology, Museum of Vancouver, and Musqueam Cultural Education Resource Center for the exhibit entitled “*čəsnaʔəm, The City Before the City.*”

The Arrington-Prucha Prize, awarded by the Western History Association, for the best article of the year in Western American Religious History. The award of \$500 went to Brent Rogers for his article, “A ‘Distinction between Mormons and Americans’” *Utah Historical Quarterly* (Fall 2014).

The Jensen-Miller Award, awarded by the Western History Association, is for the best article in the field of women and gender in the North American West. The award of \$500 went to Verity G. McInnis for her article “Indirect Agents of Empire: Army Officers’ Wives in British India and the American West, 1830–1875” *Pacific Historical Review* (August 2014).

One Charles Redd Teaching Excellence Award was given, enabling a school teacher to attend the Western History Association’s annual convention. The \$1,000 prize was awarded to Peter A. Prindiville.

Three Charles Redd Teaching Excellence Awards were given, enabling school teachers to attend the Western Literature Association’s annual convention.

The Center sponsored awards for the Mary Lou Fulton Conference poster contest dealing with the Intermountain West/Mountain West (the states of Utah, Idaho, Montana, Wyoming, Colorado, Nevada, New Mexico, and Arizona). First place was awarded to Matthew Beck for “Wrestling Elephants, Tangling Tusks: Understanding the Rift Among Utah Republicans.” Second place was awarded to Christine Edmunds for “Burned Out: Site Abandonment of Alkali Ridge Site 13, Southern Utah.” Third place was awarded to Tyler Simms for “War Wary? Not in Utah.”

The Clarence Dixon Taylor Award was offered to Lisa Fillerup for her article “Wasatch Stake Tabernacle—Redefining Pioneers.”

The Charles Redd Center-Phi Alpha Theta Best Book in Western History Award of \$500 went to Raphael Folsom for his book *The Yaquis and the Empire: Violence, Spanish Imperial Power, and Native Resilience in Colonial Mexico*.

Two \$500 Charles Redd Center Awards were given at the 2015 Plant and Wildlife Sciences Graduate Research Conclave. The awards were given to Lucas Hall and Jacob Hall.

The Center sponsored awards for the Arizona National History Day state competition, the Colorado History Day, and history fairs in Idaho, New Mexico, and Utah.

Events

June 12: Major Howard Egan Symposium (co-sponsored with the Howard Egan Family Foundation)

October 8–9: Black, White, and Mormon (co-sponsored with the Tanner Humanities Center and U of U)

November 6: Mormon Environmental History Seminar

2015 REDD CENTER AWARDEES

Annaley Naegle Redd Assistantships

The Annaley Naegle Redd Assistantship is open to professors at Brigham Young University, who can then employ graduate and undergraduate students in a mentored learning environment. It provides students an opportunity to work closely with leading scholars in Western American Studies.

In 2015, the Redd Center received four applications and awarded the following two individuals:

Mark Belk, Brigham Young University. "Comparative Demography of Brown Trout and Cutthroat Trout in a Utah Stream"

Steven Petersen, Plant and Wildlife Sciences, Brigham Young University. "The Distribution and Ecology of Ancient Bristlecone Pine Forests"

Total granted for 2015–2016: \$16,000

Annaley Naegle Redd Student Award in Women's History

The Annaley Naegle Redd Student Award in Women's History is given annually to an undergraduate or graduate student performing research on women in the American West.

In 2015, the Redd Center received nine applications and awarded the following two individuals:

Jacqueline Antonovich, History, University of Michigan. "Doctoring the Land: Women Physicians, the Politics of Health, and the Geography of Medicine in the American West, 1870–1930"

Jeannette Estruth, History, New York University. "A Political History of the Silicon Valley: Structural Change, Urban Transformation and Local Social Movements, 1945 to 1984"

Total granted for 2015–2016: \$2915

Charles Redd Fellowship in Western American History

The Charles Redd Fellowship in Western American History is designed to facilitate access to Western American manuscript collections in Special Collections and has been greeted with excitement and enthusiasm by researchers.

In 2015, the Redd Center received twelve applications and awarded the following five individuals:

Melanie Armstrong, History, University of California, Berkeley. "Canyonlands National Park: Environmental Management in Cultural Context"

Amanda Beardsley, Art History, Binghamton University. "Celestial Mechanics: Harvey Fletcher and the Advent of Stereophonic Sound"

Jonathan Foster, Social Sciences, Great Basin College. "The Civilian Conservation Corps and the Cities in the Intermountain West"

Peter Goin, Art, University of Nevada, Reno. "Revisiting Lake Tahoe: Harold A. Parker, Romanzo E. Wood, and C.R. Savage Collections"

Victoria Samburnaris, Art, Yale University. "Historical Echoes"

Total granted for 2015–2016: \$7,515

2015 REDD CENTER AWARDEES

Independent Research and Creative Works Award

The Independent Research and Creative Works Award is open to individuals who are not connected to an academic institution as a faculty member or student.

In 2015, the Redd Center received fifteen applications and awarded the following four individuals:

David Baron “Attitudes Toward Science in the Frontier West/The Eclipse of 1878”

Ryan James Dostal “Sprouting Attitudes: Pueblos, Corn, and Capitalism”

Tobah Gass “Florence Merriam Bailey: The New Mexico Journals”

Larry Morris “The Story of the 1959 Yellowstone Earthquake”

Total granted for 2015–2016: \$4,085

John Topham and Susan Redd Butler Faculty Research Awards

The John Topham and Susan Redd Butler Faculty Research Awards are designed to illuminate some aspect of the American experience in Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and/or Wyoming.

In 2015, the Redd Center received three Brigham Young University faculty applications and awarded the following two individuals:

Dirk Elzinga, Linguistics. “Ute Talking Dictionary”

Quinn Mecham, Political Science. “Oral Histories of Wayne County, Utah”

Total Granted for 2015–2016: \$4,500

In 2015, the Redd Center also received sixteen off-campus faculty applications and awarded the following six individuals:

Daniel D. Arreola, School of Geographical Sciences and Urban Planning, Arizona State University.
“Mexican Restaurants in the Mountain West”

Christine Bold, School of English and Theatre Studies, University of Guelph. “Vaudeville Indians in the American West and Beyond”

Andrew Gulliford, History and Environmental Studies, Fort Lewis College. “Reading the Trees: Colorado’s Carved Aspen Arboglyphs, an Environmental History”

Jennifer K. Ladino, English, University of Idaho. “Memorials Matter; Affect and Environment at American Memory Sites”

Ernesto Sagas, Ethnic Studies, Colorado State University. “Latinos in Southwestern Colorado”

Andrew Wasserman, Design, Louisiana Tech University. “Just Dust: The Temporary Permanence of Angelo di Benedetto’s Justice Through the Ages”

Total Granted for 2015–2016: \$11,600

2015 REDD CENTER AWARDEES

Public Programming Award

The Public Programming Award is open to any organization that is planning a conference, museum exhibit, or lecture series focusing on Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and/or Wyoming.

In 2015, the Redd Center received sixteen applications and awarded the following seven organizations:

Harwood Museum of Art of the University of New Mexico Symposium for “Mabel Dodge Luhan and Company: American Moderns and the West”

Natural History Museum of Utah Statewide Urban Ecology Initiative—Prototype Activity and Organization Framework”

Nez Perce County Historical Society “History of Chinese People in Lewiston, Idaho”

Salt Lake City Arts Council “Living Traditions Festival”

University of West Florida Public History Program “National Treasures: Exploring a Centennial of America’s Parks with Next Exit History”

Utah Humanities Council “18th Annual Utah Humanities Book Festival”

Western Literature Association “Arigon Starr: Performance and Stories”

Total granted for 2015–2016: \$19,575

Summer Award for Upper Division and Graduate Students

The Summer Awards for Upper Division and Graduate Students helps promising students begin serious research on Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and/or Wyoming.

In 2015, the Redd Center received two Brigham Young University applications and awarded the following two individuals:

Aaron Rhodes, Plant and Wildlife Sciences. “Characterizing Differential Use of Aspen After Fire by Cattle, Mule Deer, and American Elk.”

Ashlee Smith, Biology. “Age Structure of a Natural Population of Burying Beetles”

Total granted for 2015–2016: \$2,640

In 2015, the Redd Center also received twenty-four off-campus applications and awarded the following twelve individuals:

Cassandra L. Clark, History, University of Utah. “Abandon All Hope, Ye Who Enter Here; Race, Religion, and Science, in the Four Corner States of the American West”

John Joseph Crandall, Anthropology, University of Nevada. Las Vegas. “Indigenizing Frontier Industry: Southern Paiute Labor and the Development of Extractive Mining in Central Nevada, 1830–1900”

Sarah Cullen, Anthropology, University of Colorado. “Plains-Pueblo Interactions Along the Park and Caquagua Plateaus, AD 1000–1500”

Adam Dunstan, Anthropology, University at Buffalo. “Toxic Desecration: Science and the Sacred in Navajo Environmentalism”

Meghan J. Forney, Anthropology, University of Oklahoma. “Changing Perceptions of the Bridger Mountain Range in Southwest Montana”

Jennifer Macias, History, University of Utah. “Redefining the American Dream: Latino/a Families after World War II”

2015 REDD CENTER AWARDEES

Karen Smyth, American Studies, Saint Louis University. “The Errand of Angels: Gender, Sexuality, and Feminism in the Mormon Church, 1972–2014”

Amos W. Stailey-Young, Cinematic Arts, University of Iowa. “Finding the New Frontier: Location Scouting, Hollywood, and Western Cinema”

Emily Voelker, History of Art and Architecture, Boston University. “Visualizing the Indigenous Cultures of “Amérique du Nord”: Photography, Anthropology & Franco-American Exchange, 1870–1890”

Tiffany Wilgar, English, University of South Florida. “Seeing Stardust: Class, Culture, and The Nevada Test Site”

Luke Willert, History, Harvard University. “Detectives and Violence in Wyoming, 1883–1903”

Will Wright, History, Colorado State University. “The Anthropocene and Questions of Scale: The Big Thompson Flood of 1976”

Total granted for 2015–2016: \$12,170

Mollie and Karl Butler Young Scholar Award

The Mollie and Karl Butler Young Scholar Award acknowledges outstanding academic promise of faculty members at the assistant or associate professor levels at Brigham Young University, based upon record of research, teaching, and university citizenship. The award carries with it an annual \$3,000 salary stipend and \$5,000 research support for three consecutive academic years.

In 2015, the Redd Center received six nominations and awarded the following two individuals to serve their terms as noted:

Mike Searcy, Anthropology, 2015–2018

James Swensen, Comparative Arts and Letters, 2016–2019

Continuing Young Scholars:

Quin Monson, Department of Political Science, 2012–2015

Sam St. Clair, Department of Plant and Wildlife Sciences, 2013–2016

Spencer Fluhman, History, 2014–2017

Publication Grants

The Redd Center offers publication grants to presses to help offset the costs of publishing Intermountain West titles. Grants permit presses to improve the quality of the publication and/or make the book more affordable.

In 2015, the Redd Center awarded publication grants to the following three presses:

University of Colorado Press: *Epiphany in the Wilderness: Hunting Nature and Performance in the Nineteenth-Century American West*

University of North Carolina Press: *Metis and the Medicine Line: Creating a Border and Dividing a People*

University of Oklahoma Press: *The Size of the Risk: Histories of Multiple Use in the Great Basin*

Total granted for 2015–2016: \$9,000

2015 CHARLES REDD CENTER AWARD REPORTS

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ANNALEY NAEGLE REDD ASSISTANTSHIP

Bruce Roundy, Plant and Wildlife Sciences, Brigham Young University. “Absisic Acid Seed Coating to Delay Germination and Improve Rangeland Seeding Success”

Scott Sanders, Sociology, Brigham Young University. “Understanding How Community Perceptions and Access to Care Affects Mental Well-being in Montana”

Sam St. Clair, Plant and Wildlife Sciences, Brigham Young University. “Wildfire and Drought Impacts on Ant and Small Mammal Communities and its Consequences for Plant Invasions in Western US”

Name: Bruce A. Roundy

Title of Project: Abscisic Acid Seed Coating to Delay Germination and Improve Rangeland Seeding Success

Organization/Institution: Brigham Young University

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

The award was used to fund a graduate student from Mongolia, Turmandakh Badrakh (Turo). Turo conducted research on delay of seed germination by a range of abscisic acid (ABA) concentrations in seed coatings.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

Western rangeland restoration seedlings often experience seedling mortality due to frost injury. Turo's laboratory research project determined that lower ABA concentrations should delay seed germination sufficiently to avoid frost injury. She is currently writing her thesis which will report the details.

Please list publications and/or presentations based on your Redd Center research or program.

Badrakh, T., M. D. Madsen, and B. A. Roundy. 2015. Improving rangeland seeding effectiveness by delaying seed germination with abscisic acid (ABA). 31 January–6 February 2015. Society for Range Management 68th annual meeting. Sacramento, California.

If your research is not yet completed, what are the next steps in your research process?

Subsequent research will determine effects of ABA on seed germination and seedling survival in field experiments.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

Badrakh, T. 2016. Abscisic acid delays germination of rangeland species used in restoration. MS. Thesis, Brigham Young University.

Badrakh, T., M. Madsen, and B. Roundy. 2016. Abscisic acid delays germination of rangeland species used in restoration. To be submitted to Rangeland Ecology and Management or Seed Science.

Roundy, B., M. Madsen, and T. Badrakh. 2016. Rangeland seedbed freezing dynamics. To be submitted to Rangeland Ecology and Management or Plant and Soil.

Madsen, M., B. Roundy, and T. Badrakh. 2016. Delay of thermal accumulation for seed germination in rangeland seedbeds using abscisic acid. To be submitted to Rangeland Ecology and Management or Plant and Soil.

Comments

This Redd Center grant was critical in supporting our grad student and helping us initiate this promising line of research. We greatly appreciate it.

Name: Scott R. Sanders

Title of Project: Understanding How Access to and Community Perceptions of Mental Healthcare Affects Mental Well-being in Montana

Organization/Institution: Brigham Young University

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

This research examined how access to different types of mental care and community perceptions of mental illness affects the mental wellbeing of residents in Montana. We found that social stigma, or living in a community with negative perceptions of mental health has more influence on mental wellbeing than access to mental healthcare. In fact, once social stigma was added to the model, the access variables was no longer significant. This means that more funding should be committed to helping communities understand and accept mental illness, than to creating new clinics.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

The funds allowed me to hire a graduate research assistance. He cleaned the data and helped create the literature review for our project. Because I was burdened with unexpected administrative duties, I had to rely heavily on Matt. With our Matt's help this project would not succeeded

Please list publications and/or presentations based on your Redd Center research or program.

Sanders, Scott R. and Matthew McKnight "Understanding How Access to and Community Perceptions of Mental Healthcare Affects Mental Well-being in Montana" To be submitted to Society and Mental Health in the first quarter of 2016.

Sanders, Scott R. and Matthew McKnight "Understanding How Access to and Community Perceptions of Mental Healthcare Affects Mental Well-being in Montana" Presented at Rural Sociological Society Conference in Madison WI, August 2015

If your research is not yet completed, what are the next steps in your research process?

We are finalizing the paper and will submit it to a journal for publication in the coming months.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

We plan on submitting a second to Mental Health and Society in the first quarter of 2016.

Comments

Thank you to the Redd Center for funding Matt Mcknight. This experience helped him get into the top policy PhD program where he continues his research interests on community wellbeing in the western US.

Name: Sam St. Clair

Title of Project: Wildfire and Drought Impacts on Ant and Small Mammal Communities and its Consequences for Plant Invasions in Western US

Organization/Institution: Brigham Young University

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

With a group of graduate and undergraduate students we were able to establish monitoring of rodent and ant communities and begin characterizing their response to fire and climate fluctuations and how these patterns correspond to plant invasions. Since we received the funding we have continuously monitored rodent populations in experimental plots in the Mojave and Great Basin in the spring, summer and fall and ants communities every month from April to October. In these same plots we are monitoring changes in the establishment and spread of invasive grasses and whether they change based on fluctuations in the rodent and ant communities. We have also completed the first year of a study to separate out the influences of ants from rodents on the establishment of invasive plant species.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

Redd Center funding was vital to hiring undergraduate and graduate students in conducting the surveys of the consumer and plant communities to answer these vital questions about how fluctuations in rodent and ants communities responding to changes in their environment (wildfire, drought) and how they influence the outcomes of plant invasions. The data clearly show that rodents in particular are very effective at controlling the establishment and spread of invasive plant species and that drops in rodent populations due to drought and wildfire releases the invasive plant species from the control of the rodents that primes desert ecosystems to invasion. These results are quite novel in the field of ecology and are primed to lead to several high impact publications that will give graduate and undergraduate students opportunities to become co-authors on this work. As we have done in the past we will be sure and include the Redd Center in the acknowledgements sections of these published papers and we will forward them to you once they are published.

Please list publications and/or presentations based on your Redd Center research or program.

Invited seminars presented based on this work:

Umea University (Sweden)

Great Basin Climate Forum (Elko, Nevada)

Bureau of Land Management (Salt Lake City)

Bureau of Land Management (St. George)

American Studies Class (BYU)

Other presentations:

Ecological Society of America (Baltimore, Maryland)

If your research is not yet completed, what are the next steps in your research process?

We will continue to collect data over time because the responsiveness of ecological systems to climate and disturbance (fire) on invasion outcomes require long-term experiments.

We currently have a paper in peer review and several others that will be submitted in the next 6 months.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

We anticipate more than 10 publications from this work over the next two years and many more presentations. We will be sure to acknowledge the Redd Center in our paper and presentations. We will send published papers forward as they become available and we would be happy to provide presentations once the data from our paper become published.

Comments

Funding from the Redd Center over the last 8 years has blessed the lives of several graduate students and dozens of undergraduate students that have been mentored in my research lab. I express my deepest gratitude for the generosity of the Redd Family in providing these resources that bless so many of our young people.

ANNALEY NAEGLE REDD STUDENT
AWARD IN WOMEN'S HISTORY

Jacqueline D. Antonovich, History, University of Michigan. "Doctoring the Land: Women Physicians, the Politics of Health, and the Geography of Medicine in the American West, 1870–1930"

Jeannette Alden Estruth, History, New York University. "A Political History of the Silicon Valley: Structural Change, Urban Transformation and Local Social Movements, 1945 to 1984"

Name: Jacqueline Antonovich

Title of Project: Doctoring the Land: Women Physicians, the Politics of Health, and the Geography of Medicine in the American West, 1879–1930

Organization/Institution: University of Michigan

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

With the funds provided by the Charles Redd Center, I was able to conduct foundational research at the Stephen H. Hart Library in Denver and the the Denver Public Library's Western History/Genealogy Department. Both archives house papers of various women physicians that practiced in Colorado during the Progressive Era. While the papers of some women doctors have been preserved, the stories of most other women doctors practicing in the region are harder to find. Funding from the Redd Center allowed me time to search other archive holdings to find documents and letters from less well-known women physicians, which will hopefully allow me to connect these women to a larger cohort of medical practitioners in the region.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

The Redd Center funding allowed me to begin to make some important connections between women physicians practicing in the larger intermountain west. My work partly focuses on the creation of women's professional networks, pushing back on the narrative of the isolated pioneer physician. My work in the archives accomplished this goal by allowing me to see the communication between women physicians and their deliberate circulation of medical knowledge and medico-political ideologies among them. It also allowed for me to start tracing their political disagreements and the ways in which this manifested in their public policy advocacy.

Please list publications and/or presentations based on your Redd Center research or program.

“Let's Hitch our Moral Wagon to the Stars”: Female Physicians and the Politics of Reproduction in the Progressive-Era American West,” WHA 2015, Portland.

If your research is not yet completed, what are the next steps in your research process?

Write a draft of my dissertation.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

I hopefully one day will turn this dissertation into a book.

Comments

Thank you again for supporting my work. The Charles Redd Center has proved invaluable in this project.

Name: Jeannette Alden Estruth

Title of Project: A Political History of the Silicon Valley: Structural Change, Urban Transformation, and Local Social Movements, 1945–1995.

Organization/Institution: New York University

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

This spring and summer I completed three central writing projects, continued my ongoing archival work in California, engaged in interpersonal professional outreach and collaboration, and took several oral histories.

In June, I created a detailed chapter outline and an overarching timeline for my dissertation, which met with the approval of my advisors. In July, I wrote and submitted an article to press, which I've expanded upon below. In August, I have neared the completion of what will become the fourth chapter of my dissertation, a chapter on environmental and occupational health organizing against major technology companies in the 1970s and 1980s.

Since being awarded the Naegle Redd, I also completed archival work in several collections. At the Hoover Institution, I finished both the collections of the Libertarian Party of California, and the complete series of the Asian-American activist newspaper, "In Struggle." At San José State University, I finished my work in the Chicano Oral History Archives, and a trip to Santa Cruz allowed me to make significant progress in the robust collection of papers of activist Bettina Aptheker.

Over the course of the Fellowship I also engaged in several fruitful collaborative professional meetings. I attended the National Association of Chicano and Chicana Studies conference in San Francisco, and the Western Association of Women Historians Conference in May in Sacramento. I also met with several scholars from the University of California Berkeley, the Library of Congress, Santa Clara University, and San José State University.

Moreover, I took several oral histories as recipient of the Naegle Redd. I interviewed South Bay artist-activists Adrian Vargas and Carl Sotero, and prominent Libertarian politician June Genis. I also devoted time to visiting various places that are emerging as central historic sites in my dissertation, and took photographs that will appear in the final the project.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

The Redd Center's award permitted me to complete a chapter under contract with Bloomsbury Press on Chicana feminisms in the Silicon Valley. It also allowed me to take the time to create in-depth chapter profiles for each of my dissertation chapters, which allowed me to see the emerging narrative and argumentative arc of the project. Last, it helped me to immerse myself in research on a chapter about environmental and occupational health in the Silicon Valley, and almost complete the writing of that chapter. These exercises were incredibly helpful in advancing the project, and for that I am very grateful to the Redd Center.

Please list publications and/or presentations based on your Redd Center research or program.

This summer, I completed and submitted an article currently under contract with Bloomsbury Press London on Chicana women's organizing in the 1960s and 1970s in the South Bay Area for a volume on Transnational Feminisms. The volume is currently in production, but I will be sure to alert the Redd Center as stages progress, and thank the Center in my final submission.

I also discussed my research at the annual conferences of the National Association of Chicano and Chicana Studies in San Francisco; the Western Association of Women Historians in Sacramento; and a Symposium on Transnational and Public History at New York University in September .

If your research is not yet completed, what are the next steps in your research process?

This autumn I will complete my dissertation research at the Hoover Institution; San José State University; Stanford University; the University of California, Berkeley and the University of California, Santa Cruz. In January of 2016, I will return to New York City. There, I will process my archival research and notes, survey secondary literatures, create detailed outlines for my remaining dissertation chapters, and continue writing. In the spring of 2016, I will take on a Teaching Assistant role for an undergraduate survey course in the History Department.

Over the summer of 2016, I will integrate several existing conference papers and chapter outlines with the new research I conducted in California this year, and finish two additional chapters by September and October of 2016. In November and December of 2016, I will complete the final two chapters. In January and February of 2017, I will write my introduction and conclusion, and in March I will workshop and revise the entirety of the prose. In April I will edit citations and implement stylistic order across the project, and prepare for the defense of the dissertation in May of 2017.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

As I prepare to finish writing my dissertation, I will also pursue an active conferencing schedule in order to share and receive feedback on my project's chapters as they develop. To that end, I intend to present at the Urban History Association conference in Chicago, Illinois in 2016, as well as at the Berkshire Conference for Women's History on Long Island in 2017.

Following the completion of the doctorate, I will to develop the dissertation into a book manuscript. I will be delighted to thank the Redd Center for their support at every juncture of the process.

Comments

I would like to deeply thank the Redd Center, as always, for its ongoing support of my work. Thank you very much.

CHARLES REDD FELLOWSHIP AWARD IN WESTERN AMERICAN HISTORY

Brooke Brassard, Religious Studies, University of Waterloo. “Maple Leaf Mormons: The Integration of the Church of Jesus Christ of Latter-day Saints in Canada”

Amy DeRogatis, Religious Studies, Michigan State University. “Mormon King”

Christopher Elias, American Studies, Brown University. “State Secrets: J. Edgar Hoover, Joseph McCarthy, Roy Cohn, and Masculine Political Identity in the Creation of the American Security State”

Brant Ellsworth, American Studies, Penn State Harrisburg. “Transformation of Mormon Identity, 1890–1940”

Richard Garlitz, History and Philosophy, University of Tennessee at Martin. “A Mission for Development: Utah Universities and the Point Four Program in Iran”

Matt Harris, History, Colorado State University-Pueblo. “African Americans and Mormons: A History”

Betsy Quammen; History, Philosophy, and Religious Studies; Montana State University. “American Zion: The History of Zion National Park”

David Walker, Religious Studies, University of California, Santa Barbara. “Railroading Religion: Mormons, Tourists, and Industry in the American West”

David Vail, Morse Department of Special Collections, Kansas State University. “The Farmer’s Iron Horse: Railroads and Agricultural Extension in the Twentieth Century American West”

Name: Brooke Kathleen Brassard

Title of Project: Maple Leaf Mormons: The Integration of the Church of Jesus Christ of Latter-day Saints in Canada

Organization/Institution: University of Waterloo, Department of Religious Studies

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

Jan 12–25 in Salt Lake City researching at the Church History Library

- Cardston Ward Relief Society minutes
- Aetna Ward Relief Society minutes
- Stirling Ward Relief Society and YWMIA minutes
- Cardston, Aetna, and Leavitt Wards YWMIA minutes
- Raymond Ward YWMIA minutes
- Raymond Alberta Stake Miscellaneous, Relief Society, and YWMIA minutes
- Alberta Stake correspondence
- William L. Woolf oral history

Jan 26–Feb 4 in Provo researching at L. Tom Perry Special Collections, BYU

- LDS Polygamy Oral History Project: Amy Allen Pulsipher, Midred Stutz, Mable Palmer, Rachel Forsyth, Welburn Van Orman, John Clarke, Zarissa Clarke, William Wynder, Charles Norton, Winifred Smith, VA Wood, Iona Jackson, Elizabeth Hull, Louis Brandley, Ulrich Bryner, Jerome Platt, Earl Wixom
- “Our Town, Raymond’s Firsts”
- Alva M. Merkley Collection
- Richard Pilling A Family Heritage
- “My Life and Work” by Neil Richards
- Charles Ora Card letters
- Stirling Williams correspondence
- Zina Card Collection
- Zina Brown family papers
- Martha Bradley Papers
- Joseph Y. Card collection
- Charles Ora Card diaries

Feb 5–11 in Salt Lake City researching at the Church History Library

- Oral histories from the James Moyle Oral History Program: Donald Remington, Lawrence Kearn, Clara Smith, Leo Stutz, James Wood, Heber Matkin, Fred Spackman, Leroy Rollins, John Allen, Vi Wood, Violet Tanner, Garth and Elna Forsythe, and many more.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

The Redd Center funds allowed me to travel from Ontario, Canada and stay in Utah for 1 month to complete research for my dissertation. This research trip allowed me to access primary sources otherwise unavailable to me in Canada. My goal was to learn more about the lives of Canadian Latter-day Saints in their own words by reading their letters, diaries, and interviews. Until I started using the primary sources, I had only second-hand accounts and other scholars' interpretations. I learned that Mormonism in Canada was not going to be as obviously different from American Mormonism than I initially hoped. After two more research trips, I've observed a more North American (rather than divided as American and Canadian) Mormonism that flows between Utah and Alberta, Canada during my selected time period. I've only just begun sorting the data collected since January due to the fact that I've been collecting data from Utah and southern Alberta until September.

Please list publications and/or presentations based on your Redd Center research or program.

October 2015 - I presented on the topic of faith healing and midwifery in southern Alberta as practiced by the LDS at the interdisciplinary conference "Religion and Creativity" hosted by the religious studies and anthropology departments at Miami University in Oxford, Ohio.

If your research is not yet completed, what are the next steps in your research process?

Re-read and organize the data I've collected from a total of 4 research trips (3 to Utah and 1 to Alberta).

Outline and draft my chapters.

Write and re-write my chapters.

I foresee one or two more research trips to Utah to complete reading collections of diaries and meeting minutes I have not finished.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

January 2016 - I will submit a first draft of a chapter to an anthology on Mormon borderlands that examines the relationship between the Blood tribe and LDS in southern Alberta.

March 2016 - I will present at the Church History Symposium on the subject of spiritual gifts among female LDS living in southern Alberta.

Comments

Thank you for all your support.

Name: Amy DeRogatis

Title of Project: Mormon King

Organization/Institution: Michigan State University

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

I spent four days in Special Collections at BYU researching James Strang and the Strangite Community in Voree, WI and Beaver Island, MI. I read primary and secondary sources about the community from adherents and detractors.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

The majority of secondary literature on James Strang and the Strangite community focuses on the question of Strang's legitimacy as the successor of Joseph Smith, the authenticity of documents, and whether his personal ambitions dictated his religious actions. I am neither interested in determining whether he was an authentic prophet nor will I make claims that he was a fraud. My research question focuses on how the rituals and daily practices on Beaver Island created millennial hopes for his followers to build the kingdom of God. The daily practices of eating, dressing, working, or worshipping, allowed Strang's followers to consecrate their bodies and demonstrate their commitment to the theological and social project that ultimately made them intolerable to their former friends and neighbors. The Redd Center funds allowed me to read through primary sources that discussed some unique religious practices (such as Sabbatarianism, and Jewish festivals) and to read debates about the legitimacy of these practices.

Please list publications and/or presentations based on your Redd Center research or program.

To date, I have no publications or presentations to list based on my research at BYU. I am in the beginning stage of research.

If your research is not yet completed, what are the next steps in your research process?

I will visit other archives including the Beinecke Library at Yale University which holds the most extensive collection of Strangite primary sources.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

I hope to publish an article about the Strangite community's unique religious practices. If I have enough material at the end of my research, I will consider writing a book manuscript that places the Strangites within the religious context of the Great Lakes.

Comments

Thank you very much for providing me with the opportunity to visit Special Collections at BYU.

Name: Christopher Elias

Title of Project: State Secrets: J. Edgar Hoover, Joseph McCarthy, Roy Cohn, and Masculine Political Identity in the Creation of the American Security State

Organization/Institution: Brown University

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

The Redd Center's generosity enabled me to make the trip to Provo to do research in the Arthur V. Watkins Papers in the University Archives at BYU. My primary interest in the Watkins Papers was in regards to Senator Watkins's leadership of the Senate Subcommittee assigned to investigate censure charges against Wisconsin Senator Joseph McCarthy. I was interested in the correspondence Watkins received from American citizens who weighed in on the topic of McCarthy, his politics, and his character, specifically in regards to whether rumors about McCarthy's sexuality had been widely disseminated throughout the United States.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

The records contained in the Watkins Papers told me that rumors concerning McCarthy's sexuality and masculinity had in fact been disseminated across the United States, even if they did not receive wide coverage from mainstream media outlets. What this evidence suggests is that when viewers tuned into the televised coverage of the Army-McCarthy hearings in the spring of 1954, they were generally aware that the sexuality of McCarthy (and his two assistants Roy Cohn and David Schine) was a subplot in the hearings.

Please list publications and/or presentations based on your Redd Center research or program.

None (yet).

If your research is not yet completed, what are the next steps in your research process?

I am currently writing my dissertation and plan to receive my degree in the spring of 2016.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

I hope to eventually publish the dissertation project as a book, and will certainly let the Redd Center know if/when that happens!

Comments

A warm thanks to everybody at the Redd Center and BYU for their kindness during my visit to Provo. I am sure the folks at the Redd Center will not be surprised to learn that Mr. John Murphy was particularly helpful.

Name: Brant Ellsworth

Title of Project: The Real American Heroes: Race, Religion, and the Role of the American West in the Transformation of Mormon Identity, 1890–1930

Organization/Institution: Pennsylvania State, Harrisburg

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

I was able to spend the summer of 2014 researching and writing in the Salt Lake Valley. Through the fellowship, I spent the first two weeks of June in the Special Collections at the Harold B. Lee Library at Brigham Young University. In addition to finding materials about Saltair, the 1897 Pioneer Jubilee, and Native Americans, I discovered the William Wilson collection on folklore, which proved to be especially helpful for a book project I am working on on 21st century vernacular religious folklore. After two weeks at BYU, I headed north to Salt Lake City and the University of Utah, the Church History Library, and the Utah State Historical Society.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

Through my research, I was able to demonstrate how Mormons, seeking greater acceptance within the American religious, cultural, and political mainstream, rescripted the image of Mormonism between 1890 and 1930 to neatly align with popular notions about the transformative powers and the significance of the American West. The West, it was long believed, bore the seeds of America's character and exceptionalism; to be associated with the West was to be quintessentially American. Recognizing the power embedded within the popular mythic Western narrative and the associated rhetoric, symbols, images, icons, landscapes, and characters of the West, Mormons promoted aspects of their doctrine, cultural beliefs, and history that best overlapped with these Western characteristics, aspects they knew would resonate with outsiders and open doors of opportunity previously kept locked. Instead of emphasizing their differences, an approach that had resulted in alienation, persecution, and discrimination in the past, Mormons emphasized their similarities within the framework established by the Western narrative. Sometimes this adaptation required Mormons to rewrite or refashion their history, their religious practices and beliefs, and the lives of their leaders to fit within the accepted standards set forth by the American mainstream. In short, Mormons deliberately designed their past for use in the present in order to ensure a better future. I contend that this was the case with the memory of Brigham Young as well.

Please list publications and/or presentations based on your Redd Center research or program.

“Men with the Bark On’: Prophets, the Western Narrative, and the Construction of a Masculine Mormon Ideal.” Mormon History Association 2015 Annual Meeting. June 6, Provo, UT. (Panel: Masculinity and its Discontents: (Re)Constructions of Mormon Manhood, 1870–1940.

The Sacred and the Supernatural: Memorates of Dissuasive Spiritual Intrusion.” American Folklore Society 2015 Annual Meeting. October 16, Long Beach, CA. (Panel: Mormons, Missionaries, and Vernacular Religion)

American Prodigals: The Rejection and Redemption of Mormons in the American West, 1890–1930. Dissertation, Penn State Harrisburg, 2015.

If your research is not yet completed, what are the next steps in your research process?

I have been talking with the editors at the University of Utah Press and am preparing a book proposal for my research.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

I am working to turn the research I compiled through the fellowship into a book manuscript for publication. This project is occupying most of time and, frankly, I haven't thought much about other opportunities for publications. As those publishing/presentation opportunities arise, I'll be sure to report back to the Center.

Comments

I really am appreciative of the Charles Redd Center and for their financial support. Because of this fellowship, I was able to conduct the research necessary to complete my dissertations. THANK YOU!

Name: Richard Garlitz

Title of Project: A Mission for Development: Utah Universities and the Point Four Program in Iran

Organization/Institution: University of Tennessee at Martin

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

I spent portions of three days in the BYU archives (July 7–9) working on four collections: the BYU Point Four Program Files (Alva John Clarke, MSS SC 2993), the Dean Peterson Collection (UA 514), the A. Reed Morrill Papers (AU 454), and the Papers of Ernest Wilkinson (UA 1000). With respect to the Point Four Program Files, I concentrated on documents dealing with the BYU advisers' efforts to improve the Daneshsaraye Ali (National Teachers' College in Tehran) between 1957 and 1961. This is the one significant aspect of BYU technical assistance in Iran that my previous work under appreciates. With respect to the Dean Peterson Collection, I concentrated on documents that deal with the relationship between the Utah advisers (including University of Utah personnel) and the Federal Government in 1955, the year the first BYU contract was terminated. I also found a very detailed report on secondary education in Iran written by A. Reed Morrill, a BYU secondary education adviser. With respect to the A. Reed Morrill Papers, I revisited some files that I had previously cited in my dissertation and uncovered a number of significant errors in my earlier work. Finally, I read Ernest Wilkinson's diary entries from 1955 and early 1956 (UA 1000) looking for insight into the termination of the first BYU Point Four contract in August 1955.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

With the exception of the A. Reed Morrill Papers, all the work I did expanded on findings from my first research trip to BYU in December 2006 for dissertation research. The Point Four Program Files (MSS SC 2993) document the BYU attempt to improve Iranian higher education and will factor prominently into fifth chapter of my book. The Peterson Collection (UA 514) shed important light on two key difficulties that developed between BYU and the Federal Government in the early fifties. The first was an attempt by the federal government to move all foreign technical assistance personnel who worked in universities off of university contracts and make them federal employees. The correspondence within the Peterson Collection illustrates why university employees judged the government's position to be unworkable. The second problem was the circumstances under which the Federal Government terminated the first BYU technical assistance contract for Iran in 1955. The Wilkinson diary helped clarify Wilkinson's thinking on the problems that existed between the Federal Government and universities that participated in the Point Four Program during the 1950s. All four of these collections provided insight that I had either missed or did not fully understand/appreciate when I was writing my dissertation eight years ago.

Please list publications and/or presentations based on your Redd Center research or program.

My book, A Mission for Development: Utah Universities and the Point Four Program in Iran, is now under contract with the University Press of Colorado, Utah State University Press Imprint! The manuscript is due in August 2016 with an expected publication date of 2017.

If your research is not yet completed, what are the next steps in your research process?

Two chapters are close to completion, and two others are partially completed. I have to finish drafting all chapters plus the introduction and conclusion by July 2016.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

The book is under contract at the University Press of Colorado. I will send a copy of the book and any articles I publish based on the research to the Redd Center.

Comments

I appreciate tremendously the generous award from the Redd Center. I also want to thank Dr. Brian Cannon for suggesting materials to examine in the archive and Amy Carlin for her her warm hospitality while I was in Provo. Jessie Embry also took the time to meet with me to discuss the Utah projects. Finally, I want to thank John Murphy and the entire staff of the L. Tom Perry Special Collections who were extraordinarily helpful in helping me locate records and photocopy documents.

Name: Matt Harris

Title of Project: *The Mormon Church and Blacks: A Documentary History* (Univ. of Illinois, Nov. 2015) and “*The Long Awaited Day*”: *The LDS Church and the Lifting of the Priesthood Ban, 1945–2015* (ms in progress)

Organization/Institution: Colorado State University—Pueblo

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

This very generous award allowed me to finish one book (see below) and begin the next (also below). Specifically, I examined collections that allowed me to nuance and enrich the narrative for both books. In particular, I reviewed these important collections: Heber Wolsey Papers, Robert K. Thomas Papers, Ernest Wilkinson Presidential Papers, Arthurs S. Watkins Papers, BYU Records of the College of Religious Instruction, “Compiled information concerning African Americans, Brigham Young University, and The Church of Jesus Christ of Latter-day Saints.” In addition, I finished reviewing important material from the African American Oral History Collection compiled by Jesse Embry and Alan Cherry (what a treasure!).

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

The above-named collections allowed me to answer several specific research queries: To what extent did the BYU athletic boycotts from the 1960s affect campus culture? How did BYU leaders respond to the boycotts? How did the Board of Trustees respond? How did BYU religious educators respond to outside inquiries about the priesthood ban? How did African American Mormons interpret the priesthood ban? What were their reactions when the ban was lifted? How did they understand the traditional theological rationale[s] for the ban?

Please list publications and/or presentations based on your Redd Center research or program.

The Charles Redd Fellowship allowed me to work on two research streams:

The Mormon Church and Blacks: A Documentary History (w/Newell Bringhurst). This book was just published this month (Nov. 2015) by the University of Illinois Press.

I also worked on a second book, related to the first. It is provisionally entitled “*The Long Awaited Day*”: *The LDS Church and the Lifting of the Priesthood Ban, 1945–2015*. This is a manuscript in progress, to be submitted to Oxford University Press.

If your research is not yet completed, what are the next steps in your research process?

Now that the first book is published, I am currently working on the second one. I have some loose ends to tie up at BYU, and I also plan to do additional research at the LDS Church History Library.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

The Mormon Church and Blacks: A Documentary History. With Newell G. Bringhurst. Urbana: University of Illinois Press, Nov. 2015. (We acknowledge the generous support of the Redd Center in the book! Thank you!)

“*The Long Awaited Day*”: *The LDS Church and the Lifting of the Priesthood Ban, 1945–2015*. Manuscript in progress. Oxford University Press has asked to review the ms. I will again acknowledge the generous support of the Redd Center.

Comments

I'd be happy to answer any additional questions you may have about my work, both with the recently published book and the book in progress.

Thank you again for supporting my work. I am very, very grateful.

Most cordially,

Matt Harris

Professor of History

Colorado State University-Pueblo

Name: Betsy Gaines Quammen

Title of Project: American Zion: Mormon Culture, Conservation and Public Lands

Organization/Institution: Montana State University

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

I visited archives at Brigham Young University, Southern Utah University, Zion National Park, Dixie State College, Utah State University, the Utah Historical Society and University of Utah to research Dixie Mission settlement and the establishment of Zion National Park. I focused on pioneer perspectives of landscape; players in conservation, such as Senator Reed Smoot; and the reimagining of space: from Dixie/Mormon Zion to one of the most popular tourist destinations in the world.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

Through my research, I have come to believe that the process through which Zion National Park was created is an anomaly in the Dixie region. It was a collaborative process between local and federal interests. Other conservation efforts have been highly contentious. I have found there to be aspects to Mormon culture and worldview which feed land use battles between Mormon ranchers and federal agents. There are aspects of culture differences in the actions, beliefs and perspectives of early pioneers and their notion of Mormon Zion. I also have come to understand that Mormon beliefs and culture maintain a broad spectrum in landscape and conservation views.

Please list publications and/or presentations based on your Redd Center research or program.

- 1) I have submitted a chapter to a volume on Mormon Environmental History edited by Jedediah Rogers and Matt Godfrey
- 2) I am due to present at the Charles Redd Center in November, 2015
- 3) I gave a presentation in Bozeman, MT on September 17, 2015 for the Yellowstone Theological Institute on American Zion: Mormon Culture and the creation of Zion National Park

If your research is not yet completed, what are the next steps in your research process?

I am writing my dissertation and hope to defend in April 2016. I have a few more research trips ahead of me to find grazing meeting minutes from the 1930's to 1990's that took place in the Dixie region. I also need to go interview Senator Harry Reid and revisit rancher Cliven Bundy.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

I would love to turn my research into a book, but for now, I need to complete my dissertation. I'll keep you posted.

Comments

Thank you so much for your support!

Name: David Walker

Title of Project: Railroading Religion

Organization/Institution: University of California, Santa Barbara

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

I am extremely grateful to the Redd Center for its generous support of scholarship on western history, and for granting me a Charles Redd Fellowship in 2015. This past summer, with financial support from the Redd Center, I traveled to archives across the nation, conducting research for my current book project. Titled "Railroading Religion," this will be the first book-length study considering the effect of the railroad era on the emergence of Mormonism. Emergence here means three things, each a key argument to this work. (1) I argue that Mormonism became a common site of anxiety among politicians, lobbyists, industrialists, land agents, and town boosters upon conception of a transcontinental railway. (2) Mormon and non-Mormon leaders variously allied themselves with railroad-company agents, who in turn mediated between pro-Mormon and anti-Mormon interests. (3) These alliances and mediations profoundly transformed Mormonism and indeed western religion more broadly in fact and fiction. This summer, I traveled along many of the past and present lines and branches of the transcontinental railroad, stopping at archives and local history centers at numerous spots along the way. In Utah, I consulted collections at Brigham Young University, the Utah State Historical Society, the LDS Church History Library, and the University of Utah, and I conducted interviews with long-time residents of Provo, Orem, Ogden, and Corinne. My research at BYU has been along two fronts: I have consulted tourist diaries and land-agents' publications from the late 19th and early 20th centuries; and I have studied some of the mid- and late-twentieth century media responsible for the re-imagining of early Utah settlement patterns, including stereo-card sets and such films as "Brigham Young" (1940). BYU's holdings in both areas will feature prominently in my final project, and I plan to return and revisit them soon!

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

I learned that, in an interesting inverse (and then echo) of the 19th-century industrial relationship between Utah settlement-boosters and railroad agents, Hollywood agents selected southern Utah as the filming location for many of their early westerns precisely because of its distance from major railroad lines. The films that they made there significantly reshaped popular imaginations of 19th-century settlement processes, including those along Utah railroads. And Utah boosters catered to these projects and imaginations by (ironically) building new railroads to ease the transport of film equipment and personnel, thus extending—as in the railroad age—an industrial and technological partnership by which Americans and westerners generally re-presented Utah geographies and cultures as somehow persistently pre-industrial and pre-technological, and, thus, as the "right place" for touristic and filmic flights of fancy.

Please list publications and/or presentations based on your Redd Center research or program.

None yet

If your research is not yet completed, what are the next steps in your research process?

I am currently re-writing several chapters of my book in light of new research, and I am adding a new concluding section on 20th-century industries of memory (e.g., film). I hope to submit my book manuscript for review in 2016.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

I will discuss one of the stereocard sets that I consulted at BYU in an upcoming (November 2015) talk at the American Academy of Religion annual meeting. I hope to submit my book manuscript for review in 2016, for publication in 2017.

Comments

Thank you!

Name: David Vail

Title of Project: The Farmer's Iron Horse: Railroads and Agricultural Extension in the Twentieth Century American West.

Organization/Institution: Kansas State University

Project Description:

- Research Trip Field Notes: I traveled to Provo, Utah, to conduct research at Brigham Young University's L. Tom Perry Special Collections Department in June 2014. Although I found some collections that traced the relationships between railroads, agricultural extension services, and farming communities in the American West, most only provided a cursory view. However, I did find boosterism pamphlets and passenger manifests that led me to consider how railroads marketed their services to communities in the intermountain west. These resources also pointed to materials in Utah State's Special Collections. My one-day research trip to Logan yielded numerous agricultural reports, extension studies, and correspondence relating to envirotech relationships, railroad promotions of dry farming and extension work. I also discovered documents that discussed how insects used demonstration trains to migrate from field to field.

Accomplishments:

- Public Services/Archival Instruction: The Redd Center Fellowship guided my growth as Public Services Archivist by allowing me to evaluate researcher forms, process, and goals in two different universities—BYU and USU. In addition, I was thoroughly delighted to meet John Murphy. He had crucial insights about archival management, discussed how to promote collections, and offered professional encouragement. I want to extend my gratitude to both John and Brian for their support and insights during my two-week stay.
- Osher Lifelong Learning Instruction: The Redd Center Fellowship also helped expand community teaching efforts in Kansas. I used numerous historical images and documents to craft a series of lectures for retired agricultural extension agents and other members of the retirement community. Redd Center support helped me connect agricultural history and public history in ways that encouraged members of the Manhattan community to reminisce about their time in extension and working on farms in rural Kansas.
- Book Project Update and Future Focus: I am continuing my research on *The Farmer's Iron Horse* in different states and regions in North America. Although a book manuscript version of the project remains in the future, I hope to continue to develop the project over the next two years. I plan to build on my work in Utah and explore holdings throughout the Great Plains, the Southwest, and the Northwest. Since so many railroad companies had investments in different western lines, I have ample resources to review.

I want to thank Brain Cannon, John Murphy, the BYU and USU Special Collections departments, and the Charles Redd Center for their support my work. I will keep you posted on my progress with *The Farmer's Iron Horse*.

INDEPENDENT AND CREATIVE WORKS AWARD

Patrick Bowen “On the American Religious Frontier: New Religious Movements in the American West, 1880–1910”

Matt Heiss “White Grass Heritage Project: Sharing the Legacy”

Name: Patrick Bowen

Title of Project: On the American Religious Frontier: New Religious Movements in the American West, 1880–1910

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

After receiving the grant, I immediately began purchasing several of the items listed in my budget, namely copies of the journals “Harmony” and “Light in the West”; the recording “Oral history interview of Louise McNamara Brooks and Anna McNamara Whitaker”; copies of the relevant materials from the Ethelinda Griswold Rice Free Family Papers; a copy of the book “The Astrological Key to Life”; and a membership in Genealogybank.com. After receiving the items, I set about studying the information contained in them and comparing it with the information I already knew.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

My central research question was to explain why, how, and in what ways certain new religious movements developed and expanded in the American West between 1880 and 1910. The research I was able to conduct with the grant money helped me come to three key conclusions. The first is that the expansion of new religions includes an element of chance: It is not always easy to predict who will become a new religious movement leader, and such leaders can often pop up in remote locations. Second is that, despite the important element of chance, there were indeed strong social networks developing across the West, particularly between Denver, Pueblo, Salt Lake City, and the major cities in California. The evidence tells us that key individuals readily used these social networks to spread their teachings and grow their communities. Finally, economics was an important component to the growth of these communities. It is notable not only that these movements generally grew in economic hubs, but also that several of the movement leaders were attempting to make a profit by selling their spiritual services.

Please list publications and/or presentations based on your Redd Center research or program.

A History of Conversion to Islam in the United States, Volume 1 (September 2015)

Letters to the Sage: Selected Correspondence of Thomas M. Johnson Volume 1 (in press)

Presentation “The Occult History of Colorado” (September 2015)

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

I will likely give more presentations based on my subject and I may do some interviews when “Letters to the Sage” is released (hopefully by the end of 2015). If interest is shown in the topic, I may write an additional book chapter or article.

Comments

Thank you very much for this grant—it helped me immensely.

Name: Matt Heiss

Title of Project: White Grass Heritage Project: "Sharing the Legacy"

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

The White Grass Dude Ranch, located in the southern part of Grand Teton National Park, was one of the first dude ranches in Wyoming. It operated from 1913 to 1985. Threatened with demolition after it closed in 1985, the ranch saw a renaissance in 2005 with the founding of the Western Center for Historic Preservation of the National Park Service, which is rehabilitating 13 original log structures for use as a historic preservation training center.

On 5–7 September 2014, former "White Grassers" (dudes, wranglers, other staff members), as well as National Park Service staff, gathered at the ranch for a reunion. The "Heritage Project Team" was there to document the several facets of the White Grass experience through oral history, video history, and the acquisition of photographs, written records, and other memorabilia.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

The funds made it possible for the team of volunteers to travel to the Grand Teton National Park and remain there for the long weekend of the reunion. Historical facts learned include: (1) How dude ranches were operated during the heyday of dude ranching; (2) The lasting influence of the dude ranch experience on those who came as "dudes"; (3) The unique role the White Grass Dude Ranch played in the Jackson Hole area; and (4) The National Park Service's role in preserving and reusing historical structures within the national parks. A more detailed report including a list of all interviews recorded and photographs is included in the comments section.

Please list publications and/or presentations based on your Redd Center research or program.

None

If your research is not yet completed, what are the next steps in your research process?

Project is complete. As soon as we can communicate with the Grand Teton National Park archivist, we will turn over our recordings.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

No future plans

Comments:

Background & Scope: The White Grass Dude Ranch, located in the southern part of Grand Teton National Park, was one of the first dude ranches in Wyoming. It operated from 1913 to 1985. Threatened with demolition after it closed in 1985, the ranch saw a renaissance in 2005 with the founding of the Western Center for Historic Preservation of the National Park Service, which is rehabilitating 13 original log structures for use as a historic preservation training center.

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The White Grass Heritage Project Team consisted of the following:

- Roger Butterbaugh, seasonal White Grass caretaker and team lead
- Harriet Butterbaugh, logistics coordinator (cook and cleaner)
- William W. Slaughter, photograph curator
- Sheri Slaughter, team genealogist
- Matthew K. Heiss, oral historian
- Becky Heiss, assistant oral historian
- Brittany Chapman, photograph curator
- Emily Utt, historic structure preservation specialist

The Results:

- Over 2100 photographs were acquired and/or scanned for preservation
- Over 43 hours of oral history was recorded with 29 former White Grassers and 10 National Park Service personnel and Heritage Project staff
- Two Reunion events were filmed: The trip to the former White Grass barn, now located in Wilson, Wyoming, and the tribute to Frank Galey evening (Galey was the last and most legendary owner of White Grass)

All interviews, video footage, and scanned documents are in the process of being described, organized, and cataloged. When the collection is complete, it will be archived in the Grand Teton National Park Archives located in Moose, Wyoming, and in the Jackson Hole Historical Society and Museum located in Jackson, Wyoming.

Gratitude is expressed to the following:

- The reunion organizers (in particular Rachel Trahern), who allowed us to be part of a significant historical event and who gave us unlimited access to all people and activities
- The National Park Service, for allowing the team to reside at White Grass during reunion week
- Roger Butterbaugh, without whose vision this would have never been possible
- The Redd Center for providing \$1500 that allowed the team to do this work

JOHN TOPHAM AND SUSAN REDD
BUTLER BYU FACULTY RESEARCH AWARD

Jay Buckley, History. "Mapping the American West Through Primary Documents"

Lindsay Livingston, Theater and Media Arts. "A Town Too Tough to Die:"
Performing the Mythic West in Tombstone, AZ"

Name: Jay Buckley

Title of Project: Explorers of the American West: Mapping the World through Primary Documents

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

Receiving a 2014 John Topham and Susan Redd Butler BYU Faculty Research Award proved valuable funding to enable me to complete several research trips that made possible the writing and publication of two different books.

First, I am pleased to report that my *Historical Dictionary of the American Frontier* (co-authored w/ Brenden W. Rensink) was published by Rowman & Littlefield in 2015 (ISBN-10: 1442249587; 978-1442249585). I ensured the Center received mention in the Preface “Financial support was provided through a grant from the Charles Redd Center for Western Studies and ...” (ix). I provided the Center with a hard copy for their library in March 2015, since many of the entries relate to the history of the Intermountain West.

The second publication this 2014 John Topham and Susan Redd Butler BYU Faculty Research Award aided is called *Explorers of the American West: Mapping the World through Primary Documents* (co-authored w/ Jeffery D. Nokes). This book is “in press” and will be published by ABC-CLIO in February 2016 (ISBN-10: 1610697316; 978-1610697316). Funding for this book enabled me to make two research trips to Saint Louis, Missouri, (one in May 2014 and one in May 2015) that aided me in completing biographies and accessing documents for this book. The principal characters of this work—Meriwether Lewis, William Clark, Zebulon Pike, David Thompson, Wilson Price Hunt, Robert Stuart, Stephen Long, Jedediah Smith, Susan Shelby Magoffin, James P. Beckwourth, John C. Fremont, and John Wesley Powell—all played prominent roles in providing first-hand accounts of the geography and peoples of the Intermountain West.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

What makes this document collection unique is that it provides extensive, detailed biographies and bibliographies as well as primary documents for each of the explorers to aid readers to “think like a historian.”

Please list publications and/or presentations based on your Redd Center research or program.

Explorers of the American West: Mapping the World through Primary Documents. (w/ Jeffery D. Nokes). Santa Barbara, CA: ABC-CLIO, 2016 ISBN-10: 1610697316; 978-1610697316 (in press; February 2016)

Historical Dictionary of the American Frontier. Discovery and Exploration Series. (w/ Brenden W. Rensink). Lanham, MD: Rowman & Littlefield, 2015. ISBN-10: 1442249587; 978-1442249585

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

My next book is *A Fur Trade History of the Great Plains and Canadian Prairies*. Lubbock: Texas Tech University Press. Plains Histories Series. (contracted; in progress) Although this is plains centric, I may apply for future funding because the Intermountain West plays an important, if subordinate, role in the narrative of this history.

Comments

I extend my gratitude to the Redd family, the Center's director and staff, and those who served on the selection committee that helped make these two projects possible. I look forward to working together with the Redd Center on future projects related to the Mountain West.

Name: Lindsay Livingston

Title of Project: "A Town 'Too Tough to Die': Performing the Mythic West in Tombstone, Arizona

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

With the funds I received from the Charles Redd Center, I completed extensive oral history research with performers in Tombstone, Arizona. I spent four days in Tombstone during October 2014 doing investigative research into the sites, performances, and literature centered on the tourist experience of Tombstone as a historical site. This included visits to the OK Corral, the Birdcage Theatre, and Allen Street in general. It also included tourist guides, maps, and other printed material available only in the town itself. I also attended several historical reenactments and plays based on the history of the town. In-person observation of such performances is vital to any performance studies project, and I would not have been able to complete this research without funding support. While there, I interviewed approximately 25 people, including tourists, residents, and curators of the historical sites in town. These interviews provided vital information for this project by helping me conceptualize how individual, embodied experience of this site both engenders and challenges conceptions of the Mythic West. It also helped me begin to compile an oral history of the performances featured in the town and how performance has become a battleground for meaning, with opposing troupes differing over how to present the town's history.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

The central research question that this study asked was "How has performance shaped our understanding of the Mythic West and how does it continue to influence our conception of the contemporary West"? It would have been impossible to pursue this research question without the funding I received from the Redd Center, because performance really must be seen in order to be understood. In my final essay based on the research from this project, I focused specifically on the performance of gun play and carrying a gun, either as part of an old western persona, or as part of a personal commitment to being armed in public. In the resulting paper, I explore material culture and spatial performances of gun ownership, focusing particularly on the gun as a performative object and the ways that wearing a gun can alter spatial interactions and everyday performances in public places. I first briefly outline the legacy and mythology of the gun as a performing (and performative) object in US history and trace the allure of the gun from the eighteenth-century colonies through the "wild" West and up unto the present. Through this focus on the gun as a performing object, I investigate how performances of gun ownership, such as openly wearing a firearm and reenacting famous scenes of gun violence, transform public, spatial interactions between those who are armed and those who are not.

Please list publications and/or presentations based on your Redd Center research or program.

1. "An Absolute of Violence: Guns as Performing Objects in the American West." Article manuscript under review with Theatre Survey.
2. "Complicated Patriotisms: Performing Gun Rights and Anti-Government Sentiment in Tombstone, Arizona." Charles Redd Center, Brigham Young University, September 2015

If your research is not yet completed, what are the next steps in your research process?

My research is complete.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

I have submitted my article for publication in *Theatre Survey*, a top performance studies journal. I am awaiting their response.

Comments

I would like to thank the Redd Center for the generous funding I received. The research I was able to undertake changed the direction of my project and resulted in a very strong article. Thank you!

JOHN TOPHAM AND SUSAN REDD BUTLER OFF-CAMPUS FACULTY RESEARCH AWARD

Tracy Brown; Sociology, Anthropology and Social Work; Central Michigan University. “Half-Indians: Pueblo Indian Sovereignty after the Treaty of Guadalupe-Hidalgo”

Julie Courtwright, History, Iowa State University. “Gale: The Windy Plains of the West”

Stephanie Fitzgerald, English, University of Kansas. “Kirk Robertson and Nila NorthSun: Print Culture, Alternative Presses and Native American Poetry in Nevada, 1975–1984”

David Kruger, Libraries Research and Instruction, University of Wyoming. “A Golden Rule Merchant Emerged from Zion: James Cash Penney’s department store chain in Utah”

Danielle Olden, History, University of Utah. “Whiteness in the Middle: Mexican Americans, School Desegregation, and the Making of Race in Modern America”

Amanda Rees, History and Geography, Columbus State University. “Dudes, Dudeens, and the Dude Ranch Regionalism: Class, Gender and in the Making of an American West”

Omar Valerio-Jimenez, History, University of Iowa. “Remembering Conquest: Mexican Americans, Memory, and Citizenship”

Name: Tracy Brown

Title of Project: "Half-Indians": Pueblo Sovereignty after the Treaty of Guadalupe Hidalgo

Organization/Institution: Sociology, Anthropology, Social Work, Central Michigan University

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

I spent two weeks at the New Mexico State Records Center and the Center for Southwest Research at UNM, conducting archival research with their collections.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

I learned that locating records concerning Pueblo Indians and sovereignty issues after 1848 is not going to be as easy as I thought. I have done research in the colonial-period documentation up to this point, which is very difficult due to paleography issues and lack of documentation. The nineteenth century documentation does not appear to be any easier to use because Pueblo Indians were integrated into an increasingly bureaucratized process that the federal government created to deal with the "Indian issue" after 1848. The records reflect this: they are about managing Pueblo communities, not so much about the daily life of those communities (which is what I am looking for). Thus, the archives are full of letters from Indian agents about Pueblo people coming to visit them about issues (or them traveling to Pueblo communities), but no detail on what those issues were. I have yet to locate any civil or criminal cases concerning these communities, or any documentation about any social issue impacting them. This may be a result of the fact that I am unfamiliar with the 19th century archives rather than the documents not existing.

I also learned that, even though Pueblo Indians were not considered to be "real" Indians in the post-1848 period, they were still treated as such by Indian agents. There were Indian agents assigned to, and day schools set up for, these communities. What I want to find out is what impact this had on Pueblo community governance and independence. Spanish left governmental structures intact, and so did the federal government after 1848; but that doesn't mean their sovereignty wasn't impacted.

Please list publications and/or presentations based on your Redd Center research or program.

None yet.

If your research is not yet completed, what are the next steps in your research process?

To continue to locate and go through the 19th century documentation on Pueblo communities in the State Records Center, the Center for Southwest Research, and other pertinent archives in New Mexico. This project is in the very early stages, and so I expect that I will be doing archival research for quite some time.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

Ultimately, I hope to publish a book length manuscript on the topic. But, that probably will not happen for quite some time, since I am doing the research in short stints and will write the manuscript during summer breaks.

Comments

I am very appreciative of the funding I received from the Redd Center. Part of the research process is figuring out if your research questions are appropriate; the funding allowed me to see how difficult researching any Pueblo Indian topic is going to be. Nevertheless, I am committed to researching the nineteenth century communities, since so little has been written on them. Thank you!

Name: Julie Courtwright

Title of Project: Gale: The Windy Plains of the West

Organization/Institution: Iowa State University

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

In June of 2015 I traveled to Wyoming to do research about wind in two different archives. I spent one week in Laramie at the American Heritage Center, where I found several collections that described wind on the Plains in its various forms. In particular, I looked at the Edith Clark diaries, the W.W. Morrison collection of trail diaries, and the Francis E. Warren papers, among others, and took about 1700 photographs of documents, which I am currently working through, taking notes on what I collected over the summer. The second archive I visited was the Wyoming State Archives at the Wyoming State Historical Society in Cheyenne, where I spent close to a week and took over 1300 document photographs. Some of the collections I found there included Pioneer Reminiscences, Weather Vertical Files, the Cheyenne Tornado Notebook from 1979, miscellaneous rare books, the Cyrus Currier diary, the Eva Bancroft diary, wind energy files, Report of the Wyoming Emergency Relief Board on the Blizzard of 1949, Wyoming travel guides, and the Cheyenne Weather Bureau Records. With the \$2000 grant from the Redd Center, I was able to familiarize myself with an archive I had never visited before (American Heritage Center) and revisit and conclude my wind work at another (Wyoming State Archives). I found a variety of sources ranging from official records of wind velocity and frequency to first-hand diary accounts of wind, including the emotional responses of those that experienced Great Plains wind in multiple time periods.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

The work I did at these archives helped clarify for me the distinction between crisis wind (tornadoes, blizzards, etc.) and daily wind. Both, I believe, are a part of Great Plains identity, which is my central research question. The collections I examined confirmed that wind was a significant part of daily life on the Great Plains. It provided energy, using windmills as a translator of that energy, but it also inspired emotion and was a constant presence in the lives of the people who lived in Wyoming. In addition, it was a constant threat. Weather crisis in Wyoming almost always involved wind in one form or another. The Edith Clark diaries, for example, located at the American Heritage Center in Laramie, illustrated that wind could be a nuisance, but also a great danger. As superintendent of schools for Wyoming, Clark traveled around the state on horseback, and frequently encountered windy conditions that impeded her travel. At home in Cheyenne, however, the wind became an annoyance that sometimes interfered with her social schedule. Francis E. Warren, an important man in Wyoming state history, wrote multiple letters to his wife and commented frequently on the wild Wyoming weather, and specifically, about the dangers of the wind. Warren wrote about a man whose house on the open plain had been completely covered by wind-driven snow drifts. The owner of the house suffocated and died before he could be rescued. My research in Wyoming provided me with stories—lives that were affected by wind in both positive and negative ways, and identities shaped by wind, just as surely as the wind shaped rock over time, blew dust, or shaped snow each winter. The collective value of these stories to my project will be significant.

Please list publications and/or presentations based on your Redd Center research or program.

As yet, I have not presented or published any of the material I located using Redd Center funding, but I plan to write and submit an article in the future, most likely to *Environment History* or the *Western Historical Quarterly*.

If your research is not yet completed, what are the next steps in your research process?

I am currently taking notes on the thousands of photographs I have on my computer. After this, I plan to reassess my research status and travel to new archives (or revisit others) to fill in my research gaps. At some point during this process I will write and publish an article in advance of the larger book project.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

I plan to write and submit an article in the future, most likely to *Environment History* or the *Western Historical Quarterly*. The University Press of Kansas has requested a book proposal, which I plan to complete in the spring of 2016.

Comments

Thank you again for the grant I received for *Gale*. It helped me locate many collections that I did not have access to before, and allowed me to visit a wonderful Wyoming archive for the first (but not last) time. I truly appreciate the assistance.

Name: Stephanie Fitzgerald

Title of Project: Kirk Robertson and nila northSun: print Culture, Alternative Presses, and Native American Poetry in Nevada, 1975–1984

Organization/Institution: University of Kansas

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

I conducted research at University of Nevada, Reno's Special Collections, especially their holdings of *_Scree_* magazine edited and published by Kirk Robertson and nila northSun in Fallon, as well as northSun's own poetry chapbooks. There is no where else in the world that has all these materials in one place. I was able to interview northSun over the course of several days, focusing on her reminiscences of publishing and writing poetry during this formative period of time.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

I was able to document a crucial and overlooked period of literary history that will ultimately appear in my book project in progress.

Please list publications and/or presentations based on your Redd Center research or program.

"Shooting back from Fallon, Nevada: (Native) Poetry, Alternative Presses, and the Photography of nila northSun." 16 October 2015. Reno, NV. Western Literature Association Conference.

If your research is not yet completed, what are the next steps in your research process?

Perhaps a journal article, but this material will definitely go into my book in progress.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

A monograph titled *Red Letters: Indigenous Print Cultures, Alternative Presses, and the Rise of Contemporary Native American Poetry, 1968–1984*.

Comments

Thank you for funding this research.

Name: David Delbert Kruger

Title of Project: A Golden Rule Merchant Emerging from Zion: James Cash Penney's Department Store Chain in Utah

Organization/Institution: University of Wyoming Libraries

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

Beginning 16 June 2014, I spent four days going through research collections at both the Utah Historical Research Center (downtown in the old Rio Grande depot) and the University of Utah Marriott Library. Although I was able to review historical Utah newspapers covering James Cash Penney's personal and business relationships with the state, and city directories covering Penney's historic Utah stores at the Research Center, the real treat was going through J. W. Marriott's personal papers at the flagship University library that bears his name. Marriott had kept considerable correspondence between he and longtime J.C. Penney president Earl Corder Sams, who served as Marriott's business mentor and one of his first major business partners. It was fascinating to see the friendship and business relationship between these two great men evolve, not to mention Marriott's evolution from a young root beer stand operator into a formidable national businessman in his own right. Given Sams's non-Mormon faith, it also illustrates the additional J.C. Penney Company relationships between Mormons and non-Mormons in the early twentieth century, which encompasses not just Sams and Marriott but James Cash Penney himself. For primary research, I also set up a personal interview with John H. Firmage II, a respected and successful Salt Lake City businessman whose grandfather John L. Firmage was one of Penney's early store manager partners and perhaps his first Mormon partner, helping Penney's chain of stores expand throughout Utah and Wyoming. Ultimately, four of John L. Firmage's brothers also went on to manage early J. C. Penney stores. Before leaving Salt Lake City, I personally visited Penney's former home and business locations downtown, as well as the graves of Penney's first wife Berta (who had helped him open his first store) and his son J. C. Penney, Jr., both buried at Mt. Olivet Cemetery.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

The Redd Center funding was crucial in providing me the means to physically travel to Salt Lake City and remain there for the better part of a week, since nearly all of the research involved could not be done remotely. Ultimately, the experience of conducting this research affirms—and provides further granularity regarding—the unique relationship Penney and his stores had with the people of Utah, Mormons and non-Mormons alike.

Please list publications and/or presentations based on your Redd Center research or program.

Although my initial intent was to use the research to write an article for *Utah Historical Quarterly*, my concurrent book manuscript on Penney and his company (*J. C. Penney: the Man, the Store, and American Agriculture*) has recently been accepted for publication by the University of Oklahoma Press. I have already distilled some of my Redd Center research into the manuscript for the book, and will tacitly include the Redd Center in the acknowledgements. I still intend to fully develop this research into a *Utah Historical Quarterly* article as well, but only after the book is published in 2016.

If your research is not yet completed, what are the next steps in your research process?

The research is essentially completed, but the writing has yet to be published and disseminated. I will lay out my publication plans below.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

The first stage will be through the publication of my book by University of Oklahoma Press in 2016. The second and final stage will be in the completion of an article for Utah Historical Quarterly, which I would anticipate having finished and submitted before the end of 2016. I will definitely notify the Redd Center when these works are published, and the Redd Center will be tacitly acknowledged in both works.

Comments

I am very grateful to the Redd Center for this research funding. The financial support of my John Topham and Susan Redd Butler Off-Campus Faculty Research Award made truly this historical research possible, which makes my subsequent historical publications on J.C. Penney possible. I hope these subsequent publications can contribute something both interesting and new to the historiography of Utah and the American West.

Name: Danielle Olden

Title of Project: Whiteness in the Middle: Mexican Americans, School Desegregation and the Making of Race in Modern America

Organization/Institution: University of Utah

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

I was able to travel to Denver, Colorado to conduct research at the University of Colorado-Boulder Archives and the Denver Public Library. My research trip was three weeks during summer 2014. In Boulder I examined the Keyes v. School District No. 1 collection. At the Denver Public Library I looked at several collections, including the Rachel Noel Papers, the Omar Blair Papers, the Latin American Research and Service Agency Papers and the Polly Baca Papers. While I had looked at parts of these collections before, when I was conducting dissertation research, I was able to look at the fuller collections for my expanded project. Originally, I thought I might be able to conduct oral history interviews during this trip, but I found that I needed to spend more time with the documents and save the interviews for another trip.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

One of the things that proved really useful was that I was able to fill in some holes that existed in my original research. This is important because my narrative is now more complete. I also collected documents that pertained to later years. My dissertation went up through 1974 with a brief mention of some events in 1976. Now I am able to tell the story of the Keyes litigation up through the end of the decade. This will be a part of chapter 6 of my book project. The Keyes collection, in particular, provided essential sources—briefs, legal notes, and court conference transcripts, for example—for my revisions and additions. I confirmed what I had already suspected, which is that the case got a lot more complicated after the District Court Judge in Denver issued his final order and decree in 1974. I also learned that as the number of Mexican American students in the Denver public schools grew in the 1970s, their participation in the case became more of a focal point in the plaintiffs' strategy. That is, the needs and demands of Mexican Americans got more attention after the final order was handed down.

Please list publications and/or presentations based on your Redd Center research or program.

I have not published anything since completing this research. I continue to work on my book, however, which I plan to complete by spring 2017. There is also a possibility that I will use some of these sources for two articles I am currently writing and hope to publish in the next couple of years. Finally, I used some of the research I completed during this trip in a paper I presented at the 2015 Organization of American Historians conference.

If your research is not yet completed, what are the next steps in your research process?

I still need to travel to the Stanford University Archives, which I plan to do in summer 2016. I will also return to Denver in spring and summer 2017 to conduct oral history interviews and complete final archival sweeps, as necessary.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

I plan to complete my book manuscript in spring 2017, after which time I will actively seek a publication contract with a top university press. At present I am also working on two articles that I hope to publish in the next couple of years. I will notify the center upon publication of any work that results from the research I conducted.

Comments

Thank you so much for your support of my research. It has been invaluable to my work.

Name: Amanda Rees

Title of Project: Dudes, Dudeens, and Dude Ranch Regionalism: Class, Gender and in the Making of the American West

Organization/Institution: Columbus State University

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

As an award recipient I was able to travel from central Georgia to Nevada and Montana to conduct research in five historical archives. This extensive road trip included visits to two Nevada historical archives (University of Nevada at Reno and the Nevada Historical Society) that revealed collections focusing on the divorce dude ranching industry and literary works published by local male and female dude ranchers and dudes. I also explored the surrounding area to develop a better sense of the delineation of the Reno divorce dude ranch region that stretched along the Truckee River. In the three Montana historical archives I gained a richer sense of the state's industry. At the University of Montana in Missoula I drew from the Dude Ranch Association of Montana and found the regional dude ranch association's quarterly journal that shed light on the roles of female dude ranchers. The State Historical Society archives in Helena provided me with materials about several important dude ranches and the diary of one remarkable dude rancher. The Montana State University archives in Bozeman provided materials relating more specifically to several women dude ranchers and a guest book of one dude ranch for over 20 years that would shed light on the popularity of ranching for men and women. On my return journey I took the opportunity to drive through the region where the first recorded dude ranch was established in North Dakota. This helped me better understand the geography of the region and why both the Eaton brothers and Franklin Delano Roosevelt established businesses in this region and why they did not survive there.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

My summer began with three questions: 1. What is the geography of dude ranching in Montana and Reno, Nevada; 2. What were the roles of women in dude ranching; and, 3. What was the role of dude ranching in the Nevada divorce industry? My Reno research revealed several women authors that helped me answer questions about the role of women and the link between divorce dude ranches and popular and middle brow cultural productions. To date, no one had established how many divorce dude ranches operated in Reno. My research revealed a remarkable number of outfits. I was able to establish the geographical extent of the Reno dude ranch region and I'm excited to add this dude ranch nexus to my book project. From the Montana research I found evidence to enhance my sense of the roles women played in dude ranching as owners and visitors. These resources helped me develop a book chapter on dudeens (female dudes) and dude ranchers. I was able to expand a chapter on dude ranch aesthetics with a section on fashion, an issue central to the experience of early dudeens and ranchers but something I had not previously considered as I had found little written on it. I found a powerful diary of a long-time Montana dude rancher and I plan to add a chapter as his interest provides a useful contrast to the more popular published experiences of other dude ranchers. I also have a much better grasp of the geography of dude ranching in Montana from several excellent dude ranch regional maps found in the archives.

Please list publications and/or presentations based on your Redd Center research or program.

I have given two presentations on my initial findings from the Reno research on dude ranch tourism.

1. A department presentation to faculty and students entitled “Renovation and the Role of Emotion in the Divorce Dude Ranch Industry.”
2. Research paper presented at the 5th Emotional Geographies conference in Edinburgh Scotland entitled: “Reno-vation and the Emotional Geography of Divorce Tourism in Reno, Nevada 1900–1970.”

If your research is not yet completed, what are the next steps in your research process?

N/A

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

Future plans for publication include a journal article on the emotional geography of the Reno divorce industry in which the dude ranches played an important role. I plan to complete the first draft of a book manuscript in early spring of 2016 and will submit a book proposal at that time. I look forward to updating you on the progress of the book proposal.

Comments

This award was vital in supporting a very long summer archival road trip that delivered a great bounty of materials and evidence which I was then able to take the time to explore during my fall sabbatical. I can't thank the Charles Redd Center enough in helping to fund access such wonderful resources and gain a better sense of both the role of women and the role of Reno in the dude ranch industry. My book project has been deeply enriched and I thank the Charles Redd Center for this opportunity.

Name: Omar Valerio-Jimenez

Title of Project: Remembering Conquest: Mexican Americans, Memory, and Citizenship

Organization/Institution: University of Texas at San Antonio

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

I spent two days at the University of California, Berkeley's Bancroft Library examining several finding guides and manuscript collections. I took extensive notes and digital scans of items in the Social Protest Collection, which contains documents related to various civil rights organizations active from 1943 to 1982. My research focused on the following organizations: Frente de Liberación del Pueblo, Los Siete, Mexican American Student Confederation, and Movimiento Estudiantil Chicano de Aztlán. I also obtained digital copies of documents and used the Finding Guides for three nineteenth-century manuscript collections for the Benjamin M. Read Papers, the Coronel Collection, and the Vallejo Family Papers. Although I viewed some of the items in these collections at the Bancroft Library, my notes from the Finding Guides also allowed me to examine additional items on microfilm via interlibrary loan from the University of Iowa.

During a three-day visit to the University of Texas at Austin, I conducted research at the Benson Library's Latin American Collection. I examined newsletters and correspondence in the League of United Latin American Citizens (LULAC) Archives and the various personal collections of Mexican American activists involved in LULAC and the American GI Forum, both active in the twentieth century. Using a digital camera, I obtained copies of newsletters, newspaper articles, and correspondence from activists in New Mexico and Texas. The collections that were most helpful were the personal papers of Carlos Castañeda, Clemente Idar, Mario Cantú, Clotilde García, and the Tafolla Family. Because these collections have not been digitized or placed on microfilm, my visit to the Benson Library was crucial to advance project.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

My research revealed various ways that Mexican American activists and scholars employed memories of the U.S.-Mexican War as motivations for civil rights reform. Among the civil rights issues that activists and scholars linked to the nineteenth-century war were immigration reform, educational disparities, electoral politics, and poverty. I also discovered the influence of Mexican immigrants' in shaping these memories of war through a dialogue on the impact on Mexico and its citizens.

Please list publications and/or presentations based on your Redd Center research or program.

During the 2014–2015 academic year, I gave four presentations based on my research at Claremont Graduate University, Texas A&M University, the University of Texas at El Paso, and the University of Texas at San Antonio.

If your research is not yet completed, what are the next steps in your research process?

I plan to conduct additional research through my university library and at various archival depositories. During the academic year, I am using interlibrary loan to borrow microfilmed copies of materials at the Bancroft Library, as well as searching online newspaper databases for articles related to Mexican American civil rights activism. Now that I have relocated to San Antonio, I will begin to make weekly trips to Austin to conduct research at the University of Texas' Benson Library next semester. Finally, I plan to apply for travel funding to visit archival depositories in California in summer 2016.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

The research conducted with the Redd Center grant will contribute to several publications, conference presentations, and funding proposals. Based on my research, I am currently writing an article that I plan to submit to a historical journal this winter. The research will also contribute to parts of three chapters of my current book project. I also plan to present part of my research findings in talks at the University of California, Los Angeles' Chicano Studies Research Center, in the Spring semester of 2016, and at the annual meeting of the Society for Historians of the Early American Republic next summer. Finally, I was able to use the Redd Center funds like a seed grant that will enable me to apply for additional travel funds to complete my research and fellowships to write the book.

Comments

I am very grateful for the funds provided by the Redd Center which allowed me to travel to two archival depositories in California and Texas. These research trips would not have been possible without this crucial funding.

In early December, I found out that I received a Faculty Award from National Endowment for the Humanities to complete the writing of my book. The Faculty Award will allow me to take a research leave for the 2016–17 academic year to concentrate on writing. The Redd Center Award was critical in supporting my research at an early stage of my book. The Redd Center Award was like a seed grant that funded part of my research, which in turn helped me write the NEH grant proposal.

PUBLIC PROGRAMMING AWARD

American West Center at the University of Utah “Western Lands, Western Voices: The American West Center at Fifty”

Deset Caballeros Western Museum. “Audio Guide Narratives: Children’s Version and Spanish Translation”

Native American Literature Association. “A Discussion with Stephen Graham Jones, Author of *Demon Theory*”

Natural History Museum of Art, University of Utah. “The Horse” special exhibition

Nevada Humanities. “2014 Nevada Humanities Chautauqua Festival”

Northwestern Band of Shoshone Nations. “Remembering Washakie Phase 2”

Tesoro Foundation DBA Tesoro Cultural Center. “Tesoro Oral History Film & Education Project”

Utah College Exit Poll/Election Night Broadcast. “2014 Utah Colleges Exit Poll and Election Night Broadcast”

Western Literature Association. “49th Annual Meeting of the Western Literature Association”

Title of Project: Western Lands, Western Voices: The American West Center at Fifty

Organization/Institution: American West Center, University of Utah

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

The Charles Redd Center's Public Programming Grant provided substantial assistance for Western Lands, Western Voices, a three-day interdisciplinary symposium exploring the past, present, and future of public engagement in the Humanities and Social Sciences. The symposium took place at the University of Utah in Salt Lake City, September 19–21, 2014. The symposium marked the fiftieth anniversary of the University of Utah's American West Center, the oldest regional studies center of its kind in the West.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

Our goal was to bring together college/university and community based practitioners for a lively discussion of the place and power of publicly engaged/applied scholarship in the American West. The symposium was a resounding success. Eighty-five presenters and panelists representing over fifty universities, museums, historical and cultural organizations and Native Nations took part. We took particular care to include graduate students and new professionals.

Please list publications and/or presentations based on your Redd Center research or program.

We are in the process of developing an edited volume of essays drawn from the symposium for publication by the University of Utah Press.

Comments

We thank the Charles Redd Center for its longstanding and numerous partnerships with the American West Center in advancing the understanding of our region!

Title of Project: Audio Guide Translations

Organization/Institution: Desert Caballeros Western Museum

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

Funding from the Charles Redd Center is supporting the creation of an audio guide interpretive description of its permanent collection of history and fine art of the American West in Spanish, and a version suitable for younger children. In 2013 the Museum installed the Sennheiser guidePORT system, a wireless, digital, visitor self-guided audio system, and at that time, recorded an interpretive description of the permanent collection in English. The Spanish and children's versions, along with the existing English version, meet two of the Museum's original goals of installing the system: 1) Provide additional interpretive value to the visitor experience, 2) Offer new innovative programs that inspire learning for adults and children, and 3) engaging new, and underserved, populations. Since installation, the audio guide system has been used by approximately 75% of all guests.

The Spanish version will serve Wickenburg's Hispanic population which is 15% of the total number of 6,600 year-round residents. The Museum also serves the nearby communities of Aguila, Congress, and Morristown which have a combined population of around 5,000. 58% of Aguila's population is Hispanic, as is 8% of Congress's, and 16% of Morristown's. While the percentages appear to be small, the Hispanic presence in the region goes back centuries and is still a vital influence today. The Spanish version for the audio guide system will become one of the Museum's best outreach tools to ensure that local Hispanic residents know they are represented in the Museum and that they are valued and welcome.

In the Museum's most recently completed fiscal year, 1,839 children ages 1-16 visited either on school tours or with family and friends. However, youth attendance at all Museum events totaled 5,876. Although that is not an un-duplicated number, it does speak to how popular the Museum and its programming are with area youth. An audio descriptive version suitable for young audiences is aimed at inspiring children's interest in local history and an appreciation of art, and showing them how enjoyable a trip to a museum can be. Children using their own system along with their parents will enhance the overall family experience. Pending future funding, a children's version in Spanish is also planned.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

Redd Center funding accomplished one of the Museum's essential goals which was to request match funding from Arizona Humanities. Arizona Humanities had previously funded a narration project for the Museum on an older audio guide system, and expressed interest in this initiative. We are happy to report that Arizona Humanities did approve a \$5,000 grant and matched the Redd Center funding, for a grant total of \$8,000. Further, the Museum's vision is to be a nationally recognized center for Western art, history, and culture – a goal that we have made great strides toward achieving over the past few years. The entire audio tour system and translations represent a substantial commitment on the part of the Museum to realize that vision and to become a major force in preserving the history and art of the Intermountain West. Redd Center funding is a key element in this process.

Funding from the Redd Center has not been fully expended at this time as it was held in escrow until funding from Arizona Humanities was received. The kickoff meeting for the adult Spanish translation and the youth tour was held in December, 2014. Initial work has begun with a timeline through summer of 2015. Both new versions will launch in September, 2015. Local educator Gloria Rogers will produce the Spanish translation in written form and will then narrate it for the recording. Educator Nancy Cutler will research and write the children's version which will then be narrated by noted author Jana Bommersbach. Diane Hope, who did the sound engineering for the original tour will also format and produce the final tracks in this stage. Museum Interim Director Sandra Harris and Museum Educator Natalie Olson are coordinating the project.

Please list publications and/or presentations based on your Redd Center research or program.

Upon completion of the two new versions of the tour, the Museum will host community events to launch them and discuss the importance of the content for multiple audiences. A multigenerational approach will be taken toward the children's version, aligning the launch with Grandparents' Day and inviting students to bring their grandparents to take the tours together. This builds on a local focus that already exists, including a luncheon for students and grandparents that week. We will partner with schools and families to present the new tour experience.

The Spanish tour will launch during Wickenburg's annual Fiesta de Septiembre which honors Hispanic culture and families in the area. A presentation by the tour developers highlighting the importance of Hispanic heritage in the West and the content of the tour will be part of the Fiesta weekend. Attendees to all events will be invited to test the tour.

If your research is not yet completed, what are the next steps in your research process?

Our long term goal is to continue to add other versions of the tour in languages spoken by other locals and tourists. The history of the West and our collection is of great interest to speakers of other languages including German, French, Japanese and Chinese. Ideally we will seek opportunities to fund adult and child versions in each language.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

Although there are no plans for formal publications, future public events will follow the development of translations in additional languages. Plans to publicize and market the completion of the project, and to invite the public to receptions include traditional print media, online advertising, web and social media and direct invitations by email and mail.

Comments

It has been a pleasure working again with the Charles Redd Center for Western Studies, and we appreciate your support for this project. The Museum prides itself on presenting quality experiences for its guests as it tells the story of the American West, past, present, and future. The topics and stories that are addressed in our exhibitions and public programs embody those that have captured the imaginations of the young and old from throughout the country, those that have lived it and those that wish they could, as well as people from around the world, for generations. Enhancing these topics with narratives that speak to people in their own languages, and in ways that inspire younger generations, has long been a dream of the DCWM. A state-of-the art audio guide system is one of several ways the Museum is looking to use today's technology to continue to tell the story of the American West as it was, and still is, in Wickenburg and Arizona. Thank you for helping this come to fruition.

Title of Project: A Discussion with Stephen Graham Jones, Author of *Demon Theory*

Organization/Institution: Native American Literature Symposium

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

Stephen Graham Jones was a Keynote Speaker at the 2015 Native American Literature Symposium, Friday, March 12, at the Isleta Casino, Isleta, New Mexico.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

Jones gave a thoughtful and stimulating presentation about the role of Native American Literature in the University Curriculum. He also discussed the expectations of an American Indian writer.

Please list publications and/or presentations based on your Redd Center research or program.

Program Note: A Discussion with Stephen Graham Jones, Author of *Demon Theory*

Stephen Graham Jones is the author of 15 novels, six collections, and more than 200 stories. He has been a Shirley Jackson Award finalist three times and a Bram Stoker Award finalist. He also received a National Endowment for the Arts fellowship in fiction. His most recent books include *Floating Boy and the Girl Who Couldn't Fly* (Dzanc, with Paul Tremblay), *After the People Lights Have Gone Off* (horror collection, Dark House), and *Growing up Dead in Texas* (MP publishing). He teaches creative writing at the University of Colorado, Boulder. This session is generously sponsored by the Charles Redd Center for Western Studies and is open to the public.

Comments

The Native American Literature Symposium is grateful for the support of the Charles Redd Center for Western Studies.

Title of Project: "The Horse" Special Exhibition

Organization/Institution: Natural History Museum of Art, University of Utah

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

With support from the Charles Redd Center, *The Horse* opened to the public at the Rio Tinto Center on July 21, 2014. This powerful exhibition – organized by the American Museum of Natural History in New York – invited visitors to discover the fascinating story of how humans have shaped the horse and how the horse, in turn, has shaped us. This special exhibition included cultural objects from around the world, a hand-painted diorama depicting the evolution of the horse, and interactives that enabled visitors to identify different breeds and peek inside a life-size, moving horse.

NHMU also worked with Wells Fargo to ensure the remarkable story of the horse's role in the development of the West was included, by installing a historic Wells Fargo stagecoach within the special exhibition gallery.

A companion exhibition developed by NHMU, *First Contact*, explored one of Utah's most important horse stories – the connection of the Ute people to horses. The Ute were among the first North American tribes to acquire horses from the chance to discover how horses transformed Ute life in ways that continue to reverberate today.

The exhibition closed on January 4, 2015. During its more than six month run, just over 106,408 visitors toured the Natural History Museum of Utah – just ahead of our attendance goal for this period of approximately 105,000.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

Special exhibitions are a tremendous undertaking for NHMU—and a major draw for the public. Each time we host a special exhibit, we look for opportunities to tell a Utah-specific story using the extraordinary resources provided by our in-house research, collections, and public programs teams.

For *The Horse*, we chose to explore the impact of the horse on the Ute people, a significant but little-known story in the history of the Intermountain West. The Ute were among the first North American tribes to acquire horses from the Spanish in the 1600's. This new technology transformed Ute culture, political status, and identity and shaped the history of the West. Mounted Ute warriors controlled access to trade routes and horses in colonial New Mexico, making the Ute the most powerful, prosperous, and feared tribe in the Great Basin. Status among the Ute and even the identity of the Ute as a tribe was defined by horses.

The exhibit shared this story with Museum visitors through objects associated with Ute horse culture, historic photographs, maps, and text. In addition, the exhibit explored the contemporary ties of Ute people to horses through video interviews with Ute craftsmen and artists, rodeo riders, and the founder of a program to preserve Ute culture through teaching youth to ride horses.

To create the exhibit, we collaborated with members of the Northern Ute Tribe:

- Forrest Cuch, former director of the Utah Division of Indian Affairs
- Larry Cesspooch, Ute spiritual leader, cultural interpreter, and filmmaker
- Lara Arrowchis-Ivie, rancher, champion barrel racer, and probation officer for Northern Ute Tribe

The project also supported the University of Utah's initiative to educate Utah residents about Ute history and promote cultural understanding.

Please list publications and/or presentations based on your Redd Center research or program.

The Horse opened with a series of special events in mid-July 2014. They included an exclusive, after-hours reception and exhibition preview, a member preview weekend event for NHMU Members, and a press event commemorating the opening of the exhibition. Speakers at the press event included NHMU Executive Director Dr. Sarah George and Lara Arrowchis-Ivie, a Ute barrel racer who contributed her formal regalia to the First Contact exhibition.

Using the exhibit as a platform for even deeper understanding, our Public Programs team developed a wide range of programs and initiatives on horse-related topics. Events and activities during the run of the exhibition included

Exhibition Tours: Visitors saddled up and took small group, guided tours through the spirited world of the horse. Tours lasted about 25 minutes, cost \$1 per person, and were led by one of 11 volunteer tour guides. Nearly 2,500 visitors participated during the run of the exhibit.

“From The Horse’s Mouth”: This series of regularly-scheduled presentations in the Canyon enabled visitors to meet local horse experts and craftsman, learn about their work, see tools of the trade, and hear horse stories. Presenters included para equestrian Laura Oles, boot maker Don Walker, leather crafter Jim Davis, Carol Kounanis from the Utah Dressage Society, horse hair braider Clay Christensen, and others.

Media coverage of the exhibit was excellent with print stories in the *Deseret News* and *Salt Lake Tribune*, broadcast coverage on KSL, KUTV and KTVX, social media exposure, and more.

Comments

During the run of *The Horse*, students from throughout Utah had the unique opportunity to discover the diversity, history, domestication and evolution of the horse. Students of all ages learned through hands-on and digital interactives, specimens, videos, and more. During the run of the exhibition, a total of 280 school groups visited the Natural History Museum of Utah on field trips. With more than 15,600 students, 824 teachers, and nearly 1,979 chaperones during this period, school visitation totaled more 18,400 guests. Groups came from public schools, private schools, and youth organizations from across Utah.

Results from a visitor study conducted during August 2014 indicate that *The Horse* was an engaging exhibit for visitors of all ages — a high level of engagement leads to satisfaction and learning. This exhibition helped to bring new audiences to the Museum and it reinforced and supported the overarching goals and mission of NHMU. The visitor study shows that

- Visitors spent more time in *The Horse* than in most previous special exhibits at NHMU.
- More than 84% of visitors participated in highly engaged behaviors including label reading, talking/sharing information, using interactives, and watching videos.
- The majority of visitors understood the exhibition’s educational concepts and communications goals, they learned new ideas, and positively reflected on the exhibition experience.
- Overall, *The Horse* exhibition was well received by NHMU visitors and fit well with the intended impact and mission of the Museum as a whole.

Title of Project: 2014 Nevada Humanities Chautauqua Festival

Organization/Institution: Nevada Humanities

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

The generous funds that we received from the Charles Redd Center were used to support the production of the 2014 Nevada Humanities Chautauqua festival. The festival took place June 19–27, 2014, in Reno and the surrounding Truckee Meadows area. The theme for 2014 was “Battle Born: Making Nevada,” and was a signature program of Nevada’s 2014 sesquicentennial celebration. The theme fueled the programs that made up the festival, with events focusing on Civil Rights in Nevada, landscapes and architectural history, urban and rural development, exploration, the roots of statehood, 20th century innovation, and that showcased historical characters who contributed to the making of the Silver State. Nevada Humanities produced 17 discrete events as part of the 2014 Nevada Humanities Chautauqua festival, with a total audience of 2,032 people. These included: evening theatrical Chautauqua performances featuring the characters John Wesley Powell, Dan DeQuille, Alice Smith, Howard Hughes, and Thomas Jefferson; ancillary workshops, roundtable discussions, and educational events—for adults and children—were held around the community at libraries, museums, and other cultural venues; a moving Juneteenth celebration was held at Sierra Arts Foundation Gallery and featured eight community readers reading important poems written by poets of color as well as songs and recollections to celebrate the day; and a teacher training institute that focused on how to use its Young Chautauqua program in K–12 classrooms in collaboration with the Washoe County School District was held in conjunction with our mainstage programs in the evening.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

Now in its 25th year, Nevada Humanities Chautauqua makes history accessible to a diverse audience and is a powerful educational opportunity for people of all ages. Chautauqua provides a window on the past to help us reflect on our history, more deeply understand our present, and chart our future. The 2014 festival was a signature program of Nevada’s 150th celebration of statehood and reached 2,032 people who were involved in workshops, walking tours, roundtable discussions about Nevada’s history, and presentations about topics as diverse as the history of Civil Rights in Nevada, reclamation in the West, empire building and exploration, and Howard Hughes and innovation. Nevada Humanities utilized 16 scholars to present these workshops and events. The 2014 festival provided an opportunity for Nevadans to delve into these issues and deepen their knowledge of important people and historical moments with thoughtful insight, creativity, poignancy, and humor. Through the Great Basin Young Chautauqua program 12 children worked for months preparing and presenting historical characters who helped make Nevada – from territory to statehood to today. In short, many, many people learned many, many things with ample opportunity for discussion and reflection. This festival was a key program for northern Nevadans who wanted to connect with Nevada’s history and with its sesquicentennial celebration.

Please list publications and/or presentations based on your Redd Center research or program.

Nevada Humanities produced 17 discrete events as part of the 2014 Nevada Humanities Chautauqua festival, with a total audience of 2,032 people. This included a Young Chautauqua teacher training institute that reached 17 K–12 teachers from the Washoe County School District. Nevada Humanities published a printed Nevada Humanities Chautauqua festival program that was produced as an insert in the Reno Gazette Journal daily newspaper, and distributed to more than 50,000 people. 3,000 program overruns were also distributed throughout the city and used as evening programs for the nights of the mainstage events. The Charles Redd Center logo was included on this program and all promotional materials for the festival. The Charles Redd Center was also recognized as a significant funder at each of the festival events.

Comments

We are very grateful for the Charles Redd Center's support of this program and we look forward to continuing our relationship with the Charles Redd Center. Please do not hesitate to contact us for copies of our program book or any other promotional materials related to this project. We are also happy to provide a complete list of festival events, dates, locations, and audience information if needed—there was not enough room in the boxes above to include this level of detail. Thank you!

Title of Project: Remembering Washakie, Phase 2: Oral History and Data Entry Project

Organization/Institution: Northwestern Band of the Shoshone Nation

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

The Northwestern Shoshone Tribal Council and cultural officers are very grateful for the funding provided by Charles Redd Center for the project, Remembering Washakie Phase Two. The \$2300 granted to the Northwestern Shoshone Cultural Department funded 20 (\$782.92) interview hours, 139 data entry hours (\$1094.74), and \$422.34 equipment and contract labor. (See Appendix A)

Data entry funding was divided into tribal family allotments and family representatives Cameron Pacheco, Angelica Gallegos, Mehealani Elmo, Monica Smiley, and Kathren Smiley entered into Roots Magic program the genealogical data found in historical records donated to the tribe by the LDS Church History Library.

Rios Pacheco donated five of his mother Marjorie Alex's photo albums to the Northwestern Shoshone Special Collections Library.

We contracted an artist to use photos and interview memories to plan a series of maps and overlays of Washakie, representing the 4 main phases of its development and demise.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

This funding interwove with several other complementary grants to gather memories of elders, provide an tribal archival repository for history gathered 2013–2015, transcribe interviews, and digitize resources.

Please list publications and/or presentations based on your Redd Center research or program.

“Remembering Washakie” parts 1 and 2, a documentary history of Washakie prepared using excerpts of interviews gathered with funding from Charles Redd.

If your research is not yet completed, what are the next steps in your research process?

1. 80% of the documents targeted for data entry were completed by tribal workers; Watkins will continue to work beyond the grant period to finish recording genealogy data from the documents targeted at the beginning of the project. She will then merge all work together into a tribal tree to present to the tribe.
2. Lila Jones, Selma Matsaw, and Elva Schramm, women who had lived 20 to 30 years in Washakie, enjoyed “reconstructing” Washakie’s streets, homes, and public buildings as they told their memories of Washakie. The value of such memories is significant because nearly all of Washakie’s family homes were burned by the LDS church in the summer of 1960. A skilled graphic artist, Kayo Robertson, was hired with the last \$100 of Charles Redd funding to work with Rios Pacheco, tribal artist and informant, to create a “bird’s eye view” map of Washakie circa 1945, using this input from tribal elders and digital photographs of Washakie’s homes, public buildings, streets, and outlying farms that were gathered in Remembering Washakie Phases One and Two. We plan to pursue funding to create this Washakie map project. (See Appendix B)

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

We are working with USHRAB funding to establish a tribal archive housing manuscript, audio-visual, photo, and map resources gathered 2013–2015 (using Charles Redd, Utah Humanities, Utah State History, and LDS Church funding and sponsorship). Valuable historical resources will be available for both in-tribe and public research and teaching aids.

Comments

I will send Appendices A and B in a separate email.

Title of Project: The Kiowa People – In Their Own Words

Organization/Institution: The Tesoro Foundation

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

This grant provided much-needed cultural preservation funds for K–12 Native Studies & American Western History programs. Tesoro’s Oral History Film & Education Project “The Kiowa People: In Their Own Words” is dedicated to the preservation of Kiowa and Arapahoe history and culture. The support from the Charles Redd Center for Western Studies has ensured that American youth in Colorado, Western states, and nationally have access to exceptional educational materials to better understand American history in Colorado.

Specifically, the Redd Center funds of \$1,000 supported research and curriculum development for the Tesoro Kiowa Oral History & Education Project. “The Kiowa People: In Their Own Words” is both a short 10-minute documentary film (a video “webisode”) and a 26-page Kiowa curriculum for K–12 Native Studies & American Western History programs. This curriculum has been designed in an easy-to-use educational packet, available in print and electronically, via the Tesoro Cultural Center website. (<http://www.tesoroculturalcenter.org/kiowa-curriculum/>)

Marilyn Lindenbaum, Tesoro Living History School Tour Interpreter and former Director of Children’s Education at History Colorado, produced the K–12 classroom curriculum. She was assisted by Graphic Designer Julie Rudofsky. Lindenbaum worked extensively with historians, tribal experts, the Tesoro Cultural Foundation and a graphic designer to compile the information and images for the educational packet and the video.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

Marilyn Lindenbaum, principle researcher, collected and assembled an immense amount of information about Kiowa people and culture. She collaborated with the following people and cultural organizations in researching and preparing the packet:

- John Carson & Greg Holt, Bent’s Old Fort National Historic Site, La Junta Colorado, for historical materials on trade values at Bent’s Fort
- Western History and Genealogy Collection, Denver Public Library, for assistance in accessing historical materials
- Ann Gallagher, Cherry Creek Schools, for educational content advice
- Children’s Librarian, Denver Public Library for their contributions to the children’s bibliography
- Debra Faulkner, History professor, Metro State University, for historical fact checking

Educational content for the film and the educational packet were reviewed and approved by the Emhoolah family—John, Geneva and Debbie Emhoolah—who were featured in the video, and are prominent members of the Kiowa Nation and the American Indian community.

The Redd Center research funds supported the following research activities:

- Travel expenses in visiting Bent’s Old Fort National Historic Site, the Western History and Genealogy Collection, Denver Public Library, and meeting with Cherry Creek Schools
- Coordinating interviews with Bent’s Old Fort historical experts
- Payment to a graphic designer who placed illustrations in the packet to aid with curriculum design
- Copyright costs for image use in online video

Please list publications and/or presentations based on your Redd Center research or program.

“The Kiowa People: In Their Own Words” is an educational packet and a short 10-minute documentary film available to educators and educational institutions, which can be instantly ordered via the Tesoro Cultural Center website: <http://www.tesoroculturalcenter.org/kiowa-curriculum/>.

Once the video is ordered, educators are emailed this video: <https://youtu.be/vYDhkZ65xOQ>.

In addition, the curriculum and video were presented at a meeting of Social Studies coordinators for Denver Metro Area Schools, as well as to additional funders and the Tesoro Board of Directors.

Comments

The Tesoro Foundation is very grateful for this support and the educational value added to our project by the Redd Center for Western Studies. We look forward to staying in touch about the positive outcomes from our partnership, as well collaboration on future activities! Thank you, again.

Title of Project: 2014 Utah Colleges Exit Poll

Organization/Institution: Brigham Young University

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

With the assistance of the Charles Redd Center we were able to complete the 2014 Utah Colleges Exit Poll which interviewed over 10,000 Utah voters and involved over 1,400 students from Utah colleges and universities. The results of the survey were released after the polls closed at 8 PM on KBYU and made available on the Internet.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

Funds from the Redd Center helped to defray the costs of the exit poll. Costs included reimbursement for student interviewer travel, meals, phone charges for the telephone part of the survey and printing and mail charges for the invitation to early voters to participate online. The survey was again highly accurate, allowing us to not only project the winners but analyze the perspectives of Utah voters.

Three undergraduate student posters from the students in the class that organized the poll have won awards at the Mary Lou Fulton Mentored Student Learning Conference, the Pacific Association for Public Opinion Research and other venues. The students are Alejandra Giminez, Josh Cooper, and Tyler Simms.

Please list publications and/or presentations based on your Redd Center research or program.

As noted above, at least three student posters have won awards and at least one paper has been published in an undergraduate journal at BYU. Professors from Statistics and Political Science have presented a paper at the American Association for Public Opinion Research meeting on the sample design. We anticipate submitting that paper to a journal.

If your research is not yet completed, what are the next steps in your research process?

Seek peer review from statisticians, polish, and submit.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

We plan on submitting our sampling paper to a professional journal, probably in statistics.

Comments

We are most grateful for the support of the Redd Center.

Title of Project: "Califia: The West Calling the World" (theme of the annual WLA conference)

Organization/Institution: Western Literature Association

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

The funds were used to help graduate students attend the conference in Berkeley, CA. There were an unusual number (ca. 50) of graduate students in attendance, from all over the U.S. and from foreign countries.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

My mandate was to bring in more graduate students into the association. I learned that the San Francisco Bay Area was attractive to many people. Attendance was high.

Please list publications and/or presentations based on your Redd Center research or program.

There were around 300 presentations at the conference. Many people commented to me on the superb quality of the papers. There were also a large number of important creative writers reading.

Comments

The award we received from you was most welcome and useful. Because the San Francisco Bay Area is expensive, I was unable to charge participants enough to pay for all the bills, but your award was truly helpful. And I liked noting that your distinguished center was one of the sponsors of the conference. Thank you.

SUMMER AWARD FOR BYU UPPER DIVISION AND GRADUATE STUDENTS

Aaron Rhodes, Plant and Wildlife Sciences. “Characterizing Differential Use of Aspen After Fire by Cattle, Mule Deer, and American Elk.”

Ashlee Smith, Biology. “Age Structure of a Natural Population of Burying Beetles”

Name: Aaron Rhodes

Title of Project: Differential and Additive Effects of Mule Deer, American Elk, and Cattle on Aspen Regeneration After Fire

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

Livestock, mule deer, and American elk (collectively, ungulates) depend upon aspen forests for productive habitat. Aspen supports higher plant biodiversity in the understory which supports a robust population of ungulates across the rangeland. Aspen regeneration after fire is an important component of sustaining these forests, but also represent a time of vulnerability to ungulate use. We are asked whether there are differences in aspen use among ungulate species, and how these differences help us more effectively manage our forests. The objective of this study was to differentiate the impact of multiple ungulate species on aspen regeneration after fire.

We used ten sets of four experimental treatments to exclude; all animals, cattle, cattle and elk, and no exclusion and installed camera traps at each of these sites to count the number of ungulates that use the sites across the season. This will allowed us to examine the impact of each species and evaluate both the densities and species composition that suppress aspen regeneration. We found regeneration failure at 5/10 sites that allowed all animals, 3/10 that allowed only deer and elk, and 2/10 that allowed just deer. Further, we found that regeneration failure was site specific, and not a widespread problem. In other words, not all mountain ranges of central and Southern Utah are experiencing heavy herbivore pressure.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

Redd Center funds helped us gain valuable knowledge about deer, elk, and cattle use of aspen across broad geographical landscapes. This provides insights for our federal partners at the USDA forest service and private stake holders, such as sportsman's groups, cattlemen associations, and environmental organizations. Once our findings are published, they will be used by management organizations to inform the way that they balance the interest of these public organizations and ensure that the tradition of multiple use on public lands continues.

Our most important findings are that herbivory pressure on aspen regeneration varies greatly by location and by the time of year. This variation allows managers to target mitigation for areas that are experiencing heavy levels of browse. For example, within our 4 research sites, Monroe Mountain experienced the highest level of browse by elk, deer and cattle combine. While our southernmost site near Duck Creek Village, experienced the heaviest browse by deer, and some heavy cattle browse. The two other sites studied had no regeneration problems despite fencing treatments. This information may allow managers to manage species deferentially, by location, in order to meet goals of both successful aspen regeneration and native animals and cattle use of forage.

Our findings also suggest that aspen herbivory is highly related to the time of year. Our sites were most heavily selected during July and August, where the surrounding months experienced little animal use. This temporal variation could provide the opportunity for temporary fencing, anti-herbivore sprays, or extended hunting periods. Utilizing the variation in both space and time, afford greater flexibility to managers.

Please list publications and/or presentations based on your Redd Center research or program.

[2015] Ecological Society of America 100th Baltimore, MD

Contributed Oral Presentation: Differential and Additive effects of Mule Deer, Elk, and Cattle on aspen regeneration after fire.

[2015] Monroe Mountain Working Group Richfield, UT

Invited Oral Presentation: Monitoring regeneration of aspen on Monroe Mountain, UT

[2014] Utah Society for Range Mgmt. Logan, UT

Invited Oral Presentation: Differential and Additive effects of Mule Deer, Elk, and Cattle on aspen regeneration after fire.

[2014] PWS Research Conclave, BYU Provo, UT

Oral Presentation: Differential and Additive effects of Mule Deer, Elk, and Cattle on aspen regeneration after fire. 1st place.

We anticipate several publications related to this work which will likely be submitted late 2016.

If your research is not yet completed, what are the next steps in your research process?

N/A

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

We anticipate several publications related to this work which will likely be submitted for publishing in peer reviewed journals in late 2016.

Comments

We generally do not share copies of our presentations until our research has been published.

Name: Ashlee Smith

Title of Project: Age Structure of a Natural Population of Burying Beetles

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

The grant from the Charles Redd Center allowed me to collect wild burying beetles (*Nicrophorus marginatus* and *Nicrophorus guttula*) in July and begin laboratory experiments with these beetles in September. Using baited pitfall traps, we were able to catch more than 200 *Nicrophorus marginatus* and more than 120 *Nicrophorus guttula* beetles. We then brought those individuals into the lab and allowed half of each species to reproduce, and did not allow the other half to reproduce. We are currently feeding all of the remaining wild-caught beetles twice weekly until death. We also have started allowing lab-bred beetles to reproduce in early, middle, or late life, and some not at all. We will continue to feed each of those beetles until death. We will then compare the lifespans of the wild-caught beetles to the lab-bred beetles using the captive cohort method, which will allow us to estimate the age structure of the wild population of beetles we caught in July. This research has also allowed me to mentor 15 undergraduate students on field and laboratory research using burying beetles. Funds from this grant allowed me to purchase chicken to bait the traps, cups to use as traps, gas to drive to my field site, chicken liver to feed beetles in the lab, paper towels to house each beetle, soil for laboratory reproductive attempts, and frozen mouse carcasses for beetle reproduction.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

The funds from the Charles Redd Center allowed me to use both field and laboratory techniques to determine the age structure of a wild population of burying beetles. The project is ongoing, but the results look promising. More than 95% of the wild beetles that we caught in July and allowed to reproduce have died, but only about 70% of wild-caught beetles that we did not allow to reproduce in the lab have died. This indicates that reproduction is costly in these beetles, and when coupled with the laboratory experiments that we are still in the process of completing, should allow us to get an estimate of age structure of the wild population.

Please list publications and/or presentations based on your Redd Center research or program.

This research is ongoing, so no publication or presentations have been done on this project.

If your research is not yet completed, what are the next steps in your research process?

We have completed reproductive attempts for all of the early-breeding individuals and are currently feeding them twice weekly until death. The middle-life breeding beetles are scheduled to breed at the end of October, and the late-life breeding beetles are scheduled to breed at the end of November. After those reproductive trials are completed, we will continue to feed all beetles until death to get an estimate of the cost of reproducing one time early, mid, or late in life.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

Once this research is completed, I plan to publish my results in a scientific journal. I will also attend 1–2 academic conferences in the summer of 2016, and will likely present this research as an oral presentation or allow an undergraduate research assistant to present the research as a poster.

Comments

I greatly appreciate the research opportunities this award has allowed me. I will keep the Redd Center updated on any publications or presentations that pertain to the research that was done as a result of this award.

SUMMER AWARD FOR OFF-CAMPUS UPPER DIVISION AND GRADUATE STUDENTS

Cassandra L. Clark, History, University of Utah. “‘Abandon All Hope, Ye Who Enter Here’; Race, Religion, and Science, in the Four Corner States of the American West”

John Joseph Crandall, Anthropology, University of Nevada. Las Vegas. “Indigenizing Frontier Industry: Southern Paiute Labor and the Development of Extractive Mining in Central Nevada, 1830–1900”

Sarah Cullen, Anthropology, University of Colorado. “Plains-Pueblo Interactions Along the Park and Caquagua Plateaus, AD 1000–1500”

Adam Dunstan, Anthropology, University at Buffalo. “Toxic Desecration: Science and the Sacred in Navajo Environmentalism”

Meghan J. Forney, Anthropology, University of Oklahoma. “Changing Perceptions of the Bridger Mountain Range in Southwest Montana”

Jennifer Macias, History, University of Utah. “Redefining the American Dream: Latino/a Families after World War II”

Karen Smyth, American Studies, Saint Louis University. “The Errand of Angels: Gender, Sexuality, and Feminism in the Mormon Church, 1972–2014”

Amos W. Stailey-Young, Cinematic Arts, University of Iowa. “Finding the New Frontier: Location Scouting, Hollywood, and Western Cinema”

SUMMER AWARD FOR OFF-CAMPUS UPPER DIVISION AND GRADUATE STUDENTS, CONTINUED

Emily Voelker, History of Art and Architecture, Boston University. “Visualizing the Indigenous Cultures of “Amérique du Nord”: Photography, Anthropology & Franco-American Exchange, 1870–1890”

Tiffany Wilgar, English, University of South Florida. “Seeing Stardust: Class, Culture, and The Nevada Test Site”

Luke Willert, History, Harvard University. “Detectives and Violence in Wyoming, 1883–1903”

Will Wright, History, Colorado State University. “The Anthropocene and Questions of Scale: The Big Thompson Flood of 1976”

Name: Cassandra L. Clark

Title of Project: 'Abandon All Hope, Ye Who Enter Here'; Race, Religion, and Science, in the Four Corner States of the American West

Organization/Institution: University of Utah

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

With the funding I received from the Charles Redd Center I was able to travel to Phoenix, Arizona in August 2015. I spent five days working at the State Archives accessing the Arizona Insane Asylum and State Hospital records dating back to 1876. I read through these records on microfilm and was able to save many of them, with state permission, so that I can return home and begin to analyze them. I scanned fifty pdf files of State Insane Asylum and State Hospital admission logs dating from 1876 to 1941. These logs were divided by gender and contained personal information including "race," religious beliefs, address, family members, date-of-birth, and notes about commitment, death, and brief notes about treatment. I also began to view the county court insanity records of Navajo and Gila counties.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

While reading through these records, I was able to begin tracking the terminology used to describe those individuals deemed "insane" and committed to these institutions. Upon initial analysis of the records I viewed, I note that during the beginning years the terminology used for commitment was free from eugenic language. However, during the early twentieth century when eugenic theories inundated American ideas about race reasons for commitment included vernacular used by eugenicists including, "feeble-minded," and "idiot." In addition, I have noticed that commitments increased during the early twentieth century, which needs further analysis. Accessing these records allowed me to begin to understand how eugenic terminology influenced the way that Americans understood mental health, and more importantly, to identify the justifications used to label "undesirable" individuals whose behavior did not conform to the American "norm" as intellectually "unfit." These records gave me insight to the early twentieth-century American "whiteness" making process, and how mental health became a key factor in determining racial status and social privilege in the United States.

Please list publications and/or presentations based on your Redd Center research or program.

I completed my research trip during the middle of August and I am currently reading through and cataloging the records I viewed. Because of this, I am not at a point where I can complete a publication or presentation. However, the research I completed with Redd Center funding will assist me as I continue to work on my dissertation that I plan to complete by December 2016.

If your research is not yet completed, what are the next steps in your research process?

I am currently conducting research at the Utah State Archives. After I complete my research there I will then work at the Church History Library of the Church of Jesus Christ of Latter-day Saints and at Special Collections at the Marriott Library. I plan to travel back to Phoenix to access those records I did not have time to review while in Phoenix, and I will also visit State Archives in Colorado.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

In addition to using information gathered during my Redd Center-funded research trip to complete my dissertation, I hope to write an article for publishing using my research from the Arizona State Archives. I will inform the Redd Center of any publications I complete using records obtained during my trip.

Comments

I want to extend my thanks for the funding I received from the Charles Redd Center. The generous amount awarded allowed me to continue my dissertation research regarding the construction of whiteness in early twentieth-century America. More importantly, the money gave me the opportunity to review records of individuals who are forgotten by society. Those individuals deemed intellectually inferior and often hidden from the mainstream and considered an embarrassment by family members and previous friends deserve a voice. I am honored to complete this work about an often over-looked marginalized population, and to tackle racial stigmas that continue to influence America today and this could not be done without Redd Center funding.

Name: John J. Crandall

Title of Project: Indigenizing Frontier Industry: Southern Paiute Labor and the Development of Extractive Mining in Central Nevada, 1830-1900

Organization/Institution: University of Nevada, Las Vegas, Departments of History/Anthropology

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

With these funds, I was able to conduct research on the Bureau of Indian Affairs-Letters Received materials housed at the U.S. National Archives in Washington, D.C. I was able to collect most of the letters sent from Nevada and Utah Indian Agents which speak about Paiute labor and reservation-removal efforts at the turn of the 20th century. These data will complement materials obtained in Nevada that will form a chapter of my dissertation in Ethnohistory on Gilded Age labor, minorities, and the embodiment of race and industrial capitalism in the American West.

I used these funds, in concert with a small scholarship from the UNLV Department of Anthropology, to drive to Washington D.C. in early June and spend almost two weeks there before returning to Las Vegas, Nevada where this funding allowed me to teach without working as well. This allowed me to conduct a second round of research in newspaper archives and UNLV's Nevada history Special Collections. Specifically, I examined newspapers published in Nevada throughout the Gilded Age, Mormon journals, and the Helen J. Stewart collection which detailed this early settler women's life in journals and day books as she took over her deceased husbands property and work. Helen extensively hired Paiutes seasonally and year-round and harbored one individual—"Mouse"—who was intentionally guiding whites to their doom when they came to prospect in Paiute homelands. An advocate for her time, Helen's daybooks and account ledgers provided insights into Paiute labor and how Paiutes worked for miners as guides, which has not published in previous work on her life. Guides seem to be frequently discussed among Paiutes and this has become a major focus of my work since.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

While secondary literature on the Southern Paiute had suggested that natives had largely avoided removal efforts, I did not have a full sense of how ineffective federal Indian Agents were. By having access to otherwise inaccessible letters sent and received from the Bureau of Indian Affairs I was able to clarify the lack of colonial knowledge that agents held. I also was able to glean evidence that natives were well versed at using Indian Agents as allies against white squatters. Indian Agent letters begin in 1865 and document corrupt treaty deals between alleged Paiute chiefs and Agent O.H. Irish in Utah. These kinds of documents hold significance for Paiutes as proof that the U.S. once saw them as a sovereign nation made up of smaller, distinct units.

BIA archives provided information about Paiute strategies for surviving colonialism. For example, a letter sent from Agent Barnes to the BIA Commissioner on September 11, 1875 includes complaints from Barnes about the ways in which Paiutes used mobility and begging from agents to gain access to blankets, food, and other goods through rations and negotiation. Afterward, Barnes complains that Paiutes would pack up and leave without settling on federal reservation lands as they suggested they might. Thus, these letters helped to make clear the degrees to which Southern Paiutes had economic sovereignty through wage work and other labor and were able perhaps uniquely to avoid removal. Trips to local archives uncovered evidence that Southern Nevada's first pioneers, such as Helen Stewart—the "First Lady of Las Vegas"—hired Paiutes and paid them almost as well as whites while newspapers lamented the need for native labor. Archival work isn't complete but I have formulated clearer understandings about how Southern Paiute communities, as predicted, survived via wage work and subversion of capitalism.

Please list publications and/or presentations based on your Redd Center research or program.

Since the grant was awarded, I was invited by the Society for American Ethnohistory to participate in a Great Basin Ethnohistory panel at the 2015 meetings which were held November 4–8. I presented the following paper:

JJ Crandall, “Leading Imperialism Along: Indian Guides and the Shaping of Conquest of the Great Basin,” Annual Meeting of the American Society for Ethnohistory, November 4-8, Las Vegas, NV.

If your research is not yet completed, what are the next steps in your research process?

My academic progress has shifted. Rather than pursue a dual-degree and receive a second MA degree, I am completing a Harvard Style dissertation consisting of three published/publishable articles, an introduction and conclusion. My new PhD Committee consists of historical archaeologist and ethnoarchaeologist Dr. Liam Frink, Southwest/Great Basin Native Cultures Scholar & Anthropologist Dr. Daniel Benyshek, Pueblo Scholar & Southwestern Archaeologist, Dr. Barbara Roth and Native American 19th-Century Historian Dr. William Bauer.

One of my three chapters will consist of a submitted journal article draft of the paper I describe above. My dissertation is tentatively entitled “Machineries of Oppression: Industrialism and the Racialization of Laboring Bodies in the Gilded Age. Perspectives from Bioarchaeology & Ethnohistory.” This dissertation traces the ways that wage work and industrial workplaces became sites where citizenship and race are inscribed on the body. Chapters on Chinese-American “Coolie” workers, Southern Paiute guides, and white settlers overview how race, citizenship, and class were all embodied and experienced through labor. Resistance, violence, and othering are all forces which can be encountered in modern workplaces and their bodily impacts, effects on health, and role in reifying racial difference are explored in this multidisciplinary dissertation.

I am currently revising my chapter on Southern Paiute guides to overview all wage workers and the ways colonialism is embodied, resisted, and experienced in the workplace where difference can be structurally and culturally re-inscribed. I plan to submit drafts of this chapter, the intro, and conclusion of the dissertation by March 2016. The sections on Chinese and White laborers in the American West are already complete and have been published in “Historical Archaeology” and “Cambridge Archaeological Journal” respectively.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

I do not plan on presenting any further data or projects until I have defended my dissertation involving these data.

Comments

I am most thankful for the center’s patience in receiving my report. I lost my grandmother and another relative this year and switched advisory committees throughout October. I appreciate your understanding and am grateful that I was able to make use of these funds as planned given this change in mentors.

Name: Sara Cullen

Title of Project: Plains-Pueblo Interactions Along the Park and Caquagua Plateaus, AD 1000–1500

Organization/Institution: University of Colorado Boulder

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

With the funding from the Charles Redd Center, I was able to travel to access and analyze artifact collections at the Loudin-Henritze Archaeology Museum in Trinidad, Colorado and the Museum of Indian Art and Culture in Santa Fe, New Mexico. I measured, photographed, and cataloged upwards of 250+ projectile points from archaeological collections as part of my ongoing dissertation research. I was also able to collect obsidian artifacts that will be sent for XRF sourcing analysis in Albuquerque, New Mexico at a later date.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

The Redd Center provided me with travel funds to different museums and collections for my dissertation research. Due to the nature of research in my study area, many archaeological site collections are housed at numerous museums and universities across Colorado and New Mexico. The funding from the Redd Center gave me the opportunity to travel to two of these locations so that I could gain preliminary data on chipped stone material variability and use in projectile point manufacture from pre-Hispanic sites across southeastern Colorado and northeastern New Mexico

Please list publications and/or presentations based on your Redd Center research or program.

Society for American Archaeology presentation, “Plains-Pueblo Interactions Along the Park and Chaquagua Plateaus, AD 1000– 1500”, San Francisco, California, April 18, 2015

Dissertation pending

If your research is not yet completed, what are the next steps in your research process?

The next steps in my research is to continue with travel to the remaining museums and complete my analysis within archaeological site collections in Cimarron, New Mexico and Denver, Colorado. After my collections studies are complete, I will be sending in obsidian artifacts for XRF sourcing analysis to determine the geographic locality from which they were derived. Furthermore, I will be using the information from my collections analysis for spatio-temporal mapping in ArcGIS to determine patterns of trade materials in a site-by-site context.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

My future plans for publication and presentation will be to turn my dissertation into condensed articles to be published in academic anthropological and archaeological journals, as well as presenting my findings at professional archaeological society meetings, such as the Society for American Archaeology.

Comments

My research and data collection is ongoing, but with the funding from the Redd Center, I have been able to acquire a substantial amount of preliminary data for my dissertation. Thank you for funding my project.

Name: Adam Dunstan

Title of Project: Toxic Desecration: Science and the Sacred in Navajo Environmentalism

Organization/Institution: University at Buffalo

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

This grant has enabled me to undertake research on Diné (Navajo) environmental activism in the Southwest. In particular, I was interested in the ways in which Diné collaborate with non-indigenous allies, and the ways in which traditional Diné teachings become combined with concepts from western science, environmentalism, and leftist politics, during activism over the fate of a sacred mountain, the San Francisco Peaks, which has recently undergone ski resort expansion. Over the spring and summer I spent time in northern Arizona (particularly in Flagstaff) and did participant observation and interviewing as the final stage of data collection for a long-term project. A highlight was the observation of a traditional Diné ceremony done on the mountain, which provided a first-hand experience of an important cultural phenomenon that previously I had only heard about briefly in interviews. Also significant were in-depth conversations with key activists about the history of anti-ski resort activism and dynamics within their organization and within Flagstaff more generally. I was also able to visit an archival collection at Northern Arizona University with information about past conflicts over this mountain and consult with a local librarian on available online materials (which I have since reviewed). Additionally, I was able to attend a Navajo Studies conference held in Flagstaff and there speak with Diné intellectuals about topics relevant to my research. Perhaps most importantly, however, is that under this grant I was able to begin the very important task of data analysis and review after fieldwork going back to 2009. In total, this grant enabled a productive period of research as it allowed me to undertake some of the final fieldwork and data analysis in this long-term research project.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

This type of question is always a bit difficult to answer for someone who does long-term fieldwork, because it involves trying to decide when you gained understandings of culture that took years to develop. However, there are a few specific insights I can point to as arising from my time under this Redd Center grant. Much of my project revolves around the impacts of ski resort expansion on Diné religious ceremonies related to a sacred mountain; for the first time I was able to observe and learn specific details about such ceremonies through my fieldwork. Additionally, I was able to gain some important new information through interviews with key activists about the history of their environmental movement, and particularly some of the ways in which decision-making was done (which heavily influences my final conclusions). I was additionally able to, in conversations with Diné people, explore some of the issues with impact assessment, indigenous peoples, and cross-cultural communication with the federal government. Furthermore, during this time I have been able to do data analysis which has uncovered some of the ways in which various worldviews were emphasized at different points by this movement, but ultimately synthesized into a singular message about the environment, health, and cultural rights. Moreover, I was able to discover ways in which Diné beliefs, important to this movement, are nonetheless greatly simplified for communication with a broader audience of southwestern non-natives. All of these insights can be considered as capstones pieces of knowledge to my fieldwork thus far.

Please list publications and/or presentations based on your Redd Center research or program.

Publications

This fieldwork concludes my data collection for a dissertation, expected to be completed in March 2016, tentatively titled "Toxic Desecration: Science and the Sacred in Navajo Environmentalism."

Presentations

I have recently started teaching at the University of North Texas and drawn on my Navajo fieldwork in a number of different (non-conference) presentations:

- 1) "Sacred Lands Under Attack: San Francisco Peaks Case Study" (Indigenous Peoples of North America course, Fall 2015)
- 2) "Sacred Ecologies" discussion (Environmental Anthropology course, Fall 2015)
- 3) "Meet an Anthropologist" (Anthropology Student Association, October 2015)
- 4) Two graduate orientation introductions.

Additionally, pending presentations include:

- 1) November 2015 American Anthropological Association meeting in Denver, CO: "Toxic Desecration: Sacralized Science in Navajo Environmentalism."
- 2) March 2016 Society for Applied Anthropology meeting in Vancouver, BC: "The Nonhuman Social: Environmental Impact Assessment and Ontologies of 'Nature'."

If your research is not yet completed, what are the next steps in your research process?

Fieldwork data collection has been completed, and currently I am involved in additional data analysis as well as drawing on my data for the writing of a dissertation. Data analysis in this stage includes analysis of not only that data collected under my Redd Center grant but since 2009 on Diné sacred land topics. It includes several different activities: coding and textual analysis of activist publications, fliers, signs, and speeches; coding and review of field notes; analysis of online materials gathered; analysis of photographs of protests and protest signs; review of recorded and other interviews; and a general themes analysis of research undertaken. All of this data is to be related to central research questions for this case study regarding the motivations, social practices (particularly between indigenous and non-indigenous persons), and discourses of the Diné/non-Diné environmental group in question. As data analysis is being completed, writing of the dissertation started several months ago and is now well-advanced. This dissertation relates the ethnographic data to certain specific broader theoretical questions within anthropology on indigenous environmentality, and also specific questions within Navajo studies, including questions of the contemporary application of traditional sacred land beliefs.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

Upon conclusion of my dissertation, a number of academic articles and potentially two books will be forthcoming. I am hoping to do an article on media bias in representation of the environmental issue under study, as well as an article on the combination of sacred teachings, western science, and leftist politics in Diné activists' and their allies' public speeches, signs, and publications. There are likely other articles to follow as well. Further, I am hoping to write at least one, and potentially two, books that draw on this fieldwork – one with a more theoretical focus addressing issues of indigenous environmental knowledge, and one more specifically focused on the history of activism in Flagstaff, Arizona, especially as related to indigenous people. Again, much of this work will have to wait until my dissertation is concluded, projected in March 2016.

Additionally, I will continue to present on my research at anthropological and other conferences.

Comments

I would like to express my deep appreciation to the Charles Redd Center for Western Studies, and associated donors, for their confidence in my project and for the direct financial assistance of my fieldwork through a Summer Award for Off-campus Upper-division and Graduate Students. Having now received two Redd Center grants at different points in my career, and having utilized and cited research by other Redd Center-supported scholars, I can attest to the importance of this Center and its grants in catalyzing and facilitating research in the American West. I can also speak to its particular importance as a funding source within the sub-field of Navajo studies. To add to this, I would like to suggest that modest-sized, short-term grants, like the Redd Center grants for student research, are critically important for graduate students who, despite having well-developed projects, face an increasingly hyper-competitive application process for larger funding sources which often have shrinking budgets. This is a particular issue for students who do domestic research in the United States, and thus for whom certain international research grants are not available. North Americanists like myself owe a debt of gratitude to the Charles Redd Center for its funding of dynamic, domestic research that contributes both to western studies and to anthropological, environmental, and other forms of scholarship.

Name: Meghan J. Forney

Title of Project: Changing Places: The Archaeology of the Bridger Mountains, Southwestern Montana

Organization/Institution: University of Oklahoma

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

With the funds I received from the Charles Redd Center, I traveled back to Bozeman, Montana to study the projectile point collections that are critical to my research. During the two weeks I spent in Bozeman, I analyzed 262 projectile points and made several site visits in the Bridger Mountains. I also made valuable connections with paleoecologists working in the mountains, whose research has further influenced my own. Without being able to physically be in Montana to analyze the projectile points, visit the mountains, and discuss my research with those in allied fields, my thesis research would not have been possible.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

As a result of the funding from the Redd Center, I learned that my original hypothesis – that the ways places were being created changed over time – is likely wrong. Rather, it appears that the ways humans created places in the Bridger Mountains stayed remarkably stable over time. This is especially significant because, according to the paleoecologists I met in Bozeman, the climate over 13,000 years ago changed dramatically. This consistency in place-creation despite a changing climate is intriguing, particularly given the theoretical framework I will apply in my thesis. Whereas most archaeologists working in the area see such consistencies as a product of landscape use and subsistence strategies, I will interpret it in a humanistic framework that views the consistencies as a product of continuity in human perception of this specific mountain range over time.

Please list publications and/or presentations based on your Redd Center research or program.

As of October 11, 2015, I do not currently have any publications or presentations that relate directly to my research funded by the Redd Center, simply because I am focused on finishing the thesis itself before sharing my results more widely. Nevertheless, as a result of my data collection in Bozeman of the projectile points funded by the Redd Center, I used a subset of the data I collected in another project, which I will present as a poster at the 2015 Plains Anthropological Conference in Iowa City this October. The reference for the poster is as follows:

Dudley, Meghan J. and William R. Ankele.

2015 Codename Pelko: A Reassessment of Pelican Lake and Elko Projectile Points in the Northern and Southern Rocky Mountains. Poster presented at the 73rd Annual Meeting of the Plains Anthropological Society, Iowa City, Iowa.

If your research is not yet completed, what are the next steps in your research process?

The next steps in my research process is to analyze the points and their site locations through Geographic Information System (GIS), with the goal of identifying key landscape features that appear consistently. Using GIS will help me understand how past people selected places on the landscape to use for various purposes. Additionally, my work in Bozeman has led me to adopt a new theoretical framework for my research: relational ontology and materiality (examining the ways people create their world through relationships with objects and places on the landscape). I will work to integrate this new theoretical approach with my data and will finish and defend my thesis in spring 2016.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the

Redd Center whenever you publish work based on your research funded by the Center.

The research I conducted forms the foundation of my master's thesis, which will be completed in May 2016. Once defended, I intend to modify the core of the thesis into an article for publication in a peer-reviewed anthropological archaeology journal, such as the *Journal of Archaeological Method and Theory*. In addition, I will present the results of my research at local (Montana Archaeological Society Conference), regional (Plains Anthropological Conference), and national (Society for American Archaeology) conferences in 2016 and 2017.

Comments

I extend my sincerest gratitude to the Charles Redd Center for funding my field research this summer. Thanks to the Center's funding, I have successfully gathered the data I needed to begin to change the ways in which archaeologists—including myself—have traditionally viewed how past humans used the mountains that are so important to so many today.

Name: Jennifer Macias

Title of Project: Redefining the American Dream: Latino/a Families after World War II

Organization/Institution: University of Utah

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

Thanks to the funds from the Charles Redd Center, I was able to travel to the National Archives in Broomfield, Colorado, and research for a week without interruption. From there, I spent a week and a half working at the Denver Public Library, looking through archival documents. During my remaining week, I set up the first round of interviews with Latino/as who participated in the Chicano Movement in the Rocky Mountain West.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

From my travels, I was able to take images of important primary source documents that I previously did not have. Additionally, in my travels I was able to meet and converse with possible oral history interviewees, with whom I have set up follow up interviews to conduct over the next year. In regards to my research question, I realized that there is a definite complexity to the idea of the "American Dream," and the ways in which various factors, including race, ethnicity, gender and geographical location complicate the definition and idea of what this concept meant for Latino/as after World War II.

Please list publications and/or presentations based on your Redd Center research or program.

The information collected during my research project was used for a paper that I presented on at the Utah State Historical Conference in October 2015, as well as a paper that I presented on at the Western History Association Conference in October of 2015.

If your research is not yet completed, what are the next steps in your research process?

The next steps in my research process include collecting additional oral histories to help add more voices to my project, and to help continue in my creation of an archival source base for the experiences of Latino/as in the Rocky Mountain West.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

I intend to use the information to complete my dissertation, and have two drafted articles that I intend to submit for publication, from which I will definitely let the Redd Center know if those are accepted.

Comments

I am greatly indebted to the Redd Center for your support, and am particularly appreciative of the financial resources which made it possible for me to travel and research this summer. Thank you so much!

Name: Karen Smyth

Title of Project: The Errand of Angels: Gender, Sexuality, and Feminism in the Mormon Church, 1972–2014

Organization/Institution: Saint Louis University

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

I spent a week in the archives at the University of Utah looking at the papers of Eugene England, and also at BYU in the Folklore, Mormon Publications 19th and 20th Centuries, and at subjects such as Latter-day Saint Women and their Heavenly Mother. I also met with a few notable Mormon women in Salt Lake who are currently working on Sunstone Magazine and/or the Ordain Women movement. This was a crucial trip for my dissertation and has led me to new insights and arguments.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

I learned how faithful Mormons created non-official journals (Dialogue, Sunstone, and Exponent II) in the 1960s and 1970s to create a space for faithful and intellectual dialogue. I read about their struggles, hardships, and successes and the notes I took on these letters, papers, and other documents and manuscripts informs my third chapter of my dissertation.

Please list publications and/or presentations based on your Redd Center research or program.

None planned yet, but after this chapter is completed I would like to attempt to publish it.

If your research is not yet completed, what are the next steps in your research process?

I am writing my third chapter based on my recent research in Utah, and plan to apply for more grants and awards from BYU and elsewhere to go back and spend more time in the archives to look at those papers and collections I didn't have time for this trip. There is so much still to look at!

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

I have no plans to present or publish at this time, but will certainly notify the Redd Center when I do in the future.

Comments

I can't thank the Redd Center enough for funding this research trip—it was vital to my work on this chapter and for my dissertation as a whole. I wish I had more time in the archives and will be applying for these awards again soon so I can go back. Thank you!

Name: Amos Stailey-Young

Title of Project: Finding the Frontier: Hollywood Location Scouting in the American West

Organization/Institution: University of Iowa

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

The funds from the Charles Redd Center allowed me a much needed research trip to the USC Warner Brothers Archive and the Margaret Herrick Academy Archives. I was able to spend two weeks in LA at the archives, which was enough time to look over the large amount of material from the major Hollywood studios related to my project. From this trip, I was able to collect a sizable amount of material connected to my project, which I'm currently in the process of analyzing.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

The funds from the Redd Center went a long way in assisting me to answer my primary guiding research question, which was: what were the criteria Hollywood studios used in selecting particular locations for filming purposes? However, the material I viewed lead to other questions and ways to extend my original concerns, particularly the role of various towns in the Southwest and their agency in persuading Hollywood to film near their towns. So, while the research has suggested likely answers to my questions, it has also directed me toward expanding my project.

Please list publications and/or presentations based on your Redd Center research or program.

I've submitted a paper, which I'm currently in the process of writing, to The Society of Cinema and Media Studies annual conference. I'm still waiting to hear from them regarding its acceptance.

If your research is not yet completed, what are the next steps in your research process?

My research is largely completed in the sense of reviewing primary archival sources, though I may make a short trip to Indiana University's Lilly Library for a little supplementary material on John Ford. Right now, it is mostly a matter of composing the paper for conferences and subsequent publication processes.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

As mentioned previously, I've submitted an abstract to the Society of Cinema and Media Studies annual conference, after which I will submit the finished paper for publication.

Comments

Support from the Redd Center was absolutely crucial for my project, as it required primary research at faraway archives, and for that, I'm very grateful.

Name: Emily Voelker

Title of Project: From Both Sides of the Lens: Anthropology, Native Experience & Photographs of American Indians in French Exhibitions, 1870–1890

Organization/Institution: Boston University, Department of History of Art & Architecture

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

With the funds received from a Charles Redd Center Summer Award for Upper Division and Graduate Students, I undertook a three-week visit to New Mexico and Arizona in October 2015. This research trip allowed me to find essential materials—and make crucial contacts—related to my first dissertation chapter on a group of John K. Hillers' photographs of Hopi villages sent to the Société de Géographie in Paris as a gift in 1877.

On this research trip I first spent a week and a half in Santa Fe, where I went through pertinent holdings at the Palace of the Governor's Photography Archive. These collections included all those photographs featuring Hopi, the Hillers Collection, and the William Henry Jackson Collection (on whom my second chapter centers). After ten days in Santa Fe, I traveled to Albuquerque, where I undertook a week working with archival material at the University of New Mexico's Center for Southwest Research. During this visit I focused my attention in particular on the American Indian Oral History Recordings and listened to all those made by Hopi individuals, or including information about Hopi subject matter. Following the week in Albuquerque, I traveled to Northern Arizona and spent four days at the Hopi Reservation. At Hopi I visited some of the villages, such as Walpi, where a number of the Hillers' photographs on which I am working were made and met with Leigh Kuwanwisiwma, Director of the Hopi Cultural Preservation Office. I shared my research with Kuwanwisiwma, and we went through and discussed the photographs together—many of which he had never seen before. I shared files of the works with him for the Cultural Preservation Office's records, and we talked about me coming back to do further work with their oral history project.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

I spent the 2014–2015 academic year undertaking research in American and French collections gathering information about the making, circulation and Euro-American interpretation of the photographs in my dissertation. I wanted, therefore, to complete research trips such as this one to the Southwest to learn more about the Native perspective on these photographs, and the period of contact and histories they represent. The Summer Award for Upper Division and Graduate Students that I received from the Redd Center provided crucial support for me to undertake such a visit, from which I began to gain a sense of Hopi experience at the end of the nineteenth-century and was also able to share my research with the tribal community.

Listening to the American Indian Oral History Recordings at the University of New Mexico enabled me to get a better idea of the Hopi experience during the period on which I am working. Repeated reference occurred to boarding and mission schools, travel to trading posts, the Hopi Agency, and interactions with—or interference made by—Catholic missionaries. The ability to go to Hopi itself, experience the present-day community and meet with Leigh Kuwanwisiwma about these photographs and my research was also incredibly important for my project and would not have been possible without the support of a Redd Center grant. Kuwanwisiwma was willing to look at—and talk about—the pictures together, discussing them and their making and plans to share them with members of the villages they picture. I hope that the meeting was the beginning of a longer relationship as I work on this material, and he told me about the Hopi Oral History Project at the Cultural Preservation Office, which I plan to go back and work with as my chapter progresses.

Please list publications and/or presentations based on your Redd Center research or program.

The main product based on my Redd Center research trip is the first chapter of my dissertation in progress, entitled “From Both Sides of the Lens: Anthropology, Native Experience & Photographs of American Indians in French Exhibitions, 1870–1890.” I have not yet completed or published the dissertation—or presented this particular material.

If your research is not yet completed, what are the next steps in your research process?

My research is largely completed, and I am spending the majority of my time writing my dissertation. I will, however, undertake the Davidson Family Fellowship at the Amon Carter Museum of American Art related to my second chapter in February and March and also make preliminary and follow-up visits to some of the Native groups with which I am working. In April or May I will travel to the Pine Ridge Reservation in South Dakota to meet with Tawa Ducheneaux, archivist at the Oglala Lakota College for a week to go through material in my second and fourth chapters. This summer (2016) I will also make a second visit to the Omaha and Hopi Reservations, where I will do further work with members of the Omaha Tribal Historical Research Project at the former, and listen to the Hopi Oral History Project at the latter.

As I make these trips I will continue working on my dissertation chapters, drafts of all four of which I plan to have completed and submitted to my advisor Kim Sichel by fall 2016. After submitting these drafts and receiving edits from her, I will spend the late fall and winter editing the manuscript and crafting my introduction and conclusion.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

My plans are to complete and defend my dissertation by spring 2017 (the specific schedule for which I have detailed above) and then pursue a book based on the project. In the meantime, before I finish my dissertation, I will submit the various chapters for presentation at academic conferences.

Comments

Thank you very much for your support of my project.

Name: Tiffany Wilgar

Title of Project: Seeing Stardust: Class, Culture, and The Nevada Test Site

Organization/Institution: University of South Florida

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

The funding granted from the Charles Redd Center allowed me to travel from Tampa, Florida to Las Vegas, NV to access local newspapers from 1970–1975. These newspapers are stored only on microfilm at the University of Nevada, Las Vegas and at Clark County Library in Las Vegas. Capturing news related to the Nevada Test Site (NTS) from this time period provided necessary evidence to make claims about the presentation of risks associated with NTS. I compared the uses of rhetoric between experts (e.g. engineers, physicists, geologists, physicians, etc) in official documents written by the Atomic Energy Commission to the uses of language in popular media written by journalists to get a sense of how risk was being presented to the public.

I was also able to gain access to the court proceedings transcript from a high-profile case from the Baneberry Vent, an NTS accident in 1970, housed in the Special Collections Library at UNLV. I didn't know the court proceedings for this case were available at UNLV until I arrived at Special Collections for another reason. This serendipitous finding contributed greatly to my understanding of the accident from 1970 and a glimpse into the legal reasons why so many suits fighting the negative affects from NTS have lost their battles.

During my time in Las Vegas, I also toured the National Atomic Testing Museum and learned a great deal about the practices of NTS. I spoke with a docent who worked at NTS for forty years, and I spoke with the head curator of the museum and was able to explore the NATM reading library.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

My primary research question would've been impossible to answer without access to local newspapers from 1970–75: How do risk communications in popular media differ from risk communications between experts regarding the Baneberry Vent of 1970? Meaning, how are risks of the Banberry Vent presented in technical documents created by engineers, geologists, physicists, physicians and other researchers employed by the AEC similar to or different from the presentation of risk in popular media written by journalists? Through my research in Las Vegas, I discovered popular press consistently report any radiation exposures under federally mandated limits are “not dangerous” which conflates legal culpability with health risk. Technical communication between experts does not use language in the same way to interpret legal exposures of radiation as an absence of danger. Typically, reports from popular media in Las Vegas rely on unnamed AEC spokesmen to claim that the Baneberry accident was not dangerous. This slight but important difference between Baneberry Summary Report (AEC, 1971) and popular press reports is that the official report never claims there is no health-related danger. The primary purpose of the BSR (AEC, 1971) is to protect against legal risks by reporting exposure levels under federally mandated limits. Popular media reporting often further defuses the rhetoric of risk used by the AEC (1971) by assuming that “under the legal limit” is the same thing as “not dangerous.”

The transcript court proceedings added important information omitted in popular media including specific accusations made by the plaintiffs regarding negligence on the part of the United States government and the specific legal decision made in favor of the defendant.

The primary benefit of touring the National Atomic Testing museum was the opportunity to see photographs and videos of various detonations, so I can better understand the social and environmental impact of these detonations.

Please list publications and/or presentations based on your Redd Center research or program.

Forthcoming conference presentation: 2016 Conference on College Composition and Communication Convention, Houston, TX, April 6–9, 2016. Conference theme: Environmental and Scientific Rhetoric in Action

The current article I'm writing based on the research made possible by the Charles Redd Center will either be submitted for publication to an academic journal (like *Technical Communications Quarterly*) or will become the prospectus for my doctoral dissertation.

If your research is not yet completed, what are the next steps in your research process?

Next summer, I would like to return to Las Vegas to further explore my interests in how popular culture in Las Vegas incorporates representations of atomic energy. I plan to schedule interviews with the curators of several local museums. Generally speaking, I am interested in how socioeconomic status and pop-culture affect communication about risk for locals of southern Nevada in relation to the Nevada Test Site (NTS). Under this large question, I am exploring local news sources from 1970–71 and the Nevada Test Site Oral History Project archive. I would like to conduct interviews to compliment the archival research to get a sense of how these experts of historical presentation think about their work and how their work impacts the larger community.

I would interview the head curator(s) of the following institutions: National Atomic Testing Museum, Mob Museum, Las Vegas Natural History Museum, and the Neon Boneyard Museum. These perspectives contribute to my archival research by offering a contemporary perspective and by offering a meta-historical perspective as well. These curators help shape how the public is exposed to history and act as mediators between Las Vegas history and patrons.

Beginning next year, I will begin turing this project into my doctoral dissertation.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

I do plan to publish my work about NTS at some point but need to discuss publication options with my professors for guidance in navigation the dissertation process in conjunction with publishing. it is likely that my work as a scholar will involve this project in some way, and I will continue to update the Charles Redd Center on any presentation and/or publications.

Comments

The research I was able to do because of the Charles Redd Center is foundational to my research project, and as a student, this research process and project will shape the kind of scholar I become. The funding from the Charles Redd Center afforded me the opportunity to contribute to the academic conversation about risk communications and risk assessment using I site I think is important.

Thank you for providing me the financial ability to explore a research topic that is both relevant to my field and close to my heart.

Name: Luke Willert

Title of Project: Detectives and Violence in Wyoming and the Mountain West, 1883–1903

Organization/Institution: Harvard University

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

I traveled to archives in Wyoming, Montana, Idaho, Colorado, and New Mexico in pursuit of every extant nineteenth-century detective report written around the Rocky Mountains. Ranging from single letters to case-files hundreds of pages long, the dozens of collections which I located will constitute the backbone of my dissertation. Most of the reports concern the theft of livestock or ore from corporate ranching and mining operations. Other detectives, however, pursued murderers, adulterers, arsonists, unionists, and anarchists.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

I began with a series of queries about the prevalence of detectives in the late nineteenth-century West and their methods of discovering (or, perhaps, inventing) criminals and conspiracies. I discovered that undercover private detectives in the employ of mines, ranches, and railroads were nearly everywhere throughout the mountainous part of the region in the 1880s and 90s. Detectives infiltrated unions and saloons; posed as college athletes and physicians; recorded confessions and conversations and all sorts of information; and arrested or killed dozens of suspects. Indeed, one surprising pattern to emerge from my research is that much western justice (the resolution of contractual and personal disputes) was administered less in official courts than by the hired enforcers of private corporations, detectives like the Pinkertons or their hundreds of American imitators. In this light, a notorious vigilante conflict like the Johnson County War of 1892 appears less an exceptional aberration than a regular result (if only a more spectacular one) of detectives' endless spying, reporting, and enforcing.

Please list publications and/or presentations based on your Redd Center research or program.

I will speak at the Western History Association 2015 meeting in Portland, Oregon this October about the detectives I learned about this summer with my Redd grant.

If your research is not yet completed, what are the next steps in your research process?

I need to write and present a dissertation prospectus this semester, and then return to Laramie on another research trip to consult more detective papers which I could not finish reading this summer.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

I have no immediate plans to publish any articles about detectives and plan to focus most of my energy on the dissertation. When the article does come, however, I will both notify and thank the Redd Center for this award.

Comments

Thank you! Although the Redd award did not cover all my summer expenses, it certainly helped very much. It is extraordinarily generous for your program to offer funding to students outside of BYU for western history.

Name: Will Wright

Title of Project: The Anthropocene and Scale: Highways, Tourism, and the Great Acceleration towards Unnatural Disaster

Organization/Institution: Colorado State University

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

The Redd Center grant allowed me to research at numerous archival institutions and repositories. From May to August 2015, these funds permitted me to visit the Denver Public Library, the Colorado Historical Society, the National Archives and Records Administration-Rocky Mountain Region, the Rocky Mountain National Park Archives, and Colorado Department of Transportation Central Files.

The Denver Public Library contained files with newspaper clippings on Charles Vail, chief highway engineer for the Colorado State Highway Department in the 1930s. The records allowed me to contextualize Vail as project overseer for U.S. Highway 34 in the Big Thompson Canyon. The Colorado Historical Society possessed collections from Abner Sprague, an early Euro-American settler in the Thompson River Valley, and on post-World War II tourism. The former source provided information about how nonhuman forces generally overwhelmed humans before the so-called Anthropocene. The latter delivered advertising materials meant to attract people to vacation on the floodplain of the Big Thompson River. NARA offered collections from Rocky Mountain National Park and the Estes Park Chamber of Commerce, two of the biggest promoters of travel on U.S. 34 in the Big Thompson Canyon. Rocky Mountain National Park Archives possessed archaeological items on Native American experiences near the Big Thompson River, as well as postwar marketing items. CDOT's Central Files had detailed construction plans used to build U.S. 34 in the Big Thompson Canyon. In all, the Redd Center grant provided me with the opportunity to find numerous sources on human interactions with the Big Thompson environment.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

The Redd Center grant assisted me in uncovering the centrality of fossil fuels to contributing to the 1976 Big Thompson Flood and to the Anthropocene. Coal allowed for the manufacture of industrial machinery that made road-production possible. Oil powered the bulldozers, jackhammers, and dump trucks during the construction process, while it also propelled the automobiles upon a finished U.S. Highway 34. Petroleum-derived products created the basis for a postwar "vacationland," from the asphalt sprayed on the road to the vinyl siding on suburban-like summer homes.

Meanwhile, oil-based highway infrastructure altered the form and function of the Big Thompson River, heightening the hydraulic velocity of the 1976 deluge. And perhaps most importantly, the rise of global atmosphere carbon—an after-effect of burning fossil fuels—may have intensified this extreme rain event as a warming atmosphere held more water vapor. In many ways, the local and global scales were interconnected over the Anthropocene through the fossil-fuel based, technologically-mediated carbon and water cycles.

Please list publications and/or presentations based on your Redd Center research or program.

"The Anthropocene and Scale: Highways, Tourism, and the Great Acceleration towards Unnatural Disaster," WEST (Western, Environmental, Science, & Technology) Network History Workshop, Mountain Research Station, University of Colorado, Nederland, CO, 8–11 June 2015.

If your research is not yet completed, what are the next steps in your research process?

For primary research, I still have to finish looking through a couple collections at the Water Resources Archive at Colorado State University Libraries. By winter 2015–2016, I should have a complete draft on my entire M.A. thesis.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

With the help of my advisors, Drs. Mark Fiege and Jared Orsi, I am currently working on an article-length manuscript to submit to the journal *Environmental History*. The article investigates the meaning of “geophysical agency” in the Anthropocene as 1930s road-building crews constructed highway infrastructure in the Big Thompson Canyon that moved massive amounts of geologic material in order to complete the road. I plan on submitting the piece to the editor in spring or summer 2016.

I also will be presenting at two upcoming conferences. In November 2015, I am participating in a poster session at Colorado State University’s Graduate Student Showcase, highlighting the research of my M.A. thesis project. And in April 2016, I am contributing to a paper panel for the American Society for Environmental Historians (ASEH) Seattle Conference, entitled: “Deep History, Earth History, and the Anthropocene.”

Comments

I am eternally grateful to BYU’s Charles Redd Center for their generosity through a summer research grant. The financial support awarded by the Redd Center put my research on a quality path to produce a solid M.A. thesis, and hopefully, a couple of publications.

INTERDISCIPLINARY STUDIES GRANTS

Richard Gill, Ryan Jensen, and Dan Ames. “The Role of Drought and Small Mammals in Controlling Post-Fire Recovery in a Sagebrush Ecosystem”

Greg Thompson, Bryant Jensen, and Rebeca Meija-Arauz. “Teacher-Child Interactional Processes and Parent-Child Interactional Processes among Third- and Fourth-Grade Latino Students in Provo.”

Name: Richard Gill

Title of Project: The Role of Drought and Small Mammals in Controlling Post-Fire Recovery in a Sagebrush Ecosystem

Organization/Institution: Brigham Young University, Department of Biology

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

We used two large ecosystem experiments to explore the responsiveness of plants in the desert west to drought and climate change. We are linking ecological, remote sensing, and ecological informatics skills. In 2015 we accomplished our three specific aims:

1. Continuously monitor the growth of individual species using remote-sensing tools and an understanding of species-specific natural history.
2. Employ ecological informatics tools to rapidly process remote-sensing, weather, and environmental data.
3. Mechanistically describe the influence of water and temperature variability on plant invasions in deserts.

Our funding allowed three graduate students and three undergraduate students to actively participate in this work, producing one peer-reviewed publication, one presentation at the Ecological Society of America meeting in Baltimore, MD and establishing a research foundation for a master's thesis.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

We began the year using plot scale NDVI sensors at an experiment in the Great Basin to measure the growth of cheat grass (*Bromus tectorum*) and Halogeton glomeratus. This methodology has been refined and is allowing us to estimate biomass differences between early season invasive grasses and late season forbs. It provided key field verification data for Tara Bishop's project on early season invasives that culminated in her talk August 11, 2015 at the ESA meetings (Detection of Early Season Invasives (DESI) shows that climate and landscape sensitivity controls annual grass density in Utah's national parks and monuments, Figure 1). This approach, with a strong collaboration between Dr. Gill and Dr. Jensen, has prompted a refinement in our approach to remote sensing. In Summer 2015, Hannah Yokum began her master's thesis, which uses remote sensing to examine landscape patterns in the expansion of *Ephedra viridis* on the Colorado Plateau. This project will formally link the expertise of Drs. Gill and Jensen. We also designed and developed of a new R package that provides access to the CUAHSI Hydrologic Information System (HIS) HydroServer as a means for storing and managing data. The resulting system allows research scientists to use a familiar statistical computation environment, R (for statistical analysis), together with the open source HydroServer software (for data archival and sharing). Using the WaterML R package, the user can analyze data from HydroServers of multiple organizations that are discoverable via the National Science Foundation funded Consortium of Universities for Advancement of Hydrologic Science (CUAHSI) Water Data Center catalog and the Global Earth Observation System of Systems data catalog of the World Meteorological Organization. The new HydroServer data upload API simplifies the upload of data to HydroServer directly from the environment.

Please list publications and/or presentations based on your Redd Center research or program.

Presentation: Tara Bishop, RA Gill, J Belnap. 2015. Detection of Early Season Invasives (DESI) shows that climate and landscape sensitivity controls annual grass density in Utah's national parks and monuments. Ecological Society of America Meeting.

Paper: Kadlec, J., StClair, B., Ames, D. P., Gill, R. A., 2015. WaterML R Package for Managing Ecological Experiment Data on a CUAHSI HydroServer. Ecological Informatics 28, pp. 19–28.

If your research is not yet completed, what are the next steps in your research process?

In Fall 2015, Hannah used a hand-held hyperspectral radiometer to show that it is possible to distinguish between the dominant grasses and shrubs on the Colorado Plateau (Figure 2). Because of these results, in June 2016, We will fly BYU's AISA hyper spectral sensor over three plots within Canyonlands National Parks in a-predetermined flight pattern.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

We will continue to work on these projects and will notify the Redd Center when papers are accepted.

Comments

This work was greatly facilitated by your support. Thank you.

Name: Gregory Thompson

Title of Project: Latino Children and their Social Interactions Across School, Home, and Community Settings: Implications for Learning

Organization/Institution: Brigham Young University, Department of Anthropology

Please provide a brief narrative of the research or program you accomplished with funds received from the Charles Redd Center.

The primary purpose of the Redd Center funds was to support data collection for our research into linguistic and interactional practices of Latino second graders here in Provo. Of particular interest to this research was to identify the linguistic and interactional strengths that are present among Latino students but which are not adequately appreciated in the schools.

Redd Center funds were used primarily for data collection. Redd Center funds were used to pay three undergraduate researchers with advanced training in ethnographic research methods to conduct classroom ethnographies in four second grade classrooms in two different schools. In each classroom, the student researchers focused on three Latino students for a total of 12 children, producing over 300 pages of fieldnotes closely documenting the happenings in these classrooms. In addition to this classroom-based research, one student researcher also conducted home ethnographies with the six Latino second graders in the two classrooms that she was studying, producing over 100 pages of fieldnotes. Student researchers also conducted extensive recordings of classrooms (~60 hours) and of the students in their homes (~15 hours). These student researchers also created and coded transcripts of language assessments that one of us (Bryant Jensen) administered to the students.

Redd Center funds were also used to provide stipends to the teachers in order to help offset the effects on the teachers of having researchers present in their classroom as well as the added responsibilities that came with participating in this research (e.g., filling out evaluations of students and ensuring that parents returned consent forms).

Finally, Redd Center funds also helped to support the database that was used intensively to archive the extensive field notes, transcripts, and audio and video recordings that were made in the course of data collection.

Please specify how Redd Center funds assisted you in answering your research questions or accomplishing your research/programming goals. In other words, what did you learn or accomplish?

The four teachers whose classrooms we studied were very sympathetic to finding ways to make their teaching relevant to Latino students. All four teachers were making sincere efforts to employ teaching methods that were often designed with their Latino students in mind. As a result, Latino students seemed generally well integrated into these classrooms. Nonetheless, two of the teachers expressed anxieties about employing these methods when they ran counter to the ways that they themselves had been taught (e.g., allowing or even encouraging peer to peer assistance). This suggests that maintaining these practices will require substantial external support in a cultural context in which these practices are not culturally normative.

The home observations gave us great insight into the remarkable extent of cross-age instruction that naturally happens in the homes of these Latino children. Although we still have much work to do analyzing these recordings, one initial finding that was particularly interesting was that children were regularly observed engaging in cross-age helping, whether with younger siblings or other younger children in their homes. This is an interactional strength that we feel needs to be better capitalized upon at school, perhaps through cross-age mentoring.

With regard to linguistic strengths, we found that some fundamental assumptions underpinning the social-interactive aspects of academic talk, despite purporting to take into account Latino cultural features, contain some cultural biases against Latino children in three areas. First, we found that the academic language construct casts culturally appropriate practices of taciturnity in terms of language delay. Second, we found that the academic language construct often confuses Latino students' lack of independence with a lack of autonomy. Finally, we found that the academic language construct neglects the ways in which contextualized language (i.e., non-"academic talk:") can be highly sophisticated and cognitively complex.

Please list publications and/or presentations based on your Redd Center research or program.

As a result of our collaboration on the Redd Center project, we organized an interdisciplinary session for the annual meeting of the American Educational Research Association entitled "Conceptualizing Latino Academic Language: Interdisciplinary Views on Equity, Constructs, and Assessment." This session includes anthropologists, teacher educators, as well as authors of psycholinguistic assessments (and for those unfamiliar with the field of educational research, these are groups that seldom talk to one another).

As part of that session, we will be presenting a paper entitled "Social-Interactive Aspects of Latino Children's Language Development." We will incorporate feedback from this presentation to revise our manuscript and prepare it to submit to a peer-reviewed research journal.

In addition to this research that we will be presenting in April, 2016, one of the undergraduate student researchers is basing her undergraduate BA thesis on the research she conducted that was supported by the Redd Center. She will be presenting this research at Anthropology's Senior Thesis seminar in April, 2016.

If your research is not yet completed, what are the next steps in your research process?

Perhaps the most important outcome of this research is, as noted above, the rich and robust dataset of video recordings, field notes, language assessments, and teacher and parent assessments of students. This massive dataset is a treasure trove that we expect to return to for years to come, and so, at present, we are unsure of all of the possible directions that we will take this research.

With regard to our immediate next step in data analysis, we need to go through the data in greater detail. Our first pass of the data will focus on further clarifying the linguistic and interactional strengths that we have thus far identified while also continuing to look for additional strengths that we may have missed.

We hope to be able to build on this research to secure further funding for projects in two directions. First, we hope to be able to continue following these 12 students as they continue to grow and develop. Our current plan is to conduct intensive data collection, like what we did with the Redd Center funds this past summer, at least every two years. The in-depth data that we have on these 12 students will be invaluable as we continue to collect further in-depth data on these same 12 students in fourth grade and beyond. The second direction that we would like to develop is to expand this research to engage with larger questions regarding language usage in low-income families. The initial findings of this research suggest that, contrary to the oft-cited "30 million word gap" purported to exist in low-income families, these low-income children are exposed to remarkably rich linguistic environments. In future research we would like to further pursue this thread.

What are your future plans for publications and/or presentations? To assist us in our reporting, please notify the Redd Center whenever you publish work based on your research funded by the Center.

We are planning to produce at least one (preferably two) published article(s) from this research to be submitted to *The Journal for the Learning Sciences*, but expect to have many possibilities for further publications based on the extremely rich dataset that we have assembled.

In addition to publishing our research in academic outlets, we would also like to present our findings to teachers here in the Provo schools in the hopes that they will be able to adapt their pedagogical practice in order to help their Latino students succeed.

We are also looking to use this research as the basis for future grants from organizations such as the Spencer Foundation, the U.S. Department of Education, and the National Science Foundation.

Comments

We greatly appreciate the support of the Redd Center for this research. This research would have been entirely impossible without this support.